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CONSULTANT REPORT ON
CURRICULUM AND PROGRAM DEVELOPMENT
IN BANGLADESH - BJMS/BWRWF

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ABBREVIATIONS

AHEA	-American Home Economic Association
BJMS	-Bangladesh National Women's Organization
BRAC	-Bangladesh Rural Advancement Committee
BWRWF	-Bangladesh Women's Rehabilitation and Welfare Foundation
CDF	-Community Development Foundation
CUSO	-Canadian University Services Overseas
FPIA	-Family Planning International Assistance
IRDP	-Integrated Rural Development Program
PC & FP	-Population Control and Family Planning Division
UNFPA	-United Nations Fund for Population Activities
UNICEF	-United Nations Children's Fund
USAID	-U.S. Agency for International Development Mission in Bangladesh
VSW	-Village Social Worker
WAD	-Women's Affairs Division, President's Cabinet
WHO	-World Health Organization

CONSULTANT REPORT ON
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I. SITUATION AND BACKGROUND

This consultation in curriculum and program development was requested for work with two women's organizations under a USAID/Bangladesh agreement with the Population Control and Family Planning (PC & FP) Division of the Secretariat. The two organizations are the Bangladesh Jatiyo Mahila Sangstha or Bangladesh National Women's Organization (BJMS), and the Bangladesh Women's Rehabilitation and Welfare Foundation (BWRWF). On arrival, Dr. Sattar of PC & FP advised the consultant to consider this assignment in the broad context of changes in women's roles to catalyze acceptance of family planning, and the development of an organizational infrastructure to eventually support expanded motivational efforts of women. This advice was subsequently confirmed in discussions with the two women's organizations and USAID/Bangladesh.

The position of women in Bangladesh is particularly unfavorable to acceptance of family planning, although this is rapidly changing, especially since the War of Liberation. (See Susan Fuller Alamgir, Profile of Bangladeshi Women, prepared for USAID Mission to Bangladesh, Dacca, June '77.) Despite past social and religious prohibitions, women have been coming forth in large numbers to participate in various socio-economic development programs. These two women's organizations have played an important role in a concerted national effort to facilitate this movement. The President of the country backs women's programs strongly. He has created a Women's Affairs Division (WAD) in his cabinet to coordinate these efforts. BJMS and BWRWF are the two major action arms of WAD, and are guided in their efforts by a section of WAD. WAD is headed by a woman who holds a rank equivalent to other Government Advisors.

BJMS is a recently-created national women's umbrella organization with committees of volunteers all over the country at the district level and in many thanas. (Bangladesh is divided into 19 districts and each district is further subdivided into thanas; each thana into unions; and each union into an average of 10-15 villages.) Besides helping with general social and legal problems of women, BJMS is initiating a rural outreach program this year in 38 pilot unions. BWRWF was originally a relief organization designed to help war-affected women, but has since been converted into a development body which provides vocational training through about 50 centers at district, thana and union levels. Both organizations include family planning education, motivation and provision of nonclinical services in their plans.

There are several major programs in Bangladesh coupling family planning/population education and services with women's development. The chart included as Appendix A. outlines the major thrust and plans of several of the more important ones, all of which are supported by World Bank funds. (World Bank is currently discussing project aid to BJMS as well. Bangladesh Family Planning Association is already providing some funds for four unions; FPIA will probably do so for six unions. USAID is considering the funding of a National Development Academy to backstop rural activities through training.) Briefly, these groups include the following:

- Integrated Rural Development Program (IRDP), whose strength is the development of women's cooperatives through which financial assistance is available;
- Social Welfare, whose strength is the formation of mothers clubs as social and production units for community-initiated activities; and
- BWRWF, whose strength has been the provision of institutionalized vocational training down to the union level.

BJMS is a newcomer to the field. Basically, it plans to take aspects of all three of these programs, and combine the result with mobilization of educated women down to the union level to provide a grassroots movement for improving women's socioeconomic status. The core of their program initially is the formation of "clubs" in all villages in the 38 selected pilot unions.

Originally, four clubs were to be formed per village, one to each of four natural subdivisions called paras. One Village Social Worker (VSW) would visit each club once a week. Two Volunteers would be selected in each para to organize women and assist the VSW. (Volunteers will receive a small subsidy of Taka 25/month for their organizing responsibilities.) However, there are only to be 10 VSWs per union. So, BJMS has decided to divide the villages in a union into sets of one or more on the basis of population. Each para will still have its club, looked after by one volunteer instead of two. But the clubs will be clustered for convenience into four subcenters per set, each of which will be visited by a VSW one day a week. Thus, each VSW will spend four days a week in club visits. One of the two remaining work days will be set aside for reporting to the union director and for other administrative responsibilities. The last work day will be used for continual training of the volunteers.

VSWs will catalyze economic activity in those subcenters; help women form cooperatives; teach functional education; look after demonstration kitchen gardens, poultry projects and pisciculture projects; guide the volunteers; and motivate women to accept family planning. A union center will

be built in which training will be conducted in nonformal education and trades. It will be headed by a Union Director. Thus, the project combines features of the three others mentioned: functional education, which all three also conduct; and specific features of cooperatives, clubs and vocational training.

While this is potentially duplicative, all four projects are now getting together under the aegis of the population sector to coordinate that aspect of their programs. Initially, they plan to work in separate geographical areas. Ultimately, they may find that each has particular functional strengths in which each can specialize.

II. PROBLEMS

A. BANGLADESH JATIYO MAHILA SANGSTHA OR BANGLADESH NATIONAL WOMEN'S ORGANIZATION (BJMS)

I was asked to assist BJMS in curriculum development for their basic training of VSWs in nonformal education. Because of the early stage of programming of BJMS, however, we expected some of this time to be spent on general program development instead, centered around the recently-completed FPIA proposal for this activity. Training of VSWs was to start originally in July, but after some discussion we decided to postpone this until extensive curriculum development could be completed. As noted in my June Report, I expected to make progress in the following areas:

1. Curriculum Development.

- TASK 1. Jointly-developed general outline of syllabus for training of VSWs.
- TASK 2. Detailed curriculum development in some of the specific content areas; e.g., functional literacy population/family planning, and perhaps others.
- TASK 3. Planning for training that is less lecture-oriented than usual, and focused instead around field experimentation and practice.
- TASK 4. Planning for VSW development of their own three month plans of operation, with appropriate provision of some feedback and plans for adjustment as program proceeds.

2. Related General Program Development.

- TASK 5. Some BJMS linkages to other Bangladesh organizations doing similar work, with evidence that some contacts are drawn upon as resources.
- TASK 6. BJMS-developed simple data system for initial and continuing feedback on activities.
- TASK 7. Strengthened ability in some BJMS workers to develop curricula, and to plan and implement programs.

B. BANGLADESH WOMEN'S REHABILITATION AND WELFARE FOUNDATION (BWRWF).

BWRWF was the original requestor of consultant services for the purpose of curriculum development. (Because the BJMS was also formed and in need of assistance, the length

of time of the consultancy was increased, and time was divided among the two.) BWRWF requested my assistance in the following tasks, as noted in my August Report:

1. Long-range planning for the World Bank project on family planning through vocational training, through assistance in preparation of a seven-year plan for further funding.
2. Overall planning in the variety of schemes conducted by BWRWF, with special emphasis on marketing problems and coordination.
3. Advice in curriculum development

III. FINDINGS

To accomplish the assigned tasks I was to spend approximately half my time with BJMS and half with BWRWF. Because of circumstances noted in my July Report, I spent slightly more time overall with BJMS. Monthly reports chronicle activities in detail. Here, I will sum them up, under the headings listed in the previous section.

A. BANGLADESH JATIYO MAHILA SANGSTHA (BJMS)

1. Curriculum Development

A curriculum committee was formed consisting of BJMS Executive Committee members and subject matter specialists in each of the following areas:

- health and nutrition,
- home management,
- family planning, maternal and child health,
- organizing the community for economic activity, and development of cooperatives,
- adult literacy and nonformal education, and
- administration

Together we did develop a general outline of content to be covered in each of the above major areas except administration (Task 1). (See Appendices to June and July Reports for details.)

However, there was not sufficient time to break down this general outline into specific objectives and training activities (Task 2). Part of the reason for this was other major activities which BJMS had to hold, such as a rally for recently-elected union parisad women members. (Union parishads (councils) were recently required to select two women each to look after women's interests in development.) Another difficulty has been the lack of full-time paid staff. Until full funding comes through for its various projects, from government and non-government sources, BJMS has had to rely heavily on non-paid volunteers who form the core of the organization. The Chairperson is paid minimally for her full-time work, as are some clerical/administrative assistance and the Acting Director of the Development Academy. (The Acting Director is expected to eventually take charge of nonformal education activities. A senior person will be hired as Director to handle administration.)

Trainers and staff at the union level also await funding to be hired. These posts are now being advertised, and will be filled before the end of September in many cases. The first task of the training staff will be to assume responsibility for finalizing the curriculum. I estimate this will take at least one month. They will have to

develop a detailed task analysis in each subject matter area; specify objectives and activities on a daily basis; arrange for special activities such as field experiences and visits; and orient trainers to training methods.

