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AN EVALUATION OF THE CENTRE FOR  
DEVELOPMENT AND POPULATION ACTIVITIES  
(CEDPA) TRAINING PROGRAMS

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April 1990

**GENESYS**

**EVALUATION REPORT**

**CENTRE FOR DEVELOPMENT AND POPULATION ACTIVITIES  
CEDPA  
1717 Massachusetts Avenue NW #202  
Washington, D.C. 20036**

**EVALUATION  
of  
CEDPA Training Programs**

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**April 6, 1990**

## PROJECT IDENTIFICATION DATA

1. REGION:  
Worldwide
2. PROJECT TITLE:  
Women in Management and Supervision & Evaluation  
Training Programs for Women from Developing Countries
3. PROJECT NUMBER:  
PDC-0100-ZOO-9044-00
4. PROJECT DATES:  
Evaluation: February - March 1990
5. PROJECT FUNDING:  
1981-1989: AID/PPC/WID Funding of Individual Participants.
6. MODE OF IMPLEMENTATION:  
Through individual sponsorship of WID participants, 1981-1989.  
Through a three-year block grant with CEDPA in Washington, D.C., beginning May 1989.
7. PROJECT DESIGNERS:  
Centre for Development and Population Activities
8. PROJECT OFFICIALS:  
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9. PREVIOUS EVALUATIONS:  
None.

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## EXECUTIVE SUMMARY

### 1. AID/PPC/WID Grant to CEDPA

The Centre for Development and Population Activities (CEDPA) in Washington, D.C., provides training programs in Women in Management (WIM) and in Supervision and Evaluation (S&E) to increase the technical capabilities of professionals from developing countries--especially women--who manage development, health and family planning programs.

Since 1981, these activities have been supported through both individual grants and one block grant from the U.S. Agency for International Development (AID), Bureau of Program and Policy Coordination (PPC), Office of Women in Development (WID). This latter grant -- just beginning the second of three years -- provides the impetus for this evaluation.

### 2. Scope of Work

The evaluation team was directed to assess CEDPA's progress in training AID/WID-funded women managers since 1981 and to analyze the impact of the CEDPA training in countries where alumni work.

### 3. Methodology of Evaluation

A three-person evaluation team reviewed documents and conducted interviews during in February-March 1990. In addition, four field consultants conducted in-depth interviews with 23 CEDPA alumni in four countries. In measuring the impact of the training, the evaluation team looked at alumni organizations overseas, alumni replication of Washington training programs, career advancement of alumni since training, personal and professional impact of the training on individual lives, and national impact of alumni on women's development through individual or alumni group actions.

#### A. Findings and Conclusions

Incorporated in 1975, CEDPA is a Washington-based, international non-profit organization best known for management training programs in health, development and family planning. Its two major programs -- Women in Management (WIM) and Supervision & Evaluation (S&E) -- are conducted in English, French, Spanish and Arabic.

CEDPA is unusual among private voluntary organizations in the amount of follow-up it provides to its graduates, including follow-up field training (53 workshops since 1981), a small grant program to projects of alumni groups or their organizations (up to \$10,000), and technical assistance to alumni groups and organizations.

More than 3,000 individuals--primarily women--from developing countries have attended CEDPA training programs in Washington and overseas. Of these 3,000 women trained, approximately half have been trained in Washington and, of those, some 350 have been funded by the Agency for International Development. Since 1981, AID/PPC/WID has sponsored approximately 85 of these (some are partial funding), with 76 women in the Women in Management course and 3 women/6 men in Supervision & Evaluation.

AID offices and missions represent only four of 61 CEDPA participant funders, but cover 37 percent of the number of CEDPA trainees (1978-1989). The other major funders include the United Nations Family Planning Association (UNFPA), Pathfinder and Noyes, all family planning organizations, which together account for another 38 percent of participants. All other sponsors supported 30 or fewer participants over these years.

One can also look at the statistics from AID's perspective:

Since 1981, AID has supported...

33,268 participants in overseas training programs.

8,300 were women, representing 24 percent.

350 AID women went to CEDPA

78 were sponsored by AID/PPC/WID

Another interesting perspective is the discrepancy in participants from different geographic regions between all CEDPA participants and AID participants. A figure that immediately raises questions is the low percentage of women from Africa, supposedly a high priority area for AID.

#### GEOGRAPHIC PERCENTAGES OF CEDPA PARTICIPANTS, 1978-1989

	All Women	AID Women	AID Men	All Men
Africa	48%	17%	0%	44%
Asia	23	56	100 (6)	32
Americas	16	5	0	5
Middle East	12	21	0	19

Among training programs for women managers, CEDPA training -- in content and methodology - is viewed by internal and external observers, including AID personnel, as being of high quality and extremely successful in its advancement of women. Indeed, it stands almost alone as an organization providing management training in four languages, exclusively for women. Many people give CEDPA particularly high marks in producing women who gain power and effectiveness through "self-actualization" and others praise the detailed personal attention that the entire CEDPA staff give to participants during their five-week programs. Its reputation for quality training appears to be well-grounded and widespread.

With a new management structure and President in 1989, CEDPA began to take positive steps to answer some of its pressing organizational questions, through the employment of a long-term organizational development consultant and the addressing of internal staff problems which have affected its reputation. However, the organization still needs to clarify its long-term strategy. This is also linked to a weakness in strategy for the selection of participants by both AID and CEDPA.

Participant selection process is now somewhat haphazard and ad hoc. On CEDPA's side, the criteria for selection of participants are much too general in scope and not well communicated to AID personnel and WID officers. On AID's part, the lack of strategic plans for funding AID participants from specific regions is a weakness that affects AID's overall development efforts in countries.

Participant selection is particularly critical because CEDPA does a job that few other training organizations undertake: supporting its alumni with project seed grants, technical assistance, and assistance in replicating the WIM and S&E training programs for other women in country (53 since 1978). Currently, alumni -- with a few exceptions -- are scattered in a way that results in an ad hoc approach to projects and programs. (As noted earlier, that also generally reflects AID/WID and AID Missions' approaches to CEDPA participant selection.) On CEDPA's part, however, this reflects a strong commitment to trickle-up, grassroots-based initiatives.

While CEDPA talks about the critical mass of alumni forming in certain countries, and although there are alumni organizations in Mali, India, Kenya, Egypt and Senegal, Zimbabwe and Nepal, there is no evidence to indicate that CEDPA staff have developed any strategic plans to take advantage of such potential sources of power and energy that could bring about significant systemic change in particular countries or regions. With its trickle-up philosophy, CEDPA relies almost entirely on alumni to take the initiative.

The ripple effect of the replication of CEDPA training can be enormous. CEDPA is rich in resources and experience. So, too, are the alumni. However, the range of resources and experience of each is vastly different. CEDPA as an organization has the advantage of insight into a worldwide network of activities from which lessons and inspiration could be better drawn for individual alumni groups.

Regarding the training program itself, the four-person CEDPA training team has considerable experience in health and international development work and strong linguistic skills. They conduct 40 - 60 percent of the training, with long-term, highly-experienced consultants coming in for special modules. Training programs are based on a solid methodology, and techniques are well documented for new staff and external consultants. Moreover, the methodology has a significant effect on the personal impact that the training makes on individual lives and, through a ripple effect, on development for women in other countries.

For the most part, the curriculum content of CEDPA workshops has worked well for participants. One area that appears underemphasized is dealing with system impact and long-term strategies, especially helping women move from the role of individual women managers into helping women target institutional and system change. CEDPA has recognized that its current trainees are more sophisticated than in earlier years and thus can profit from a strategic planning component, one

of which was voted highest marks in a recent CEDPA course.

Other factors are relevant to CEDPA follow-up and the alumni ability to bring about system change: the lack of an alumni directory to facilitate organization and visibility of alumni, certain weak aspects of the alumni data base, and occasional staff inability to respond to alumni communication and proposals in a timely fashion.

In measuring the impact of CEDPA training, the evaluation team found ample evidence of career advancement, attitudinal change (especially in self-confidence and broadened horizons), skill enhancement (especially in project management and negotiation skills), and alumni recognition and activities that impact women's development efforts around the world. There was also formation of informal, independent, alumni organizations which implement projects and run training programs in country. In many cases, the ultimate impact of these alumni activities could be traced back to the training methodology used in the Washington programs. Alumni frequently used such terms as "more confidence," "increased self-esteem," and "more self-assurance" in decision-making, in initiating projects, and in taking risks. There were other terms that indicated the extent of the personal impact of the program: "springboard," "a turning point," "the feeling that women are capable of doing whatever they want."

## **B. Lessons Learned**

In selecting participants for training overseas, AID offices -- especially AID/PPC/WID and WID officers in the Missions -- need to consider carefully how those selections will fit into Country Strategies and WID Action Plans in order to maximize the impact of those trainees on development efforts.

Training can be more effective when linked to action, especially when trainees are followed-up with technical support, additional training, seed money for small projects, and assistance in forming in-country alumni organizations.

Management training, through content and participatory methodology, can increase women's self-confidence and broaden their horizons. These two training results can lead to increased effectiveness --an ability to identify, create, and take advantage of opportunities that can have an impact on development programs.

Helping alumni to replicate U.S.-based training programs in the field can multiply the impact and increase the cost benefits of the original training.

Bringing women together from a variety of countries to the United States can multiply the problem-solving techniques available to each woman and build stronger networks for development impact around the world.

Bringing women from developing countries to the United States for training, where their numbers are a fraction of the numbers of male counterparts, can increase their prestige, visibility, and, ultimately, power to effect change in their own countries.

### C. Recommendations

Since last year with its management changes, CEDPA has taken a long look at its internal goals. However, the organization now must reach out far into the future to project the kind of world that CEDPA hopes its graduates will build for women in their own countries and regions. And it needs to do this with its alumni. In general, CEDPA needs more information from alumni on their needs, perceptions, ideas, and future roles as part of the worldwide CEDPA network.

While its long-term goals talk about integrated or rural development for women, the road between a CEDPA training room in Washington and those goals in the field is not always clearly charted. In other words, CEDPA must chart those guideposts that lead most directly to systemic change in addition to individual change for women. This can involve (1) a heavier emphasis on effecting system change in the curriculum, (2) development of a strategic plan for regions or countries in conjunction with its alumni and workshop participants, (3) a thorough examination of what steps CEDPA can take to impact a region by more closely focusing its energies and resources.

This must be done against a backdrop of CEDPA's strong commitment to trickle-up, grassroots initiatives from the alumni groups. There is always a delicate balance between providing individuals with too many answers without room for self-discovery and providing them with a framework, a list of options, a suggestion of the questions they may not know to ask.

In order to have a greater impact on women's development, both CEDPA and AID need to review and reinvigorate the selection process for participants. Criteria need to be more precise, uniformly utilized, and scientific in approach to long-range goals. Both CEDPA and AID need to develop a clear profile of the type of woman who could best take advantage of the training, which should be linked to long-term development goals at the country and regional level. This goes back to identifying pressure points for system change and selecting women who are best able to make a difference in the larger arena.

Also with regard to AID, CEDPA needs to decide what it would like its relationship with AID to be and develop an action plan to achieve those goals. CEDPA should increase its knowledge of AID goals, trends and country and regional strategies. Especially in countries with numerous alumni, CEDPA or its alumni should take the initiative of obtaining Country Strategy documents from AID and communicating the information throughout the alumni network in each country. While country strategies do change from year to year, there are common themes to which CEDPA alumni can address themselves.

CEDPA should make a more organized attempt to inform AID Missions of all CEDPA alumni in their countries, their sectors, organizations, and skill areas. More personalized contacts with WID officers, providing them with information on alumni and discussing common long-term goals could yield better results.

At its home base, CEDPA -- and potentially AID -- should consider consolidating staff efforts with the 3,000 CEDPA alumni into a single new position of CEDPA Network Coordinator. This person could do five things: (1) Coordinate the overall planning for the support, communication, and involvement of CEDPA alumni in the organization's long-term goals of system impact; (2)

Coordinate strategies with alumni in deciding the roles that alumni units can play in achieving those goals; (3) Act as broker for alumni (individuals and groups) with proposals for projects that could be funded by other organizations; (4) Develop and monitor plans for CEDPA staff from other divisions who visit alumni in the field, ensure good follow-up communications with alumni in those countries, and coordinate reporting on alumni activities by those visiting staff; and (5) Act as clearinghouse for all communication with alumni (while working closely with the Small Grants person).

CEDPA should not abandon in any way its successful training approach for increasing the confidence and vision of women participants. It must build upon this extremely strong foundation, taking women to the next stage of impacting the organizational and national environments around them.

As part of a more intensive focus on a particular region, CEDPA could consider using its regional workshops to help alumni and other women build continental solidarity and strategies. CEDPA could also convene a meeting/task force of key regional alumni to study the long-range goals of CEDPA and the potential role of alumni units in reaching those goals through system change. This assumes that funding could be found for the task force.

Finally, the evaluation team strongly recommends that AID continue funding of CEDPA training programs, both in Washington and follow-up workshops overseas. Several things about CEDPA seem particularly important in weighing future AID support:

- CEDPA has one of the most successful management training programs appropriate for women.
- CEDPA is one of the very few to conduct management training exclusively for women.
- As women from around the world gather together, the participatory training methodology which CEDPA employs, key to the sharing of problem-solving techniques and increased awareness of common issues and solutions for women's development around the world.
- CEDPA's training approach to the role of the woman manager results in greater self-confidence and broadened horizons for a majority of its participants. This, in turn, enables them to identify, create and take advantage of opportunities for having an impact at home. Interview after interview documents this linkage.
- CEDPA stands almost alone among PVO training organizations in the extent of its follow-up and technical assistance to alumni, which has a multiplying effect on the impact of the training.

- This replication of CEDPA training programs (more than 50 in recent years), sponsorship of alumni organizations, and the technical assistance through the CEDPA Small Grants program can result in its alumni having a national impact on the development in many countries.
- CEDPA is at an important period in its development, with the first major management shift since the organization began. At this stage, they have taken significant steps to reassess and strengthen the organization and the training programs, including making a large financial commitment. Furthermore, CEDPA's reassessment is being done in an open and participatory manner, ensuring greater staff support. The momentum for change is especially vital right now and deserves donor support.

\*Statement based on a 1988 Ford Foundation/WID study of hundreds of short-term management training programs available to women from developing countries. CEDPA was cited as one of the 14 most effective and most appropriate programs in the United States.

## **I OVERVIEW OF THE EVALUATION**

### **1. The Project**

The Centre for Development and Population Activities (CEDPA) in Washington, D.C., provides training programs in Women in Management and in Supervision and Evaluation to increase the technical capabilities of professionals from developing countries--especially women--who manage development, health and family planning programs.

Since 1981, these activities have been supported through both individual grants and one block grant from the U.S. Agency for International Development (AID), Bureau of Program and Policy Coordination (PPC), Office of Women in Development (WID). This latter grant -- just beginning the second of three years -- provides the impetus for this evaluation.

### **2. The Evaluation**

In its first block grant to CEDPA, AID/PPC/WID requested an evaluation after the first year of the three-year grant. This evaluation was to include a general evaluation of CEDPA training activities for women of developing countries. Continued funding of the three-year block grant is contingent in part on the results of this evaluation.

### **3. Scope of Work**

The evaluation team was directed to assess CEDPA's progress in training AID/WID-funded women managers since 1981 and to analyze the impact of the CEDPA training in countries where alumni work. More specifically, the team was asked to review:

- Needs Assessment Methods for Training
- Organization of Training
- Qualifications of Trainers
- Training of Participants
- Appropriateness of Training to Participant Needs
- Skills/Knowledge Obtained
- Use of Training by Trainees
- Multiplier Effects from Training

#### 4. Methodology of Evaluation

A three-person evaluation team, supported by three interviewers in four countries, reviewed documents and conducted interviews in February-March 1990. Field consultants conducted in-depth interviews with 23 alumni in four countries.

Among the documents consulted for this evaluation were:

##### a. Documents

The team reviewed documents related to the past nine years of CEDPA training, including the following:

- Internal Documents:

- CEDPA Promotion Material, Annual Reports
- Curricula Materials for Training Programs
- Resource Materials for Training Programs
- Workshop Reports
- Holdings in CEDPA In-House Library
- CEDPA Newsletters
- CEDPA Handbook
- Administrative Manual
- Software Program Descriptions
- Staff and Consultant Resumes
- All Evaluation Forms
- Previous CEDPA Evaluations
- Signal Events Evaluation Documents
- Results of Six-Month Evaluations
- Progress Reports to UNFPA
- Alumni Network Committee Report

- External Documents:

- AID Evaluation Report: CEDPA Population Project, 1989
- Pathfinder Fund Analysis of CEDPA Participants, 1981
- Participant Training in Management, Strategic Options for the Office of International Training, 1982.
- AID/PVC-Sponsored Institutional Evaluation, 1987.
- AID Office of Participant Training Statistical Charts.
- AID/PPC/WID Paper on "What WID Is, What It Isn't"

**b. Interviews**

The evaluation team conducted a broad range of personal interviews in person in Washington, D.C., and by phone throughout the United States. (Complete list in the Appendix.) These interviews included the following:

Current and former CEDPA Staff  
CEDPA Board Members  
Current and former CEDPA Consultants

AID/PPC/WID  
AID/Population  
AID/S&T/Health  
AID/Office of International Training  
Former AID Staff  
People in WID Field with knowledge of CEDPA

In the field, three interviewers conducted sessions with CEDPA alumni and AID Mission personnel in Nepal, Nigeria, Mexico, and Burundi.

**5. Evaluation Team**

Margaret Range, Team Leader, a writer and trainer with expertise in training and evaluation, especially in women in development, health and micro-enterprise. Work experience in 11 countries of Asia, Africa, and Europe.

Mary Beth Lochnicht, a specialist in program management, training activities and proposal development with sector experience in agriculture, income generation, human resource development, and savings and loan systems. Work experience in East Africa (Uganda) and South Pacific (Solomon Islands).

Carol Valentine, an independent consultant in women's affairs and health activities. Work experience in Asia, the Middle East, the Caribbean and most of Africa. Associated with a number of international organizations, including USAID, UNICEF and UNFPA.

## II BACKGROUND ON CEDPA

### 1. Training Programs

Incorporated in 1975, CEDPA is a Washington-based, international non-profit organization best known for training programs in management, health, development and family planning. CEDPA regularly conducts training programs in four languages in Washington, D.C., and supports its alumni through follow-up field training and small project grants and technical assistance.

More than 3,000 individuals--primarily women--from developing countries have attended CEDPA training programs in Washington and overseas. The major two training programs are conducted in English, French, Spanish and Arabic in revolving sequence:

#### Women in Management (WIM)

A five-week course for mid- and senior-level managers of development, health and family planning organizations; 23 programs since 1978, twice a year; all women.

#### Supervision and Evaluation (S&E)

A five-week course for mid- and senior-level managers who have supervisory or evaluation responsibilities; 20 programs since 1979; once a year; women (69%) and men (31%).

### 2. CEDPA's Approach to Development

CEDPA programs are based on a four-stage development model, which is significant for the training of women managers because of its strong emphasis on follow-up, in-country training and technical assistance for projects initiated by CEDPA alumni.

The stages are briefly:

- Management Training in Washington: Women in Management courses have been conducted twice a year in Washington, D.C., since 1978. The once-a-year Supervision and Evaluation course for men and women began in 1979.
- Organization of In-Country Alumnae Units: Women graduates, upon returning to their countries, form units of support with other alumnae. These range from formal to informal associations. CEDPA facilitates formation of these units with follow-up, in-country workshops that provide team building and skill application (i.e. proposal writing, project design).
- Follow-Up Technical Cooperation: Through CEDPA's Small Grants division, alumnae submit proposals for funding and are provided seed grants to implement projects.
- Documentation of Results: Data and feedback from alumnae results in baseline and follow-up surveys, case studies, process documentation of management issues, and

evaluation of long-range project results. (Note: The evaluation team found very little evidence that this stage had been implemented.)

