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FINAL REPORT

TO THE

U.S AGENCY FOR

INTERNATIONAL DEVELOPMENT

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OEF'S PARTICIPATION IN

THE MID-DECADE CONFERENCE AND

FORUM ON WOMEN, COPENHAGEN

JULY, 1980

GRANT #AID/otr-G-1812

TABLE OF CONTENTS

I. INTRODUCTION

II. SYMPOSIUM AND WORKSHOPS

III. PARTICIPANTS AND INFORMAL ACTIVITIES IN COPENHAGEN

IV. FOLLOW-UP ACTIVITIES

V. CONCLUSIONS

APPENDIX A. OEF PARTICIPATION AT COPENHAGEN

B. ALPHABETICAL LIST OF PARTICIPANTS

C. LETTER OF INVITATION TO PARTICIPANTS

D. FOLLOW-UP LETTER TO PARTICIPANTS

E. REPORT ON THE WORKSHOP "IS IT WORKING? HOW TO EVALUATE DEVELOPMENT PROJECTS INVOLVING WOMEN"

F. REPORT ON THE WORKSHOP "DEVELOPMENT EDUCATION IN THE FIRST WORLD: RE-EDUCATING THE EDUCATED"

INTRODUCTION

The Mid-Decade Conference and Forum on Women, coming at a critical period in history, provided the opportunity for women to share insights, plans and strageties to strengthen the impact women have on the content and processes of global development. The Overseas Education Fund has long been active in efforts to improve the role women play in development and thus planned several activities for the NGO Forum to share the experiences gained from past and current programs with women engaged in similar work.

During the ten day conference OEF sponsored a total of two major symposia and six smaller workshops. All were based on OEF programs and utilized leaders in those programs as panel members and/or workshop leaders. The US Agency for International Development, through the Asia Bureau and the Women in Development Office, provided a grant which enabled OEF to invite these women to attend the Forum and contribute to the exchange. The original grant covered travel costs and per diem allowances for the twelve women scheduled to participate in the activities. It was expanded very rapidly to include providing travel arrangements for an additional 23 women who attended the conference, but who were not directly involved in the OEF presentations. As a result of the expanded grant, a series of informal activities was planned for the entire group beyond the scheduled workshops. The following report will discuss the two activities, symposia and workshops and informal activities, separately.

II. SYMPOSIUM AND WORKSHOPS

A. Symposia

The first symposium, "Child Care Needs of Low-Income Women In the Developing Countries", was a direct follow-up activity to the 27-month project the Overseas Education Fund had recently completed in six countries. (Brazil, Dominican Republic, Peru, Korea, Sri Lanka, Malaysia). A panel of women who had participated in the research in the six country survey, discussed how the availability of child care or the lack of can differentially affect the health and education of the child and the employment possibilities of the parents. Each panelist spoke about her countries' child care study and innovative programs that had been developed. Questions were entertained from the audience. Individuals who participated in the child care panel included:

a) Ms. Malsiri Dias - Executive Secretary of International Year of the Child Secretariat for Sri Lanka

b) Ms. Ruth Lukand - Acting Director, Zambia Pre-School Association

c) Ms. Nakyen Shin - Director of Kumsum Day Care Center, Seoul Korea

d) Ms. Blanca Figueroa, Psychologist - founder of Peru/Mujer

e) Ms. Auxiliadora Sanchez - Associacion de Mujeres Nicaraguenses Luisa Amanda Espinoza (AMLAE)

Ms. Vivian Mota, Currently Coordinator of Women's Programs for the Economic Commission for Latin America, and author of the Child Care study in the Dominican Republic had also been invited to participate. An unfortunate accident kept her from attending the Forum. Ms. Sanchez from Nicaragua replaced Ms. Mota. Nicaragua did not participate in the child care study but OEF had learned of the new government's comprehensive program in child care through OEF's work with AMLAE. Since it was felt that developments in Nicaragua would be of keen interest to the many women attending the forum, an invitation was extended to AMLAE to join the panel.

The symposium was presented twice during the ten day period - a total of 200 people attended both sessions, although the first session received a far greater turnout than the second. This was due to a combination of factors including both the fact that the first panel was held early in the first week of the Forum and it was held in the only room with simultaneous translation capabilities.

The second symposium focused on "Action Programs for Promoting the Participation of Low-Income Women in Economic and Community Development Activities". The participation of project beneficiaries in the development, implementation and evaluation of a project is an underlying principal of all OEF program work. Nevertheless, it is often easier to ask for participation than to actually achieve it. Constraints of many types, cultural, economic and social intervene and challenge program directors. Thus, during the two hour presentation strategies for encouraging the fullest participation of women were explored by a panel of five women who are currently involved in programs for low-income women in their own countries.

Each described her project and shared successful techniques and methodologies that had been developed. Over one hundred and fifty people attended the session, which like the Child Care Symposium was translated into French, Spanish and English (from the Spanish spoken by the Latin American participants.) Although an in-depth

exchange is always constrained with a large audience, questions were plentiful, enthusiastic and directed at learning more about how to run a successful project.

Women who participated in the panel are listed below:

Name and Organization	Project
1. Ms. Papiloa Foliake Member of Parliament Tonga	
2. Ms. Gilma Palacios Federacion de Organizaciones Voluntarias San Jose, Costa Rica	Life Skills Training Project, Costa Rica
3. Ms. Ampara Giraldo - Chair Recursos en Accion Bogota, Columbia	OEF Program Developer, Responsible for initiating projects in Costa Rica, Ecuador, Panama and Honduras
4. Dra. Alba de Quesada Federation of Honduran Women's Associations Tegucigalpa, Honduras	Regional Legal Services Project in Costa Rica, Honduras, and Nicaragua
5. Srta.Sanchez, AMLAE Managua, Nicaragua	

B. Workshops

Six small workshops were also presented by OEF during the Forum. The planning for the workshops began with the premise that the majority of the women coming to Copenhagen would have a wide range of experiences that they would want to share. It was felt that the most successful workshop format would be one with a moderate amount of structure within which women could exchange information and experiences on a specific topic. We did not need to teach. We needed to provide an atmosphere in which we could all learn from each other.

Like the symposia, the theme for each workshop was related to an actual OEF program, which was used as the "jump-off point" to begin a discussion of the topic and encourage others to share their work too. Each workshop was led by an individual who had been directly involved in some aspect of the program. Since several of OEF's programs are in Spanish speaking America, three of the workshops were conducted in Spanish. OEF staff provided translation for the other sessions.

page 4 comes after page 8

The first workshop - "Projecto Desarrollo Humano en Costa Rica: Movilizacion de Recursos Comunitarias para Generacion de Ingresos" (Human Development Project in Costa Rica: Mobilizing Community Resources to Generate Income") was a slide presentation with an accompanying narrative prepared by the Federacion de Organizaciones Voluntarias in Costa Rica. Gilma Palacios, the project director, answered questions on the life skills training program and received several requests for assistance.

The second, "Is it Working? How to Evaluate Development Projects Involving Women", led by Suzanne Kindervatter, from the OEF staff explained the OEF participatory evaluation methodology by having the group design an evaluation of the Forum itself. This was extremely well received as the participants not only learned about a new technique but learned how to use it by doing it. A final of this workshop was prepared by Dr. Kindervatter and sent to all the paricipants (see Appendix E).