Training will be conducted in Dacca for six weeks for VSWs; trainees will live at the BJMS training center during this time. One or two weeks prior to training of each group of VSWs, Union Directors will arrive for preliminary administrative training. They will then remain in Dacca during the VSW training for further orientation in the same tasks the VSWs must perform. New training will thus start every two months. Training will generally take place in groups of eight unions located in geographically contiguous units of five major regions.

Besides six part-time subject matter specialists for the training, the BJMS will hire six full-time trainer/facilitators. These people will have some general knowledge in these subject areas, but will have the primary responsibility of acting as group leaders for 12-15 women in discussion/practice sessions integrated around specialists' sessions (Task 3).

Field practice will take place in nearby unions with trainees constantly moving back and forth between theoretical and practice activities. Materials will eventually be developed which VSWs can use in their nonformal education activities; these will also be demonstrated and practiced with during training.

VSWs will initiate their programs on return from training. I suggested that VSWs plan for at least three months during their training, to help them get started. They could then revise and continue planning once on the job. Since we did not get to this detail in curriculum breakdown, I do not know if this suggestion will be taken up. (Task 4).

2. Related General Program Development

In general, I feel that BJMS workers' capability to continue development of the curriculum has been increased (Part of Task 7). Through joint brainstorming and planning sessions, we developed teamwork, common agreement on priorities, and confidence in ability to proceed in a similar manner. However, I feel there is still need for guidance from a specialist in learner-centered nonformal education teaching methods to assist in organizing training activities.

BJMS has developed its linkages with other organizations, through this consultancy and through its own channels. (Task 5). Some of the organizations BJMS staff and I visited during this assignment, at headquarters and/or in the field, include the Comilla Rural Development Academy, IRDP, BRAC, Gono Shasthya Kendro, Community Health Research Association, BWRWF field offices, CONCERN, and

family planning district activities. I am not sure how these contacts will be continued. Our discussion with BRAC led to an assignment for a weeks training in one of BRAC's projects for two BJMS members. In addition, BJMS plans to develop a selection committee to guide its search for field staff that will include representatives of other women's development projects.

WAD has developed, for BJMS, forms for the collection of data by volunteers, and for consolidation of these reports by the VSWs and Union Directors (Task 6). This will be supplemented in family planning by FPIA reporting forms.

Finally, progress has definitely been made in general program development within BJMS (Part of Task 7). Pre-pilot activity has begun in the two nearby unions of Dok Khin Khan and Savar in Dacca district: organizing of guiding committee of village leaders, dividing the unions into ten areas based on population and geographical proximity of villages, distributing applications for the position of VSW, initial planning of economic activity (weaving in Dok Khin Khan, and production of sweets in Savar), and surveying of demonstration sites for kitchen gardens, poultry farms and pisciculture.

Through these field experiences, staff have themselves gained insight into the guidelines they wish to develop for further expansion under the pilot project, and the problems they will face. The project's general outlines remain the same. However, many details have been clarified and altered to accomodate specific needs. I would expect this to continue as reality provides a basis for judgements. Some of these changes include the following: salaries and selection procedures, planned regional division, staffing patterns, exact ratio of VSWs to volunteers and number of villages, appropriate pattern for subcenters in unions with different numbers of villages priorities to be included in the curriculum. One major issue has been the question of hiring men or women as Union Directors. While still unresolved, many arguments have been put forth for hiring women, even if this means slightly altering desired requirements.

B. BANGLADESH WOMEN'S REHABILITATION AND WELFARE FOUNDATION (BWRWF)

1. Planning for World Bank Project

Through joint planning and brainstorming, I assisted the World Bank Population Program Officer of the BWRWF scheme for family planning through vocational training in developing her scheme for the next seven-year World Bank funding period. This is an activity in which all government sectors which receive World Bank funds are currently involved. (The seven years covers a two year "Approach Plan" from July 1978 to June 1980; and a Five Year Plan from then to June 1985.)

This scheme currently reaches 16 unions of eight thanas in four districts of Bangladesh. By the end of June 1978 it will be expanded to an additional 16 unions. Details of the project are included in my August Report. Briefly, the scheme now trains tutor-trainers in vocational training, functional education, and family planning motivation at the thana level in batches of approximately 20-25. Following an examination, eight tutor-trainers are then selected to be trainers in union centers.

Tutor-trainers provide skills training in a ratio of one trainer to two trainees on an apprentice-like basis. In addition, two locally-recruited skills instructors are available on a part-time basis in each thana and union center to upgrade both trainer and trainee skills. Two trades are taught for six months to tutor-trainees at the union level for three months. Skills include sewing in all centers, and one of the following in each depending on locally-available materials, demand and interest: weaving, jute work, and care and bamboo. In particular centers, training for other local products is being experimented with, e.g., bidis (local cigarettes), and confectionary items.

At the end of the training, women are helped to form cooperatives; this was a recent addition to the scheme based on the observation of need for some organization to continue skills development and earn a living. Some trainees will eventually become workers for a production center at each thana site after all tutor-trainers are prepared. However, production centers alone will not absorb all graduate trainees; hence, it was decided to form cooperatives as an economic base.

Part of the training day is spent in functional education, using local government officers/specialists in these fields to supplement knowledge of center staff. Quality of this training varies greatly with the guest specialists; however, a strong point is that this makes maximum use of local resources to supplement staff's abilities. Trainees also spend several afternoons a week in doing family planning motivation through house-to-house visits. They have currently far exceeded their target for motivating acceptors.

Through our work, the resultant plan included the following emphasis:

- Continuation of, and experimentation at, the current sites in eight thanas. Experimentation will be done in introducing new handicrafts; emphasizing agricultural activities such as kitchen gardening and pisciculture; trying to develop and produce improved technology; and introducing training in secondary skills required by non-project new industries and in project-sponsored semi-automated trades. In addition, an attempt will be made at these centers to strengthen and develop market-

ing channels through establishment of shops, consumer cooperatives, and marketing channels between thana and union levels.

- Expansion of project model to 19 new thanas and 114 new unions (six union centers per thana). At these sites, the current training model will be initiated on an adapted basis of one trainer to five trainees. Prior to this, construction of centers will begin and curriculum will be revised. An evaluation at the end of the current project period should provide further guidelines for improvement of the models at new sites.
- Initiation of a new pilot phase in one union of each of eight thanas, which has been affected by the program but not served by it. This will test the "spread" effect and determine the minimum appropriate mix of components needed for this kind of expansion.
- Improvement and strengthening of the cooperative system emerging from the training through guidance and some financial assistance. The cooperatives will be used whenever possible to introduce new ideas and provide feeder services to other training/production centers' activities; e.g. through setting up dye houses for weaving, or doing preparation and/or finishing of products in homes.
- Continued motivation of women as family planning acceptors at the increased rate of 20 per trainee and one per production worker/trainer ever six months. Curriculum and approach may be revised as the program hits the hard-to-reach women. Services will be strengthened through addition of some health and nutrition education services to acceptors and trainees. Acceptors will be followed-up for six months, and then turned over to the government family planning workers.
- Continued development of day care centers as a means for practical training in child care courses and as day care/nursery for dependent children of working women. This will be done only at the union level.
- Emphasis on upgrading quality of training in all spheres through constant experimentation, curriculum improvement, refresher training of many types, and addition of a research/evaluation unit. Cooperation will be continued with other BWRWF centers and projects; responsibility and initiative will be decentralized, with the addition of regional supervising officers.

The above are highlights. I also assisted in designing plans for a formative evaluation of this project, discussed further in my August Report. I emphasized internal process evaluation by staff using simple observation, interview and questionnaire

tools in a two-phased plan of data collection and analysis. This would be supplemented by existed field reports, first-hand knowledge of staff from field visits, and content analysis of documents.

2. Overall Planning

Little time was left for much overall planning. However, I did discuss the other foundation programs briefly with the Director in charge of planning. See August Report for details.

We determined that one major problem of the Foundation was marketing, which is tied to the choice of trades/production to be introduced. Presently, some 15 trades are being taught. However, production varies greatly by program staff, local demand and trainers, type of product and its quality, and ability to market effectively for the foreign and domestic market.

This Director had been referred to Ms. Jane Eisenbraun, wife of an American Embassy Political Officer, as someone skilled in marketing through her previous position as buyer for a major department store network in Washington, D.C. We contacted her, and had three sessions during my contract period. She has designed a simple set of charts by which BWRWF can do a preliminary analysis of sales patterns to determine problems and directions. Hopefully, this initial work can be built upon to strengthen the system.

3. Curriculum Development

I had less than a week to devote to curriculum development. The memo attached to my August Report outlines some basic recommendations which I made to BWRWF as to how to proceed in strengthening their curriculum in functional education, family planning/population and vocational training.

Extensive work had been done in family planning/population on a previous visit to Bangladesh by Asia Foundation consultant Nancy Piet. Staff agreed this could be further built upon. The guidelines Ms. Piet developed emphasize division of trainees into common groupings, discussion as the core of training (with detailed guidelines as to how this can be done), and use of several simple non-clinical flipcharts. One of these flipcharts has since been developed and produced in color by local artists.