### 3. Other CEDPA Projects

In addition to its training activities, CEDPA implements other major projects:

- a. Population Project, funded by AID/S&T/POP, which attempts to extend the delivery of family planning services through sub-projects in 10 to 15 countries.
- b. Better Life Project, funded through private sector grants, provides family life education, literacy and skill training, income generation, health and family planning services in conjunction with local organizations in Egypt, India, Kenya, Mali, Mexico and Zimbabwe;
- c. Family Health Services Project in Nigeria funded by USAID/Lagos introduces family life education in public schools in conjunction with the Ministries of Health and Education. CEDPA also works with AFRICARE in Nigeria on a national AIDS awareness program.
- d. Technologies for Primary Health Care (PRITECH) in child survival in which CEDPA works with Management Sciences for Health as a subcontractor to improve the planning and management of private sector community child survival programs.
- e. Family Planning Management and Training Project in which CEDPA is also a sub-contractor in an AID-funded program.

### **III. MANAGEMENT OF CEDPA AND CEDPA TRAINING PROGRAMS**

#### **A. Findings:**

##### **1. CEDPA Management Structure**

After the retirement of its president in 1989, CEDPA launched a process of reorganization and decentralization, which is continuing today. The previous president, who founded CEDPA, led it from its inception to 1989.

When the new president took over in mid-1989, CEDPA employed an organization development consultant to meet with staff in a three-day retreat to examine CEDPA's mission, organizational structure, and staff morale problems. This consultant with extensive organizational development experience is being retained by CEDPA for up to 14 weeks during 1990 for further staff development and strategic planning for the new divisions.

Today CEDPA's management structure provides for four divisions with 38 Washington-based staff positions (14 professional-level). What is interesting to note is the cultural diversity among CEDPA staff, a particular value commitment of the organization. Those who are not U.S.-born total 32 percent (12 staff). Their countries of origin include Chile, Colombia, Nicaragua, Peru, Venezuela, Nigeria, Morocco, Bangladesh, Lebanon, Taiwan, and Canada.

The Executive Staff is made up of the President, Executive Assistant and Program Director. In addition to the four program divisions, there are three other operational units: Development and Communications, Financial, Personnel.

The four divisions, created in 1989, include Training, Population, Family Life and Health Education. The training division is the largest of the four sections.

##### **2. Personnel Growth**

With 38 positions, the CEDPA staff is approximately double that of ten years ago. With new Population and Family Life grants, CEDPA's staff grew at a rapid rate, although the numbers of men dropped:

###### **Total CEDPA Staff:**

1980	21 (13 women, 8 men)
1985	31 (29 women, 2 men)
1990	38 (33 women, 5 men)

### 3. CEDPA Staff Turnover

Over the past ten years, CEDPA has experienced an extremely high rate of staff turnover. At the end of 1989, only two people had been with the organization five years or more: the new president and the head of the training division. Of the seven other members of the training division, five were hired in 1989 and two in 1988.

CEDPA staff reasons given for such a large influx of new personnel are two-fold: the addition of new positions resulting from a growth in the budget for training activities and the inherent mobility of staff involved in international development work. Reasons frequently cited by other current and former staff include the highly centralized management structure that was in place until 1989 and management resistance to change and staff participation.

### 4. Training Division Structure

The newly-created Training Division -- largest division in the organization -- is staffed by a Project Director and three Project Coordinators (one for Women in Management workshops, two for Supervision and Evaluation):

Project Director  
|  
Project Coordinator/WIM/Latin America  
Project Coordinator/S&E/Africa (contract only)  
Project Coordinator/S&E/Asia  
|  
Project Associate for Workshops (logistics)  
Project Assistant (donor liaison)  
Administrative Assistants (1-1/2)

The WIM Project Coordinator (female) is responsible for the two WIM workshops in Washington and follow-up workshops in Latin America. She is assisted by the Project Director (also female) in implementing the WIM workshops. The S&E Project Coordinators (both male) are responsible for the annual S&E workshop in Washington and follow-up workshops in Africa and Asia.

The Project Director and three Project Coordinators share responsibility for the development of curricula and conduct approximately 40 to 60% of the five-week workshops. One of CEDPA's goals is to increase in-house staff involvement in conducting training in lieu of external training consultants. Regardless of who is the lead trainer (in-house or external), one of these four CEDPA staff is present at all times for every session of the Washington programs.

Professional staff salaries are generally consistent with levels in other non-profit organizations.

## **5. Staff Qualifications: Training Division**

All staff in training positions are bi- or multi-lingual. Training experience before and after coming to CEDPA varies widely.

The Training Director, who has a Master's degree in Health Services Administration, came to CEDPA in 1984 as an intern and became Project Director for Training in 1989. Born and raised in Chile, she has lived and work in many countries, including nine in Latin America, two in Asia, two in Africa, and one in Europe. She is fluent in Spanish and French, conversant in Italian and Portuguese. She has not worked as a trainer outside of CEDPA.

For the WIM training, she works with the Project Coordinator, who is a Latin America specialist with fluency in Spanish; her sector specialty is micro-enterprise and income generation.

For the S&E training, the two male Project Coordinators are both Africa specialists with fluency in French. The Project Coordinator/Africa (contract) has more than 15 years experience in project design, implementation and evaluation of projects in water resources, agriculture, integrated rural development, and health, all in West Africa, but he has limited experience in training. The Project Coordinator/Asia, who has a Master's degree in international educational development, has worked in the field of health training on more than a dozen projects in Africa, including work with the Centers for Disease Control, the Academy for Educational Development, UNICEF, and PRITECH. He has sector expertise in evaluation techniques and supervision.

## **6. Training Consultants**

CEDPA's approach is to provide all training by in-house staff to the extent possible. Short-term training consultants are brought in to provide in-depth coverage of specific topic areas.

While CEDPA at one time could obtain consultants at no/low cost through various contacts, they now hire consultants with considerable experience at top fees for the non-profit sector to conduct some of the sector modules, such as evaluation. Several consultants who consult in the private sector work with CEDPA out of commitment, accept less than their normal daily rates. Many consultants have been with CEDPA for several years, providing valuable consistency.

Other consultants are hired as session facilitators, not presenters. Some provide language translations or sector information for individual sessions.

While many consultants have work for CEDPA for several years, they still do not always know the base on which they are building. They are not included in overall design sessions for the program, nor do they know to an adequate degree how their section fits into the overall picture or what are the dynamics of the individual group.

## **7. Management of Training Programs**

### **a. Participant Logistics**

Logistical arrangement for all participants are coordinated, administered and implemented within the Training Division.

### **b. Funding**

Funding for participants is identified and generated either through CEDPA or, to a lesser degree, by the participant while in-country. Both rely on funds from private and public funders.

In the case where CEDPA has generated the funds, a sponsorship grid is maintained within the Training Division to track funds and any restrictions on use. In this way, the Training Division is able to draw upon available funds to support a candidate who has no access to sources of her/his own.

CEDPA handles all expenses for the participant while in the U.S. except for hotel payments and most meal expenditures. The expenses for board and lodging are met by the participant, who receives from CEDPA an amount of money calculated on the basis of per diem and workshop duration. Actual payment is the responsibility of the participant.

### **c. Arrival**

CEDPA meets and transports participants from the airports to the city as per request. Each participant is provided with a Participant Information Packet that includes information on CEDPA, a workshop schedule, a map of the area, CEDPA administrative information, cultural information such as money exchange, weather, clothing, transportation, etc.

### **d. Hotel Accommodations**

Arrangements for the hotel stays are made in advance by the Training Division. All participants stay in the same hotel with kitchenette facilities. They are, in fact, requested not to accept accommodations with people they may know in the area. Networking among themselves in informal as well as formal environments is one of the training objectives. Where possible, CEDPA prefers shared rooming accommodations. The group also has two residential sessions of several days' duration when staff and participants stay together at a site outside Washington.

### **e. Recreational Time**

CEDPA sponsors planned events that contribute to orientation of the participant to the U.S. as well as provide them with the opportunity to enjoy their casual time. The Training Division arranges sightseeing tours, field trips, evening social events.

**f. Workshop Management**

Management of the workshops are handled by one of the two training teams within the Division - one team member responsible for overall coordination, and the other for topic presentation and session implementation. The team together identify the consultants needed, plan and write the agenda, work closely with other Division staff setting the logistical timetable, prepare the handouts, and set up the schedule of events. All training staff are asked to be part of the orientation activities when the participants arrive.

**B. Conclusions:**

The process of reorganization and decentralization at CEDPA is well underway. While staff confidence in the changes continues to vary, steps to increase staff participation in decision-making are being accepted in a favorable way. The employment of an organizational development consultant to guide CEDPA through this new period is a positive step.

The four-person training staff has considerable experience in health and international development. Their linguistic abilities and overseas experience are impressive. However, they are somewhat limited in training experience outside CEDPA. With the availability of experienced trainers in international health (although a shortage of those with French fluency), the fact that not all staff have had formal "training of trainers" education and external training experience with other organizations is somewhat surprising. This is important to note if CEDPA continues to increase in-house staff roles as trainers for the Washington and in-country training programs. However, it must be added that CEDPA's training manuals for use by in-house staff are generally well-organized and in sufficient detail for a new trainer to utilize well.

The management of the training programs appears to be a strong feature of CEDPA. People outside of the organization, as well as staff, cited the personal attention to detail that is given to participants attending the training programs. The Administrative Manual of all procedures was quite complete and would be extremely useful in the case of staff departures. The requisite systems are apparently in place.

## **C. Recommendations:**

### **Strengthen Training Skills/Development of Staff**

As tentatively planned, the entire Training Division staff will go through a Training of Trainers workshop conducted by an outside consultant. The evaluation team strongly supports this effort and recommends that they explore regular courses to update and improve training skills, such as those training workshops and the international HRD program at the National Training Laboratory in Bethel, Maine. This is also important because the staff trainers currently receive no feedback on their training style and skills in the evaluation system that CEDPA uses during the workshops.

### **Integrate Consultants Better into Program Design**

CEDPA needs to find a way to provide even seasoned trainers with a regular understanding of how their session fits into the program, how it links with previous objectives, or lays foundations for future sessions. It could be useful, as CEDPA reexamines the curriculum each year, to involve all consultants in a retreat that would help create a more unified program.

#### IV. SELECTION OF PARTICIPANTS: WASHINGTON PROGRAMS

##### A. Findings:

##### 1. Methods of Selection and Use of Criteria

The WIM and S&E training programs are designed for mid- to senior-level women and men in management or supervisory positions.

The following describes the qualifications for entry into the two Washington programs:

Women in Management Workshop: Participants, who are all women, should be "mid-career managers (author's emphasis) with experience in public or private sector programs which focus on servicing community health, family planning and/or economic development needs. Participants should be able, upon their return to work, to use the workshop content and methodology in the areas of program planning, staff development, evaluation and supervision." They must also be fluent in the language of the workshop.

Supervision and Evaluation: Participants for the Supervision and Evaluation as Management Tools Workshop, which includes men and women, are required to be "middle-or senior-level and/or family planning administrators working in governmental agencies or private non-profit agencies with regional or national scope. "Their responsibilities should include "supervision and evaluation functions in the fields of public health, family planning, community development, budgeting and finance, and/or direct client services." They must also be fluent in the language used at the particular workshop.

The evaluation team found no strategic plan for selection of participants for the Washington-based programs, either on CEDPA's or AID's part. According to CEDPA staff, many are selected by the donor organizations (61 at last count). Alumni also recommend potential participants, both directly to CEDPA or to funders like AID. Because there may be a two-step referral (alumni referring women to AID Missions), one cannot differentiate between donor nominees, alumni nominees, self-nominees, etc. This is mentioned because two sources interviewed by the evaluation team suggested that an over-reliance on alumni nominees could result in a self-perpetuating portrait of CEDPA alumni. The evaluation team could not locate any evidence one way or the other.

The CEDPA criteria given to sponsoring organizations are quite general in scope: level of position, language facility, and ability to apply the training skills in an organization after the program concludes.

##### 2. Appropriateness of Participants

The average person attending a WIM or S&E workshop has had considerable on-the-job experience. Approximately one-third are already in positions requiring management and/or

supervisory skills. In a review of selected applicants titles, all were in mid- to senior-level positions in which the training should be of benefit.

CEDPA workshops can encompass a broad range of experience and levels of management, especially since the WIM workshops only require mid-career, not mid-management levels or above. However, some participants may be still practicing nurses or midwives. Some staff comments indicated that the management levels of the women have increased over the years, with women participants from recent years entering the program with more responsible positions. However, the evaluation team could not comment on this observation based on the data available at CEDPA. Titles did not always indicate the level of responsibility within a system.

### 3. Mix of Participants

#### a. Levels

The evaluation team made no statistical analysis of the levels of participants (mid- or senior-level), nor would current CEDPA data lend itself to such a study. CEDPA staff and trainers mentioned the different levels who attend the program and occasional problems that arise.

However, these problems, except on the rare occasions when the level differences are extreme, can usually be addressed by a skilled trainer. The training techniques involve setting an initial learning climate in which all participants and staff are both teachers and learners. CEDPA methodology in general supports this approach. To prevent intimidation of more junior-level managers, CEDPA trainers must emphasize that junior managers can offer valuable fresh approaches and insights perhaps missed by more experienced managers in stable situations.

**b. Sectors**

The following chart breaks down of all 305 CEDPA participants since 1985 (WIM 13-22) into categories of public and private sectors.\* (No useful data was available on sectors of AID participants.)

Women in Management Participants  
Nine Workshops, 1985-89  
(English, 6; Spanish, 2; French, 1)

	Latin America & Caribbean	North Africa & Middle East	Sub-Saharan Africa	Asia & Pacific
Public	23	5	85	24
Private	48	8	58	54
Totals	71	13	143	78

\*Statistics for the Arabic WIM 14-15 programs were not yet tabulated in the data base.

In another sector profile prepared by CEDPA, with no dates of coverage, the following sectors were shown:

All Participants

- 37.3% Health
- 22.1% Population
- 27.8% Economic and Social Development
- 7.1% Training, Education, Research
- 5.4% Other
- 0.3% Media and Communications

These charts should be interpreted as representative samples. Exact tabulation of sector inclusion was not possible due to inconsistent data handling. CEDPA categorizations mix sector identification with functional areas of activity. The actual classification when fed into CEDPA's data pool is somewhat arbitrary since alumni may list six or more indicators of identification. This is discussed in much greater detail in the section of this report on Follow-up and Documentation.

### c. Implications

The implications of such a mixed group of participants are many -- and classic -- in the field of training. The mixture of senior and junior levels of managers can be a rich experience in which both learn from the fresh perspectives of the other. It can also be an intimidating experience, with junior levels afraid to speak their minds freely and senior levels concerned about appearing vulnerable in front of more junior colleagues, with both groups losing a learning opportunity.

Some factors for potential learning depend on the cultural background and the previous relationships (if any) among participants. However, most of the responsibility for making this type of learning situation succeed depends on the quality of the trainer, who can frame the potential disparities in a strong and positive way for all participants or can ignore the differences with sometimes disastrous results.

### B. Conclusions:

CEDPA stands in a difficult position in selecting participants. One could say that CEDPA should be more involved in the selection process, more in communication with the sponsoring organizations. These suggestions are positive ones. However, the selection process with sponsors is sometimes awkward in timing and logistics (last minute selections), as well as politics, and CEDPA may have less influence in those decisions that it might wish.

However, CEDPA could take steps to define criteria more precisely. While clearly defined criteria may still not eliminate those participants nominated for political or social reasons, they could help some donor organizations think more carefully about the cost benefits of their selections.

In reviewing titles of women and men entering the programs, the evaluation team found them for the most part to be appropriate for mid- to senior-level training. However, the evaluation team could make no valid judgement on whether or not the level of women participants in the CEDPA training programs had risen over the years.

As long as CEDPA is clear on guidelines and criteria, there appear to be no problems with the appropriateness of the minimum experience levels for women entering the programs.

The only current problem that may arise is in the mix of participants and attempts to address the needs of different levels and sectors. The implications for mixing levels of participants are addressed in another section of this report.

If experience levels begin to show sharper distinctions, it could be possible to split CEDPA WIM training into Senior and Junior levels of management training.

For CEDPA, with mixed levels and sectors of participants, this situation does mean that high-quality trainers with long experience in this type of mixed training situation are absolutely necessary. In most cases, it appears that CEDPA has responded with well qualified trainers--although certainly even the existing training staff would benefit from additional professional development opportunities. With one exception (a contract person), all training staff at CEDPA

have several years of appropriate experience in this type of highly-charged training. Consultants too appear to be well qualified.

### **C. Recommendations:**

#### Develop Clearer Criteria and Profiles of Women Who Could Best Take Advantage of Training, Tie To CEDPA Long-term Higher Goals, & Emphasize to Sponsors

CEDPA needs to go beyond its very general criteria in helping donors and alumni recommend potential applicants. Ultimately, this is related to CEDPA's overall goals around the world. One of the questions might be, for instance: Does CEDPA want to have a major impact on development efforts for women in a country or region? If so, then CEDPA needs to develop for donors a profile of women who could best take advantage of the training and have the potential to make that large difference in their country. Just because a woman is in a management position, one cannot assume that she will have the potential and the will to make a difference beyond her own organizational environment. CEDPA could develop selection criteria, such as reviewing applicants on their potential for impact beyond their organizations (provided that is indeed one of CEDPA's goals). In order for CEDPA to be consistent with its grassroots philosophy, the alumni could play a major role in identifying such criteria.

#### Review Implications of Mixed-Level Training with Staff

CEDPA training staff may wish to address the issue of mixed levels and sectors in a staff development session. This could be done if only to ensure that every staff trainer has thought about the implications of not only cross-cultural but cross-level participants and to bring to the surface CEDPA's philosophy, approach and special training methods for use in this classic training situation. Additional strategies for maximizing the learning under such circumstances could be discussed. The same should be applied to examining the curriculum to ensure that, for example, case studies from a broad spectrum of sectors are represented.

## **V. TRAINING PROGRAMS: WASHINGTON**

### **A. Findings:**

#### **1. General Quality of Training**

Staff both in and out of the training division spoke highly of the quality of the CEDPA training. The same replies came from people outside the organization -- funders, trainers, WID people, AID staff. In fact, several former staff and consultants, who characterized CEDPA as having been a "difficult" place to work, consistently spoke with emphasis about the value of the training programs and that their belief in the program had been a factor in their remaining in the organization as long as they did.

Many people gave CEDPA high marks particularly in making significant headway in producing women who gained power and effectiveness through "self-actualization." People also mentioned the extra personal attention that the entire CEDPA staff give to participants during their five-week programs.

The only criticisms of the training programs themselves, conveyed to the evaluation team, related to content or emphasis rather than the general quality of the training. These are addressed in another section of this report.

#### **2. Training Design**

##### **a. Sector Focus**

According to CEDPA staff, they are striving for a more balanced integrated development approach to programs for women. This is in response to comments raised by some participants and donors for module time to be more evenly distributed among different sector areas.

While CEDPA searches for a balanced interchange between participants and program content, their image and funding are linked in a large part to health and family planning.

Program modules are designed almost as independent units, it would appear from outsiders' observations. There is no central theme that carries participants throughout the entire program.

##### **b. Workshop Objectives**

The workshop objectives for WIM include the following, by week:

- To review current management theories in order to gain an understanding of one's own organization and how it functions as a service delivery system.

- To reflect upon personal leadership styles and to analyze ways of strengthening the organization through effective collaboration with clients and donors.
- To identify components of project design essential to the effective implementation of integrated programs that address women's needs.
- To acquire technical information on contraceptive technology, operations research, and AIDS and to identify strategies for reducing resistance to change.
- To explore opportunities for incorporating new services into ongoing programs.