The third and fourth workshops repeated the same theme in English and Spanish on two different days. "Incidencia que Tiene la Generacion de Ingresos de Mujeres en la Independencia de la Mujer: Estudios de Casos en Latina America" ("The Relationship of Income Generation and Women's Indedpendence: Case Studies in Latin America." These workshops set forth the proposition of examining the relationship between the two variables based on actual project experiences. Discussion generated in these two sessions was timely and thought-provoking. The session in Spanish ended with a request to continue the discussion the same afternoon - even after three more hours of lively exchange, individuals continued to search out each other to continue the dialogue.

The workshop on "Development Education in the First World: Reeducating the Educated" was based on OEF's program "Women and World Issues", which is currently sponsoring a series of five workshops in major U.S. cities to explore the links between the local community and global development issues. It was, to the best of our knowledge, the only workshop at the Forum on this topic. A final report was prepared by the workshop leader, Janet Kennedy, and mailed to the participants. (see Appendix F).

The final workshop on the Regional Legal Services Program, "Servicios Legales Como Onstrumento de Cambio Estructural" ("Legal Services As An Instrument of Structural Change") was headed by a lawyer from Honduras, Dra. Alba de Quesada. She had the misfortune to be scheduled on the next to final day of the Forum and fewer people attended this session than the others.

On the average, however, 35 people attended each workshop. Originally we had determined that if 25 attended, we would consider the workshop a success.

III. PARTICIPANTS AND INFORMAL ACTIVITIES IN COPENHAGEN

Thirty-five women were selected by PPC/WID to participate in the Forum through the grant to the Overseas Education Fund. Thirty-three actually attended (See Appendix B for a complete list of the participants, their professional affiliation and country). The initial group of twelve was invited by OEF's Executive Director. Individual AID Missions, other PVO's and the Bureaus were responsible for selecting the remaining twenty-three. As word spread that OEF had received a grant to sponsor participants, however, phone calls, cables and letters came in from literally around the world asking for OEF assistance to sponsor conference participants. At times it was difficult for individuals and organizations to understand that while OEF had a grant, nominations were accepted through the local missions.

All the travel and hotel reservations were handled by OEF for the entire group, a task which occupied one person nearly full-time for the six weeks preceeding the Forum. Arrangements were made for nearly all the women to stay in the same hotel. One OEF staff member arrived in Copenhagen the Friday before the conference began in order to meet each participant personally and assist initially with hotel check-in, payment of per diem, banking, etc. She also had prepared a package with as much information as possible on the Forum, (registration, bus passes, schedules, etc.) and Copenhagen and other information that made it possible for the women to focus immediately on the proceedings of the conference instead of the other necessary but time-consuming and often annoying details. While this might appear trivial, it undoubtedly contributed to participant's feeling more a part of the event.

The women tended to form small groups with others having common interests, and attended workshops in these groups, especially during the first week, when everyone was slightly overwhelmed by the size and scope of the Forum. Towards the end, however, individual participants went searching for activities to suit their interests on their own. Many, if not all, of them attended the OEF presentations as well as those given by other organizations. It was not necessary to help plan their days at the Forum; they all had priorities and interests, and were anxious to gather as much information on these as possible.

The OEF staff did, however, organize several evening activities, both formal and informal, group get-togethers. The first formal meeting was held on Sunday, July 13, to welcome all the women and to give the group an opportunity to meet each other. Details about the Forum were explained and innumerable questions answered. The second meeting was a mid-point evaluation, at which time the group discussed their experiences at the Forum up to that point and what they would like to accomplish for the remainder of the ten days. At this meeting the participants developed a list of recommendations which was presented to the Forum planning committee the following day.

The women expressed the need for more information from the major

funding agencies than they had received. Through the hard work of Marilyn Richards of Transcentury, the AID/WID office and several other individuals, a meeting of representatives of the major U.S. and European agencies was held on the final evening of the Forum. Nearly all OEF-sponsored participants attended and spoke favorably of it.

Of special note is the farewell dinner to which OEF invited the entire group on the last evening. In retrospect, the dinner was more important than originally foreseen. Since the Forum had neither a formal opening nor closing ceremony, many people, but especially the Third World Women who expected a more structured experience, felt let down. (The opening ceremony was held in an auditorium seating at most 600 peolpe. The result was that more people were excluded than included.)

The three evening events planned by OEF helped personalize the conference and provide some structure. For many women it was the only opportunity to socialize with a group because they were not invited to their Embassy or included in the official gatherings. The farewell dinner in particular provided a needed feeling of ending to what had been a significant experience for everyone.

On the informal side, OEF planned recreational evenings and invited all group members to such things as dinners, evening at Tivoli Gardens and a trip to the local circus. Staff also directed the women to an area at the Forum devoted to extra activities, including invitations from Danish citizens to spend the weekend at their homes. Many women took advantage of these opportunities and enriched their stay by learning more about Danish culture.

Because of the volume of activities at the Forum, the problem for OEF was not one of keeping the participants busy; rather it was one of directing them to those sources that would be the most beneficial and which would allow them to plan their time to the best advantage. We feel satisfied, both from personal observation and letters of thanks from the participants, that we provided the kind of assistance that facilitated the best possible experience in Copenhagen. Because the group was so diverse, geographically and professionally, we seem to have created a "sub-Forum" within which the women could exchange ideas and experiences on a more ongoing, personal basis.

IV. FOLLOW-UP ACTIVITES

The experience of meeting and getting to know thirty-five women was valuable to the OEF and to the women. To help the women remain in touch with each other, OEF prepared a list of names and addresses of the entire group which was sent in August with a cover letter from the Executive Director of OEF (Appendix D).

Responses have come back from about a third of the group expressing their appreciation for having the opportunity to attend the Forum. Some, like Dr. Sybil Frances in Jamaica, asked for OEF assistance in on-going

and/or new projects. These requests are referred to the appropriate regional people in OEF for action. Others commented on the usefulness of the exchange of ideas, as expressed by Dr. Ibrahim from Bangladesh. "It was really splendid to know each other and exchange ideas which sometimes was (sic) really unknown to North and South. I hope, like mine (sic), everybody has been enriched with new ideas and knowledge."

A few expressed disappointment in the Forum, as in this comment from Mrs. Malsiri Dias. "Though the Forum was exciting and provided me with an opportunity of meeting a number of interesting people, the trends were disappointing in terms of the problems of the Asian Women. I feel that regional problems are best dealt with in a regional situation hence any future discussions on issues pertaining to the Asian women be confined to a small group of professionals competent to work out specific action programmes in terms of on-going projects in their own countries. I volunteer my services for the planning of any such event."

The reports from the workshops and the list of participants in each were mailed in early September. A final report on the income generation workshops is nearing completion. This was delayed as the people responsible have been traveling since shortly after the conference. One woman expressed her appreciation by saying, "you are the first to actually mail us what you promised."

Some additional requests for specific information and technical assistance from workshop participants have also been filled. Two examples show the diversity - the Fundacion Carlos Chagas requested the Child Care Series while a representative from Surinam asked help in locating a specialist in census data to help analyse the data on women currently being neglected in the 1980 census. She was put in touch with DUALABS, which is currently managing an AID sponsored project to provide technical assistance in this area.