Because of this work, and because such training is frequently done by local family planning workers in the World Bank project, staff suggested I assist in improving their vocational training curriculum as illustrative of the steps they would have to take to continue this work. Hence, a few staff and I held working sessions in Dacca and one field site (Mymensingh) to break down the fields of sewing and weaving into the specific tasks which trainees are expected to accomplish. There was no further time to work as a group

in subsequently setting objectives and outlining activities for each of these areas. Furthermore, the work seems to be falling on a few persons' shoulders, rather than the group effort discussed at first. Perhaps additional work could be assigned to specific centers with different skill areas. However, it would be necessary for someone from headquarters to assist these people.

IV. RECOMMENDATIONS

A. BANGLADESH JATIYO MOHILA SANGSTHA

Curriculum Development

1. The curriculum committee should meet to determine the appropriate amount of time available to each sub-committee for each subject to be taught. They should base this on a discussion of their priorities, and detailed listing of major objectives which they want trainees to accomplish at the end of the six weeks. They should develop Guidelines for Subcommittees in which they relate these general objectives, and suggest a format for training with recommendations for type of activities and methods they prefer. They should also select sites for field practice, and for possible field visits in and around Dacca.

2. Part-time training specialists and full-time trainer/facilitators should meet on a regular basis with someone from the curriculum committee for one month directly after Ramazan. The curriculum committee should first orient them briefly to the project, steps that have already been taken, and curriculum guidelines. Each subcommittee should then map out a plan and timetable so that they can complete the curriculum in time. This plan should include provision for identifying specific tasks which trainees will be required to do at the end of training, arranging tasks into teaching units with specific objectives and training activities, determining methods and materials to be used in each session, identifying timing of field practice, and selecting supplementary projects/sites for additional field visits.

3. I have suggested the following format for the syllabus:

<u>Time</u>	<u>Training Objectives</u>	<u>Training Activities</u>	<u>Methods</u>	<u>Materials</u>	<u>Persons Responsible</u>	<u>Expected Outcomes</u>
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For each subject area, I would also prepare a supplementary feedback sheet with the following columns: training session, expected outcomes, actual outcomes, problems, and suggested solutions/general comments. This will help the committee in reviewing the curriculum periodically for improvement. This will be particularly important during and after the first training period, since in effect, this will also be a pre-test.

4. I recommend that training sessions follow a generally uniform format so as to not confuse trainees. I discourage long lectures. Information should be simple, practical, and confined primarily to what the Village Social Workers will have to pass on to villagers. I recommend that the activities used to teach these lessons be the same as those the Village Social Workers will use in teaching villagers, and that after each information session trainer/facilitators divide into small

groups to role play the way they will use this information. Following these practice sessions, groups should discuss the nonformal education teaching methods they have used and alternatives so that they have an understanding of teaching processes as well as content. I expect that these regular small group sessions will also develop a "buddy" system of sorts to minimize homesickness, help build morale, and provide an informal support system.

5. It is difficult to advise on exact nonformal education teaching methods for Village Social Workers in absence of the curriculum sub-committees since their choice must be evolved by experimentation by the people who will be teaching, based on their expectations of the kind of teaching conditions the Village Social Workers will face. In fact, they may have to revise their choices once they begin to get feedback from the field. To minimize revisions, I suggest that the sub-committees themselves choose field sites where they can pre-test lesson types and materials prior to training. Once basic types and formats are thus pre-tested, the sub-committee can proceed with greater confidence in their selection. For guidance in selecting these methods, I would suggest referring to Bangladesh Rural Advancement Committee (BRAC) manuals, to the WHO guide for training Primary Health Workers, and to the Working with Villagers book prepared by the American Home Economics Association and East-West Communications Institute. (Contact the American Home Economics Association, International Family Planning Project, 2010 Massachusetts Ave., NW, Washington, D.C. 20036. The WHO book is available at USAID and Asia Foundation. BRAC can be contacted for its guides).

6. Bearing village conditions in mind, I would suggest that discussion techniques in small groups be the core method relied upon, supplemented by ways of making learning fun and initiated by the women themselves. If possible, methods should encourage women to tell their own stories about problems discussed, using role play or folk lore or pictures or problem dramas or flexiflans. (Flexiflans are figures with movable parts. See AHEA book for description.)

7. I recommend that the training alternate technical-cum-role-play sessions with actual field practice in nearby villages. For example, training might start (after some ice-breaking sessions) with sessions on how to organize the community and conduct the village surveys. Trainees should then go out to nearby field sites and do this. They then can bring their results back, fill out sample reports, analyze their findings in groups, and plan sample programs. Then perhaps a technical-cum-role-play session can be held on functional education, since this will introduce some of the group teaching methods that can be used in all subject areas and takes as its content the various subjects to be taught in training. Again, trainees should go to the field sites and practice organizing and teaching a literacy class. Then, training can move into specific content areas, in each case following technical-cum-role-play sessions by

practice of activities in field sites. Wherever a subject is introduced that requires demonstration activities, trainees should be given that opportunity, as for example, in kitchen gardening, poultry raising, and pisciculture. Trainees can, in fact, work at these throughout the training, either at the BJMS site or through other government facilities.

8. Special attention should be paid to discussion of the problems and roles of women throughout the training, in both organized and spontaneous sessions. Training should open with a few simple group exercises to raise these issues and related needs for cooperation among women. (I have provided the Acting Director of the Development Academy with a few suggested exercises for this, taken from Pfeiffer and Jones handbooks of structured experiences. They include Broken Squares, also discussed in the AHEA book, and organized debate on feelings on women's issues. I borrowed these books from Al Straughan of CDF.)

Periodically, women should break into small groups with their trainer/facilitators to critically examine the new roles they are taking and seeing around them; and to discuss issues which trouble them. Trainers should be sensitive to allowing such discussion spontaneously whenever issues arise so as to avoid complication and confusion.

9. We discussed a variety of formats for a simple handbook in each subject matter area which the Village Social Worker can use as a reference. Insofar as possible, these lesson guides should be the same ones used by their teachers during training. They should outline each step with suggested teaching activities and materials, as does the AHEA guide. Some simple supplemental information can be included if desired, as in BRAC's materials or the WHO guide for Training Primary Health Workers. Each lesson should include suggestions for who in the union and thana can be utilized as resource persons for additional help.

10. I strongly recommend using thana resource persons to supplement the Village Social Worker's efforts and knowledge, e.g. fisheries and poultry and agricultural officers, or family planning workers. As shown in the Comilla and IRDP models, these people can help the union centers become a bridge between available resources and the needs of village women.

11. Field visits should be made to other women's activities so that workers can benefit from the experience of these agencies, and gather ideas for their own projects.

12. I recommend that trainees themselves also form committees throughout the training to arrange for many of their own daily activities. This will have the dual advantages of providing feedback to staff, and encouraging women to take more responsibility. The curriculum should be flexible enough to respond to alternative timing of activities and other reasonable suggestions. Committees might include the following: social activities, food and housing, daily teaching activities, field trips.

13. Union directors will begin their training one to two weeks ahead of the Village Social Workers. The syllabus has to be outlined first, although some work has been done in this respect in the FPIA proposal.

I suggest that the national project director take responsibility for this, with the assistance of others from BJMS and WAD. (Taslimur Rahman of WAD has thus far provided excellent advice in administration. He should be used as a primary resource if possible.) Union directors will then remain in Dacca to participate in the Village Social Worker training. This is important so that they can provide guidance on the basis of their first-hand experience.

14. Provision has been made for Village Social Workers to "train" volunteers one day-a week. Practice should be included in the training. Provision should also be made for periodic refresher training of the Village Social Workers, perhaps every three months. At this time, they can list the problems they have been encountering, and share experience that might give clues to solutions. They can also provide BJMS with valuable feedback for revising materials and approaches. Thana specialists might be drawn upon as technical resources.

Related General Program Development

15. National and union level directors should be hired as quickly as possible to relieve pressure on the few full-time paid staff and the part-time voluntary workers. I think it would be best to hire one director for each of the five regions, as originally discussed. A separate director should be hired for the FPIA project; this person can spend additional time on pilot family planning activities for the entire project. The FPIA director should be involved in the selection process. As the Chairperson suggested, she should seek guidance from women in other projects in selecting appropriate field staff. It may be best to select Union Directors with the advice of local leaders and BJMS members. Advertising for Union Directors should be done at the thana level as well as in the districts.

One female field worker has suggested, on the basis of her experience, that the name of the Union Director be changed to that of field supervisor to emphasize to this employee that their job is an active one. I strongly support this recommendation; titles are often very important to an employee's perception of functions.

16. Preference should be given to women candidates, even when this means lowering some educational requirements. There has been some discussion as to whether qualified women could be found, who would be willing to live in the villages and travel there. While it may not be easy, other projects have found women with potential for leadership that BJMS can further develop through training and constant field visiting. I feel it is of the utmost importance

that women be given responsibility from the beginning or they will develop a habit of relying upon others. Furthermore, it would be difficult to phase out male staff, once hired and working, as has been suggested, to replace them with women after several years of project activity.