These training objectives represent several types of objectives. For example, "identifying components of project design" is an objective that could be measured to some degree, a learning objective of achievement (By the end of the program, the participant will be able to identify components....). "Reflecting on personal leadership styles" is an individual activity of the learner, which should lead to some learning objective. Likewise, for "exploring opportunities for incorporating new services into ongoing programs."

"Acquiring technical information and identifying strategies" is both a participant objective/activity and a learning objective, one less measurable than the other. Reviewing management theories in order to gain an understanding of one's own organization and how it functions is an activity plus an objective--or a double-barreled objective that should not appear in the best logical framework. (The "in order to" is the key.)

### 3. Content of Training Programs

The content of the training programs appears to have remained relatively consistent over the years. The issue of the sector focus was addressed in the previous section.

For some years, there has been a section on Cultural Barriers during the residential week. After consistent recommendations by participants, CEDPA staff are studying the elimination of this section in favor of more emphasis on gender issues. The CEDPA training director and an outside consultant are planning to design sessions around this issue that could be suitable for men and women.

Currently, within the five weeks, there are six modules to the WIM program:

- Management of Service Delivery Systems: Participants review the basic concepts of the management process; examine various roles that a manager must play within the organization; and explore management issues relating to family planning, maternal and child health and nutrition, and income generation activities.
- The Contemporary Woman Manager (formerly Human Resource Development): This is an outside-Washington residential part of the program in which staff and participants share living quarters. Participants reflect upon personal leadership

styles and analyze ways of strengthening the organization through effective collaboration with client and donor agencies.

- **Project Planning**: This module presents a systematic approach to planning and implementation, including technical writing, needs assessment, objective setting, budgeting and recordkeeping, project supervision and evaluation.
- **Technical Update**: This module provides technical updates on contraceptive technology, operations research, AIDS and health and nutrition issues.
- **Training of Trainers**: Participants learn techniques to assess training needs, explore and select appropriate methods of adult learning, develop a training program and select strategies for program evaluation. In addition, they explore differences between planned and unplanned change, identify strategies for reducing resistance to change, and analyze a change effort.
- **Practicum**: During the last three days of the workshop, the participants have the opportunity to apply technical skills presented during the program by developing action plans for their return to their organizations.

The five-week Supervision and Evaluation workshop is designed to respond to "demands created by expanding health care systems and the increasing responsibility placed on health and family planning program managers at the national and regional levels in the Third World."

For some women at least, this workshop serves as a follow-up to the Women in Management course, providing a more in-depth look at particular aspects of management.

During the five weeks, there are five areas explored by the male and female participants:

- **Key Issues in Supervision**, which studies the role of supervision in the organizational setting in relationship to the general functions of management.
- **The Supervisor as a Leader and Manager**, which explores the role of the supervisor as a leader and manager to help improve skills in human resource development.
- **Supervision and Evaluation in the Organizational Context**, which identifies technical skills in selected areas of supervision and evaluation in order to analyze and improve organizational efficiency.
- **Quantitative and Qualitative Evaluation Tools**, which examines the role of quantitative and qualitative evaluation techniques in overall program management.
- **The Practicum**, which uses the techniques and practices acquired during the seminar to develop a strategy for supervision, evaluation or training in supervision.

#### 4. Training Methodology

CEDPA uses a blend of traditional didactic methods and participatory training techniques, solidly based in adult education theory. It is the foundation of both the training and the technical assistance efforts to alumni.

#### 5. Language Capabilities

CEDPA training programs in Washington are held in English, French, Spanish and Arabic. Except for Arabic, the CEDPA in-house staff have full capabilities in these languages. In the case of the Arabic program, which started in recent years, CEDPA uses the services of an alumna or consultants with previous experience with the training program.

All reports are written in the specific languages. Because of lack of staff capacity in Arabic, there were some program reports and statistics that had not yet been translated from earlier training programs. Data was not yet entered into the computer for the Arabic programs.

#### 6. Evaluation of Training Programs

CEDPA utilizes several methods for evaluation: a daily evaluation, rating the content, appropriateness, and level of the material on a 1-10 scale. In addition, there are weekly evaluations along the same line and a final 10-page evaluation with room for individual comments.

Comments and ratings are tabulated immediately and presented to the participants in a session on the last day. Staff ask for further comments and suggestions during a general discussion period.

In addition, there are six-month evaluation forms sent out to recent graduates. The return rate has been low, less than one-third.

All of the evaluations focus on the content, methodology, objectives, value to work, areas below expectation, etc. Most comments are elicited by asking why participants rated a session below a certain number on the scale.

Results are not shared with the external trainers unless they request it.

In terms of long-term impact, the CEDPA Nepal organization developed a series of "Vignettes," profiles of alumni which document the activities and impact of alumni on development for women in Nepal. Others have been developed for Mexico, Peru, and Kenya.

There is also a major impact evaluation underway, funded by UNFPA, called the Signal Events evaluation. This is discussed in the section on Impact.

In terms of workshop organization and logistics, CEDPA also conducts a thorough evaluation at the end of each group on air reservations, airport meetings, hotels, food, daily CEDPA administrative briefings to participants, sightseeing, and overall support provided by the CEDPA staff.

## **B. Conclusions**

It came as no surprise to find generally highly favorable comments about CEDPA training both inside the organization and in the outside world. Its reputation for quality training appears to be well-grounded and widespread. After examining the training materials and interviewing training staff and consultants (current and former), the evaluation team strongly concurred with this general assessment.

### Training Design

The program might benefit from more thematic unity through the development of a common thread through all modules. A conceptual model that might involve the process/roles of women as managers could build momentum and help participants to tie all modules together.

### Sector Focus

The amount of curriculum time spent on family planning issues as part of larger health issues for women does not seem excessive. However, it certainly may appear so to some participants, especially those from countries where family planning is not an often-discussed issue.

Because CEDPA began as a family planning organization and continues to receive large amounts of funding from population donors, it only seems reasonable to expect that they would continue with this area as a major thrust. However, the amount of emphasis on family planning in its promotional material, its selection of participants and donors, in its curriculum and programs--all this is a matter for CEDPA to decide in its strategic planning for the 1990s.

The issue of the participant mix is part of the larger issue of where CEDPA is going in the new decade, what image it wants to convey in the outside world, and what it wants to BE.

That is the future. In the past, the issue may have been a mismatch between participant expectations and what CEDPA has conveyed to participants. Inevitably, there will be those who do not read literature carefully enough but, if there has been a problem in the past with misconceptions, CEDPA needs to make absolutely sure that non-population participants know what to expect.

## Objectives

The WIM workshop objectives cover the gamut from personal reflection to system analysis and they generally incorporate an appropriate range of topics. However, at the risk of sounding pedantic, the evaluation team found them to be an odd mixture of objectives for the trainer and the training program, objectives for the participant, and classic learning objectives for competency-based learning. These are minor technical points on the surface, but if a program is training managers and trainers to write objectives, the overall objectives for the program should illustrate the highest quality training objectives and be clear about the person for whom the objective is written. They should also demonstrate that the trainers themselves have a clear understanding of the different types of training objectives.

Even in-depth information about objective-setting that is so crucial to effective program evaluation can be presented to trainees in simple and precise ways. Whether they are managers in charge of programs or trainers, CEDPA participants should learn correctly from the beginning how to write clear, measurable objectives so that they and outside observers can agree when to call their programs a success.

## Content

While not having not observed a training program, the evaluation team found the content to be appropriate in most topic areas and emphasis. The key issue is in flexibility and creativity of the training designers and the trainers themselves. Can they adjust the curriculum to the needs of arriving participants?

For the most part, the curriculum content of CEDPA workshops has worked well for participants. There are always participants who want more or less of certain areas, especially family planning. Again, this goes back to CEDPA's responsibilities in dealing directly with expectations in its promotional literature and in hiring trainers with skill in utilizing differences, including differences in expectations, to enrich rather than detract from a learning experience.

One area that appears underemphasized is dealing with system impact and long-term strategies, especially moving from the focus on individual women into targeting system change. This is the intermediate step between the individual skill-building and attitude-change that occurs in Washington and the ultimate impact that CEDPA wants to have on the development of women in various countries and regions. After a study of the curriculum, the evaluation team found that their observations about the need for strengthening this curriculum topic were repeated independently by people outside of CEDPA familiar with the curriculum, including staff at AID.

In another area, given the "second-wave" of the women's movement, it may very well be time for CEDPA to reframe women's issues into gender issues for its men and women participants.

## Methodology

Because there are other aspects of the program that merited particular attention, the evaluation team did not spend a great deal of time examining the methodology in detail. From conversations with staff and an examination of training materials, the evaluation team found the methodology solid and powerful. It was clear that the methodology works. Moreover, the methodology has a significant effect on the personal impact that the training makes on individual lives and, through a ripple effect, on development for women in other countries. This is discussed further in the Impact section of this report.

One particular strength of the CEDPA structure and methodology is the presence at all times throughout the program of an in-house CEDPA staff member. This person provides the thread that weaves throughout the various module components and external trainers. This approach -- not done by many training organizations whose in-house staff disappear when outside consultants conduct the session -- greatly enriches the learning process for participants by tying parts of the program together, helping participants build from one component to another, and by dealing with group issues and problems before they build and erupt.

Another particularly effective feature of the CEDPA program are two residential segments in which the trainers and participants spend several intensive days together in an isolated location away from Washington.

## Language Capabilities

CEDPA's capacity to conduct mainstream management training in these languages makes it rare among the non-profit organizations offering regularly scheduled training programs for people from the developing world. CEDPA's highly multi-cultural staff and the bilingual training staff in particular provide a good foundation and support for the training programs, as well as providing role models for participants.

However, the lack of an in-house Arabic speaker (except for an intern) suggests that the rest of the training staff may not be as closely in touch with what is going on in the training sessions and, when questions arise later after the consultants have gone, current staff are not always able to completely answer or analyze what took place.

Having said that, the evaluation team notes that it is strongly to CEDPA's credit that an Arabic training exists at all--a program extremely rare among training options in the western world available to women. Under the circumstances, the monitoring appears to be taking place almost as well as could be expected. However, it could be to CEDPA's advantage to pay some further attention to any additional systems needed for monitoring, conducting, evaluating and reporting on this training.

At the present time, Arabic programs are not offered every year, so having an in-house, Arabic-speaking trainer is a future rather than current need for the organization.

## Evaluation

The evaluation process appears somewhat standard except for one major omission: there is no data requested from participants on the skills, approach, methodology, etc. of individual trainers. While CEDPA uses trainers with previous experience with participants, it still could prove useful to have participants analyze what makes particular trainers strong or how they could improve. This is critical for new consultants and new staff. It is also important to model good training evaluations for the participants -- especially when training of trainers is a part of the curriculum.

The fact that CEDPA does not share the raw information with trainers unless requested also seems to be a weak link. However, the immediate sharing of information with the trainees is a particularly strong feature for CEDPA. This unusual method no doubt elicits much more information and clarification from the participants than many trainers obtain after a program.

If CEDPA is teaching evaluation to participants, the organization may want to look closely at what it is modeling.

The six-month evaluations appear to elicit a weak response both because of design and because of lack of motivating factors for alumni to complete the forms. There may be other more creative ways of following up participants.

The Nepal Vignettes are an interesting way to document successes of CEDPA alumni and could be repeated through other countries. They need a tighter format and more lively writing.

## C. Recommendations

### Continue with Excellent Approach

CEDPA should continue with the generally excellent approach of the training, while examining the question of how it wants the training to respond to issues in the world of the 1990s -- and where it wants to lead women in the 1990s. This recommendation will be dealt with in more detail in other sections of this report.

### Be Clear in Promotional Literature

CEDPA needs to ensure that any issue, such as the amount of emphasis on family planning is clearly and directly addressed in the promotional literature. The issue also may be addressed more directly in the training programs themselves. While a trainer always designs "the perfect training program for the last group," there are ways to defuse some criticism before it becomes a major issue with a training group. One method is to be completely open with trainees about previous criticisms, discussing the issue with them, and asking for their participation in adjusting the design or providing options for those not interested. (This flexibility, of course, depends on how strongly CEDPA feels about requiring every participant to attend every session, a quite valid expectation

in some participatory training programs where the true effects are cumulative and may be delayed for months or years.)

### Review and Rewrite Training Objectives

CEDPA training staff should review and rewrite their objectives as needed to be consistent in the type of objectives presented. A review of Mager's book on learning objectives may be helpful.

### Zero-Based Curriculum Planning

The evaluation team strongly recommends that the CEDPA Training Division engage in some "zero-based" curriculum planning. It could result in reconfirming much of what CEDPA has already developed, but the time appears right (new Executive Director, new formation of Training Division, excellent organizational development consultant on hand) to go back and ask some basic questions: What is CEDPA's ultimate goal? What is the role of training in reaching that goal? What knowledge, skills and attitudes do CEDPA alumni need to contribute to reaching that goal? How can CEDPA best facilitate the learning of new knowledge, skills and attitudes? What lessons have other training organizations learned that could be helpful?

### Emphasize Links Between Individual and System Change

The CEDPA curriculum should increase the focus on the links between individual woman and long-term strategies for system change for women, in other words, CEDPA's long-term goal. Participants should learn skills for planning system change and ways of maintaining their vision on the "big picture." What is our long-term big picture? How do we get from here to there? What can my organization do? How can I work with other individuals or organizations towards that goal?

### Explore Gender Issues in S&E Course

With the opportunity of having a mixed group of participants, CEDPA could explore the issue of gender in S&E workshops in a more explicit way. While this is a difficult area (many men may not have come to CEDPA interested in this topic), CEDPA may not currently take full advantage of this "learning laboratory" to explore ways in which men and women may support each other with their particular issues when they return home. Men's awareness needs to be raised and women need practical suggestions for how to approach difficult gender-related problems; the men could have some suggestions and eventually be part of more system-wide changes in their countries. Once again, this means that CEDPA must help participants look at system-wide changes as long-term goals.

### Explore More Unified Themes for Program

Another angle that CEDPA might explore is to create themes that carry the person through the process of the training in a more unified way than do the current isolated topics. For example, focusing on the woman manager and moving from role to role throughout the program. The program, while working well, seems to lack some conceptual themes that integrate every component.

### Maintain Participatory Methodology

With the effectiveness of the participatory methodology well documented, the evaluation team makes no recommendations for changes.

### Continue Offering Training In Four Languages

CEDPA should continue to conduct training in various languages, increasing the annual regularity of the offerings in specific tongues.

### Continue Offering Arabic Training

Every effort should be made to continue offering the Arabic option to women from Arabic-speaking countries. As a long-term goal, CEDPA should attempt to complete its in-house training staff with an Arabic speaker. CEDPA should examine the special needs for monitoring of the Arabic programs and perhaps incorporate new systems for ensuring that all training staff have data available and understanding of the program while consultants are still available.

### Use Language Capability in Marketing Efforts

Because of the rarity of U.S.-based training programs in these languages, CEDPA should continue to use this capacity as a major element in their marketing of programs. In fact, it could be spelled out even more clearly in promotional literature to specific language groups.

### Examine Entire Evaluation Process

CEDPA should examine as a whole its entire evaluation process: what information it needs, why, how will it be used and by whom?

It would be beneficial if CEDPA could be both more scientific and more creative in obtaining this information from participants. CEDPA's role as model for participants who will be doing evaluations in the field should always be kept in mind.

### Involve Participants in Designing Evaluation

One method might be to involve participants in designing part of the evaluation for their own program, going through the entire list of questions of what they as trainers would want to know from trainees and why.

### Include Evaluation of Trainer Effectiveness

In order to assure continued growth and improvement, a section on evaluation of individual trainers should definitely be included in workshop evaluations. A formal way of relaying this information to both internal and external trainers is definitely required.

### Re-Examine the Six-Month Evaluations

With the six-month evaluations, CEDPA needs to look closely at the motivation factor for alumni. Perhaps alumni should be involved in a task force to design a follow-up evaluation.

### Assign Training Staff Member to Monitor Evaluation System

Although performance and impact evaluations are difficult in experiential learning programs, CEDPA needs to assign one training staff member to keep up-to-date on the latest techniques and to monitor the overall design of evaluations for the program. Eventually, it would be helpful to have someone on the general CEDPA staff with expertise in evaluation that could be applied to several CEDPA divisions. Currently, the Project Coordinator/Asia has special expertise in evaluation and may be the logical person to take on this role within the Training Division.

### Consider Culturally Sensitive Evaluation Techniques

CEDPA might also think about some cultural sensitivities in designing their evaluations. Dealing directly with the fact that some cultures are reluctant to criticize can be helpful with participants, especially if trainers explain exactly why the information is important and how it will be used. Another method used with some mixed cultures is to have small groups answer questions together and then one person report the results to other participants. This way, individual participants retain their anonymity in a more comfortable manner but the trainers get information they might not otherwise obtain from shy participants.

### Explore Expansion of the Vignette Evaluation Program

Related to the entire question of documentation by CEDPA, the organization may want to explore expanding the Vignette program in a more polished form to most of its countries. These success stories could be used not only for evaluation, but for promotion, donor reports, orientation for new participants, etc.

## **VI. FOLLOW-UP AND DOCUMENTATION OF PARTICIPANTS AND ALUMNI**

### **A. Findings**

#### **1. Methods of Follow-Up**

CEDPA is unusual among private voluntary organizations in the amount of follow-up it provides to its graduates. This takes place in a variety of ways and forms a central part of CEDPA's philosophical approach to development and training. Graduates join nearly 3,000 alumni of CEDPA training programs worldwide.

Alumni are seen by CEDPA as a vital source of managerial expertise in their countries which they can share with other organizations affecting the development of women in their countries. Graduates are often asked to serve as consultants, trainers and project managers in local, regional and international development efforts, sometimes in other CEDPA projects, sometimes with outside organizations.

The follow-up takes these forms:

- Collaborating with alumni and their institutions in training programs initiated by a variety of organizations.
- Providing technical and financial support to alumni-initiated projects, especially through CEDPA's Small Grants program.
- Supporting CEDPA alumni associations in grassroots development projects.
- Keeping alumni up-to-date on alumni activities and programs through the quarterly newsletter.

More information on these types of follow-up activities can be found in the Alumni Activities in the Field section of this report, specifically on alumni organizations and alumni replication of training.

In this section, the evaluation team examined individual follow-up efforts. In the 23 alumni interviewed in four countries by the field evaluation team, there was a clear pattern of either intensive follow-up or none at all. The follow-up occurred when alumni initiated in-country training or whose work involved grants or collaboration with CEDPA staff. Quite naturally, personal relationships with CEDPA staff also affected the amount of follow-up.

Here is a selection of typical comments from alumni made to the evaluation team interviewers about their "assessment" of CEDPA follow-up:

"Publications arrive. That is all."

"This interview is the first contact I have had."

"It is lacking. Need help establishing networks."

"None."

"Sent project proposals for funding or feedback, but there was no response."

"There is none."

"Correspondence by mail. CEDPA does not answer."

"None."

"No follow-up."

"Wrote to CEDPA. No answer."

"CEDPA did not answer my letters."

"Extraordinary. High quality organization." (Her organization supported by CEDPA grant.)

"Good. The contact is continuous. I feel their support and counsel." (Project also supported by CEDPA.)

## 2. Maintaining Communications with Alumni: Publications

CEDPA maintains contact with its alumni through its quarterly newsletter. It also distributes annual reports, workshop announcements and reports of regional overseas workshops to some alumni. All other means of communication with alumni are informal and ad hoc.

The newsletter is all sent to donors, AID Missions and selected offices in Washington. A non-color publication, the newsletter is published only in English. Some content areas include updates on CEDPA activities, WIM and S&E workshop information, alumni briefs, and general articles of interest relative to women in development issues. Most articles are generated by in-house staff, but contributions from external authors are encouraged.