Requests for help continue to come in as a result of the July meeting and it confirms OEF's belief that technical assistance provided on a basis of parity and equity must be supported.

OEF also sponsored a meeting on August 8 at which time OEF staff and board members shared their impressions of Copenhagen with approximately 40 members of the development community in Washington.

VII. CONCLUSIONS

The Forum was a rich and varied experience for those who were privileged to attend. Women shared bonds of common concern about global development and its effect on them.

While the concern about development issues was only one of many running through the Forum activities, those who chose to cluster around this topic found much to share. Ideologies differed yet most seemed to

be seeking concrete, practical suggestions to turn program ideas into beneficial action.

OEF's participation was a modest contribution to a conference featuring nearly 300 daily activities for 8,000 participants. Nevertheless, the symposia and workshops were well attended and generated much discussion. The three workshops in Spanish were among the few scheduled in a language other than English, and OEF's bilingual staff made a contribution by translating elsewhere.

The uniqueness of the small group of 35 women under common sponsorship allowed for close friendships to develop among women of diverse backgrounds, professionally and geographically. These will undoubtedly continue long after Copenhagen.

Since the grant was intended primarily to cover the travel arrangements for the group, the following remarks address some of the problems encountered in the hopes that in the future, they may be avoided.

A. TIME FRAME AND FINALIZATION OF LIST OF PARTICIPANTS

Because the UN Conference and NGO Forum were attended by such a large number of women, as are most events of this type, it was difficult to secure airline and particularly hotel reservations for the participants. This was due to a number of factors including:

1. Nominations were not due in the WID office until May 31. While this may have provided enough time if other problems had not existed, it was not sufficient time to plan carefully for this event. Since it must be assumed that changes will always be made, it is suggested that an earlier deadline be given to missions and organizations for nominating participants.

2. The list of chosen participants was not finalized until one week before the Forum. The original list consisted of 14 women. the number for whom hotel reservations, already scarce by the beginning of June, were made. Securing additional rooms for 35 people at the time the list was finalized was very difficult. In addition, there was much confusion on the part of our travel agent due to the changes in the participant list. Tickets had to be cancelled and reissued in the correct names, which was difficult as many flights to Copenhagen were booked by this time.

3. A serious problem with logistics arose from the fact that OEF was not supplied with addresses and phone numbers for the participants. Contacting the women in order to officially invite them and to provide information on their travel arrangements was difficult and we were never sure they had received the cables and/or letter. Phone numbers are required by airlines

when prepaid tickets are sent, and that information would have simplified that aspect of logistical preparation.

Overseas Education Fund

2101 L Street, N.W., Suite 916 Washington, D.C., U.S.A. 20037
Telephone 202 / 466-3430 Cable Ovation

Willie Campbell, *President*
Elise Fiber Smith, *Executive Director*

OEF PARTICIPATION AT COPENHAGEN

OEF-sponsored participants and activities for Copenhagen include:

*a delegation of 9 staff and Board members to the NGO forum, some of whom will also serve as official observers to the U.N. World Conference on Women;

*10 women from Africa, Asia, Latin America, the Caribbean, and the Pacific, with whom OEF has worked on development projects;

*30 additional women from Asia, Latin America, the Caribbean, and the Middle East, nominated by Missions of the U.S. Agency for International Development, for whom OEF is coordinating travel and other arrangements (through a cooperative agreement, African participants are being sponsored by the National Council of Negro Women);

*3 symposia and 6 workshops for the NGO Forum;

*a display of reports, studies and "how-to" materials.

Funding for Third World participants was provided through grants from the U.S. Agency for International Development, specifically: the Office of Women in Development, the Asia Bureau, and Missions in Honduras and Jordan, and from the Inter-American Foundation. OEF administrative support costs were included in the grant from the Office of Women in Development.

All participants will be staying at: the Copenhagen Penta Hotel, 50 H.C. Anderson Blvd., Copenhagen 1553, Denmark; phone (01) 126868.

Lists of the participants and activities are attached.

OEF STAFF AND BOARD MEMBERS

Maxine Hitchcock (Board Coordinator for Copenhagen)
Board Member; U.S. Programs Committee

Suzanne Kindervatter (Staff Coordinator for Copenhagen)
Deputy Director, Programs and Planning

Willie Campbell
President, Board of Directors

Janet Kennedy
WIDATA Project Director
Caribbean Program Developer

Leah Janus
Board Member; Co-chair, Coalition for Women in Development

Elise Smith
Executive Director

Faye Williams
First Vice President, Board of Directors

Laurie Zerkin
Administrative Assistant for Copenhagen Activities

Bernice Zurbach
Trustee; U.S. Programs Committee

OEF SYMPOSIA PARTICIPANTS (AID, Forum, and IAF-funded)

APPROACHES FOR PROMOTING WOMEN'S PARTICIPATION

COLOMBIA

Amparo Giraldo	Resources for Action	Program development and training; strengthening local organizations.

COSTA RICA

Gilma Palacios	Executive Director Federation of Voluntary Organizations	Social Worker, Community Development Work.

HONDURAS

Alba de Quesada	Federation of Honduran Women's Associations	Legal services for women.

TONGA

Papiloa Foliaki	Chairperson, Maufanga Women's Development Committee and National Council for Women	Only female member of Parliament, owns a hotel, owns a bus company, chair of service community groups.

NICARAGUA

Auxiliadora Sanchez	Asociacion de Mujeres Nicaraguenses	Legal services for women.

CHILD CARE

SRI LANKA

Malsiri Dias	Executive Secretary of the International Year of the Child Secretariat for Sri Lanka

ZAMBIA

Ruth Lukona	Acting Coordinator Zambia Pre-School Association

OEF-SPONSORED ACTIVITIES
NGO FORUM - COPENHAGEN

SYMPOSIA

1. Action Programs for promoting the participation of Low-Income Women in Economic and Community Development Activities — July 14, 10:45 - 12:15

   Amparo Giraldo (Moderator)
   Resources for Action, Colombia
   Papiloa Foliaki
   National Council for Women, Tonga
   Gilma Palacios, Federation of Voluntary Organizations, Costa Rica
   Alba de Quesada, Federation of Honduran Women's Associations, Honduras
   Auxiliadora Sanchez, Asociacion de Mujeres Nicaraguenses, Nicaragua

2. Child Care Needs of Low-Income Women in Developing Countries — July 18, 10 - 12

   Malsiri Dias (Moderator)
   Executive Secretary of International Year of the Child Secretariat, Sri Lanka — July 21, 1 - 3:30
   Blanca Figueroa
   Peru/Mujer, Peru
   Ruth Lukona
   Acting National Coordinator, Pre-School Association, Zambia
   Vivian Mota
   Coordinator for Women's Programs for the Caribbean, Economic Commission for Latin America, Trinidad
   Nakyun Shin
   Director of Kumsum Day Care Center, Korea

WORKSHOPS

1. Projecto Desarrollo Humano en Costa Rica: Movilizacion de Recursos Comunitarias para Generación de Ingresos — July 15, 10 - 12