17. I recommend that BJMS take advantage of the one-month international workshop on marketing and management which the YWCA will hold after Ramazan to train its national director. This workshop costs only Taka 75. The director can then be charged with the responsibility to use this workshop as an aid in developing the curriculum for Union Directors.

18. BJMS should take advantage of existing resources, where available, to supplement its own efforts since the task is so great. For example, they should adopt the BRAC method of functional education as an initial temporary method for teaching literacy since this approach has been developed and tested in rural Bangladesh over the past five years. Concurrently, they can experiment with other approaches, and perhaps do some research on the results of using these different methods. Similarly, BJMS can take advantage of the family planning handbook developed by the government, teaching aids of other agencies, or the vocational training already being done by BWRWF. BJMS should conduct a survey of such resources, which could be shared with other organizations.

19. Begin now to catalogue books, documents and reports into a library so that this information will be available to staff, trainees, and other organizations. Developing a system for information retrieval becomes increasingly difficult as time goes on. Collect resource material from other organizations for this library that will be useful to supplement training. (ADAB might be able to provide technical assistance in this.)

20. Likewise, develop now a system for updating the initial survey done in each village, and for using such data. Cooperate with WAD in its analysis of this information to get maximum benefit for program improvement. Check with other agencies prior to developing this system for ideas. Coordinate with other government departments, such as family planning, to insure that records provide comparable data.

21. Union centers should keep in touch with district and thana committees about their programs and ways in which these committees can provide support. I would expect, for example, that they could help women abandoned by husbands or families, make sure that all young girls have access to education, or relieve discrimination against women in Food-for-Work programs.

B. BANGLADESH WOMEN'S REHABILITATION AND WELFARE FOUNDATION

Curriculum Development

1. A curriculum committee should be developed with representatives from the Planning Section, Asia Foundation, Family Planning Cell, World Bank project, and the two vocational training centers in Dacca. This committee can then draw upon subject matter specialists and trainee representatives as needed.
2. This committee should proceed with detailed task analysis in each of the subject matter areas in which BWRWF wants to develop guidelines, in the manner in which we started during the contract period. Once the tasks are outlined, BWRWF should outline a curriculum by teaching units, whether these be one hour (as in functional education) or one week (as in many of the skill areas). The more detail at this time, the better; guidelines can be consolidated later, after all have a full understanding of each step. I recommend using the same format I suggested to the BJMS. (See Recommendation No. 3 above.)
3. Whenever outside resource specialists are used in teaching some effort should be made to draw these people into the curriculum modification. This would be better done at the local level in many cases. However, some general recommended guidelines could be developed in which local staff and guest teachers could be trained.
4. For skills training, I would recommend continued emphasis on demonstration and practice. The model which the World Bank project is developing for skills training seems useful and practical, i.e., two skills instructors (locally recruited) on a part-time basis, and full-time tutor-trainers in a ratio of 1:2 (In the future, this will be expanded to 1:5). Perhaps a small study could be made of the two systems in use, with a view toward experimentation with this approach in all BWRWF centers. This method has several advantages: it develops a "buddy" system, and accents constant practice under guidance on an apprentice-like basis.
5. For functional education training, I would recommend greater use of discussion, role play, and other means of active learner participation. This is particularly important where subjects being discussed touch on the values, feelings, opinions and attitudes of trainees such as in child development, population/family planning, or food and nutrition. I suggest getting in touch with local agencies that use these methods for some assistance in this; such as BRAC, Community Development Foundation (CDF), Canadian University Services Overseas (CUSO) or the New Life Center. (See also Recommendations 4, 5, and 6 for BJMS.)

6. In family planning/population education, I recommend using the excellent suggestions of Ms. Nancy Pier, Asia Foundation consultant, in strengthening the curriculum. These can be tested and used as they are for all original BWRWF centers; they will have to be somewhat adapted for use in the World Bank projects. Adaptation should be based on the slightly different pattern of motivation used in this program, and on the fact that government family planning workers are used as guest teachers. Perhaps a workshop could be held using some of these local guest teachers to evolve an appropriate modification using the principles discussed in Recommendation 5 above.
7. Wherever cooperatives are being encouraged, I strongly endorse the idea of developing them during training so that staff can guide women while they learn how to manage cooperatives. I recommend holding regular group planning sessions during training to help them take immediate responsibility for directing their own affairs.
8. For many of these active learning methods, in-service training will have to be organized. This should ideally be extended to local guest teachers.
9. I also endorse plans for conducting demonstration activities in kitchen gardening, poultry raising and pisciculture so that trainees can practice these skills while in training. There is no better way to learn these things than by doing them.
10. I recommend adding sessions in which women can discuss their special problems: awareness of their changing roles, job habits expected of them, handling dual responsibilities at home and in economic activity, social or family criticisms, or practical difficulties such as transportation. These discussions should also build their confidence, assist them in expressing themselves, help them identify problems and solutions, and encourage them to make decisions and take risks.
11. I recommend developing simple handbooks to supplement curricula. (See similar recommendation for BJMS, No. 9.) BWRWF has a vast fund of experience in vocational training. It could collect the advice of the best of its skills instructors to develop step-by-step, how-to-do-it manuals with diagrams and illustrations in the subjects in which it has such knowledge. These can be improved through advice of other technical specialists. They would be a tremendous resource to all women's organizations working with these skills.
12. Determine whether or not curricula are standardized around existing time periods on the basis of need, or tradition. Analyze tasks carefully to determine whether or not some of them could not be dropped or shortened without sacrificing quality. (In this there will be a great deal of variation in the opinions of different skills instructors.)

In some cases, some specialization may have to be introduced, assigning women to a fewer skill areas in which they spend more time, or else the training period will have to be lengthened in order to insure sufficient practice time for quality control.

General Program Areas

13. Continue marketing analysis with the assistance of Ms. Jane Eisenbraun. Someone within the Planning Section should be given specific responsibility for carrying this out, and authority to make decisions when needed. Marketing analysis should be coordinated with changes in production.

14. Change production directions on the basis of marketing analysis, feedback from field supervisors, and recommendations of specialists such as the UNICEF handicrafts team. Diversify trades, but impose strict regulations for quality control. If quality is hard to maintain, substitute easier trades. As planned in several future projects, make a survey of raw materials and local demand prior to initiating new trades.

15. Adopt the system of forming cooperatives following training in all BWRWF centers. If cooperatives have already been organized by other government agencies, encourage women to join. However, if they are not adequately served through these arrangements, help them develop their own cooperatives to provide some mechanism for improving skills and earning a living.

16. Coordinate record systems in family planning between the World Bank and Asia Foundation supported projects. This will facilitate greater comparison of results. Someone from the government family planning department might be consulted so that the resultant common system coincides with theirs. I endorse the practice of trainees following up on acceptors for a period of six months before turning clients over to government workers, as well as the use of the government registration cards for acceptors.

17. Strengthen linkages between union, thana, and district centers. This can be done in specific activities such as increased use of district centers as resources in refresher training, curriculum development projects, or a unified marketing system.

18. Separate projects should continue to retain internal authority and reporting systems to maintain efficiency and control. Perhaps a simple system could be devised for comparison of approaches in major activity areas which the Executive Director could use to guide the sharing of ideas being developed by each. Any such system should not increase the already-heavy burden of reporting and files. Perhaps it should take the nature of a monthly verbal review, much like informal brainstorming. Common areas might include marketing, production, family planning motivation, skills training, functional education, cooperatives, staff develop-

ment, and administration. The Executive Director could use this review to select practices for further experimentation.

19. I think it is very important to continue to encourage decentralized decision-making and local initiative, within the boundaries of broad policies set by the headquarters level. Of course, this can only be done within the framework of the constant contact between headquarters and field staff.

20. Identify local leadership in trainees, and assist these women to take more active roles in activities such as formation of cooperatives, marketing of products, and tutoring of other trainees.

C. POPULATION CONTROL AND FAMILY PLANNING

1. As mentioned in Part I, some efforts are being made to coordinate women's development activities that include a population/family planning component. I strongly endorse this and suggest that it be expanded to include a representative of WAD since so many of the recommendations go beyond population/family planning alone.

2. It seems of particular importance to me to develop some mechanism to coordinate training activities of the various projects so that the BJMS "training of trainers" activities serve the needs of potential users. This mechanism could work toward carrying out constant market surveys of jobs in demand, or could facilitate some guarantee of employment by sponsoring organizations, so that training graduates are insured employment after training.

3. I think the particular area where BJMS can make a unique contribution in training is in nonformal education for women. They could develop an excellent, well-tested curricula in this; and could provide both training in the kind of active learning methods needed for these subjects, as well as technical assistance to other programs trying to teach in this area. Eventually, they might develop a mobile team that can provide training on a decentralized basis.

4. I think the particular area where BWRWF can make a unique contribution is in training the vocational skills. They already possess a fund of experience in specific skills areas, as well as in methods needed to teach this to village women. They could provide a series of handbooks in each skill as a resource to other agencies. The training center in Dacca, which they will build, can be used for training of trainers in the particular areas in which they are best qualified.