According to the Communications and Development Department, a review of the format and contents is currently underway.

Workshop announcements are sent to all alumni, potential funders, including AID Missions, three months in advance of the scheduled workshop.

There are other publications available to alumni, which can be helpful. They include the CEDPA Manual on Planning, Implementation and Management of Development Projects. As part of the Options for a Better Life for Young Women project, CEDPA reports on these conferences held in Asia, Africa and Latin America. The findings can also be useful for alumni.

There is no alumni directory. This lack was cited by alumni in interviews.

### 3. Data Collection on Participants

CEDPA asks applicants and arriving participants for a variety of types of information. Most of these requests for information are straightforward and clear.

However, one serious weakness in the data collection was found the team asked for information about participant and alumni skills, sector interests, and organizational foci. The team requested such information as: Which sectors are most highly represented among AID-supported participants? How are participants from specific sectors distributed among different geographic regions? What are the main occupations of alumni? What are the main sector foci of their organizations?

While CEDPA provided most of this information, it was not always without difficulty. A small part of the problem was because of limitations in the software. The major problem, however, was the information categories used by CEDPA in the forms filled out by participants.

For example, in an open-ended question, CEDPA asks participants to list their area(s) of expertise. This general question results in some participants giving six or more terms to describe their work and all of them being entered in the computer. Participants sometimes used very different terms to describe similar work. Furthermore, there is enormous mixing of sector interests (health, water, income generation) with functional/operational areas (training, project management, management of training programs, evaluation, accounting, etc.).

The data base could not provide statistics on the complete number of family planning participants, for instance. Full lists had to be run and staff counted the numbers by hand. A short excerpt from the list of areas written out by participants and entered into the computer illustrates the problems in categorization:

Government Employees, Investigation, Creation and Women in Development Program, Research, Family Planning, Bank Loans, Family Life Education, Economically Handicapped, Nursing, Health Care, Training in MCH, Small Business Training, Women, Child Welfare, Women's Rights, Grassroots Trade Unions, Organization and Awareness for Women, Professional Health Careers, Uplifting Standards of Health/Living of Rural Women.

#### 4. Updating of Alumni Information

CEDPA uses a software program called Questions and Answers to maintain data on its alumni. Only just over half the 3000 alumni of Washington and overseas training programs are entered in the data bank at this time.

Information on alumni is updated in several ways: returned newsletters, staff reports after overseas travel, correspondence from alumni to individual staff members, and six-month evaluation mailings (only started last year).

#### B. Conclusions

As mentioned earlier, CEDPA is unusual in its stated goal and actual follow-up of participant training. Few other U.S. organizations have formal means of supporting their alumni with funds and technical expertise months or years after the U.S.-based training. Few other organizations hire and train alumni to implement replications of the U.S.-based training to spread its impact throughout the developing world. The effort and energy which CEDPA gives to spreading the training benefits is a great credit to the organization.

However, as might be expected, an organization with such a lofty mission still has a long way to go. The results are mixed. The follow-up in some countries and with some alumni is extraordinary and the files are overflowing with stories from alumni who have been assisted with projects and training programs.

But, among the 23 alumni interviewed, there was a sense of disappointment among a significant number that there had been less follow-up than they expected. One cited as comparison the continuing follow-up involved with a group who had received training in Japan ten years before. Expectations may be key. Is CEDPA suggesting to participants a greater program of follow-up than the organization is capable of delivering? Clearly, there is a joint responsibility between CEDPA and its alumni for communication.

#### Methods of Follow-Up: Publications

In the workshop announcements, the information is easy to follow; the folder contents are all produced in-house; the folder is produced externally. All in all, it appears to be a well-designed and cost-effective format.

The evaluation team agrees with CEDPA's decision to reevaluate the newsletter. A fairly polished piece, it may appeal to funders with its success stories, but could do a great deal more to respond to the needs of alumni. A more inexpensive, more newsy publication with lots of tips and follow-up training materials could be more useful to alumni.

One of the most impressive CEDPA publications is called: *The CEDPA Experience: A Success Story for Women*. This describes CEDPA's evolution, experience and lessons learned. It includes

case studies of alumni applying their management training skills to income generation, health and family planning programs. The Lessons Learned section has especially valuable information for other PVO organizations and AID offices.

### Data Collection

It is obvious that CEDPA needs to redesign its forms for obtaining information on participants and alumni. The data on sectors and skill areas of alumni were extremely soft and sometimes arbitrarily classified. Therefore, the sector data presented in this report can only suggest trends.

Because of the sometimes arbitrary assignment of categories and the mixing of sectors and functions, CEDPA does not have important and precise information that would assist them in planning and marketing.

To CEDPA's credit, when some of these difficulties were pointed out by the evaluation team, CEDPA staff were open to re-examining their methods and began to draft a new questionnaire that would require participants to list only one area of interest rather than multiple areas. However, the evaluation team believes strongly that "area" is not a sufficient category for the information needed. CEDPA must separate out sectors and functions.

### Updating Alumni Information

Data banks are wonderful for documenting one static point in a program's history, such as the profile of participants when they entered CEDPA training. But, unless the programs are constantly updated, they often cannot provide information that organizations need. Like most organizations, CEDPA has difficulty in maintaining an up-to-date data bank because of a lack of systematic feedback from those people in the data bank. Unless a graduate has a personal contact or interest in keeping in touch with CEDPA, there is little incentive to notify the organization of changes in address, status, type of work, new projects, etc.

The return of evaluation mailings is so low that they are an extremely ineffective method for updating information. Other informal systems are useful as supplements but cannot give CEDPA the current information it needs.

CEDPA needs to complete the entering of data on all alumni...

## **C. Recommendations**

### Evaluate Follow-Up Efforts

CEDPA, while doing far more follow-up than most organizations, should evaluate its efforts from several standpoints:

- **Expectations.** Perhaps participants should have a written piece on the types of follow-up available, which ones the alumni should initiate.
- **Lack of responses to letters and proposals of alumni.** This could be due to individual staff workloads and priorities, but CEDPA should look at instituting a more systematic approach to responses and a way of documenting follow-up for the organization. The comments from the 23 alumni interviewed were positive with regard to follow-up.
- **Types of follow-up wanted by alumni.** This is another area in which CEDPA needs more information from the field on what its alumni would like from the organization. An alumni task force might study this issue.

### Publish an Alumni Directory

One of the first priorities should be the publication of an alumni directory, divided by regions with alphabetical listings in the index. This could be an extremely important tool for potential participants, alumni networks, and, especially, AID Missions. The publication in one document of all the alumni with their positions/organizations could have a tremendous impact on alumni morale, as well as impress outside organizations. An annual or bi-annual directory would also be an incentive for alumni to keep addresses and information up to date.

### Assess Alumni Needs for the Newsletter

CEDPA should assess alumni needs with regard to the newsletter. It could be a more valuable tool in follow-up training and enhancing the national and regional awareness of CEDPA alumni.

### Reassess Need for Glossy Piece for Donors

CEDPA should also reevaluate the cost benefits of producing a slick printed piece for donors. Shorter, more lively summaries might be appreciated by busy donors with an overload of reading material.

### Explore Wider Distribution for Lessons Learned

CEDPA should explore the possibly wider distribution of its Lessons Learned section from The CEDPA Experience booklet. This could be a valuable tool with which to reach USAID Missions, while putting them in touch with CEDPA alumni in their countries.

### Clarify Objectives & Redesign Information Gathering System

CEDPA needs to do three things:

- Clarify their objectives in obtaining information, including who needs what information and for what purpose (documentation, promotional literature, fundraising, planning, donor needs, etc.).
- Think through exactly what they would like the summaries of the data to look like when completed (Examples, such as being able to answer: What kinds of women are attending CEDPA training? Trainers? Managers? Managers of Training Programs? Field Workers? How many African women are trainers v. how many Asians? What are the major sector areas for all trainers who have graduated from CEDPA? How many participants are involved in integrated development projects?)
- Clearly define sector and functional skill categories and decide how they will handle information on participants involved in more than one sector.

### Develop a Strategy for Updating Alumni Information

The solution must be more than just one additional system or increased motivation for alumni to update information. A strategy needs to be developed on a broader scale. CEDPA needs to ask some basic questions: Why do we want this information? How will it help the organization? What information will be useful? How will it help us in planning, in fundraising, in marketing? What information will be helpful for each of these areas? What will motivate alumni to cooperate? What will be in it for them? Which methods for updating will be most labor and cost efficient? All of this, of course, is part of CEDPA's need for a larger strategy on communications and networking with alumni, asking many of the same questions as noted above.

## **VII. IMPACT OF PROGRAMS ON INDIVIDUALS**

### **A. Findings**

#### **1. Career Advancement of Participants**

One measure of the impact of training on individuals is to examine the career advancement of women since attending the CEDPA training programs.

The evaluation team compared records of titles held by women entering three of the WIM programs with information in CEDPA's data base on current positions of these women. In part because of the uncertainty of the updating of records in the computer, the evaluation team could make no meaningful assessment.

When using less quantitative measures, the evaluation team found through case studies, anecdotes, and interviews with colleagues and CEDPA alumni in the field that most CEDPA alumni have advanced in their careers since attending the training.

However, even if the women have advanced, the traditional problems in evaluating training programs arise. The variables are numerous: qualifications and potential of participants when entering the program (Would they have succeeded regardless of CEDPA training?); environmental and organizational factors (Would they have advanced because of these external factors rather than skills in CEDPA training?); levels when entering the program (Would lower-level managers exposed to their first training experience have greater opportunity for advancement than women already well-established in their careers?); etc. etc.

For the most part, the evaluation team relied on self-assessment by alumni and field interviews of alumni in four countries.

Some examples of career advancement:

- A CEDPA alumna from Egypt is the only woman among 16 members of the National Democratic party in Alexandria. In 1989, she was elected to the General Assembly of the national party, which was headed by the President.
- In Nigeria, one CEDPA alumna was promoted to project director of a Family Planning International Assistance program; another was elected President of the Plateau State Branch of the National Council of Women's Societies;

#### **2. National Impact and Contributions to Women's Development**

In some countries, the number of alumni is reaching a stage of critical mass where they can exert influence and political pressure at the policy-making level. The CEDPA group in Nepal were probably the first alumni group to reach this stage and have implemented a variety of projects with support of the Queen of Nepal. This group is now a sub-office of CEDPA, the only official

CEDPA branch. The group in Ghana organized a workshop for rural extension agents and groups in Peru and Mexico implemented strategic management workshops with assistance from CEDPA Washington staff.

In other countries, it may be the efforts of individual alumni who make an impact. For example, two alumni brought the special needs of young girls and adolescent women to the attention of UN-sponsored South Asian Association for Regional Cooperation (SAARC). This will now be on the agenda of The Year of the Girl Child, which UNICEF has taken as a focus for its South Asian regional programs. The SAARC resolution has also been incorporated into Nepal's Country Plan of Action.

In Nigeria, a CEDPA alumna received a chief's title and a university merit award for her contributions to rural development and women's welfare in the country. She was able to parlay a 10,000 Nigerian currency revolving loan scheme into a 1.3 million operation with a bank loan and a Ford Foundation grant.

The CEDPA organization in Mali, the Women's Committee for Development and Population Activities, implemented a community-based contraceptive distribution project. which was cited in an evaluation as a model project and the most successful distribution project in the country.

As these activities demonstrate, alumni are operating across a broad spectrum of national concerns from strategic planning to family life education.

### 3. Impact on the Lives of Participants

Almost every segment of people interviewed by the evaluation team (from participants themselves to trainers to outside observers) cited the enormous impact that the CEDPA WIM training can and does have on the lives of individual participants. Over and over again, people cited improvements in skill, knowledge and awareness or attitudinal changes.

Many referred to increased confidence, more prestige, broader understanding of the role of women in development and their own horizons. Others cited the benefits as improving their job performances, expanding career and other personal horizons, and solidifying their confidence to pursue opportunities to apply their newly acquired skills.

Alumni from many countries also discussed the relative lack of opportunities for women in management positions to attend overseas training programs. They also confirmed the intangible benefits of overseas training when women accrue increased prestige and clout in their management environments.

Currently underway at CEDPA is an impact study of the Washington training programs, with UNFPA as the sponsor. The evaluation consists of a program called Signal Events, which is enrolling 19 alumni from various regions of the world over an 18-month period. Alumni who agree to participate are given journals in which to record the "signal events" in their lives, year by year, which were linked in any way to the CEDPA training. The following comments come directly from

this study and from the 23 in-depth field interviews conducted as part of this AID evaluation. The participants came from a broad range of WIM, S&E, and in-country programs from 1984 to 1989.

a. Actions Taken by Alumni and Subsequent Recognition:

"My program was named 'Project of the Year' by a committee of expatriates that live in the area. Project: Sex Education for Adolescents Not In School."

"I developed a building proposal at the CEDPA workshop. It was submitted to CEDPA and ACP is pursuing the building proposal. We are still looking for a donor or banking arrangements to fund construction."

"Working through AID, I planned the training programs with the American group for the PVOs in planning and management, income generation and development of the day care center for three years."

"I was chosen as a General Director for the CSI project, which is a joint project between USAID and the EFPA clinics...I was the only director in the six governorates who achieved the CSI project's first-year objectives and we won the first rank all the national newspapers wrote about our excellent work and also Cairo television."

"I received a CEDPA sub-grant for Nutrition/Health Education and trained volunteer teams from five women's groups to provide nutrition and health services."

"The project proposal on leadership and income generation skills training for women group leaders, which I developed at CEDPA, was funded by the Ford Foundation and Pathfinder Fund."

"I was promoted as the National General Secretary YWCA of Kenya. CEDPA training gave me confidence to become a good Manager."

"I got a new job title of project director on a new type of project due to my performance after the CEDPA training."

"Five months after my training, I was promoted to Director General and given a raise."

"I was elected President of the National Council of Women's Societies Plateau State Branch."

"Rural Development was closed down but due to CEDPA training, the Owena River Basic and Rural Development Authority employed me and carried on with the Cokla work."

b. Attitudinal Change

Reflecting CEDPA's belief that self-confidence is a vital element in management effectiveness, a number of alumni interviewed documented this attitudinal change and an increase in awareness of

a number of issues. Both AID personnel and other external sources cited increased self-confidence and an ability to take initiative and create opportunities for themselves as being extremely important results of the training. These are comments from a few of the 23 alumni interviewed:

"CEDPA training gave me more confidence and a systematic way of working and my work overall was appreciated and I was invited by the Indian Society for Community Education to develop their projects."

"The CEDPA training built up my confidence level...and my management skills."

"Increased self-esteem in decision-making and problem solving." (Cited by four alumni.)

"More personal security, such as confidence, increased salary, more decision-making authority."

"Now more self-assured in work and home life decisions."

"More self-esteem, more secure personally, negotiate better with international agencies, learned to delegate better."

"Increased self-esteem in problem-solving skills in conflict management. Applicable to workplace and home."

The foundation for this increased confidence could be traced, in part, to the residential module of the program on The Role of the Woman Manager. It moves participants from an assessment of their own skills to looking at what they perceive are qualities of successful managers. In the first week of a recent program, all women managers were asked to raise their hands. Only 9 of the 37 did so, but by the end of the program, almost all saw themselves as managers.

#### c. Skill Development

The alumni, asked to cite the major skills developed at CEDPA and useful to their work, suggested skill areas that related to designing, funding, implementing a project. Negotiation skills were also listed by a number of women as valuable skills learned. These assessments were echoed in the program evaluations just after the conclusion of the training. Here are only a few quotes from the alumni interviewed:

"I learned to be able to design the specifics of a project and how to evaluate a project."

"Good overall orientation in problem identification, evaluation and how to write proposals."

"Planning and organizing my work."

"Improved negotiation skills."

"Integrated finance and workplan management skills."

"How to write a proposal."

"How to design a program."

"How to negotiate with people to motivate them to work."

"Training techniques and training materials."

"The planning section. I still continue to make use of what I learned."

"Different style of management presented, the participatory, open communications and decision-making styles."

"Demographics, presenting statistics convincingly in making public presentations."

"Awareness." (Male)

"Gave me sense of responsibility and how to relate better to those in authority."

d. Influence on Personal & Professional Lives

It was clear from the alumni interviews that CEDPA training had been a positive influence on their lives and, for many, an extremely significant positive influence:

"Gained lots of knowledge, springboard for my career, exposure to other ideas."

"Course opens a panorama of possibilities. CEDPA is a great example of an international network. It is important. We can't work alone."

"An eyeopener. I learned many things, a turning point in my professional life."

"These courses are important. We need them."

"Very useful, especially the planning and administration sections."

"Impressive."

"The course is important. We women leaders have not had the opportunity to receive this education which we need."

"Gave me more authority and knowledge."

"Extremely important in my professional life. How to write proposals and get financing was excellent."

"Courses have helped me in my family life with my husband and children. My work is more realistic and effective."

Asked what was the major impact of CEDPA training on their personal and professional lives, these same alumni said:

"I have bettered the organization and planning of my work."

"Change of perspective on conflict management and a more mature approach to administration. How to solve problems better."

"After CEDPA training, everyone looked up to me as someone with new knowledge. Gave me increased exposure to other organizations in my country and internationally."

"Helped me to assess and look objectively at my personal skills and personal development and career development."

"Personal friendships and lasting support networks."  
"Interchange of experiences with other alumnae."

"None."

"Opportunity to feel the security of self-esteem as a woman. The feeling that women are capable of doing whatever they want."

"To be in contact with well-trained professionals, groups of women, for exchange of information and feedback."

## **B. Conclusions**

There is little doubt that CEDPA training has a strong personal impact on the individual participants. The evaluation forms during the program and from the post-six-month evaluation, as well as the alumni interviews, were all remarkably similar. The low level of negative comments from alumni, and those often related to the content, length or emphasis in a program was impressive. There were very few recommendations for change related to the training methodology.

Also striking were the comments on self-confidence and new horizons in their lives. Clearly, this was more than just a program that taught how to write a proposal. The links were there between that self-confidence/increased awareness and their new ability to identify, initiate and take advantage of opportunities for women's development in their countries when they returned home.

In the minds of many women, the advantages of their selection for an overseas training program contributed to promotions, salary raises, and increased prestige. More important, these results gave

them increased power and clout to make changes for other women. The ripple effect is a decided benefit of the CEDPA program, particularly as alumni are able to harness resources from their training institution to institute new projects at home.

The fact that so few women are selected for overseas training also increases the importance of programs like CEDPA and many women recognized this factor. Of the 33,268 people sent to overseas training programs during this period by various sections of AID, only 8,300 were women.

## VIII CEDPA ALUMNI ACTIVITIES IN THE FIELD

### Findings

Alumni of CEDPA-sponsored training programs carry the responsibility for initiating all field activities and for the implementation of most of them. There are three types of field activities that are linked to the Washington experience:

- Alumni Organizations Abroad;
- In-country follow-up workshops;
- Replication of CEDPA trainings initiated by individual alumni.

These activities are separately reviewed below.

CEDPA staff explain that Washington-based workshops are not intended to lead the participations to an agenda of CEDPA determined objectives. Indeed, CEDPA encourages alumni to apply their skills to those activities that best respond to the needs of other women in their countries. Field activities are referred to within CEDPA as "alumni-driven." As such, activities are influenced by cultural dynamics, resource constraints, and the needs of the population.

In responding to requests emanating from the alumni, CEDPA provides a range of support -- from providing Washington staff and funds for the implementation of in-country follow-up workshops to providing seed money for alumni projects through the Small Grant program.

#### 1. Alumni Organizations Abroad

Participants who attend the Washington-based training programs are encouraged to form or join alumni organizations upon their return home. Each graduate is given a print-out of information on alumni in their country.