   Coordinator: Gilma Palacios

2. Is It Working?: How-to Evaluate Development Projects Involving Women — July 16, 10 - 12

   Coordinator: Suzanne Kindervatter

3.	Incidencia que Tiene la Generación de Ingresos de Mujeres en la Independencia de la Mujer: Estudios de Casos en Latina America Coordinator: Amparo Giraldo	July 17 10 - 12
4.	Development Education in the First World: Re-educating the Educated Coordinator: Janet Kennedy	July 18 10 - 12
5.	Income Generation/Independence/Women: Case Studies from Latin America Coordinator: Hortence Dicker	July 21 10 - 12
6.	Servicios Legales Como Instrumento de Cambio Estructural Coordinator: Alba de Quesada	July 22 10 - 12

ALPHABETICAL LIST OF PARTICIPANTS

PARTICIPANT	COUNTRY	PROFESSIONAL AFFILIATION
Haifa Bashir	Jordan	White Beds Society (home for the aged)
Usha Bhowmik	India	Lawyer
Mahes Candiah	Sri Lanka	President, Sri Lanka Women's Conference; Advisory Board, Women's Bureau of Sri Lanka; Hospital Administrator
Sarla Chandra	India	Principal, YWCA New Delhi Women's Training Institute
Claudette Cupid	St. Vincent	Nurse; Community Developer - health and vocational training for young women and girls
Malsiri Dias	Sri Lanka	Executive Secretary, International Year of the Child, Secretariat for Sri Lanka
Boussaina Farid	Egypt	Cairo Women's Club; Dean, Post Graduate School of Music Education, Helwan U.
Blanca Figueroa	Peru	Psychologist; Founder of Peru/Mujer
Papiloa Foliaki	Tonga	Member of Parliament; Owner of hotel and bus company
Sybil Francis	Jamaica	Consultant in Social Work Education, Social Welfare Training Centre, University of the West Indies
Rifath Husain	India	Creche Program - youth leadership camps
Dr. Neelima Ibrahim	Bangladesh	Professor, Department of Bengali, Dacca University
Butheina Jerdaneh	Jordan	
Lajja Karki	Nepal	Helath Delivery and Family Planning Services, Nepal Women's Organization
Samia Khoury	Jordan	National President, YWCA; Vocational Training and University education for women
Imalia Komalo	Indonesia	Social Worker, Indonesia Council of Churche
Allison Lewis	Antigua	PAHO/WHO Consultant, Antigua Youth Project
Anne Liburd	St. Kitts	President, Caribbean Women's Association St. Kitts Chapter
Yolanda Loli	Peru	Executive Committee, YWCA; Voluntary Youth Leader, Curriculum Consultant
Haydee Martinez	Honduras	
Jocelyn Massiah	Barbados	
Molly McGann	Jamaica	
Shama Moinuddin	Bangladesh	Vice President, National Women's Cooperative Society; Freelance Journalism
Gilma Palacios	Costa Rica	Social worker; Executive Director, Federation of Voluntary Organizations
Dr. Ruchira Poland	Indonesia	Save the Children, Health, Nutrition and Women in Development Coordinator
Alba Quesada	Honduras	Lawyer, legal services for women; Federation of Honduran Women's Associations

APPENDIX B

PARTICIPANT	COUNTRY	PROFESSIONAL AFFILIATION
Dr. Lakshmi Raghuramaiah	India	Secretary General, All India Women's Conference; International Association of Women
Santanina Rasul	Philippines	President, Muslin Professional and Business Women's Association; Member, Provincial Board; Director of Adult Literacy and Income Generation Project
Auxiliadora Sanchez	Nicaragua	Legal Services of Women
Nadia Sayegh	Jordan	Ministry of Health
Yo Tuapattinaya	Indonesia	Chair, Provincial Board of Perwari
Yolanda Vargas	Honduras	

* Two women nominated by Missions could not attend. Ms. Kumari of Nepal was unable to receive travel clearance from the government of India due to the complex procedures for such clearance. Ms. Thapa, from Nepal was unable to attend at the last minute due to other obligations.

APPENDIX B

LIST OF OEF-SPONSORED PARTICIPANTS TO NGO MID-DECADE FORUM
Copenhagen, Denmark - July 14-24, 1980

Usha Bhowmik
16.B. Sleater Road
Tardeo, Bombay-7, INDIA

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1-2-8/9 Domalguda
Hyderabad - 500029, INDIA

Hind Jaber
P.O. Box 429
Amman, JORDAN

Haifa Bashir
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Amman, JORDAN

Mahes Candiah
185/1, Dharmapala Mawatha
Colombo 7, SRI LANKA

Malsiri Dias
14/1 de Fonseka Road
Colombo 5, SRI LANKA

Claudette Cupid
P.O. Box 214
New Montrose
St. Vincent, WEST INDIES

Joycelin Massiah
I.S.E.R.
University of the West Indies
Cave Hill, BARBADOS

Anne Liburd
P.O. Box 49
Basseterra, St. Kitts, WEST INDIES

Molly McGann
P.O. Box 765
Kingston 8, JAMAICA

Yo Tuapattinaya
107 Mangha Dun
Ambon, INDONESIA

Ruchira Poland
Save the Children
P.O. Box 75
Banda Aceh, INDONESIA

Lajja Karki
20/24 Lalitpur
P.O. Box 1153
Kathmandu, NEPAL

Neelima Ibrahim
19-D Fuller Road
Dacca, BANGLADESH

Shama Moinuddin
11.A. New Eskaton Road
Dacca 2, BANGLADESH

Blanca Figueroa
Avda. Espana 578
Dpto. 301
Lima, PERU

Yolanda Loli
Avda. Brasil 3267-201
Lima, PERU

Boussaina Farid
2 Tolombat St.
Garden City, CAIRO, EGYPT

Samia Khoury
Box 19106
East Jerusalem, ISRAEL

Alba de Quesada
Colonia Lara IV Ave. 212
Tegucigalpa, HONDURAS, CENTRAL AMERICA

Auxiliadora Sanchez
Hospital Retiro 1 oeste ½ norte
Managua, NICARAGUA

Gilma Palacios
Federacion Organizaciones Voluntarias
Apartado 7-3070
San Jose, COSTA RICA, CENTRAL AMERICA

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4 Edgecombe Ave.
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Amparo Giraldo
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Colombia, SOUTH AMERICA

Yolanda de Vargas
Colonia Regorma No. 97
Tegucigalpa, HONDURAS, CENTRAL AMERICA

Norma de Garcia
Colonia Satelite Z-12
Comayaguela DC, HONDURAS, CENTRAL AMERICA

Lakshmi Raghuramaiah
7 Harrington Road
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Laurie Zerkin
Suzanne Kindervatter
Janet Kerley-Kennedy
Elise Smith, Executive Director
Maxine Hitchcock
Fay Williams
Willie Campbell, President

all:
c/o Overseas Education Fund
2101 L St., N.W., Suite 916
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Amparo Giraldo & Hortense Dicker
Resources for Action
4301 Massachusetts Ave., Apt. 3009
Washington, D.C. 20016, USA

APPENDIX C

Overseas Education Fund
of the League of Women Voters

2101 L Street, N.W., Suite 916 Washington, D.C., U.S.A. 20037
Telephone 202 / 466-3430 Cable Ovation

Willie Campbell, *President*
Elise Fiber Smith, *Executive Director*

June 5, 1980

Ms. Rita Thapa
Senior Public Health Administrator
Department of Health
HMG of Nepal

Dear Ms. Thapa,

The Overseas Education Fund is pleased to inform you that you have been selected to attend the Mid-Decade Forum on Women in Copenhagen, Denmark, July 14-24, 1980. Your participation in the Forum will contribute a most beneficial combination of experience and insight.