5. Both BJMS and BWRWF could benefit from joint curriculum development in family planning/population. These two agencies, essentially, will be teaching the same kind of villager

with the same kind of approach. (IRDP and Mothers Clubs should also be involved.) The government family planning program and materials should be drawn upon as resources; but these organizations should work together to integrate this in a manner best suited to the needs of rural women. Active learning methods should be used as discussed in my recommendations to both these organizations.

6. BJMS has a good beginning in its activities. However, they will be under a great deal of pressure to move quickly which could be a problem, given their need for at least a year of experimentation to lay a good, solid foundation. Their rural outreach work should not be done at the expense of the other unique strengths of this national organization: ability to provide leadership throughout the country in pressing for legal and social rights of women, for example, nor to develop and expand the export market and introduce new ideas for economic activity for women. Other women's programs currently cannot provide this type of assistance, although they are able to help in reaching rural women through their field activities.

D. U S A I D

1. Someone should either be hired part-time to help BJMS and BWRWF in further curriculum development, or this should be guided by Sallie Craig Huber. It is actually best to recruit two kinds of people: someone to help with functional education for BJMS, and someone to help with skills training for BWRWF. If one person is recruited, work responsibilities should be jointly negotiated with PC & FP and both organizations. Both BJMS and BWRWF have asked that my services be extended to fill this role. I do have the kind of skills needed by BJMS; vocational skills training is not my area of expertise, although I could help out to some extent. I have the advantage of having worked with these women for three months now. However, I am in no position to work for any extended period of time, given my own priority for completing my dissertation and my contract with the East-West Center. One possible candidate is Polly Griffiths, who will be in the country the rest of this year, and who has had extensive experience in women's and functional education programs in the Comilla Rural Academy, IVS and Christian Health Care Project. Another possibility would be to recruit someone through BRAC or CDF, if they would be willing, or to perhaps contract with someone from AHEA. (One possible consultant is Marjory Wybourn.)

2. Ms. Jane Eisenbraun is currently helping the BWRWF in improving their marketing. She is well-qualified in this. Assuming that BWRWF does respond and take responsibility in carrying out her initial suggestion, I would recommend that AID take out a PSC with her for this purpose. This should be on a part-time basis. I think this marketing issue is a key one, both for BWRWF and BJMS. Perhaps Ms. Eisenbraun could be detailed to both organizations; this would have the additional advantage of further coordination. For other

support in handicrafts production and marketing, I recommend that AID coordinate with the excellent three person team which UNICEF has just had out to Bangladesh for a study and recommended project activity. These have been specialists in intermediate technology handicrafts production, and social aspects of increased women's involvement in economic activity.

3. Sallie Craig Huber should keep in touch with Penny Satterthwaite of UNFPA regarding the coordination meetings held under the aegis of the population projects funded by World Bank. As mentioned in Section C, I think this is important to the success of the Development Academy.

4. I recommend that AID fund the Development Academy Project, with emphasis on developing its training curriculum in coordination with other user agencies as discussed in Section C. As a precondition to funding, I would make sure that full-time staff are in place; and that the government is also providing funds for these. I would also ask for a detailed implementation plan and timetable, which can of course be modified as the project develops. Sallie Craig Huber should be involved in developing this plan. She should also continue regular sessions with BJMS with respect to selection of staff, type of training, and planning of economic activity. I do not believe it is necessary, or even perhaps advisable, to accompany BJMS on all field visits. However, I have found that some of the best program planning goes on in the field as relevant issues arise in experiences. I would also discuss thoroughly the provision being made now by BJMS not to fund field staff beyond the first year of the project, since I do not believe that these people can be expected to switch to volunteer status as is now contemplated.

**Appendix A: Outline of Schemes
Funded by World Bank**

<u>Feature</u>	<u>Social Welfare</u>	<u>Integrated Rural Development Program</u>	<u>Bangladesh Women's Rehabilitation & Welfare Foundation</u>
<u>Organization</u>	Mothers Clubs are formed in villages, primarily through community-initiation. Emphasis placed on women helping themselves in economic activity carried on at home.	Cooperatives formed, which emphasize women's role in agriculture. They are guided from thana level in training operations, and provision of financial assistance.	Vocational training provided at thana and union level, leading to handicrafts production through cooperatives.
<u>Content</u>	Functional education (nutrition, poultry, kitchen gardening, health, family planning); recreation; handicrafts production.	Functional education, with stress on agricultural role; cooperatives formation family planning	Functional education, family planning motivation, skills training.
<u>Coverage</u>	Some 368 clubs are now operating out of a targeted 760. Plan to open the rest this year, and expand into 290 thanas (11,600 clubs) by the end of the next Five Year Plan.	Some 203 cooperatives are now operating which exceeds their original target of 190 (one in each of 10 villages in 19 thanas) with some 6,225 women enrolled to date at Taka 10/share. Will expand to 59 thanas only (6 more) in next Five Year Plan, but take up more villagas within thanas (Target is 1500 villages, 30 per thana.)	Currently operating in 8 thanas of 4 districts and in 16 unions in these thanas. By June 1979 40 centers will be operating. In next Five Year Plan, will expand this model to 19 more thanas and 114 more unions; and will take up 8 nearby unions as a new pilot to test the spread effect.

Training

Continuous training held every 6 months or so at head-quarters level.

Six months basic training for field workers including 3 months in the field. Five villagers/coop come every week to Thana Training and Development Center for regular informal training with thana government officers.

Training of tutor-trainers for 6 months at the thana level; trainers for unions selected from these batches to train in the union for three months. Two skills instructors also part-time at each center. Period will be extended in next plan to 6 months at union and 1 year at thana.

Officials Contacted during Contract Period*

A. Host Country: Chief Contacts

Bangladesh Jatiyo Mahila Sangstha	Dr. Amina Rahman, Chairperson Hasmat Ara Begum, Acting Director, Development Academy Jahanara Imam, Executive Committee Naima Islam, Executive Committee Sarwari Rahman, Executive Committee and Chairperson of Curriculum Committee
Bangladesh Women's Rehabilitation and Welfare Foundation	Nazma Ahmed, Executive Director Shirin Jahangir, Population Program Officer, World Bank Project Mosafequa Mahmud, Director, Planning Mrs. Mohiuddin, Family Planning Cell
Population Control and Family Planning Division, Secretariat	Dr. Sattar, Secretary
Women's Affairs Department	Taslimur Rahman, Additional Director

B. Host Country: Supplementary Contacts

Bangladesh Rural Advancement Committee	Aysha Abed, Women's Programs A. R. Chowdhury, Administration Marty Chen, Advisor Kushi Kabir, Field Operations
Comilla Rural Development Academy	Zakir Hussein, Administration
Community Health Research Association	Dr. Muthalib, Director
Department of Social Welfare	Jowshan Ara Rahman, Director, Mothers Clubs Project

* Organizations and names are listed in alphabetical order except in cases where the first person listed is a Chairperson, Executive Director, or Liaison Officer

Family Planning Directorate

Haider Jahangir, IEM
Dr. Shafiqur Rahman, Training

Gono Shasthya Kendro

Dr. Kashem

Integrated Rural Development
Program

T. Abdullah, Director

The Jute Works

Louisa Brooks, Design Advisor

C. USAID: Host Agency

Health & Population Division

Sallie Craig Huber, Liaison
Officer, Women's Program
Advisor
Dallas Voran, Liaison Officer,
Deputy Chief
Michael Jordan, Chief
John Dumm, Population Program
Officer

AID Director

Joe Toner

Miscellaneous

Jane Eisenbraun, Wife of Embassy
Political Officer

D. International Agencies & Private Voluntary Organization

Agricultural Development
Agencies in Bangladesh

Winburn Thomas, Director
Nancy Straughn and Shireen
Rahman, Co-Editors, ADAB
News

Asia Foundation

James Dillard, Representative

Christian Health Care Project

Polly Griffiths, Health Programs

Community Development
Foundation/Save the Children
Federation

Al Straughn, Director

Ford Foundation

Bill Fuller, Representative
Adrienne Germaine, Women's
Programs

Family Planning International
Assistance

UNFPA

UNICEF

YWCA

World Bank

Tony Drexler, Representative

Penny Satterthwaite, Coordinator

Renee Gerard, Women's Programs
Jane Boonag, Consultant, Handi-
crafts and Marketing Survey
Elizabeth O'Kelley, Consultant,
Handicrafts and Marketing
Survey (and Improved Technology)
Mr. Seraf, Consultant, Handicrafts
and Marketing Survey

Priscilla Padolina, Women's
Projects

Dr. Pisharoti, Representative

Memorandum

TO : Howard E Hough, APHA, Washington
Dallas C Voran & Sallie Craig Huber, HL/P, USAID

DATE: July 6, 1977

FROM : Victoria J. Marsick, APHA Contractee

SUBJECT: Activities under Contract, June 1977

Getting Settled: June 6-17

1. I spent the first ten days getting settled:

- A. Getting general policy guidance;
- B. Developing initial contacts with my two host agency contacts: the Bangladesh Jatio Mahila Sangstha (BJMS), and the Bangladesh Women's Rehabilitation and Welfare Foundation (Foundation);
- C. Connecting with major international and local agencies relevant to the scope of work (See Appendix A);
- D. Absorbing background information through readings and discussions;
- E. Discussing strategies with USAID Liaison officers Sally Craig Huber and Dallas Voran, and meeting appropriate Mission personnel.