An alumni association is described by CEDPA as a group of alumni from the same country who come together as volunteers committed to a common objective and form an association. Many of the Associations use "CEDPA" as part of their name. Except for Nepal, none of the associations are official representatives of CEDPA. Only Nepal serves as a sub-offices. In addition, alumni field activity can and does take place independent of the existence of alumni associations.

The number and strength of alumni organizations depend entirely on the alumni; hence they can appear to be somewhat scattered and ad hoc in their approach to goals of changing women's lives. In some countries, alumni have organized as indigenous NGOs, registered to receive foreign funds to support development efforts. In addition to collaborating with other NGOs, many of the alumni associations serves as consultants to CEDPA's other organizational Divisions. There are currently alumni groups (some with regular CEDPA funding) working in Egypt, India, Kenya, Senegal, Mali and Zimbabwe, but only the group in Nepal is considered a formal CEDPA sub-office.

## Major In-Country Alumnae Groups

<u>Country</u>	<u>Organization</u>	<u>Activity</u>	<u>Members</u>
Egypt	Institute for Training	WIM Training	15
India	Prerana	Village Projects	6
Kenya	CEDPA/Kenya	Com. Development	20
Mali	Women's Community	Training Workshops	4
Senegal	CEDPA/Senegal	Com. Development	50
Zimbabwe	CEDPA/Zimbabwe	Skill Development	4
Nepal	CEDPA/Nepal (Sub-Office)	Com. Development	6+

Although each group is unique and operates in its own way, the work falls into these categories:

- Planning and conducting technical assistance activities, including workshops, one-to-one assistance, and materials development;
- Assisting community groups in the design of project proposals;
- Recommending projects for funding to the CEDPA Small Grants program.
- Monitoring funded projects;
- Developing mechanisms to promote the alumni group's autonomy as an organization.

Here is a profile of the major groups:

### Nepal Sub-Office

The largest and oldest of these groups is in Nepal which is a formal branch of CEDPA. There, alumni have been able to bring community services to isolated families in the hill country where none had previously existed. This office was established by CEDPA/Washington, but it is coordinated by an alumna who uses a team of alumni as trainers within her program. One project of this group was the development of a series of Vignettes of alumni, which CEDPA can use in its promotion and evaluation activities.

### India

In 1981, CEDPA alumni staff of Prerana, an Indian NGO established CEDPA's first overseas associate. Two years later, Prerana and the Indian alumni of CEDPA joined together as Prerana-Associate CEDPA. They conduct local WIM workshops in collaboration with other organizations, assist community groups design projects, recommend projects to CEDPA (13 have been funded), monitor and evaluate these projects, and publish an alumni newsletter.

## Kenya

In 1982, Kenyan alumni registered with the government as CEDPA/Kenya. All members are volunteers in CEDPA projects to assist community groups to develop and find funding. There are 20 members and chapters in two cities (a third chapter based in Nairobi disbanded as members found services to be provided the numerous NGOs based there). The Mombasa branch has supervised 13 projects since 1982. The second chapter is based in Kisumu. In addition, two alumni who met at the 1985 WIM program collaborated on a Family Life Promotion project, which received funding through a Bixby Foundation grant.

## Egypt

Fifteen CEDPA alumni founded an association known simply as Women in Development. It is housed in the Institute for Training in Alexandria, Egypt. This association promotes projects for adolescents training young women in management skills and integrated skills development. The Women in Development Association has served as resident consultants for CEDPA's Better Life Project. Unlike the other Associations, CEDPA organizational funds support the salary of an association administrator who serves as its Secretariat. CEDPA also provides some core support and some project funds.

## Mali

Also founded in 1982, the Mali alumni established the Women's Committee for Development and Population Activities (CFDAP). This is an independent working group within the Training Division of the Ministry of Public Health and Social Affairs. The Mali alumni are unique in that they are all public sector employees. Because of the key positions some alumni hold, they have been effective in bringing programs to the attention of Ministry policy makers. The Alumni Association has collaborated with CEDPA on project design and technical workshops in health and family planning. Their efforts resulted in USA for Africa funding four projects.

## Senegal

In 1983, CEDPA/Senegal was established as a membership association comprising of 50 alumni. It is headed by a steering committee of four who serve as 'Master Trainers' at country-level workshops. They are instrumental in developing and monitoring community projects. This active association serves in a number of ways. For CEDPA's Better Life Project, alumni supervise two on-going projects targeting training needs in youth who have migrated to urban areas. The alumni played a key role in initiating, organizing, and conducting CEDPA's follow-up training workshops in Ghana as funded by the Pew Foundation. Three of the projects developed during this training were subsequently funded by CEDPA.

## Zimbabwe

CEDPA/Zimbabwe, formed in 1987, is the most recently established Alumni Association. It formed around the problem of urban migration. Young women who have moved to the city are invited to join CEDPA/Zimbabwe's training workshops to improve their marketable skills and literacy level. CEDPA/Zimbabwe has also sponsored clean-up campaigns to improve communal hygiene.

## **2. In-Country Follow-Up Workshops**

While in Washington, participants are encouraged by CEDPA staff to replicate the Washington-based training program in an abbreviated format in their own country. These follow-up field workshops are intended to multiply the effects of training by bringing it to local women.

The instigation of the follow-up workshops is a matter of alumni initiation and donor support. CEDPA staff serve as lead trainers in the workshops. Where possible, alumni act as co-trainers; they participate in a one-week training of trainers (TOT) program conducted by the CEDPA lead trainer prior to the in-country workshops.

The field workshops are strongly dependent upon the presence and interest of alumni in any country. Alumni are responsible for all logistical arrangements. In most cases, an alumni steering committee is created to oversee the logistical planning and to coordinate with collaborating institutions, relevant ministries, donor representatives, and CEDPA alumni and staff.

The selection of participants for these follow-up workshops is also left to the alumni. CEDPA asserts very little voice in the selection of participants other than offering alumni three optimum criteria: participants should hold a position level within an development effort that is linked to the objectives of the workshop; a position that can affect implementation; and participants should be familiar with the workshop topic area.

By the end of 1989, 53 in-country CEDPA workshops had been held which were organized by alumni and conducted by CEDPA Washington staff. They involved more than 1300 participants. Until recently, all the workshop participants were women. Gender selection is also left to the alumni to decide. As a result of alumni instigation and a request from their collaborating agencies, CEDPA's regional workshop in Uruguay (funded in part by PPC/WID) included both women and men.

In the four categories of in-country workshops (Project Design, Supervision, Min-WIM, and Strategic Planning), the training is described by CEDPA staff as more technically and tightly focused than the Washington programs. "Too pragmatic" and "too task oriented" was the criticism relayed to the evaluation team by a number of people both inside and outside of CEDPA. Some people emphasized the need to use the opportunity to build solidarity among women in a country or region, rather than providing a training structure that results in high pressure, competition, and vulnerability to criticism from peer groups.

The follow-up workshops are constrained by the short amount of time available to conduct them. An average workshop contains about 30 participants at varying levels of needs and abilities.

### 3. Other Replication of CEDPA Training

In 12 countries around the world, alumni outside the context of an alumni association have organized and implemented mini-WIM workshops on a regular basis. There has occurred in five countries in Asia, three in Africa, three in Latin America, and one in the Middle East (Egypt).

In Bangladesh, for example, alumni at "Concerned Women for Family Planning", a registered NGO, conduct yearly WIM trainings. They receive funding for the Asia Foundation and the AID Mission. CEDPA collaborated with them in 1981 to conduct the first in-country follow-up workshop, and the alumni continued on their own in the ensuing years.

Other examples include the "Tototo Home Industries" in Kenya. A group of alumni who participated in the Washington-based training work together have provided technical assistance and WIM training to women in micro-enterprise activities. In Peru, an alumni group -- ADIM -- has trained over 3,000 women in mini-WIMs since the first Peruvian women attended the Washington training.

### B. Conclusions

The seven alumni groups, formed and operating through their own initiative, say a great deal about their shared CEDPA experience. As a result of CEDPA training, they have developed a network of support, identified resources in each other on which they can draw, and have been inspired to act upon their learning in the Washington-based programs. It is a positive commentary CEDPA training.

The ripple effect of the replication of training can be enormous. The alumni group in Peru is a strong example. These replications also illustrate the inspired levels of action that women can rise to when they feel skilled, self-confident, and supported. It is to CEDPA's credit that a training experience can generate and sustain such commitment.

Once Washington-based training has been completed, however, CEDPA takes a much more low-key role. There is little offered to alumni units on methodology for organizing and there are no guidelines for alumni groups, even those who use the CEDPA name. Believing in trickle-up programs, CEDPA leaves the initiatives almost solely to alumni.

In-country follow-up workshops respond to short-term objectives as described by the alumni who request them. CEDPA claims not to have any objectives other than meeting the needs of the requester. This stance highlights the lack of any long-term strategies. Other than the newsletter, there is little evidence to suggest that CEDPA follows-up on the cadre of in-country participants who leave CEDPA training experiences with sharpened skills and an increased sense of empowerment. There are few indications that CEDPA has an institutional strategy to use the graduates in a way that might maximize impact or support further institutional objectives. Some of these points are discussed in the Follow-Up section of this report.

From CEDPA's standpoint, a CEDPA-generated strategy for field activities would hamper the burgeoning evolution of alumni involvement in development activities and dilute their sense of ownership of programs. These are assumptions that have not been given an opportunity to be tested. There may be a middle ground that could provide alumni with frameworks to determine appropriate projects within CEDPA's long-term goals. Indeed, alumni might be inspired by assisting CEDPA to fulfill some more global strategies for women.

It is clear that CEDPA does not take full advantage of using its alumni in the recruitment, orientation, and monitoring of new participants for the Washington training programs. CEDPA's use of alumni in participant selection is limited to requesting alumni nominations. The recommendation section of this reports offers other ways alumni could assist CEDPA.

### **C. Recommendations**

#### Consider New Position for Alumni Network Coordination

At its home base, CEDPA -- and potentially AID -- should consider consolidating staff efforts with the 3,000 CEDPA alumni into a single new position of CEDPA Network Coordinator. This person could do five things: (1) Coordinate the overall planning for the support, communication, and involvement of CEDPA alumni in the organization's long-term goals of system impact; (2) Coordinate strategies with alumni in deciding the roles that alumni units can play in achieving those goals; (3) Act as broker for alumni (individuals and groups) with proposals for projects that could be funded by other organizations; (4) Develop and monitor plans for CEDPA staff from other divisions who visit alumni in the field, ensure good follow-up communications with alumni in those countries, and coordinate reporting on alumni activities by those visiting staff; and (5) Act as clearinghouse for all communication with alumni (while working closely with the Small Grants person), thereby alleviating the hit-and-miss nature of response to alumni that now occurs.

#### Examine Process of Entering Alumni Network

CEDPA should take a comprehensive look at the process by which potential applicants become aware of -- and enter -- the alumni system with a view to strengthening its alumni units. Training programs like CEDPA can build momentum and enthusiasm, as well as broader support, if they involve people before they enter the training, if people become aware that they are entering a larger and influential network of women in their country -- indeed, in the world.

Information on every alumna in the country should be sent to participants before coming to Washington; this is where an alumni directory would come in handy. Alumni in general or designated country representatives could be sent the names of participant and asked to initiate contact with them. This would serve two purposes: helping potential participants understand the experience they are about to enter and correcting any misperceptions that could cause problems when the participant arrives in Washington. It could also be a catalyst for project ideas that participants might bring to Washington and work on during the program.

### Enlist Alumni In Developing Guidelines for New Participants

CEDPA could also help strengthen alumni units by enlisting their help in developing guidelines on recruiting participants. This could be done in conjunction with AID/WID officers, as discussed elsewhere in the report.

### Identify Regional Opportunities, Increase Alumni Groups

Of the more than 3,000 alumni CEDPA lists as graduates of their training, fewer than 100 of them are formal members of the six alumni associations in existence. CEDPA may find, through identifying regional clusters, opportunities for asserting welcomed guidance, and, with minimal intervention, be able to assist in the formation of others. At the least, the information they would gather on the obstacles preventing organized networking would be a beneficial component to lessons learned in the field.

### Use Regional Clusters to Target Donor Support

Marketing the potential of such cluster groupings may provide donor support for increased assistance as well as accomplish donor objectives in a more expanded area. An increase of donor involvement, among other advantages, would allow not only longer training workshops, but could lead to the identification of participants that have an access relationship to the donor.

### Work with Alumni in Developing Country Strategies

Where applicable CEDPA should assist its most active alumni groups in developing country strategies (that might also complement AID strategies) and identifying potential participants who could play an important role in carrying out those strategies. CEDPA needs to help alumni target systems and find pressure points to effect real change in their countries.

### Develop Long-Term Training Strategies

The evaluators strongly recommend that CEDPA develop a long-term training strategy with a view of linking their alumni resources more directly to CEDPA objectives of improving the efficacy of women as change agents in development. Demonstrated by their commitment to a respectful partnership between CEDPA and independent alumni units, CEDPA has the sensitivity and professionalism to maintain the balance between alumni freedom and CEDPA responsibility in achieving these long-term objectives. This could call for substituting short-term achievements with long-term plans. But, it is an investment in a future promising more coordinated actions and greater impact.

## **IX. AID And CEDPA**

### **A. Findings**

#### **1. Nature of the Relationship**

CEDPA holds two grants from AID Washington offices, one from the PPC/WID office and one from the Office of Population.

Almost all AID staff in Washington with whom the evaluation team talked were familiar with CEDPA, some with its field operations, others with the Washington training. In general, the impressions were quite favorable.

The Deputy Director of the Office of Population--previously the Population Advisor for West Africa--has visited workshop sessions and has first-hand knowledge of the selection process of trainees, the curriculum, and the outcomes as exhibited by trainees' post-workshop activities. In an interview, she characterized the curriculum as "excellent" because it builds self-confidence among the participants, particularly by teaching the art of establishing attainable goals.

Several staff in AID regional bureaus in Washington, who have worked overseas, were familiar with CEDPA in-country activities and spoke highly of graduates. By contrast, CEDPA was not as familiar to the WID officers in these regional bureaus. CEDPA should reach out to these three regional WID officers in AID/Washington.

However, several AID staff said that CEDPA could improve its relationship with AID. Some suggested that CEDPA take more initiative in learning about AID goals and how CEDPA could link up with AID programs in the field.

There is a perception among some AID staff in Washington that CEDPA has difficulty in moving on to new strategies that maximize impact of its alumni. "Resistent to change" and "resistent to suggestions" were phrases used by more than one person. Almost all AID personnel in Washington interviewed by the evaluation team voiced a strong wish that CEDPA integrate AID strategy documents (country and WID plans) into CEDPA strategies. There are perceptions that CEDPA, as an implementing resource, hampers AID's ability to fully utilize that resource because of CEDPA's undefined strategies and weak coordination with USAID country and regional strategies.

At the same time, however, AID's understanding of CEDPA's activities varies significantly among AID personnel who have worked -- or have reason to work -- with CEDPA. Even among those who have had long-standing collaborative relationships with CEDPA, there is a surprising gap between information available to them on CEDPA and their perceptions. For example, one long-term collaborator was unaware that CEDPA participants included those from non-health sectors.

There were also instances of AID personnel in Washington, formerly in USAID Missions, who had no knowledge of CEDPA as a training program for women or no knowledge of the availability of skilled alumni resources available to AID in the field.

AID Missions are involved in the selection of participants for CEDPA. In some cases, they receive nominations through alumni; in other cases, the decisions are made on other criteria. One concern heard by the evaluation team was that AID-funded participants were sometimes not fluent in the workshop language, were from too rural an area to benefit from contact with senior managers, or were political appointees with several previous trips to the United States.

Almost none of the 23 alumni interviewed had had any contact with the AID Missions in their countries or knew the name of the AID/WID officer. The few contacts by alumni were the result of AID funding of their organization, not personal initiative. Some former Mission staff said that proposals submitted to them by alumni were too small for funding by AID.

## 2. Financial Support

Since AID's fiscal year of 1982, AID/WID has contributed a total of approximately \$360,000 in individual grants supporting participants in CEDPA workshops. In May 1989, CEDPA received the first part (\$124,630) of a three-year block grant for continued support of this type.

### WID Grants to CEDPA Individuals (Tuition Only)

<u>Year</u>	<u># of Participants</u>
1981	6
1982	16
1983	17
1984	22.3
1986	5
1988	8
1989	11
	=====
	85.3 Total

The figures are not exact because sponsors may fund only one of the six categories of expense for an individual participant. In calculating totals supported by different sponsors, the evaluation team used the tuition category only. The costs for training increased approximately 50 percent per capita between 1981 and 1989, from \$4,500 to \$6,495, not including international travel.

Among the AID/WID-supported participants, 76.3 women were funded in the Women in Management course and 9 women and men in the Supervision & Evaluation course. By comparison, of all USAID-funded participants, there have been the following totals: 226 in the WIM course and 130 in the S&E course.

WID funds began supporting training costs for women participants in the Supervision and Evaluation course only in 1989. These costs are identical to WIM except for per diem.

CEDPA sometimes puts together funding packages for individual participants from two or more donors. For example, in 1984 AID/WID covered the full costs of six participants and shared costs of three others.

### 3. Regional Representation

CEDPA has effectively identified donor support that with AID maintains an active exchange between CEDPA and Africa. 48% of all CEDPA women, and 44% of all CEDPA men came from Africa. AID funding can take credit for only 17% of the support given to women of Africa -- but none of the sponsorships supporting the men.

The chart below illustrates geographic representation of CEDPA participants; it also indicates the percentage of AID sponsorships.

**GEOGRAPHIC PERCENTAGES OF CEDPA PARTICIPANTS**  
**AID Sponsorship Percentages**  
**1978-1989**

	All Women	AID Women	AID Men	All Men
Africa	48%	17%	0%	44%
Asia	23	56	100 (6)	32
Americas	16	5	0	5
Middle East	12	21	0	19

### B. Conclusions

While CEDPA is known to AID Washington, there is clearly room for improvement in the relationship. Likewise, with the Missions. The lack of knowledge among regional WID officers in Washington could be due in part to a weak link between AID/PPC/WID and the regional WID officers.

This communication is a shared responsibility between AID, the funder of several hundred participants, and CEDPA, the grant recipient and trainer of those recipients.

While there have been problems with some AID-nominated participants, the CEDPA criteria for selection are so general that almost anyone could qualify. CEDPA has not always communicated their concerns about certain candidates to the people making the decisions.

For the most part, AID Missions may not understand CEDPA's role and the Mission WID officers need more guidance in helping to select good candidates. It was also true that the AID/WID office was not aware of the entire breadth and range of CEDPA training programs and foci.

The lack of information or misperceptions on the part of AID personnel is the responsibility of both parties. AID is overwhelmed by more information than they can be expected to absorb within the time they are given. They need information that is more concise and relevant. CEDPA needs to find a way to communicate essential information in an effective way. PPC/WID, however, needs to ensure that they have the full facts which they can then communicate to WID officers in bureaus and in the missions.

What is interesting about the regional distribution of AID participants is the low percentage of AID-supported trainees from Africa. In fact, the AID Office of International Training (OIT) does not report any African CEDPA trainees since 1983, even though Africa is supposedly a high priority area. It is unclear from the data whether this is due to lack of AID initiatives in Africa or CEDPA's low-key approach to AID Missions and Bureaus on that continent or poor data from OIT; probably the latter since USAID/Lagos sponsored at least 30 participants to CEDPA courses between 1984 and 1988.

CEDPA itself, on the other hand, has done far better in finding African participants, who total a healthy 47.7 percent of all CEDPA trainees between 1976 and 1989.

AID offices praise CEDPA's ability to maintain a diverse group of funders and cite this as evidence of the organization's success. At the same time, however, AID would like CEDPA to parallel their strategies more closely with AID Missions. It should not be surprising to find difficulties in this proposed marriage. CEDPA must represent not only its own organizational objectives and that of its respective donors, but it must respond to the needs and objectives of a diversity of participants. The areas where strategies and goals of each organization overlap is where both institutions should concentrate.