Under a grant from the Office of Women in Development, United States Agency for International Development, OEF is coordinating your trip. The grant provides financial support for:

1. Round-trip air travel from Kathmandu - Copenhagen
2. Per diem: Hotel accommodations in Copenhagen and food expenses not to exceed 50% of the per diem.

The grant from WID/AID does not reimburse costs for ground transportation, hotel and meals for lay-overs during travel, insurance, excess baggage fees, visa fees, tips, and personal incidental costs. These costs must be covered by the participants.

Please contact Pan Am Airlines in Kathmandu.
They should have received notice of a prepaid ticket in your name. If they do not have it, check Scandinavian Airways, as part of your ticket is booked with them.

The AID mission in Nepal has been notified of your trip. They should be able to assist you if necessary.

Hotel accommodations (double occupancy) will be at:
Copenhagen Penta Hotel
50 H.C. Andersens Boulevard.
Your hotel bill from July 13-23 will be paid by OEF, and funds for your meals will be available from Ms. Laurie Zerkin of the OEF staff upon your arrival at the hotel. Please go directly to the hotel reservation desk, where instructions will be awaiting you.

Contributions are Tax deductible

Kindly cable your acceptance or rejection of the invitation, along with your address and telephone number, to Ms. Zerkin at OEF as soon as possible to this address:

OVATION, WASHINGTON DC, USA

The Overseas Education Fund and the Office of Women in Development/AID congratulate you on your selection to participate in this important event. The OEF staff on hand in Copenhagen will try to assist you as best we can, and we look forward to meeting you and working with you.

Sincerely,

Elise Smith

Elise Smith
Executive Director

ES/lz

NEPAL

Thapa, R. Ms.
Karki, L. Ms.

Kathmandu/Delhi	RA 205	12 July	7:00pm-8:15pm	RQ OK	$1890.00	Rate 6/4
Delhi/Frankfurt	PA 1	13 July	3:35am-9:35am	OK		
Frankfurt/Copenhagen	SK 634	13 July	11:45am-1:05pm	OK		
Copenhagen/Delhi	SK 971	24 July	3:00pm-2:35am	RQ OK		
Delhi/Kathmandu	RA 206	25 July	8:15am-9:40am	RQ OK		

A-INDIA

21

Overseas Education Fund
2101 L Street, N.W., Suite 916 Washington, D. C. 20037
Telephone 202 / 466-3430 • Cable Ovation

Willie Campbell, *President*
Elise Fiber Smith, *Executive Director*

August 25, 1980

Anne Liburd
P.O. Box 49
Basseterra, St. Kitts, West Indies

Dear Anne:

As all of us at OEF look back on our recent experience in Copenhagen, there is no doubt that one of the most meaningful experiences at the Forum for us was the opportunity to know you and the other women in our group. As we shared ideas, programs, and events together, we drew support and strength from each other.

I hope you feel as we do, that we have formed a network which will continue. Enclosed is a list of all the members of our group and their addresses. This should make it easier for us to communicate with each other as the months go by. Please let us know what you are doing, news of your projects, and suggestions you want to share with others in the group. We at OEF will continue to keep in contact with you on a regular basis.

I'm looking forward to future collaboration toward our common goal of improving the conditions of women and their families throughout the world. We hope to hear your ideas about needed activities as follow-up to the Copenhagen Conference.

Let us hear from you!

Sincerely,

Elise

Elise F. Smith
Executive Director

EFS/pd

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Willie Campbell, *President*
Elise Fiber Smith, *Executive Director*

FORUM '80 WORKSHOP REPORT

"IS IT WORKING? HOW TO EVALUATE DEVELOPMENT PROJECTS INVOLVING WOMEN"

(16 July 1980; 10 a.m.-12 p.m.)

HOW WE BEGAN

Meeting rooms in the Amager Center (site of Forum '80) were hard to find, especially in the part of the building where this workshop was held! So -- we started a bit late, and some participants continued to arrive throughout the session.

The workshop was facilitated by Suzanne Kindervatter of the Overseas Education Fund. Suzanne asked us to introduce ourselves and to say a bit about our work and our interest in evaluation. The group included 22 women, who represented a rich diversity of backgrounds and experiences.

Participants came from 14 different countries: Bangladesh, Botswana, Cameroon, Denmark, Honduras, Indonesia, Israel, Italy, Mauritius, Sudan, Switzerland, West Germany, the United States, and Zambia. Some women previously had been involved in project evaluation; others had not. All brought with them a lively curiosity, a desire to share ideas, and an interest in learning something practical about project evaluation. (Note: The list of participants is included at the end of this report.)

THE WORKSHOP PROGRAM

Suzanne passed out a short paper, "Simple Guidelines for Evaluating Projects and Development Programs," and explained that the workshop was designed to have a practical "how-to" focus. Toward this end, the workshop would present a simple evaluation design <u>and</u> the opportunity to practice applying that design. The unique concerns that relate to evaluating women's projects would be addressed through discussion of previous evaluation experiences, examples, and the application of the design to an actual program.

Suzanne then reviewed the agenda which was written on a large sheet of newsprint:

Contributions are Tax Deductible for Income Tax Purposes.

WORKSHOP PROGRAM

1. Expectations (10 min.)
2. Criteria for Evaluation Systems (15 min.)
3. Evaluation Design: "Formative and Summative Evaluation" (15 min.)
4. Designing an Evaluation System (45 min.)
5. Applying Ideas "Back Home" (25 min.)
6. Evaluation of the Workshop (10 min.)

We discussed the program briefly and no one expressed any reservations about adopting the plan. Everyone agreed to go ahead, and to make adjustments along the way if necessary.

ESTABLISHING CRITERIA

Suzanne asked each of us to meet in pairs and to describe a "memorable" evaluation experience. The experience could be either positive or negative and either individual (such as supervisory experience) or program-related (such as an assessment of the impact of a particular project). The purpose of this activity was to enable us to recall and draw upon our own valuable experiences.

After talking in pairs, we each listed 6 characteristics of a "good evaluation approach." Next, one by one, we stated one characteristic that we felt to be particularly important. Suzanne wrote these on the blackboard. When we had all stated a characteristic, we then added other items from our list if they hadn't already been mentioned.