Throughout this period Sallie Craig Huber provided invaluable assistance by directing me to appropriate persons and documents, filling in the missing unwritten links, and legitimizing my "entrance" with counterparts and colleagues.

2. Dr. Sattar of the Population Control and Family Planning (PC & FP) Division provided me with initial policy guidance. He advised me to view my job as the beginnings of an institution-building process. He sees change in the economic and social roles of women as key to progress in changing ideas about family size and population behavior. Hence, he feels I should help these women's organizations--especially BJMS--develop their strength as a rural structure for changing norms and facilitating demand for family planning service. He asked me to keep pushing toward a strong rural base, since many of the urban-based women have infrequent contact with village realities, and to coordinate with other advisors, especially Ms. Renee Gerard of UNICEF.

Generally I received similar policy guidance from others I talked with in official and unofficial capacity--USAID, international organizations, the Women's Affairs Division, and the women's organizations themselves.

3. Through discussions with the BJMS and Foundation, we mutually decided that I would spend most of my first six weeks with BJMS, and most of the second six weeks with the Foundation. However, I would try to maintain some contact with both institutions throughout the entire time.

4. For the BJMS I would assist in developing a syllabus for their first training of 10 Village Social Workers. These Social Workers will form the backbone of their rural extension program: they must select, train, and supervise volunteers who will assist them in organizing women through clubs; motivate women to initiate and carry out economic activity for profit and improved quality of family life; and generally act as liaison with union-level centers for vocational and family life planning training. * (For details of the Village Social Worker's role see Appendix B, Objectives for Training, developed jointly with BJMS staff.) Through this specific activity, I am trying to further build BJMS ability to develop curricula, plan and organize programs, develop a data base, develop cooperation with other agencies working in these fields, anticipate problems and their solutions, and develop an "experimental" frame of mind for continually changing programs in response to actual contact with field workers.

This general institution-building will be difficult to evaluate. However, I expect some indices of progress in the following:

- Jointly developed syllabus for training;
- Training which is less lecture-oriented than usual, and focused instead around field experimentation and practice;
- Some BJMS linkages to other Bangladesh organizations doing similar work, with evidence that some contacts are drawn upon as resources;
- Village Social Worker development of their own 3-month plans of operation, with appropriate provision of some feedback and plans for adjustment as the program proceeds;

* BJMS is selecting 10 unions (approximately 18 villages to a union) for its first year of activity. Ten villages will be selected from each union, with 5 Village Social Workers being trained from each union the first year. Each Village Social Worker will recruit 8 volunteers, 2 from each of 4 major divisions or paras in each village. Village Social Workers will be paid for one year, after which they are supposed to work as volunteers as well, with a nominal expense allowance. The money used for them will then be used for another set of workers, who likewise will become volunteers after one year. A Union Center will be developed simultaneously to provide supervision, support and vocational training to these workers.

- BJMS developed simple data system for initial and continuing feedback on activities;
- Detailed program development with BJMS workers in specific areas (as they are willing), e.g. functional literacy, population/family planning, and perhaps others;
- Initial development of training/field worker materials, with some plans for continued development;
- Strengthened ability in some BJMS workers to develop curricula, plan and implement programs.

5. For the Foundation, plans are not yet as clear. From initial discussions I will be expected to work with the World-Bank-sponsored population project, specifically on curriculum development. However, this project has already been initiated, with some training given in family planning/population. The Foundation indicated some desire for assistance in the broader aspects of nonformal education, and in improving data recording and feedback systems. The scope of work should be finalized by the end of July.

Meanwhile, I made initial contacts by participating in a refresher training for population/family planning field administrators under the Asia-Foundation-sponsored Foundation project. World Bank staff also participated. Both population projects are focused on integration of population/family planning education with vocational training. The Asia Foundation Project (\$12,286 for 1 year) is developing a family planning cell which will add information/motivation services to ongoing vocational training at the union level. The World Bank project is contributing a large sum to stress population/family planning at the village level, with vocational training added and the additional formation of cooperatives.

Some problems exist because of the duality of sponsorship: field personnel under the World Bank project are being paid for their work, while others are simply expected to add this to their duties without additional pay. Nonetheless, an Asia Foundation consultant (Nancy Piet) has assisted the one project in development of materials and training approaches. I hope to build on these experiences in strengthening linkages between the two projects as I proceed to work with the World Bank project staff.

Launching Curriculum Development with BJMS: June 18-30

6. My first work with BJMS was to request a field trip to one of the first unions whose Village Social Workers will be trained: Dokhin Khan, some 15 miles from Dacca. Together with Jahanara Imam (literacy/adult education specialist), Mrs. Sarwari Rahman (Executive Committee), Mrs. Naima Islam

(Member-in-charge of Development Academy), and Hashmat Ara Begum (Director of Development Academy) we spent 3/4 of June 18th doing an initial informal assessment of needs (and acquainting me with Bangladesh village life). We took pictures (borrowed from CDF) of women's problems along with us to initiate discussion among the 100 women who met in the community center for us. Discussion was not orderly, but we did outline on newsprint major problems women were facing in the fields of health, nutrition, child care, and economics. We met a village leader who is already facilitating literacy classes and economic projects, and toured a few village homes.

7. We then formed a curriculum committee. With them, and with Hashmat who is the full-time staffer, we mapped out expected objectives for the training (Appendix B), thought through various administrative details and plans for data systems (Appendix C), and considered a rough training format (Appendix D) which stresses field experimentation and practice during training. Over the rest of June we drew on BJMS staff and volunteers to develop an initial general problem-oriented syllabus (Appendix E) for most of the areas to be covered.

8. I have been stressing the need for cooperation: BJMS is supposed to be the spokesman for women's organizations, but not their replacement, I keep bringing up the value of drawing on the experience of other women's groups and government/private agencies with similar objectives and activities. Several members of the BJMS and Women's Affairs Division with whom I am working share this approach. Hence, with several BJMS members we visited the following groups to discuss their experience:

- Integrated Rural Development Program
- Bangladesh Rural Advancement Committee
- Comilla Village Aid Academy
- Community Health Research Association.

We are additionally planning visits during July to other groups, such as Swarnivar, IRDP cooperatives, Gonoshasthya Kendra, Concerned Women, and Dacca Cantonment.

9. Dr. Amina Rahman, Chairman of the BJMS, was out of town during June while most of this activity was taking place. She met with all of us prior to her departure. Following her return in early July we will discuss progress, and finalize many of the details of training.

10. I also began breaking down the broad syllabus into detailed components with the adult literacy/education specialist. Together we have been discussing plans for the BJMS's literacy programs, and visiting resource agencies for ideas (specifically BRAC and Comilla). I am trying to encourage drawing on BRAC's assistance, but this is difficult due to BRAC's own heavy training commitments and reluctance to vary their approach, and to the BJMS Chairman's own desire for developing "their own" approach to functional literacy.

Synthesizing

11. Sallie Craig Huber and I met with Dr. Sattar again prior to Sallie Craig's departure for home leave. Dr. Sattar seemed pleased with our progress, generally approved of the direction in which we were moving, suggested we get in touch with Swanirvar for ideas in community development, and asked if I would not consider some continuing commitment to these programs on a periodic basis over the next few years.

12. During the month of July, I expect to work with BJMS in finalizing their syllabus. This involves breaking the broad areas down into specific desired objectives, expected outcomes, inputs, methods and materials to be used, and persons responsible. This will be done with subject matter specialists and teachers. In addition, I will work with BJMS in planning the daily schedule and logistics of the training; and will continue to develop BJMS contacts with other resource agencies. I also expect to make some initial contacts with the Foundation, and firm up a work plan with them.

Appendix A: Agencies Contacted and
Relevance to Scope of Work

International

1. USAID, Health and Population Division: Sallie Craig Huber and Dallas Voran, Mike Jordan, John Dumm

USAID is providing direction for my activities.

2. UNICEF: Renee Gerard, Women's Programs

Renee is also working with the BJMS and Foundation. The purpose of our contact is to coordinate activities. Two important areas are the current visit of a team to assess income-generating activities for women, and a survey being conducted of women's training programs.

3. UNFPA: Penny Satterthwaite, Coordinator

Penny is responsible for population activities. The purpose of our contact is coordination, advice, and contact with relevant UNFPA activities. One important area is ongoing visits by Development Support Communications Service consultants regarding the Family Planning Directorate's training programs.

4. Family Planning International Assistance: Tony Drexler, Representative

Tony is funding an intensive population/family planning component of the BJMS rural program for which we are developing curricula. This project must be closely linked with the total program.

5. Asia Foundation: Jim Dillard, Representative

Asia Foundation is funding a component of the Foundation's population/family planning program, and has brought out consultant Nancy Piet to work closely with the Foundation in developing simple family planning materials and training designs. While I will be working with the counterpart World Bank population component of the Foundation's programs, it is important to build on existing experience and to further develop links between these two pilot projects.