### **C. Recommendations to CEDPA on Its Relationship with AID**

#### **Define Goals in Relationship with AID**

As with many programs, CEDPA needs to decide what it would like its relationship with AID to be and develop an action plan to achieve those goals.

#### **Increase Knowledge of AID Strategies**

CEDPA should increase its knowledge of AID goals, trends and country and regional strategies. Especially in countries with numerous alumni, CEDPA or its alumni should take the initiative of obtaining Country Strategy documents from AID and communicating the information throughout the alumni network in each country. While country strategies do change from year to year, there are common themes to which CEDPA alumni can address themselves.

### Be More Pro-Active in Relationship with WID

As the AID/WID office continues to grow at policy formulation levels and links with regional WID officers in Washington improve, CEDPA should be more pro-active in its relations throughout AID in Washington.

### Be More Organized in Informing AID Missions

CEDPA should make a more organized attempt to inform AID Missions of all CEDPA alumni in their countries, their sectors, organizations, and skill areas. More personalized contacts with names could yield better results. For example, a letter with an introduction to the alumni in country could be delivered to the Mission by a representative alumna. Personal contact is crucial. Descriptions of the workshops and the Lessons Learned section of the CEDPA Experience brochure would also be useful to take to the WID officer in the Mission.

### Develop Clearer Criteria for Participants through AID

As mentioned in another section of this report, CEDPA needs to develop clearer criteria for the type of woman who would most benefit from attending CEDPA workshops. These criteria then need to be discussed in person with the AID Mission people making decisions. Missions also need to know why the criteria are important and how these women will fit into a long-range strategy for the country. For example, Missions need to know that absolute fluency in the language is required because of the intensive participatory nature of the training.

## **D. Recommendations to AID on Its Relationship to CEDPA**

The evaluation team would like to see a closer, personal working relationship between AID/PPC/WID and CEDPA. Self-promotion by an organization can accomplish just so much. Suggestions made to CEDPA on their role in this relationship were made in the previous section. Both sides need to develop strategies; both need to think through their selection process for participants, and both need to be pro-active in their relationship.

### Selection of Participants

In a similar manner to CEDPA, AID/PPC/WID should use Country Strategy papers and WID working documents to develop a profile of CEDPA candidates most useful to AID goals after the completion of training. Criteria could include position, regional placement, access to policymakers or material resources, level of accomplishments and ability to effect system change, etc. Profiles could be developed separately by CEDPA and PPC/WID and then shared and discussed.

Other cluster strategies may be effective for both organizations to consider, such as support for several nominations from a key ministry, an innovative organization, or a region.

### A Pro-Active PPC/WID

In some circumstances, it more naturally falls to PPC/WID to play the role of CEDPA promoter. CEDPA provides a kind and quality of service not readily available elsewhere. PPC/WID is more familiar with and has greater access to internal AID offices and plans that can profit from CEDPA's knowledge, experience, and activities.

PPC/WID advocacy at the Mission level would reinforce AID's commitment and interest in advancing the skills of women managers to Mission WID and Program Officers. If AID were to provide Program officers with a profile of the type of participant to send to CEDPA workshops, this could result in CEDPA's having a greater impact and involvement in fulfilling AID strategies.

### Strategy Planning with CEDPA

There is a noticeable absence of AID involvement in CEDPA field activities. While CEDPA shares in the responsibility for this, PPC/WID should not remain passive. More frequent meetings with CEDPA's Training Director would provide an opportunity to contribute to strategy plans, as well as take fuller advantage of field activities.

### AID: Examine Reasons for Low Numbers from Africa

With Africa being a high priority in AID, there needs to be further examination of why the numbers of AID-supported participants from Africa are low -- with AID-supported African trainees at 16 percent and CEDPA African participants as a whole at 47.7 percent. It may be that these low figures are not a true representation of AID sponsorship. This may warrant a meeting between PPC/WID and OIT to be sure credit for African participants is reflected in OIT's data base.

### Funding of Field Activities

In addition to funding individual CEDPA participants, AID is encouraged to expand funding to include more alumni field activities within a targeted country/regional strategy.

## **X. SUMMARY OF CONCLUSIONS & RECOMMENDATIONS**

### **A. Conclusions**

#### General

Among training programs for women managers, CEDPA training -- in content and methodology - is viewed as being of high quality and extremely successful in its empowerment of women. Indeed, it often stands almost alone in the minds of some donors seeking multi-lingual management training for women.

With a new management structure and President, CEDPA is taking positive steps to answer some of its pressing organizational questions through the employment of a long-term organizational development consultant. However, the organization now needs to examine in-depth its long-term strategy in the outside world.

CEDPA does a job that few other training organizations undertake: supporting its field alumni with project funds and technical assistance. But, its alumni -- with exceptions -- are scattered in a way that results in an almost ad hoc approach to projects and programs. While CEDPA talks about the critical mass of alumni forming in certain countries, there is yet no in-depth strategic plan, developed by staff and alumni, to take advantage of such potential sources of power and energy that could bring about significant systemic change.

#### Management of CEDPA and Training Programs

The process of reorganization and decentralization at CEDPA is well underway. While staff confidence in the changes continues to vary, steps to increase staff participation in decision-making are being accepted in a favorable way.

The four-person training staff has considerable experience in health and international development. Their linguistic abilities and overseas experience are impressive. The fact that not all staff have had formal "training of trainers" education and external training experience with other organizations is somewhat surprising. This is important to note if CEDPA continues to increase in-house staff roles as trainers for the Washington and in-country training programs. However, it must be added that CEDPA's training manuals for use by in-house staff are generally well-organized and in sufficient detail for a new trainer to utilize well.

The management of the training programs appears to be a strong feature of CEDPA. People outside of the organization, as well as staff, cited the personal attention to detail that is given to participants attending the training programs. The Administrative Manual of all procedures was quite complete and would be extremely useful in the case of staff departures. The requisite systems are apparently in place.

## Selection of Participants

CEDPA stands in a difficult position in selecting participants. The selection process with sponsors is sometimes awkward in timing and logistics (last minute selections), as well as politics, and CEDPA may have less influence in those decisions that it might wish.

However, CEDPA could take steps to define criteria more precisely. While clearly defined criteria may still not eliminate those participants nominated for political or social reasons, they could help some donor organizations think more carefully about the cost benefits of their selections.

In reviewing titles of women and men entering the programs, the evaluation team found them for the most part to be appropriate for mid- to senior-level training. However, the evaluation team could make no valid judgement on whether or not the level of women participants in the CEDPA training programs had risen over the years.

As long as CEDPA is clear on guidelines and criteria, there appear to be no problems with the appropriateness of the minimum experience levels for women entering the programs.

The only current problem that may arise is in the mix of participants and attempts to address the needs of different levels and sectors. For CEDPA, with mixed levels and sectors of participants, this situation does mean that high-quality trainers with long experience in this type of mixed training situation are absolutely necessary. If experience levels begin to show sharper distinctions, it could be possible to split CEDPA WIM training into Senior and Junior levels of management training.

## Training Programs

It came as no surprise to find generally highly favorable comments about CEDPA training both inside the organization and in the outside world. Its reputation for quality training appears to be well-grounded and widespread. After examining the training materials and interviewing training staff and consultants (current and former), the evaluation team strongly concurred with this general assessment.

## Training Design

The program might benefit from more thematic unity through the development of a common thread through all modules. A conceptual model that might involve the process/roles of women as managers could build momentum and help participants to tie all modules together.

## Sector Focus

The amount of curriculum time spent on family planning issues as part of larger health issues for women does not seem excessive. However, it certainly may appear so to some participants.

Because CEDPA began primarily as a health/family planning organization and continues to receive funds from population donors, it only seems reasonable to expect that they would address this area. As CEDPA develops its strategic plans for the 1990s however, CEDPA will have to decide how to weigh donor expectations with CEDPA goals and capabilities, and appropriately express this in its promotional material, its selection of participants and future donors, in its curriculum and programs.

The issue of the participant mix is part of the larger issue of where CEDPA is going in the new decade, what image it wants to convey in the outside world, and what it wants to BE.

## Objectives

The WIM workshop objectives cover the gamut from personal reflection to system analysis while generally incorporating an appropriate range of topics. The overall objectives for the program however, should illustrate the highest quality training objectives and be clear about the person for whom the objective is written. They should also demonstrate that the trainers themselves have a clear understanding of the different types of training objectives.

Even in-depth information about objective-setting that is so crucial to effective program evaluation can be presented to trainees in simple and precise ways. Whether they are managers in charge of programs or trainers, CEDPA participants should learn correctly from the beginning how to write clear, measurable objectives so that they and outside observers can agree when to call their programs a success.

## Content

The evaluation team found the content to be appropriate in most topic areas and emphasis. The challenge is to the training designers and trainers themselves -- to be flexible, creative, and able to adjust the curriculum to the needs of arriving participants.

For the most part, the curriculum content of CEDPA workshops has worked well for participants. There are always participants who want more or less of certain areas. This goes back to CEDPA's responsibilities in dealing directly with expectations in its promotional literature and in hiring trainers with skill in utilizing differences to enrich rather than detract from a learning experience.

Areas that appear underemphasized in a review of the curriculum are system impact, long-term strategy planning and system change. This is the intermediate step between the individual skill-building and attitude-change that occurs in Washington and the ultimate impact that CEDPA wants to have on the development of women in various countries and regions.

After a study of the curriculum, the evaluation team found that their observations about the need for strengthening this curriculum topic were repeated independently by people outside of CEDPA familiar with the curriculum, including staff at AID.

In another key area, given the "second-wave" of the women's movement, it may very well be time for CEDPA to reframe women's issues into gender issues for its men and women participants. This important area deserves the joint attention of PPC/WID, CEDPA and GENESYS' Director of Training.

### Methodology

From conversations with staff and an examination of training materials, the evaluation team found the methodology solid and powerful. The methodology works. Moreover, the methodology has a significant effect on the personal impact that the training makes on individual lives and, through a ripple effect, on development for women in other countries.

One particular strength of the CEDPA structure and methodology is the presence at all times throughout the program of an in-house CEDPA staff member. This person provides the thread that weaves throughout the various module components and external trainers.

Another particularly effective feature of the CEDPA program are two residential segments in which the trainers and participants spend several intensive days together in an isolated location away from Washington.

### Language Capability

CEDPA's capacity to conduct mainstream management training in these languages makes it rare among the non-profit organizations offering regularly scheduled training programs for people from the developing world. CEDPA's highly multi-cultural staff and the bilingual training staff in particular provide a good foundation and support for the training programs, as well as providing role models for participants.

The lack of an in-house Arabic speaker suggests that the rest of the training staff may not be as closely in touch with what is going on in the training sessions. When questions arise later after the consultants have gone, current staff are not always able to completely answer or analyze what took place.

At the present time, Arabic programs are not offered every year, so having an in-house, Arabic-speaking trainer is a future rather than current need for the organization.

## Evaluation

The evaluation process appears somewhat standard except for one major omission: there is no data requested from participants in which to assess individual trainers. This is critical for new consultants and new staff. It is also important to model good training evaluations for the participants -- especially when training of trainers is a part of the curriculum.

The fact that CEDPA does not share the raw information with trainers unless requested also seems to be a weak link. However, the immediate sharing of information with the trainees is a particularly strong feature for CEDPA. This unusual method no doubt elicits much more information and clarification from the participants than many trainers obtain after a program.

Since CEDPA is teaching evaluation to participants, the organization needs to look closely at what it is modeling. The six-month evaluations appear to elicit a weak response both because of design and because of lack of motivating factors for alumni to complete the forms. There may be other more creative ways of following up participants.

The Nepal Vignettes are an interesting way to document CEDPA alumni successes and could be repeated through other countries. They need a tighter format and more lively writing.

## Follow-Up and Documentation

CEDPA follow-up in some countries and with some alumni is extraordinary and the files are overflowing with stories from alumni who have been assisted with projects and training programs. In other countries, there is no follow-up at all. Among the 23 alumni interviewed, there was a sense of disappointment among a significant number that there had been less follow-up than they expected. Expectations may be key. Is CEDPA suggesting to participants a greater program of follow-up than the organization is capable of delivering?

## Methods of Follow-Up: Publications

In the workshop announcements, the information is easy to follow; the folder contents are all produced in-house; the folder is produced externally. All in all, it appears to be a well-designed and cost-effective format.

The evaluation team agrees with CEDPA's decision to reevaluate the newsletter. A fairly polished piece, it may appeal to funders with its success stories, but could do a great deal more to respond to the needs of alumni. A more inexpensive, more newsy publication with lots of tips and follow-up training materials could be more useful to alumni.

### Data Collection

It is obvious that CEDPA needs to redesign its forms for obtaining information on participants and alumni. The data on sectors and skill areas of alumni was extremely soft and sometimes arbitrary in how they had been classified. Therefore, the sector data presented in this report can only suggest trends, not truly precise conclusions.

This is critical information for CEDPA as it defines its image, communicates its capabilities and traces trends over the years for donors. Because of the sometimes arbitrary assignment of categories and the mixing of sectors and functions, CEDPA does not have important and precise information that would assist them in planning and marketing.

Consistent data handling is also critical. This applies not only to what kind of information CEDPA elicits from its alumni, but it also applies to how the data is entered into CEDPA's computer tracking files. The evaluators stumbled over changes of categories, different tracking formats, inconsistent tallies and incomplete information.

### Updating Alumni Information

Unless participant profiling is constantly updated, tracking files cannot provide information that organizations need. Like most organizations, CEDPA has difficulty in maintaining an up-to-date data bank because of a lack of systematic feedback from those people in the data bank. There is little incentive to notify the organization of changes in address, status, type of work, new projects, etc.

The return of evaluation mailings is so low that they are an extremely ineffective method for updating information. The other informal systems are useful as supplements but cannot give CEDPA the current information it needs.

### Impact of Training on Individuals

There is little doubt that CEDPA training has a strong personal impact on the individual participants. It is evident that the link between self-confidence/increased awareness and their new ability to identify, initiate and take advantage of opportunities for women's development in their countries when they returned home, grew as a result of CEDPA training. There are very few recommendations for change related to the training methodology.

The fact that so few women are selected for overseas training also increases the importance of programs like CEDPA and many women recognized this factor. In addition to learning new skills, participants gain a status that, in turn, creates access opportunities for the alumni when they return home. Alumni have taken advantage of these opportunities to make change in their community. The ripple effect is a decided benefit of the CEDPA program, particularly as alumni are able to harness resources from their training institution to institute new projects at home.

## Alumni Activities in the Field

Alumni groups, formed and operating through their own initiative, say a great deal about their shared CEDPA experience. They developed a network of support, identified resources in each other on which they can draw, and have been inspired to act upon their learning in the Washington-based programs. It is to CEDPA's credit that a training experience can generate and sustain such commitment.

CEDPA, however, takes a very low-key role in alumni activities. There is little offered to alumni units on methodology for organizing and there are no guidelines for alumni groups, even those who use the CEDPA name.

In seeking to maintain an equilibrium of sorts, CEDPA is attempting to balance a partnership between two unequal partners and in the process is sacrificing opportunities for greater accomplishments by both CEDPA and its alumni. CEDPA is rich in resources and experience. So, too, are the alumni. However, the range of resources and experience of each is vastly different. CEDPA as an organization has the advantage of insight into a worldwide network of activities from which lessons and inspiration could be better drawn for individual alumni groups.

From CEDPA's standpoint, a CEDPA-generated strategy for field activities would hamper the burgeoning evolution of alumni involvement in development activities and dilute their sense of ownership of programs. These are assumptions that have not been given an opportunity to be tested. There may be a middle ground that could provide alumni with frameworks to determine appropriate projects within CEDPA's long-term goals. Indeed, alumni might be inspired by assisting CEDPA to fulfill some more global strategies for women.

## **B. Recommendations**

### General

Since last year with its management changes, CEDPA has taken a long look at its internal goals. However, the organization now must reach out far into the future to project the kind of world that CEDPA hopes its graduates will build for women in their own countries and regions. And it needs to do this with its alumni. In general, CEDPA needs more information from alumni on their needs, perceptions, ideas, and future roles as part of the worldwide CEDPA network.

While its long-term goals talk about integrated or rural development for women, the road between a CEDPA training room in Washington and those goals in the field is not always clearly charted. In other words, CEDPA must chart those guideposts that lead most directly to systemic change in addition to individual change for women. This can involve (1) a heavier emphasis on effecting system change in the curriculum, (2) development of a strategic plan for regions or countries in conjunction with its alumni and workshop participants, (3) a thorough examination of what steps CEDPA can take to impact a region by more closely focusing its energies and resources.

The evaluation team concludes that there is little doubt that CEDPA has created "a thousand points of light" around the world. Perhaps CEDPA could effect greater change for women by helping alumni combine some of those thousand points of light into a few, powerful spotlights. This is equally true of AID in the selection of participants to attend CEDPA.

This must be done against a backdrop of CEDPA's strong commitment to trickle-up, grassroots initiatives from the alumni groups. There is always a delicate balance between providing individuals with too many answers without room for self-discovery and providing them with a framework, a list of options, a suggestion of the questions they may not know to ask. In CEDPA's case, the time seems right for providing some of those frameworks for more systematic and institutional change in countries. The initiative to take advantage can still be up to individual alumni groups.

In order to have a greater impact on women's development, both CEDPA and AID need to review and reinvigorate the selection process for participants. Criteria need to be more precise, uniformly utilized, and scientific in approach to long-range goals. Both CEDPA and AID need to develop a clear profile of the type of woman who could best take advantage of the training, which should be linked to long-term development goals at the country and regional level. This goes back to identifying pressure points for system change and selecting women who are best able to make a difference in the larger arena.

Also with regard to AID, CEDPA needs to decide what it would like its relationship with AID to be and develop an action plan to achieve those goals. CEDPA should increase its knowledge of AID goals, particularly those of PPC/WID, trends and country and regional strategies. Especially in countries with numerous alumni, CEDPA or its alumni should take the initiative of obtaining Country Strategy documents from AID and communicating the information throughout the alumni network in each country. While country strategies do change from year to year, there are common themes to which CEDPA alumni can address themselves.

CEDPA should make a more organized attempt to inform AID Missions of all CEDPA alumni in their countries, their sectors, organizations, and skill areas. More personalized contacts with WID officers, providing them with information on alumni and discussing common long-term goals could yield better results.

CEDPA should not abandon in any way its successful training approach for increasing the confidence and vision of women participants. Rather it must build upon this extremely strong foundation, taking women to the next stage of impacting the organizational and national environments around them.

As part of a more intensive focus on a particular region, CEDPA could consider using its regional workshops to help alumni and other women build continental solidarity and strategies. CEDPA could also convene a meeting/task force of key regional alumni to study the long-range goals of CEDPA and the potential role of alumni units in reaching those goals through system change.

AID/PPC/WID should take a closer look at why the percentages of AID women from Africa have been so low and consider this when developing regional strategies.

- **Strengthen Training Skills/Development of Staff**

As tentatively planned, the entire Training Division staff will go through a Training of Trainers workshop conducted by an outside consultant. The evaluation team strongly supports this effort and recommends that they explore regular courses to update and improve training skills. This is also important because the staff trainers currently receive no feedback on their training style and skills in the evaluation system that CEDPA uses during the workshops.

- **Integrate Consultants Better into Program Design**

CEDPA needs to find a way to provide even seasoned trainers with a regular understanding of how their session fits into the program, how it links with previous objectives, or lays foundations for future sessions. It could be useful, as CEDPA reexamines the curriculum each year, to involve all consultants in a retreat that would help create a more unified program.