Here are the criteria for a good project evaluation system that the group set:

CRITERIA FOR A GOOD PROJECT EVALUATION SYSTEM

- On-going
- Comprehensible for those who must carry it out
- Evaluators who have an understanding of and sensitivity to people in a particular area and to social, economic, political and environmental factors
- "Home grown" (not western imposed)
- Carried out by both "experts" (usually outsiders) and beneficiaries
- Sensitive to implications of a project for beneficiaries
- Frankly done, honest, not attempting to please
- Presenting results which can be followed up
- Based on sufficient data (including needs assessment or baseline survey)
- Including both quantitative and qualitative indicators

The group recognized that the criteria list was not "perfect" and that it could be further refined and expanded at another time. However, everyone was pleased with the initial list and with the discovery that so many similar ideas were held by other participants. We decided that the criteria would serve as a touchstone for our activities during the rest of the workshop -- and possibly for our work back home.

EVALUATION DESIGN AND "FORMATIVE" AND "SUMMATIVE" EVALUATION

This part of the workshop was a short mini-lecture based on a series of newsprint charts. Suzanne first presented a simplified view of the components of an evaluation design:

EVALUATION DESIGN

1. WHAT TO MEASURE
   - Questions (What do we want to find out?)
2. INDICATORS
   - Evidence (What will be the proof to enable us to answer the questions?)
3. SOURCES
   - "Tools" and Procedures (How and by whem will the answers be found?)

Next, we looked at examples of each of the three components:

WHAT TO MEASURE

- What patterns of decision-making occurred?
- To what extent was leadership shared by staff and participants?
- What problems occurred in implementation?
- How could the program be improved?
- How did the program affect women's income? health? workload? (etc.)
- How did the program affect women's perception of their potential?
- How did the program affect other members of the community?

EVIDENCE
(observed or attributed)

- New processes used for decision-making
- Change in an organization's structure
- Increase in income
- New foods eaten
- Improvement in housing
- Use of new agricultural practice
- Change in perception of own capabilities
- Improved "lobbying" position for resources and opportunities
- Group action
- Increased knowledge about (certain areas)

SOURCES

- Questionnaires/ pre and post tests
- Interviews (structured or unstructured)
- Observation
- Diaries
- Photos
- Drawings (self-expression)
- Case Histories or Case Studies
- Dramas
- Tape Recordings
- (use your imagination)

Now, Suzanne explained that an evaluation design could be divided into two major parts: "formative" (during a project) and "summative" (at the end of a project). Each of these parts needs to include the three components just described. In other words, for a particular project, the "formative" evaluation would include a plan for "what to measure," "indicators," and "sources," and the "summative" evaluation would have another plan including the same components.

Suzanne noted some of the characteristics of "formative" and "summative" evaluation:

FORMATIVE EVALUATION
("checking the pulse"; monitoring)

- On-going
- Discrepancy analysis (intent and practice)
- Feedback/"How is it going?"
- Problem identification and problem-solving
- Re-design
- Example: Periodic "tune-up" of motorcycle to keep it running smoothly

SUMMATIVE EVALUATION
(impact; final outcomes)

- Examines implementation process and results
- Summarizes: "What happened?"
  "How did it happen?"

APPLYING THE DESIGN

At this point in the workshop, we had a choice: Did we want to apply the model (1) to an actual or hypothetical program in a particular country, or (2) to the Forum? We opted for the latter, since the Forum was a live experience and one that we were sharing together.

We split into two groups, and proceeded to work on our evaluation designs for Forum '80. One group worked on a "formative" evaluation plan and the other developed the "summative" evaluation.

We enjoyed the discussion in our groups, but felt somewhat handicapped by the lack of time. Participants easily could have used another half hour or hour to develop their plans. Considering the short time available, the groups made significant progress:

FORUM '80

EVALUATION DESIGN COMPONENTS

	What to Measure	Evidence	Sources
Formative Evaluation	1.a. What are the Forum objectives, from the perspective of planners and participants? b. Are objectives/expectations being met?	1.a. Official statements on Forum b. Individual opinions c. Cancellations/ additions in schedule	1.a. Written documents b. "Reporters"/ Interviews c. Exchange of ideas between groups d. Schedule of activities e. Suggestion box (emptied daily)
	2.a. What resources were "promised"? What resources are actually available?	2.a. (same as 1.a. and 1.b.) b. Record of resources needed and resources available for various workshops	2.a. (same as 1.a. and 1.b.) b. Visits to various workshops/observation
	3. What recommendations can be made to strengthen the Forum activities?	(compilation of evidence and sources listed in 1 and 2.)	
Summative Evaluation	1. What were the goals of the Forum?	1 & 2.a. Record of who attended	1.& 2.a. Questionnaire b. Random interviees
	2. How important was the Forum: - as an alternative conference? - for the opportunity to share experience? - in terms of substantive themes? - for networking?	b. Record of activities and attendance levels c. Official statements/individual opinion	c. Review of reports in Forum newspaper d. Formative evaluation data and reports
	3. How did the Forum function? What problems occurred?	(time not available to define Evidence and Sources)	

After the plans had been presented, we discussed them briefly. Several strengths of the formative evaluation were its: emphasis on clarifying objectives; linkage of objectives (needs) and resources; use of "reporters" and inclusion of a "suggestion box." The summative evaluation plan importantly addressed both the process and the outcomes of the Forum.

As noted previously, the lack of time limited the extent to which these plans could be developed. However, participants did gain a sense of how to use the approach.

"BACK HOME"

During the last ten minutes of the workshop, we thought specifically about applying what we'd gained through the workshop when we returned home. What would be useful? What might present problems? We brainstormed answers to these questions:

Useful

- more confidence in what we know
- new ideas
- future participation in a network
- idea that evaluation can be fun
- a format that others can understand, and that can convince them of the importance of evaluation

Problems (participants decided this should instead be called Challenges)

- creativity needed for developing appropriate evaluation system
- importance of integrating evaluation into an organization's structure
- need to change attitudes about evaluation and traditional evaluation procedures

Before leaving the workshop, we filled out a brief evaluation form -- the responses listed on the forms can be found at the end of the report.

LOOKING AHEAD

The workshop discussion generated many more ideas than have been recorded in this brief report. In particular, we touched on numerous issues which have particular importance for the evaluation of projects aimed at benefitting women. Some of these are:

- The need to define qualitative indicators of change

- The advantages of group vs. individual-oriented evaluation designs (group strategies can help build support and action groups)

- The participation of beneficiaries in evaluation (as a means to utilize their "expertise" on their own situation and as a means for them to strengthen analytical and leadership skills)

- The creation of more collective rather than hierachical procedures for designing and implementing evaluation

- The sharing of evaluation data (who decides what is shared, with whom?)

Obviously, we did not have time to address all these issues fully during the workshop. But even with more time, our deliberations would have been restricted by the limited experience that exists in the evaluation of projects related to women and development.

At the end of the workshop, the participants decided to become an informal network, to continue to share experiences, problems, and pioneering efforts in some of the areas listed above. Even though we may be miles apart, it helps to know that others are asking and trying to answer some of the same critical questions.

Suzanne Kindervatter
August 1980

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IS IT WORKING?
HOW TO EVALUATE DEVELOPMENT PROJECTS INVOLVING WOMEN

WHAT DID YOU LIKE ABOUT THIS WORKSHOP?