6. Community Development Foundation (Save the Children Federation): Al Straughan, Director

CDF and UNICEF have had a number of planning meetings on development of educational materials in the fields of health and family planning. The women's groups might be able to draw on these, and on other CDF materials, if links can be forged.

Appendix A-2

7. Christian Health Care Project: Polly Griffiths

Polly has had extensive experience with women's programs and with health/family planning in Bangladesh, both with this Project and as an IVS volunteer working with Comilla's Village Aid Academy's women's programs. This contact is for advice and resources.

Local

1. Population Control & Family Planning (PC & FP) Division: Dr. Sattar

This contract is under Dr. Sattar's guidance, as AID's population liaison. From him, I am taking general policy guidance.

2. Bangladesh Jatio Mahila Sangstha: Dr. Amina Rahman, Chairman; Hashmat Ara Begum, Director of Development Academy; Mrs. Sarwari Rahman, Executive Committee

The newly-formed BJMS is the major women's organization with which I am working. It is officially considered the "spokesman" for women's groups in Bangladesh, even though it does not replace existing organizations.

3. Women's Rehabilitation and Welfare Foundation: Mrs. Najma Ahmed, Director; Shireen Jahangir Haider, in charge of the World Bank Population Project

This is the second women's organization with which I will be working. Their population projects are already under way, so I will be assisting in building on this experience, especially in curriculum development and nonformal education.

4. Women's Affairs Division, Women's Affairs Department: Mr. Taslimur Rahman, Additional Director

Both women's organizations are under the direction of the Women's Affairs Division. Mr. Rahman takes a personal interest in assisting the BJMS in program development and organization.

5. Bangladesh Rural Advancement Committee (BRAC): Marty Chen, Advisor; A.R. Chowdhury, Administration; Training and Materials Development Sections

The purpose of this contact is to forge some links between BRAC and BJMS, so that BJMS can draw on BRAC's experience in functional education as a resource.

Appendix A-3

6. Family Planning Directorate, Training Division: Dr. Shafiqur Rahman, Director (Training)

I met the people in this division while participating in a Foundation refresher training for its population staff. Since this division is a major resource in family planning/population for all organizations involved in such activities, links must be continued. (The BJMS does have a representative from the PC & FP Directorate on its curriculum committee, although she is not from the training division. And the Foundation does most of its population/family planning training through this division.)

7. Department of Social Welfare: Jowshan Ara Rahman, Director, Mothers' Club

The mothers clubs are conducting similar activities to those intended by BJMS. I am trying to get BJMS to coordinate with them as a resource.

8. Integrated Rural Development Program: Women's Coops Division

IRDP is carrying out a women's cooperatives/population project, from which BJMS can draw for ideas and experiences.

9. Community Health Research Association: Dr. Muthalib

BJMS wants to draw upon this project for some ideas in maternal/child health education and services.

10. The Jute Works: Louisa Brooks, Design Advisor

Louisa's experience in women's handicrafts can provide some insights into people BJMS might contact as resources for the economic component of their program.

11. Comilla Village Aid Academy: Zakir Hussein, Administration

Comilla's experience --especially with respect to literacy, community development, and women's programs--can provide a resource for ideas, and "models."

Appendix B: Objectives for Training

Curriculum Development, 6/20/77, p.1

TENTATIVE LIST OF OBJECTIVES (not necessarily in order of importance):

By the end of 6 weeks, the trainees will:

1. Be acquainted with other organizations related to their work-- *Six weeks*
e.g. mothers clubs, BRAC, family planning directorate, voluntary groups, economic activities, women's groups
2. See and talk about other women's roles outside their own villages
3. Have an overall understanding of how they fit in to RUS and other women's activities
4. Start their village work--
--do initial survey, map
--contact leaders
--select volunteers
--organize first meetings
5. Get villagers to discuss their needs and problems, pick out important ones, and think about solutions
6. If own villages used in training, start economic activity--
in all cases, discuss problems they will encounter in this,
e.g. marketing, managing, getting raw materials, working in groups, quality control
7. Do sample home visits
8. Adapt curriculum for training volunteers (SUGGESTED THAT WEISS TRAIN THE VOLUNTEERS DURING THE SIX WEEKS IN PERIODIC RETURNS TO THEIR VILLAGES)
9. Discuss problems involved in following up on volunteers work--
--supervising
--answering questions
--refresher training
10. Understand and improve on/develop evaluation forms and records
11. Be able to teach via nonformal methods
12. Be able to identify and help solve problems in specific topics such as *FAMILY PLANNING*, health, nutrition, sanitation, home science, etc.
13. Make plan (tentative) for work for first three months

Ideas on File to be Kept on each TSW and Volunteer

(Before training, gather all 10 TSWs in each union, explain form, and have them fill it-out while you are there to answer questions; in training go over the form again with them, so that they can keep the same form on volunteers)

Background Information

Age, whether husband is living, their occupation and husband's occupation, number of children and whether they are school-going, home district and name, education (whether literate, to what class they have studied), whether they have had any work experience before, whether they own land (on which they can demonstrate a kitchen garden, etc.)

Whether They Practice what they will Teach

Do they have a kitchen garden? If so, what do they grow?
 Do they now keep chickens or ducks? cows?
 Do they practice family planning? If so, what method? What problems they have?
 If they have children, are they vaccinated?
 When they are pregnant, where do they go for check up and delivery?
 What foods do they and their families eat regularly?
 What sicknesses have they and their families had? How did they treat them?
 What medicines or natural cures do they take?
 Do they have a latrine?
 Do they boil water?
 Do they belong to a cooperative? If so, what kind?
 What skills could they teach to others?

e.g., cooking (pitha, spices)
 poultry
 other farming--what?
 rice husking
 literacy
 vegetable gardening
 food preservation
 soap making
 coconut oil processing

jute work
 katha work
 cane work
 simple sewing
 embroidery

Administrative Discussion, 5/22/71

RECORDS

1. File on each VSW and Volunteer (see attached for ideas, and gather other forms from mothers clubs, family planning, BRAC, etc.) -- before training, visit each union and explain to group of ten VSWs, have them fill it out so can study before training, as well as have them discuss obvious problems they will face to get further information on curriculum. During training, will have session to discuss these records so they can do them on volunteers
2. VSW will have to collect information from volunteers and prepare summary to send to union--volunteers will have to keep this regular information on what classes held, number of people and topics, drop outs--see mothers clubs forms for ideas
3. Volunteer or VSW will have to keep file of simple information on each family--background information, family planning, economic activities, major health problems
4. Guidelines prepared for union persons to provide supplies as requested-- and for VSWs to ask for these things--VSW will also have to keep some minimum records on supplies

Training Syllabus

Break down rest of topics into major problem areas -- appoint a committee to break this down into plans for each session--detailed information to be taught (still simple), ways of teaching, resources needed, etc. --this committee should consist of ~~Yona~~ teacher and subject matter specialist, plus curriculum developers

Develop a rough timetable to allow time for each subject (perhaps one subject a day), how it will be done, expected outcomes, etc.--this will be revised by end of next week and prepared to discuss with Dr. Mina Bohman

Meet with any people we want to draw upon for ideas and materials next week-- e.g. mothers club reps, rehabilitation & welfare foundation, BRAC, IDP-- think through first what exactly we want to get from them

Time schedule for what has to be done before training and when--e.g. preparing & translating & reproducing materials, transportation arrangements, inviting resource persons, planning for meals

General Guidelines for Teaching Methods

Materials and methods used in training should be those which the VSW will repeat when she is training the volunteer--and which the volunteer will repeat when she is training the villager. This is the core, which might then be supplemented by more information if there is time. Teacher should teach content; then we should have a discussion to analyze the nonformal education teaching

Curriculum Development; 6/20/77, p.2

ADMINISTRATIVE DETAILS

1. Decide on date, numbers, place, *TIME (NOW + FUTURE)*
2. Plan lessons--invite resource people--meet with them before teach
3. Decide on whether to use actual or experimental sites
4. Plan for producing material to take back with them
5. If bring information with them to training, plan what they should bring and send out guidelines
6. Transportation, food, stipends, *DRIVER*
7. Field trips, audio-visual aids
8. People for opening and closing ceremonies
9. *WHO IS ACTUALLY TEACHING*

PLOCK OUT SYLLABUS

ing	Objectives	Methods	People In Charge	Expected Outcome	Actual Outcome	Problems	Solutions	Teaching Aids
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Comments

For subject matter committees:

--decide on most important problems to deal with, how they can be solved, and therefore what trainees must know and do to solve them

--check with other specialists

--develop materials:

--adapted as much as possible

--request/form to give feedback as trainees use

AREAS TO COVER

- 1 Home management
- 2 Child care *WOMEN CARE*
- 3 Family planning
- 4 Health & nutrition
- 5 Adult literacy

Non-formal

- 6 Methods of teaching nonformal education
- 7 Ways of organizing the community
- 8 Cooperatives
- 9 Relationship/orientation to program
- 10 Economic activity (though not actual trades)

Appendix D: General Training Format

41

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UDFA on Schedule

Day Overview of B&S program: what they will do during & after training
what resources are available

Think about first visit to villages: what to look for,
who to see, what to say

evaluation cards?