- **Develop Clearer Criteria and Profiles of Women Who Could Best Take Advantage of Training, Tie To CEDPA Longterm Higher Goals, & Emphasize to Sponsors**

CEDPA needs to go beyond its very general criteria in helping donors and alumni recommend potential applicants. Ultimately, this is related to CEDPA's overall goals around the world. One of the questions might be, for instance: Does CEDPA want to have a major impact on development efforts for women in a country or region? If so, then CEDPA needs to develop for donors a profile of women who could best take advantage of the training and have the potential to make that large difference in their country. Just because a woman is in a management position, one cannot assume that she will have the potential and the will to make a difference beyond her own organizational environment. CEDPA could develop selection criteria, such as reviewing applicants on their potential for impact beyond their organizations (provided that is indeed one of CEDPA's goals). In order for CEDPA to be consistent with its grassroots philosophy, the alumni could play a major role in identifying such criteria.

- **Review Implications of Mixed-Level Training with Staff**

CEDPA training staff may wish to address the issue of mixed levels and sectors in a staff development session. This could be done if only to ensure that every staff trainer has thought about the implications of not only cross-cultural but cross-level participants and to bring to the surface CEDPA's philosophy, approach and special training methods for use in this classic training situation. Additional strategies for maximizing the learning under such circumstances

could be discussed. The same should be applied to examining the curriculum to ensure that, for example, case studies from a broad spectrum of sectors are represented.

- Continue with Excellent Approach of Washington Training Programs

CEDPA should continue with the generally excellent approach of the training, while examining the question of how it wants the training to respond to issues in the world of the 1990s -- and where it wants to lead women in the 1990s. This recommendation will be dealt with in more detail in other sections of this report.

- Be Clear in Promotional Literature

CEDPA needs to ensure that any issue which continues to be a point of criticism among participants and some outside observers, is clearly and directly addressed in the promotional literature. The issue also may be addressed more directly in the training programs themselves. While a trainer always designs "the perfect training program for the last group," there are ways to defuse some criticism before it becomes a major issue with a training group. One method is to be completely open with trainees about previous criticisms, discussing the issue with them, and asking for their participation in adjusting the design or providing options for those not interested. (This flexibility, of course, depends on how strongly CEDPA feels about requiring every participant to attend every session, a quite valid expectation in some participatory training programs where the true effects are cumulative and may be delayed for months or years.)

- Review and Rewrite Training Objectives

CEDPA training staff should review and rewrite their objectives as needed to be consistent in the type of objectives presented. A review of Mager's book on learning objectives may be helpful.

- **Zero-Based Curriculum Planning**

The evaluation team strongly recommends that the CEDPA Training Division engage in some "zero-based" curriculum planning. It could result in reconfirming much of what CEDPA has already developed, but the time appears right (new Executive Director, new formation of Training Division, excellent organizational development consultant on hand) to go back and ask some basic questions: What is CEDPA's ultimate goal? What is the role of training in reaching that goal? What knowledge, skills and attitudes do CEDPA alumni need to contribute to reaching that goal? How can CEDPA best facilitate the learning of new knowledge, skills and attitudes? What lessons have other training organizations learned that could be helpful?

- **Emphasize Links Between Individual and System Change**

The CEDPA curriculum should increase the focus on the links between individual woman and long-term strategies for system change for women, in other words, CEDPA's long-term goal. Participants should learn skills for planning system change and ways of maintaining their vision on the "big picture." What is our long-term big picture? How do we get from here to there? What can my organization do? How can I work with other individuals or organizations towards that goal?

- **Explore Gender Issues in S&E Course**

With the opportunity of having a mixed group of participants, CEDPA could explore the issue of gender in S&E workshops in a more explicit way. While this is a difficult area (many men may not have come to CEDPA interested in this topic), CEDPA may not currently take full advantage of this "learning laboratory" to explore ways in which men and women may support each other with their particular issues when they return home. Men's awareness needs to be raised and women need practical suggestions for how to approach difficult gender-related problems; the men could have some suggestions and eventually be part of more system-wide changes in their countries. Once again, this means that CEDPA must help participants look at system-wide changes as long-term goals.

- **Explore More Unified Themes for Program**

Another angle that CEDPA might explore is to create themes that carry the person through the process of the training in a more unified way than do the current isolated topics. For example, focusing on the woman manager and moving from role to role throughout the program. The program, while working well, seems to lack some conceptual themes that integrate every component.

- **Maintain Participatory Methodology**

With the effectiveness of the participatory methodology well documented, the evaluation team makes no recommendations for changes.

- **Continue Offering Training In Four Languages**

CEDPA should continue to conduct training in various languages, increasing the annual regularity of the offerings in specific tongues.

- **Continue Offering Arabic Training**

Every effort should be made to continue offering the Arabic option to women from Arabic-speaking countries. As a long-term goal, CEDPA should attempt to complete its in-house training staff with an Arabic speaker. CEDPA should examine the special needs for monitoring of the Arabic programs and perhaps incorporate new systems for ensuring that all training staff have data available and understanding of the program while consultants are still available.

- **Use Language Capability in Marketing Efforts**

Because of the rarity of U.S.-based training programs in these languages, CEDPA should continue to use this capacity as a major element in their marketing of programs. In fact, it could be spelled out even more clearly in promotional literature to specific language groups.

- **Examine Entire Evaluation Process**

CEDPA should examine as a whole its entire evaluation process: what information it needs, why, how will it be used and by whom? It would be beneficial if CEDPA could be both more scientific and more creative in obtaining this information from participants. CEDPA's role as model for participants who will be doing evaluations in the field should always be kept in mind.

- **Involve Participants in Designing Evaluation**

One method might be to involve participants in designing part of the evaluation for their own program, going through the entire list of questions of what they as trainers would want to know from trainees and why.

- Include Evaluation of Trainer Effectiveness

In order to assure continued growth and improvement, a section on evaluation of individual trainers should definitely be included in workshop evaluations. A formal way of relaying this information to both internal and external trainers is definitely required.

- Re-Examine the Six-Month Evaluations

With the six-month evaluations, CEDPA needs to look closely as the motivation factor for alumni. Perhaps alumni should be involved in a task force to design a follow-up evaluation.

- Assign Training Staff Member to Monitor Evaluation System

Although performance and impact evaluations are difficult in experiential learning programs, CEDPA needs to assign one training staff member to keep up-to-date on the latest techniques and to monitor the overall design of evaluations for the program. Eventually, it would be helpful to have someone on the general CEDPA staff with expertise in evaluation that could be applied to several CEDPA divisions. Currently, the Project Coordinator/Asia has special expertise in evaluation and may be the logical person to take on this role within the Training Division.

- Consider Culturally Sensitive Evaluation Techniques

CEDPA might also think about some cultural sensitivities in designing their evaluations. Dealing directly with the fact that some cultures are reluctant to criticize can be helpful with participants, especially if trainers explain exactly why the information is important and how it will be used. Another method used with some mixed cultures is to have small groups answer questions together and then one person report the results to other participants. This way, individual participants retain their anonymity in a more comfortable manner but the trainers get information they might not otherwise obtain from shy participants.

- Explore Expansion of the Vignette Evaluation Program

Related to the entire question of documentation by CEDPA, the organization may want to explore expanding the Vignette program in a more polished form to most of its countries. These success stories could be used not only for

evaluation, but for promotion, donor reports, orientation for new participants, etc.

- Follow-Up and Documentation of Alumni

CEDPA, while doing far more follow-up than most organizations, it should evaluate its efforts from several standpoints:

- **Expectations.** Perhaps participants should have a written piece on the types of follow-up available, which ones the alumni should initiate.

- **Lack of responses to letters and proposals of alumni.** This could be due to individual staff workloads and priorities, but CEDPA should look at instituting a more systematic approach to responses and a way of documenting follow-up for the organization.

- **Types of follow-up wanted by alumni.** This is another area in which CEDPA needs more information from the field on what its alumni would like from the organization. An alumni task force might study this issue.

- Publish an Alumni Directory

One of the first priorities should be the publication of an alumni directory, divided by regions with alphabetical listings in the index. This could be an extremely important tool for potential participants, alumni networks, and, especially, AID Missions. The publication in one document of all the alumni with their positions/organizations could have a tremendous impact on alumni morale, as well as impress outside organizations. An annual or bi-annual directory would also be an incentive for alumni to keep addresses and information up to date.

- Assess Alumni Needs for the Newsletter

CEDPA should assess alumni needs with regard to the newsletter. It could be a more valuable tool in follow-up training and enhancing the national and regional awareness of CEDPA alumni.

- Reassess Need for Glossy Piece for Donors

CEDPA should also reevaluate the cost benefits of producing a slick printed piece for donors. Shorter, conceptually use of graphs or charts, for some donors more lively summaries might be appreciated by busy donors with an overload of reading material.

- Explore Wider Distribution for Lessons Learned

CEDPA should explore the possibly wider distribution of its Lessons Learned section from The CEDPA Experience booklet. This could be a valuable tool with which to reach USAID Missions, while putting them in touch with CEDPA alumni in their countries.

- Clarify Objectives & Redesign Information Gathering System

CEDPA needs to do three things:

- Clarify their objectives in obtaining information, including who needs what information and for what purpose (documentation, promotional literature, fundraising, planning, donor needs, etc.).

- Think through exactly what they would like the summaries of the data to look like when completed (Examples, such as being able to answer: What kinds of women are attending CEDPA training? Trainers? Managers? Managers of Training Programs? Field Workers? How many African women are trainers v. how many Asians? What percentage of those in family planning come from Latin America? What are the major sector areas for all trainers who have graduated from CEDPA? How many participants are involved in integrated development projects?)

- Clearly define sector and functional skill categories and decide how they will handle information on participants involved in more than one sector.

- Develop a Strategy for Updating Alumni Information

The solution must be more than just one additional system or increased motivation for alumni to update information. A strategy needs to be developed on a broader scale. CEDPA needs to ask some basic questions: Why do we want this information? How will it help the organization? What information will be useful? How will it help us in planning, in fundraising, in marketing? What information will be helpful for each of these areas? What will motivate alumni to cooperate? What will be in it for them? Which methods for updating will be most labor and cost efficient? All of this, of course, is part of CEDPA's need for a larger strategy on communications and networking with alumni, asking many of the same questions as noted above.

- Consider New Position for Alumni Network Coordination

At its home base, CEDPA -- and potentially AID -- should consider consolidating staff efforts with the 3,000 CEDPA alumni into a single new position of CEDPA Network Coordinator. This person could do five things: (1) Coordinate the overall planning for the support, communication, and involvement of CEDPA alumni in the organization's long-term goals of system impact; (2) Coordinate strategies with alumni in deciding the roles that alumni units can play in achieving those goals; (3) Act as broker for alumni (individuals and groups) with proposals for projects that could be funded by other organizations; (4) Develop and monitor plans for CEDPA staff from other divisions who visit alumni in the field, ensure good follow-up communications with alumni in those countries, and coordinate reporting on alumni activities by those visiting staff; and (5) Act as clearinghouse for all communication with alumni (while working closely with the Small Grants person), thereby alleviating the hit-and-miss nature of response to alumni that now occurs.

- Examine Process of Entering Alumni Network

CEDPA should take a comprehensive look at the process by which potential applicants become aware of -- and enter -- the alumni system with a view to strengthening its alumni units. Training programs like CEDPA can build momentum and enthusiasm, as well as broader support, if they involve people before they enter the training, if people become aware that they are entering a larger and influential network of women in their country -- indeed, in the world.

Information on every alumna in the country should be sent to participants before coming to Washington; this is where an alumni directory would come in handy. Alumni in general or designated country representatives could be sent the names of participant and asked to initiate contact with them. This would serve two purposes: helping potential participants understand the experience they are about to enter and correcting any misperceptions that could cause problems when the participant arrives in Washington. It could also be a catalyst for project ideas that participants might bring to Washington and work on during the program.

- Enlist Alumni In Developing Guidelines for New Participants

CEDPA could also help strengthen alumni units by enlisting their help in developing guidelines on recruiting participants. This could be done in conjunction with AID/WID officers, as discussed elsewhere in the report.

- **Identify Regional Opportunities, Increase Alumni Groups**

Of the more than 3,000 alumni CEDPA lists as graduates of their training, fewer than 100 of them are formal members of the six alumni associations in existence. CEDPA may find, through identifying regional clusters, opportunities for asserting welcomed guidance, and, with minimal intervention, be able to assist in the formation of others. At the least, the information they would gather on the obstacles preventing organized networking would be a beneficial component to lessons learned in the field.

- **Work with Alumni in Developing Country Strategies**

Where applicable, CEDPA could assist its most active alumni groups in developing country strategies (that could complement AID strategies) and identifying potential participants who could play an important role in carrying out those strategies. CEDPA needs to help alumni target systems and find pressure points to effect real change in their countries.

- **Use Regional Clusters to Target Donor Support**

Marketing potential of such cluster groupings may provide donor support for increased assistance as well as accomplish donor objectives in a more expanded area. An increase of donor involvement, among other advantages, would allow not only longer training workshops, but could lead to the identification of participants that have an access relationship to the donor.

- **Have Active Alumni Participate in Country Strategies**

Where applicable CEDPA should assist its most active alumni groups in developing country strategies (that might also complement AID strategies) and identifying potential participants who could play an important role in carrying out those strategies. CEDPA needs to help alumni target systems and find pressure points to effect real change in their countries.

- **Develop Long-Term Training Strategies**

The evaluators strongly recommend that CEDPA develop a long-term training strategy with a view of linking their alumni field resources more directly with CEDPA objectives of improving the efficacy of women as change agents in development. In their commitment to a respectful partnership between CEDPA and independent alumni units, CEDPA has the sensitivity and professionalism to maintain the balance between permitting alumni freedom and demonstrating CEDPA responsibility in achieving these long-term objectives.

This could call for substituting short-term achievements with long-term plans. But, it is an investment in a future promising more coordinated actions and greater impact.

- Define Goals in Relationship with AID

As with many programs, CEDPA needs to decide what it would like its relationship with AID to be and develop an action plan to achieve those goals.

- Increase Knowledge of AID Strategies

CEDPA should increase its knowledge of AID goals, trends and country and regional strategies. Especially in countries with numerous alumni, CEDPA or its alumni should take the initiative of obtaining Country Strategy documents from AID and communicating the information throughout the alumni network in each country. While country strategies do change from year to year, there are common themes to which CEDPA alumni can address themselves.

- Be More Pro-Active in Relationship with WID

As the AID/WID office continues to grow at policy formulation levels and links with regional WID officers in Washington improve, CEDPA should be more pro-active in its relations throughout AID in Washington.

- Be More Organized in Informing AID Missions

CEDPA should make a more organized attempt to inform AID Missions of all CEDPA alumni in their countries, their sectors, organizations, and skill areas. More personalized contacts with names could yield better results. For example, a letter with an introduction to the alumni in country could be delivered to the Mission by a representative alumna. Personal contact is crucial. Descriptions of the workshops and the Lessons Learned section of the CEDPA Experience brochure would also be useful to take to the WID officer in the Mission.

- Develop Clearer Criteria for Participants through AID

As mentioned in another section of this report, CEDPA needs to develop clearer criteria for the type of woman that would most benefit from attending CEDPA workshops. These criteria then need to be discussed in person with the AID Mission people making decisions. Missions also need to know why the criteria are important and how these women will fit into a long-range strategy for the country. For example, Missions need to know that absolute fluency in the language is required because of the intensive participatory nature of the training.

- AID: Develop Participant Criteria

In a similar manner to CEDPA, AID/PPC/WID should use Country Strategy papers and WID Working documents to develop a profile of CEDPA candidates most useful to AID goals after the completion of training. Criteria could include position, regional placement, access to policymakers or material resources, level of accomplishments and ability to effect system change, etc. Profiles could be developed separately by CEDPA and PPC/WID and then share and discussed.

Other cluster strategies may be effective for both organizations to consider, such as support for several nominations from a key ministry, an innovative organization or a targeted region.

- AID: Examine Reasons for Low Numbers from Africa

With Africa being a high priority in AID, there needs to be further examination of why the numbers of AID-supported participants from Africa are low -- with AID-supported African trainees at 16 percent and CEDPA African participants as a whole at 47.7 percent.

- AID Funding of CEDPA Training Programs

Finally, based on its investigation, the evaluation team strongly recommends that AID continue funding of CEDPA training programs, both in Washington and follow-up workshops overseas for the following reasons:

- CEDPA is one of the most successful among the very few management training programs most appropriate for women.
- As women from around the world gather together, the participatory training methodology is key to the sharing of problem-solving techniques and increased

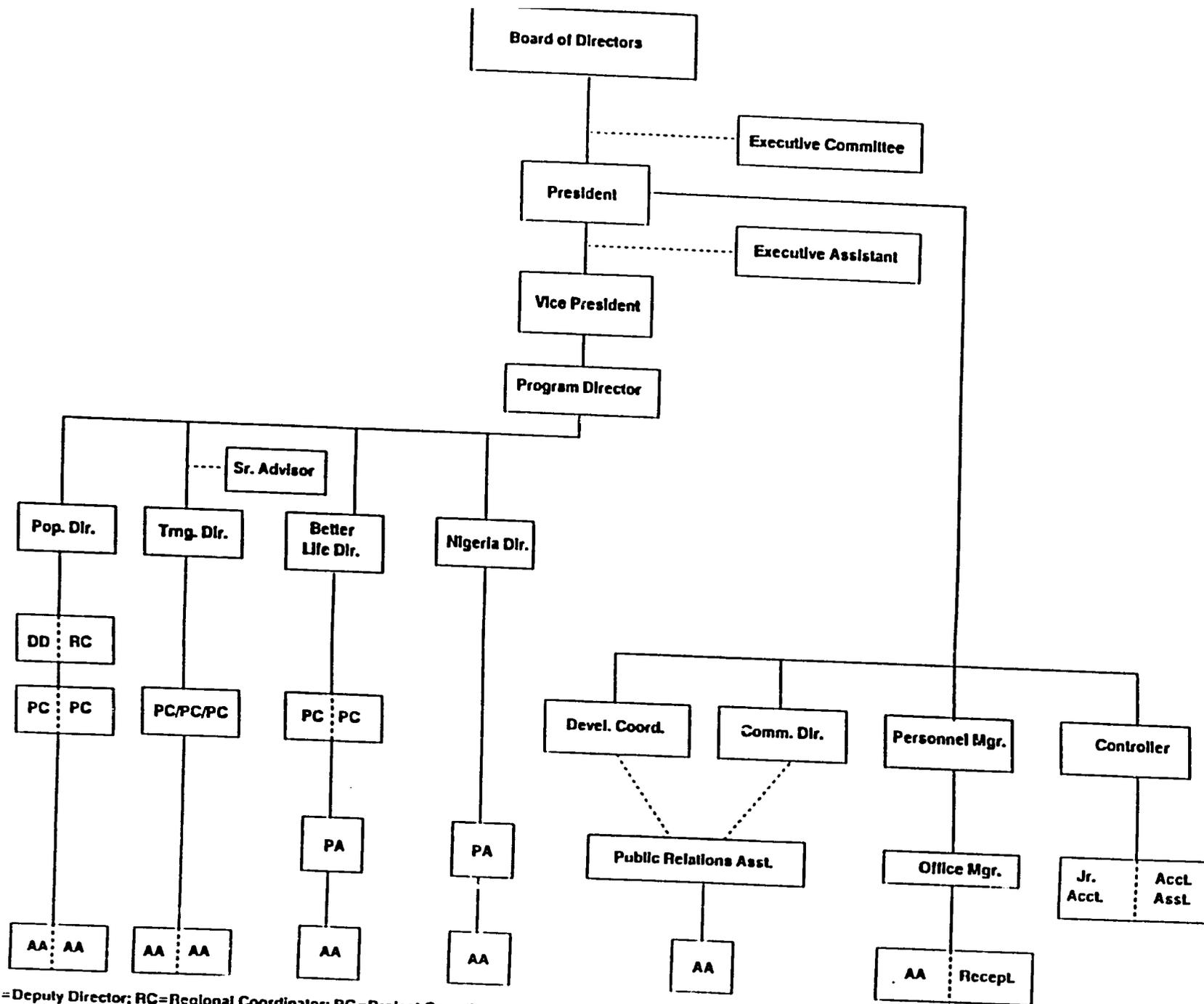
awareness of common issues and solutions for women's development around the world.