1. Opportunity to exchange new ideas and share experiences/activities
2. Emphasis on participation (3)
3. Topic presented in non-theoretical manner/ no jargon (2)
4. Informal feeling/excellent atmosphere/ openness (3)
5. Variation of format--pairs, small groups, large group
6. It was really a workshop
7. Practical orientation/simple (2)
8. Personality
9. Many conclusions reached (2)
10. Gaining more knowledge for planning projects
11. Small group presenter was very good in controlling group and explanation
12. Methodology was understandable and examples were useful

WHAT COULD HAVE BEEN BETTER ABOUT IT?

1. Smaller work groups
2. More time; 3 hours would have been ideal (6)
3. More focus on specific issues involved in evaluating women's projects (how to avoid male-oriented evaluation systems)
4. Last assignment a bit difficult to get into--but amazing results
5. That everybody says something, even if "silly"
6. Would have liked Spanish translation

WHAT DID YOU LEARN THAT WOULD BE OF USE TO YOUR WORK BACK HOME?

1. Practical evaluation of programmes (3)
2. The method of presentation can be used in a workshop I'm planning on evaluation and planning (for our field coordinators) (4)
3. That evaluation doesn't have to be complicated
4. For me, with no real experiences, many hints and thoughts fit my former work as a volunteer
5. The importance of integrating evaluation into a project as a "routine"
6. That beneficiaries should be involved in all stages of evaluation

WHAT OTHER COMMENTS WOULD YOU LIKE TO MAKE ABOUT THE WORKSHOP?

1. I hope I have a chance to learn more about evaluation
2. Well organized. Kept discussions within the framework of the topic
3. Skillful presentation/clear (2)
4. We could have had another follow-up workshop
5. Excellent that we will receive materials and name list so we can keep in touch
6. Ideal situation/working together
7. It helped me to gain self-confidence
8. Concepts/evaluation approach developed in short time

Overseas Education Fund
of the League of Women Voters

2101 L Street, N.W., Suite 916 Washington, D.C., U.S.A. 20037
Telephone 202 / 466-3430 Cable Ovation

Willie Campbell, *President*
Elise Fiber Smith, *Executive Director*

August 11, 1980

Dear Colleague,

Thank you for joining us at the NGO Forum in Copenhagen to discuss some of the issues and concerns surrounding development education programs. A special thanks to Jeanne Vickers, Virginia Segal, and Truida van den Tol, who shared details of their programs with us.

Enclosed are the names and addresses of those who attended the workshop as well as a summary of the discussion. I am also sending the names and addresses of the UNESCO National Offices and a short article written by Daniel L. Force on Development Education.

We look forward to hearing from you.

Sincerely,

Janet Kennedy

JKK/lz

Contributions are Tax deductible

SUMMARY OF THE WORKSHOP

"DEVELOPMENT EDUCATION: RE-EDUCATING THE EDUCATED"

A brief introduction of those attending the workshop revealed the following. All were from the industrialized world (although later arrivals included women from India and Zambia), a few had extensive experience in development education, many were in the initial stages and sought information, while others came to learn what development education is.

Janet Kennedy, Overseas Education Fund, described the "Women and World Issues Workshops" being sponsored by OEF in five U.S. communities. She stressed the involvement of the local communities in planning and running the workshops as a way to build commitment.

Jeanne Vickers spoke about the efforts of the United Nations through UNESCO to understand global interdependence. Among other things, UNESCO produces country-oriented kits for use in local programs and has a Development Education Center in Geneva to service NGOs and teachers.

Truida van den Tol's discussion of her work in the Netherlands underscored the need for two kinds of programs, one with the Dutch to increase their understanding of global problems and one with the immigrant women in the country.

Virginia Segal, War on Want in Great Britain, identified a problem plaguing most programs -- insufficient funding.

Major points mentioned in the discussion that followed were:

1. Development Education has as a goal to raise the level of awareness of educated peoples as to how their life style affects and is affected by the living conditions of people within the various other countries of the world.

2. Two groups were identified as targets -- adults and children. Begin at the elementary level to educate small children with a global consciousness (change of attitudes, awareness of global interdependence).

3. We must identify community organizations within our own communities so that we understand our responsibilities in working toward equalizing world economy and work out to the larger community.

4. Activism on the part of women to see women's issues as community issues should be encouraged. Few programs address women.

5. Advocate introducation of Development Education program into curricula.

APPENDIX F

CONSTITUENCY EDUCATION

CWS/CROP

Constituency
Education
Pilot
Program

a program of
Church World
Service and
The Community
Hunger Appeal
of Church World
Service/CROP T.M.

Elkhart, Indiana
46515

219-264-3102

TWX
810-294-2166

CONSTITUENCY EDUCATION: FOUNDATIONS & FRAMEWORK

I. Introduction

II. Definitions

III. Two Approaches

IV. 12 Maxims

V. Appendix: Documentation

Paper No. I

Daniel L. Force 9/78

INTRODUCTION

This paper grew out of discoveries made during the research phase of the Constituency Education Pilot Program (CEPP). It has little to offer in the way of originality but simply pulls together some key statements on constituency/development education.

Neither educational methodologies nor sample programs are dealt with here. Rather, the following pages explore the scope, parameters and principles of this type of education.

The conflicting views of what constituency/development education is will doubtless persist. Some will continue to equate it with provision of information, others with classroom activity. My hope is that some will come to view it as a process which helps us "analyze our own involvement in the poverty of the poor and discover ways to overcome our own 'powerlessness' to redress those grievances."[1]

[1]Dickinson, Richard D. N., To Set at Liberty the Oppressed: Towards an Understanding of Christian Responsibilities of Development/Liberation. (Geneva: World Council of Churches, 1975), p. 123.

CONSTITUENCY EDUCATION

In a review of the literature the terms "constituency education" and "development education" surface alternately. In the United States there seems to be some preference for the former and in Europe, the latter. For the purposes of this paper, the terms will be used interchangeably. Let us agree at the outset that the subject of our education is development and the object of our effort is the accurate informing of our constituency. Let us also agree that while we need not attempt a comprehensive definition of development education, we do need a working hypothesis for future action.

Essential elements are found in each of the four classic definitions that follow:

1. "As a lowest common denominator, development education can be said to be any attempt to make people more aware of social diversity and the reasons for this, with special emphasis on problems such as poverty, ill-health, illiteracy and unemployment, which are particularly prevalent in the countries of Asia, Africa and Latin America. Beyond this, efforts and interests diverge."

   - Robin Burns
     Higher Education and Third World Development Issues, (Rome: FAO, 1975)

2. "To educate is not so much to teach as it is to become committed to a reality in and with the people, it is to learn to live, to encourage creativity in ourselves and others; and, under God and His power, to liberate mankind from the bonds that prevent the development of God's image. This will necessarily require radical change in the objectives, contents and methods of our educational task."

   - The Assembly of the World Council of Christian Education. Lima, 1971

3. "Constituency education, or "development education", is an education that:

   i) points up the similarities between rich and poor countries, the so-called First and Third Worlds, rather than the differences.

   ii) enables people to start "where they are at" and to be critically aware of that position in that it may enable people to perceive a more comprehensive approach to reality.

   iii) explores how underdevelopment occurs or how development is restricted. (Development is here defined as "growing towards wholeness" in physical, human, spiritual, material, economic, political, intellectual senses.)

   iv) enables people to be more critical, particularly with regard to assumptions and values, both within society in general and education in particular.

   v) focuses on justice, both at home and overseas, rather than on charity."