- CEDPA's training approach to the role of the woman manager results in greater self-confidence and broadened horizons for a majority of its participants. This, in turn, enables them to identify, create and take advantage of opportunities for having an impact at home.
- CEDPA stands almost alone among PVO training organizations in the extent of its follow-up and technical assistance to alumni, which has a multiplying effect on the impact of the training.
- The replication of CEDPA training programs, sponsorship of alumni organizations, and the technical assistance through the CEDPA Small Grants program can result in its alumni having a national impact on the development of women in many countries.

## **XI. APPENDICES**

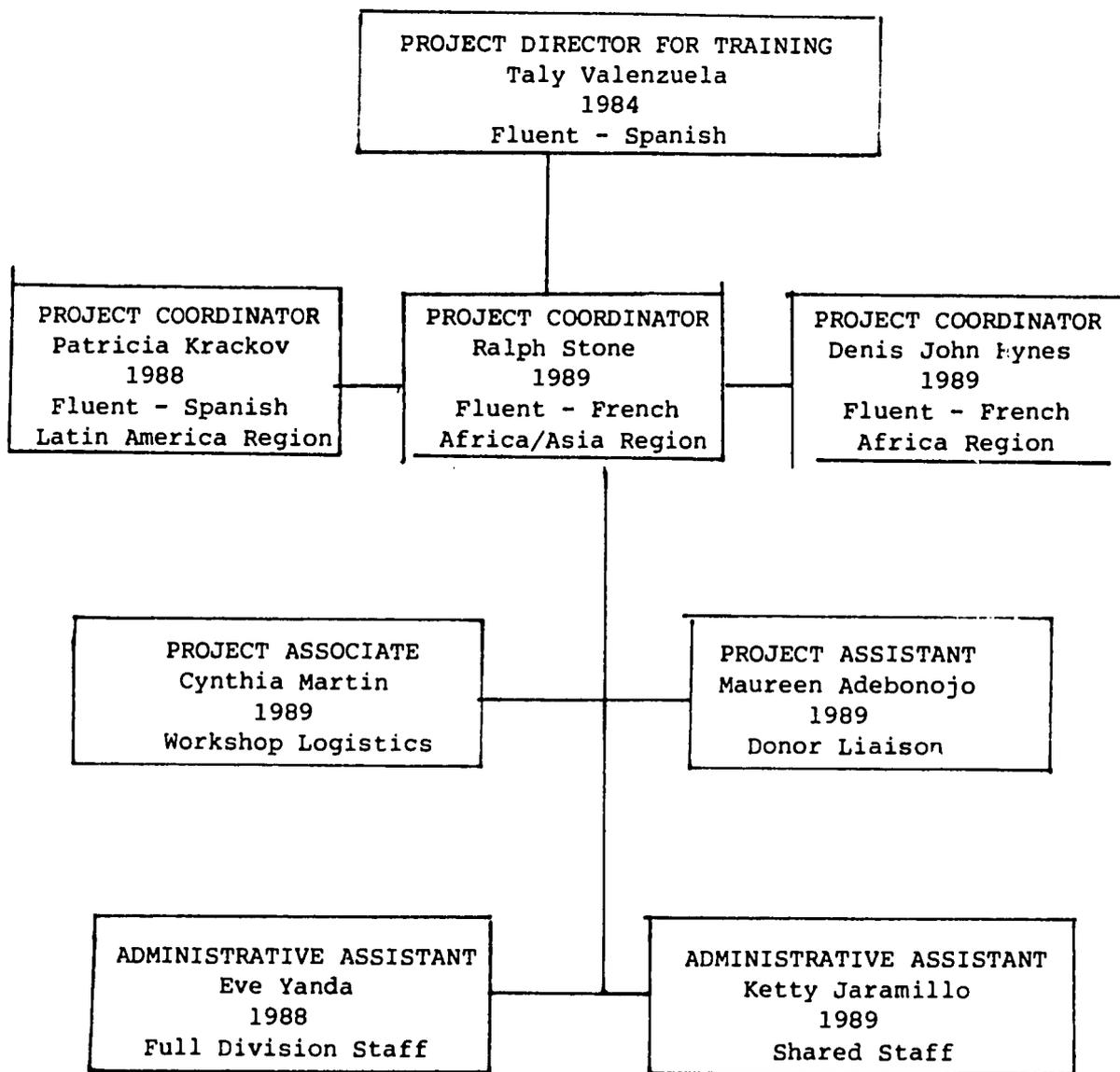
- 1. CEDPA Organization Chart**
- 2. Training Division Organizational Chart**
- 3. CEDPA Training Programs**
  - a. WIM Participants by Region, Sector**
  - b. S&E Participants by Gender**
  - c. AID/WID-Funded Participants by Year, Country**
- 4. Women in Management Curriculum**
- 5. List of In-Country Training Workshops by CEDPA**
- 6. CEDPA Funders**
- 7. List of Interviews Conducted by Evaluation Team**

**CEDPA ORGANIZATION CHART**



DD=Deputy Director; RC=Regional Coordinator; PC=Project Coordinator;  
 PA=Project Associate; AA=Administrative Assistant

PERSONNEL  
TRAINING DIVISION



WIM*	LATIN AMERICA + CARIBBEAN			NORTH AFRICA/ MIDDLE EAST			SUB-SAHARAN AFRICA			ASIA AND PACIFIC		
	TOTAL	PUB	PRIV	TOTAL	PUB	PRIV	TOTAL	PUB	PRIV	TOTAL	PUB	PRIV
23	TOTAL= 4	PUB=2	PRIV=2	TOTAL=3	PUB=2	PRIV= 1	TOTAL=14	PUB=6	PRIV=8	TOTAL=11	PUB=1	PRIV=10
22	TOTAL=28	9	19	TOTAL=0			TOTAL= 4	4	0	TOTAL= 0		
21	TOTAL= 1	0	1	TOTAL=3	0	3	TOTAL=14	5	9	TOTAL=18	9	9
20	TOTAL= 2	2	0	TOTAL=0			TOTAL=23	15	8	TOTAL=12	4	8
19	TOTAL=26	6	20	TOTAL=0			TOTAL= 3	1	2	TOTAL= 0		
18	TOTAL= 2	1	1	TOTAL=3	2	1	TOTAL=15	10	5	TOTAL= 8	2	6
17	TOTAL= 2	2	0	TOTAL=1	1	0	TOTAL=29	21	8	TOTAL= 0		
16 *	TOTAL= 5	1	4	TOTAL=1	0	1	TOTAL=18	11	7	TOTAL=13	2	11
13	TOTAL= 1	0	1	TOTAL=2	0	2	TOTAL=23	12	11	TOTAL=16	6	10
<b>GRAND TOTALS *:</b>	<b>71</b>	<b>23</b>	<b>48</b>	<b>13</b>	<b>5</b>	<b>8</b>	<b>143</b>	<b>85</b>	<b>58</b>	<b>78</b>	<b>24</b>	<b>54</b>

\*NB : DOES NOT INCLUDE WIM 14 and 15, WHICH WERE CONDUCTED IN ARABIC (data are not available)  
 RECAPITULATION : (a) Workshops=9, 1985-1989; (b) English=6; Spanish=2; French=1; (c) Participants=305  
 (d) Total Public Sector=137 or 45%; (e) Total Private Sector=168 or 55%

PARTICIPANT PROFILES BY PROFESSION/INTEREST

o Family Planning/MCH= 123	or 40%	o Education	= 25	or 8%
o Income-Generation = 54	or 18%	o Training	= 14	or 5%
o Health/Nutrition = 40	or 13%	o Other	= 17	or 6%
o Community Development=32	or 10%			

CEDPA S AND E MANAGEMENT TRAINING

PARTICIPANTS BY GENDER, 1980 - 1989

<u>S AND E</u>	<u>YEAR</u>	<u>TOTAL</u>	<u>MEN</u>	<u>WOMEN</u>	<u>% WOMEN</u>
1	1980	59	29	30	51%
2	1981	38	10	28	74%
3	1982	38	15	23	61%
4	1983	30	5	25	83%
5	1984	41	18	23	56%
6	1985	39	8	31	79%
7	1986	45	9	36	80%
8	1987	38	11	27	73%
9	1987	27	12	15	56%
10	1988	41	12	29	71%
11	1989	33	3	30	91%
12	1989	36	10	26	72%
<b>TOTALS</b>		465	142	323	69%

## AID/WID Sponsored Participants

Sector

1989

Emma Njonjo	Kenya	WIM 23
Theresa Chikore	Zimbabwe	WIM 23

Sara Chilumo	Kenya	S&E 11
Shirley Rogers-Wright	Sierra Leone	S&E 11
Ellen Afiwar-Kekessie	Ghana	S&E 11
Doris Shirley Barnor	Ghana	S&E 11
Perus Abura	Kenya	S&E 11
Beatrice Matswetu	Zimbabwe	S&E 11
Vatsal Sivasubramanian	India	S&E 11

Rachida Ben-Mahmound	Tunisia	S&E 12
Bintou Fofana Coulibaly	Mali	S&E 12

1988

Patricia de Estrada	Ecuador	WIM 22
Susana Galdos	Peru	WIM 22
Marcia Garcia	Honduras	WIM 22
Prosilia de Cerrato	Honduras	WIM 22
Cecilia Martinez	Mexico	WIM 22
Maria Victoria Gaitan	Colombia	WIM 22
Patricia Vergelst	Colombia	WIM 22

1986

Rebeca Quiros	Costa Rica	WIM 19
Saturnina Gomea Cuevas	Dominican Rep.	WIM 19
Victoria Azurdia	Guatemala	WIM 19
Carla Flores Gomea	Honduras	WIM 19

1984

Mariam Karim	Bahrain	WIM 14
Omaima Abu Shanab	Egypt	WIM 14
Amal Shaaban Hammad	Egypt	WIM 14
Hessa AL-Khaledi	United Arab Emirates	WIM 14
Nada Saad Al-Amer	United Arab Emirates	WIM 14
Arbia Gales	Tunisia	WIM 14
Sofia Belhareth	Tunisia	WIM 14
Nabilah Hassan	North Yemen	WIM 14
Saida Agrebi	Tunisia	WIM 14

Retno Sidarta	Indonesia	WIM 13
Nuraini Kamka	Indonesia	WIM 13
Salome Omany	Kenya	WIM 13
Susan Mutungi	Kenya	WIM 13
Mathato Khitsane	Lesotho	WIM 13
Silu Singh	Nepal	WIM 13
ALhaja Fanimokum	Nigeria	WIM 13
Adebisi Famodimu	Nigeria	WIM 13
Anne Murage	Kenya	WIM 13
Anna Ntholi	Lesotho	WIM 13

	FIRST WEEK May 8 - 12, 1989	SECOND WEEK May 15 - 20, 1989	THIRD WEEK May 22 - 26, 1989	FOURTH WEEK May 29 - June 2, 1989	FIFTH WEEK June 5 - 9, 1989
	Managing Service Del. System CIDPA Slide Show (Nutt)   8	The Contemporary Wm. Manager   15	Project Planning   22	Managing the Change Process   29	Mini-Workshops   5
M	- Trg. Continuum (Curlin)	- Dimensions of Individual Leadership	- Technical Writing (Quain)	Training of Trainers (Hynes)	- Family Planning (Staff)
O	- Introductions (Valenzuela)	- Values Exploration	- Panel: Women & Violence (Surgeon General) of US		- Health and Nutrition (Hynes)
N	- Banking Activities		- Needs Assessment & Problem Statement (Hynes)		- Income Generation (Krackov)
D	- Administrative Info (Bush)				
A	- "Getting to Know You" (Krackov)				
Y					
T	- "What is Management" (Curlin)   9	- Styles of Relating   16	- Goals & Objectives   23	Continuation of Training of Trainers   30	- Training (Valenzuela)   6
U	- Panel "Women in Development, Population and Environment"	(Fletcher)	- Activities (Krackov)		- Continuation of Mini-Workshops
E					*Farewell Luncheon
S					
D	- Intro to Population Dynamics (Jnawal)   10	- Human Resources Development   17	- Budgeting   24	Introducing Change (Krackov & Valenzuela)   31	7
A	- Quality Care Services in Family Planning (Quain)	- High Performance Individuals & Organizations (Gaarder)	- Recordkeeping (Adriance)	Depart for New York	Report and Review of Mini-Workshops
Y		*International Night			
T	- Health & Nutrition Delivery Systems (Combest)   11	Continuation   18	- Project Supervision (Lassen)   25	FORUM I at AVSC   1	- Re-entry Issues (Curlin)   8
H	- AIDS Technical Update (Kimball)	- Group Dynamics (Krackov)	*Lunchtime Brown Bag on Lupus Disease	- Population Council - UNFPA - Pathfinder Fund - Ford Foundation	- Overall Evaluation (Krackov)
U				FORUM II International Women's Tribune Center	FREE
R					*FAREWELL DINNER
S					
D					
A					
Y					
F	- Income Generating Strategies for Women (Reynolds)   12	- Participant Presentations (Krackov)   19	- Evaluation (Lassen)   26	- Scheduled Appointments with Agencies   2	- Relay Back Evaluation (Krackov & Valenzuela)   18
R	- "Becoming a Better Manager" (Stewart)	RETURN TO DC	*Intro to Mini-Workshops (Staff)	- United Nations Tour	- Closing Ceremony
I					FREE
D					
A					
Y					
SAT	Sightseeing	FREE	FREE	Leave for D.C.	
SUN	Depart for Fairfax, MD	FREE	Leave for Arlie House, VA	FREE	

CEDPA IN-COUNTRY WORKSHOPS

YEAR;	TITLE OF PROGRAM:	COUNTRY:	COMMENTS:
1979		Nepal	2 Training Programs in F.P. Maternal Child Health.
		Training of	
1979		Zambia	facilitators for program staff In F.P.
1979		Libia	In F.P.
1979		East and Southern Africa (Mauritius)	2 Regional programs T o T Management and Supv.
1 1980		Egypt	In Socials Services for Managers
1 1980	New Focuses of F.P. Prog.Admit.	Guatemala	In F.P.
1 1980		Indonesia	In F.P.
1 1980		Malaysia	In F.P.
1 1980	Effective Manag. and Superv.	Mauritius	In F.P.
1 1980	WIM	Peru	
1 1980	Effective Manag. and Suprv.	Nepal	
1 1980		Swaziland	In Maternal Child/H F.P.
1 1980	Effective Manag. and Suprv.	Zambia	
1 1981	WIM	Bangladesh	
1 1981	WIM	India	
1 1981	WIM	Kenya	

CEDPA IN-COUNTRY WORKSHOPS (cont'd.)

1982	Management of Outreach	Bangladesh	In F.P.
1982	WIM	India	
1982	WIM Community Projects	Kenya	
1982	Nutrition Manag.	Kenya	
1982	WIM	Mali	
1982		Peru	Focused on Dev. of F.P.
1982	WIM	Togo	
1983	WIM	Morocco	
1983	Oral Rehydration and Immunization	Nigeria	
1983	WIM	Bangladesh	
1983	Community Nutrition Action	Kenya	
1983	Nutrition Manag.	Nepal	
1983	WIM	Senegal	
1984	WIM	Senegal	
1984	Nutrition Manag.	Kenya	
1984	" "	Nepal	
1985	WIM	Zaire	
1985	WIM	Madagascar	
1985	WIM	Pakistan	
1985	Nutrition Manag.	Senegal	
1986	Recording Monitoring and Evaluation	Egypt	
1986	WIM	India	
1986	Managing Commu. Projects	Kenya	

CEDPA IN-COUNTRY WORKSHOPS (cont'd.)

1987	WIM	Mexico
1987	WIM	Peru
1988	Design of Integrated Projects	Costa Rica
1988	Strategic Manag.	Kenya
1988	Design of Integrated Projects	Mali
1988	F.P. Project Design	Mexico
1988	Design of Integrated Projects	Senegal
1986	Design and Sustainability of Integrated Projects	Senegal

## WIM Sponsors 1978-1989

SIDA (Swedish International Development Agency)  
USPAO (U.S. Public Affairs Office)  
Cabot Family Trust  
ISTI (International Science and Technology Institute)  
Pew Memorial trust  
PROFAMIL/Haiti  
ICOMP (International Committee on Management of Population Programs)  
SEWA (Self-Employed Women's Association)  
Government of Kenya  
Xerox Foundation  
McKnight Foundation  
Packard Foundation  
USAID  
UNFPA  
Gredes (Inter-American Foundation)  
P.I.E.T. (Asia Foundation, Amideast, African-American Institute)  
WID/USAID  
F.P.M.T. (Family Planning Management Training/MSH)  
Pathfinder Fund  
Pew Charitable Trusts  
P.W.F. (Public Welfare Foundation Grant/Better Life)  
Ford Foundation (Nairobi, Delhi, New York Grant)  
Ronco Consulting Corporation  
P.P.T.P. (Pakistan Participant Training Program)  
NOVIB (Nederlandse Organisatie Voor International Ontwikkelingamenweking)  
[WIM 21/Pakistan]  
Partners of the Americas, Texas [WIM 21, Peru]  
Africare

STC (Save the Children)

World Bank

Overseas Education fund

Sister Cities [Guatemala WIM 10; D.C. WIM 7; Rochester WIM 7]

AID/G (AID Family Health Initiatives grant [Mali, togo])

## **List of Interviews Conducted by Evaluation Team**

### CEDPA

Peggy Currin, President  
Taly Valenzuela, Training Division Director  
Pat Krackov, Project Coordinator/Trainer, WIM Program  
Ralph Stone, Project Coordinator/Trainer, S&E Program  
Dennis Hynes, Contract Project Coordinator/Trainer/Africa  
Cindy Martin, Project Associate, Workshops  
Kathy Nutt, Director of Communications and Development  
Muhiddin Haider, Health Education Division Director  
Tom Roach, Population  
Janne Hicks, Project Associate, Health Education  
Lucy Ankiewicz, Controller  
Benedette Stroup, Executive Assistant to the President, Data Base Manager

Phyllis Pietrow, CEDPA Board Member

Susan Carporaso, CEDPA Consultant  
Shirley Fletcher, CEDPA Consultant  
Sally Yudelman, CEDPA Consultant  
Three former CEDPA staff and consultants from 1978-1989.

Twenty-three alumni in Nepal, Burundi, Nigeria, and Mexico.

Dr. T.T. Tuburu, Director Health Services, Nigeria, CEDPA alumnus.  
Joanne Sandler, Women's International Tribune Center (hosts CEDPA training in New York).

### External

Lou Witherite, International Programs Director, Unitarian Universalist Service Committee re:  
CEDPA Africa Programs

Kathy Sridhar, India training programs, re: CEDPA Asian Programs

Shirley Buzzard, Consultant, AID Evaluation of CEDPA Population Program

Representative of Donor Organization

Three other PVO staff members, active in WID work.

### **AID Related Interviews**

AID/PPC/WID Office (two persons)  
AID Office of Health (former director)  
AID S&T/Office of Health (three persons)  
AID Population Office (two persons)  
AID Africa Bureau, Health/Population/Nutrition (two persons)  
AID Asia Bureau/WID (one person)  
AID LAC Bureau (two persons)  
Member of Africa/WID Working Group  
AID WID Office (two persons)  
AID Office of International Training (one person)

Two consultants on previous AID Evaluation of CEDPA  
Director of AID Participant Training Consortium Organization