   - Development Education Workshop
     WUS Annual Conference 1978

The linear one is the traditional concept of economic development where the measure is a nation's wealth (gross national product, etc.). Poor nations had only to become more technologically advanced and to accumulate more capital in order to "catch up" with the wealthy ones. This predominated during the first United Nations Development Decade (1960s). However, since the discovery during that decade that the poorer nations of the world were in fact getting poorer, and the rich richer, the concept of development has been re-examined to include social and political aspects too.

The elaboration of development now includes the concept of the development of the individual as well as of nations. This meant that underdevelopment could exist not only in Third World countries, but also within the societies of the richer nations, too. Thus, development has come to be seen as something which talks about justice as well as wealth. And with this has come the realization that there is a fundamental interdependence between the Third World and the industrialized countries, which has meant that one cannot study the Third World in isolation. In other words, (under)development in the Third World is seen as somehow connected with the industrialized countries, i.e. an interlinked process.

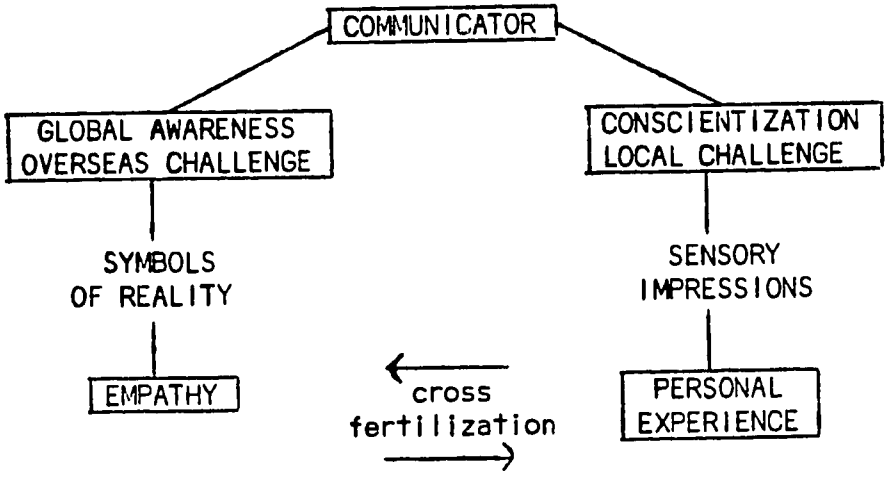
Yet within this more circular concept of development, there is a spectrum of varying approaches which range from an attempt to create justice by giving aid to the poor, to an analysis of societal structures which calls for a total change. The approaches at one end of the spectrum involve fundamentally preserving the international and economic status quo, while at the other end there is a call for radical change in both the underdeveloped and industrialized world and the relationships between these two. The latter approaches extend the idea that individuals are as important -- or more important -- than whole societies, and interpret development as the liberation of persons to be active agents in building culture and society, not merely being passive objects to be manipulated by institutions and educators.

An illustration of the above concept is found in the Appendix of this paper. The article entitled "CWS Goals -- Quality of Life and Sustainability" is taken from a working draft of a paper titled The Nature of Church World Service dated April 6, 1978.

Development and Education

It will be seen that the kind of definition of development taken will have enormous implications for education. Crudely speaking, if development is seen as creating a society based on the accumulation of capital, the education system will aim at equipping the individual to help in that accumulation process. This assumes certain values, such as the importance of economic status, hence, accumulation of money and goods and machines. Education will be geared to training people both to produce and consume those things. If development is seen as something broader, then cultural and social aspects will also be emphasized, together with an attempt to understand the way society functions. If, on the other hand, development is seen as something which fundamentally changes society, then education will have to be geared towards not only a questioning and analytic process, but also a process which gives people the tools to be able to do that. This is a crude outline of distinctions, but readers will doubtless identify the different approaches to education existing in societies in both industrialized countries and the Third World.

Two Approaches to Constituency Education



The approaches diverge in two respects: in their objectives and in their assumptions about what motivates the constituency to act. The objectives of information activity focusing on the overseas challenge is the stimulation of global awareness: the constituency is alerted to events and conditions in distant parts of the globe which it does not perceive as affecting its immediate and basic living conditions.

Information about the overseas challenge is transmitted through symbols of reality (words, figures, pictures, etc.), and the receptivity of the constituency -- its 'antenna' -- is grounded in empathy, i.e. an ability to put oneself in other people's place, participate in their feelings and appreciate their experiences.

The objective of information activity centering on the local challenge is the stimulation of conscientization; the constituency is alerted to events and conditions in its own environment which affect its immediate and basic living conditions. Information about the local challenge is transmitted via sensory impressions "on the spot", and the receptivity of the constituency -- its "antenna" -- is based on personal experience. (Examples of local challenges in the high-income countries would be women's liberation, ecology, consumer concerns, violations of civil rights, migrant workers, and ethnic minorities).

The diagram is meant to express the psychological fact that some people are more receptive than others to overseas challenges. Conversely, some people are more exposed than others to local challenges, hence they receive more sensory impressions than others of local need. But the model also allows for the possibility that through exposure over time to one type of challenge the constituency develops a new receptivity to information about the other type of challenge.

As empathy-oriented people learn more and more about situations and problems overseas, their "antenna" may begin increasingly to pick up information also about local challenges; they may start realizing that many local and overseas problems are similar and that some of them even are interrelated. Similarly, as experience-oriented people learn more and more about situations and problems in their own local environment, their "antenna" may begin increasingly to pick up information also about overseas challenges; they may start realizing that many local and overseas problems are similar and that some of them even are interrelated.

7) Every effort in development education requires at least three different kinds of expertise to be effective: (a) basic theoretical knowledge about development problems; (b) insight into the workings of operative aid programmes, (c) flair for public relations and pedagogical acumen.

8) It is a precondition for effective development education that these three kinds of expertise remain closely integrated. Theoretical knowledge without insight into the workings of operative aid programmes is like a kite without a string. Operative aid programmes without a theoretical frame of reference are but blind activism. Public relations efforts without an explicit development policy are dishonest salesmanship.

9) Departmentalization and over-specialization are some of the main dangers for development education. Fund-raising agencies that do not carry out education of the public reinforce a charity-oriented attitude. Educational institutions that do not carry out fund-raising leave their informed audiences with a sense of frustration and no channel for action. Educational bodies that are not involved in actual operational aid programmes lose credibility and risk becoming we-know-better theorists. Organizational separatism must, therefore, be avoided.

10) Expenses for development education in the affluent countries ought to be considered as project costs rather than as administrative or overhead costs. Educational programmes in Europe are no different from educational projects in Africa which are usually listed as projects expenses.

11) The reality of the development issue will not be clear to the average citizen in the affluent world until the focus of development education is shifted to the shelves in the local supermarket, i.e., to the world-wide side-effects of our life styles and consumption patterns. Justice begins at home.

12) A healthy and non-paternalistic attitude to the development restricted nations comes about in the affluent world when - and only when - reality and people in those nations are presented with dignity and in a non-humiliating way, it being understood that ultimately everyone is part donor and part recipient in the international exchange of resources, ideas and values.