First visit to villages: get acquainted, meet village leaders,
explain purpose, observe life & habits

Share this information--then discuss next steps: selection
of volunteers (criteria for their choice)--how to do a
village survey--what information to collect (e.g. # children
and whether in school, occupation, earning group, ed.
qualifications, home address) *PROBLEMS OF WOMEN*

Second visit to villages: Base line survey
select (or at least identify) volunteers

Share this information, discuss problems people are having,
job description of volunteers, steps needed to get people
organized

Talk with volunteers in villages about how to organize people
& have them organize a meeting

Village meeting to discuss what people want to learn, perhaps
using pictures around certain problems--what ~~xxx~~ problem
do they want to work on first & how will they plan solutions
(economic activity?)

Take steps to arrange for economic activity, if this is the problem
chosen (probably will be)--or if already doing economic activity,
take steps to help them solve the problems they are coming up with--
can do this actually, or if not working in their own villages they
can think it through and do a role play

Once activity started, move towards trying out home visits--
here must begin to get information on specific content areas--
but could first have them role play and then carry out a
simple home visit so that they can get an idea of the problems
they will encounter in motivating women to join economic
activities and other topics to improve their lives

Share problems involved

As they learn content, they can then go back and teach volunteers--
and come back and discuss problems, needs (also can supervise on spot)--

Also, content can be taught using nonformal education teaching methods--
after each content session spend some time discussing the teaching
methods themselves and trying them out--should also learn how to
make simple teaching aids, how to use resources in community to teach--
and general introduction to nonformal education methods

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Day

Plan/discuss for further supervising & training of volunteers.

Sessions on record keeping and administration

Sessions on providing feedback on problems in the program, and getting together with other workers to solve these periodically (maybe once a month)--problems such as drop outs, organizing of fillagers, economic activity, etc.

Provide field trips during training to observe activities of other organizations, different economic activities, family planning and other nonformal education projects/training

Plan for discussion on roles of women, which they have observed in coming to cities

Get other organizations involved in sharing ideas and resources to prevent jealousy, and to avoid duplication of effort.

Appendix E: General Problem-Oriented Syllabus (Draft)
 Curriculum Development, 6/20/77, p. 6 Outline of Major Problems

Problem	What To Do to Solve	What Know & Do	How Evaluate
Relation of family size to proper care of children	Planned Parenthood	Family planning concept, Family planning concept, effects of family size effects of family size	See additional
Child Health	Prevention & cure of Prevention & cure of common diseases, e.g. dysentery, diphtheria, measles, whooping cough, SCABIES	Vaccinations, sanitation, simple remedies, recognition of diseases, <i>de-worming</i>	
Feeding	Nutritious, clean food.	Care during <i>breast</i> and bottle feeding, first foods (weaning), what foods have value for children, FEEDING CHART (with vitamins)	
Social/Mental Health	Guiding development of child at different stages, providing education	Characteristics of children at different stages, and what this means for parenting	

Family Planning/MCH (Continued)

<u>Problem</u>	<u>What to Do to Solve</u>	<u>What Know & Do</u>	<u>How Evaluate</u>
Why family planning?	Motivation: how to get women to accept f.p.	Methods of family planning, side effects & complications, rumors, religious beliefs & inhibitions, where f.p. is available	
How to connect with services	Get in touch with union-based family planning workers (FPA & FWA) Joint responsibility with FPA & FWA for follow up-- so check to make sure no complications after service (sample visits or during regular meetings)	Know who FPA & FWA are, how to keep in touch with them-- refer to FPA & FWA to get supplies and to take to clinic for clinic methods Know about complications & side effects for follow up	
Mothers Health (one of major reasons for family planning)	spacing--how to deal with women's health problems-- how to get pre and post natal care	Which local foods will give special vitamins and nutrients--proper rest & exercise--special problems like anemia-- regular check up by health worker and refer to doctor if complications-- lactation problems	

HEALTH

<u>Problem</u>	<u>What to Do to Solve</u>	<u>What Know & Do</u>	<u>How Evaluate</u>
Accidents--burns, snake bites, cuts, convulsions, drowning	First aid	Depends on which accident-- both what to do and practice doing it	
Stomach (Gastro-Intestinal)	Sanitation, Water purification, Household pests	Germ carriers, Communicable disease, Simple cures such as "D Sol, Recognition of symptoms	
Skin, e.g. Scabies	Diet, cleanliness	Basic home remedies for this, Foods, Sanitation	
Eyes	Diet--Vitamin A- cleanliness	Vitamin A sources, simple care	
Respiratory (TB, coughing, etc.)	Foods & vitamins appropriate, cleanliness	Communicable disease, role of diet, simple care	
ARTHRITIS ANEMIA			
OVERALL HEALTH - FUNCTIONS OF BODY (SYSTEMS)			FEW PRINCIPLES OF PREVENTIVE HEALTH CARE

NUTRITION

<u>Problem</u>	<u>What to Do to Solve</u>	<u>What Know & Do</u>	<u>How Evaluate</u>
Malnutrition & wrong nutrition (kwashiorkor)	change eating habits-- help them find supplementary foods, grow own foods	symptoms of malnutrition, nutrients in food, balanced diet, kitchen gardening, vitamin deficiencies, water management	
Food for special groups, such as pregnant & lactating mothers, sick, children	Plan foods to be eaten, Conserve nutrients	Which foods to be taken & what quantities.	
Food preservation & processing	How to handle food so won't spoil, and so can use in seasons when not grown	Techniques of food preservation & storage, causes of spoilage	

HOME MANAGEMENT

POP?

<u>Problem</u>	<u>What to Do to Solve</u>	<u>What Know & Do</u>	<u>How Evaluate</u>
Resource identification & utilization to plan families and homes	Be able to identify human and material resources, and balance them for optimum advantage	Budgeting of time & money Work simplification Saving & banking	
Decision Making, Problem solving	Be able to carry out projects that require decisions, to face and tackle problems (could use economic activity, kitchen gardening, cooking)	Steps in <u>decision making</u> how to resolve conflict, technical information on the project <u>Planning?</u>	Not too complex
Taking care of house & equipment	Care of surroundings (i.e. cleanliness), how to do small repairs, latrines, optimum utilization of space, <u>BEAUTIFUL</u> TUBE WELLS	Home improvement projects-- how to dispose of waste-- how to use & store water	

Problem

Organize and follow up on economic activity

Dis is (u) su

initial

ECONOMIC ACTIVITY

What Know & Do

How Evaluate

Know what activities are possible (e.g. agricultural product processing such as making jams, jellies, pitha, pickles; raising poultry; rope twisting)

Help them think through planning of production and marketing of product

Know where to get supply of raw materials, resources

Co-Ops

<u>Problem</u>	<u>What to Do to Solve</u>	<u>What Know & Do</u>	<u>How Evaluate</u>
How to educate women about co-ops and motivate them to join	Get VSW to start a simple coop in her community	What is a co-op (act & rules) What is advantage of joining coop as against private individual enterprise How to form a coop Existing problems in running a coop <ul style="list-style-type: none">--inhibitions in joining with others outside home--management problems (accounting, banking, staffing, reporting)--getting money & other resources	
Marketing	Choosing items, fixing production targets, quality control, training craftsmen, coordination (transport, help of other agencies)	What items are marketable, how to supervise & train, obtaining better designs, how to find other resources	

ADULT LITERACY

<u>Problem</u>	<u>How to Solve It</u>	<u>What Know & Do</u>	<u>How Evaluate</u>
Teach simple words that are taught in other activities (and numbers)	Teach few words or numbers each week--suggest smaller practice groups for follow up--identify need for more intensive training	Difference between teaching adults & children; word lists; sample teaching lesson; simple making of aids like flannelboard	

Memorandum

TO : Messrs. Howard E. Hough, APHA, Washington DATE: August 01, 1977
Dallas C. Voran & Ms. Sallie Craig Huber,
HL/P, USAID, Dacca

FROM : Victoria J. Marsick, APHA Contractee

SUBJECT: Activities under Contract, July 1977

Activities with Bangladesh Jati o Mahila Sangstha, July 1-22

1. Curriculum Development

We finalized the last area for curriculum development, that of "organizing the community" (Appendix A). This led us into the crux of program development for the Sangstha's rural outreach activities. Basically, community organization is to be done around economic activity. The Sangstha has been promising to initiate this in two unions for some time now; to delay would probably demoralize the village. On the other hand, by the time we got through the basic breakdown for each major curriculum area, the committee realized they would have to postpone training until they could do further work in specific subject areas. Moreover, the fasting month (Ramzan) runs from mid-August to mid-September; training cannot be conducted during this period of time.

After some discussion the committee decided to postpone training til after Ramzan. Meanwhile they will form committees consisting of their subject matter specialists, Sangstha Executive Committee members who have been involved in curriculum development, and (on my insistence) teachers. (They have not yet selected teachers; and are, in fact, hampered by the lack of regular full-time staff except for one Acting Director of the Development Academy). These committees will proceed to break down major subject areas into smaller parts, and plan actual teaching activities. One Sangstha member, herself a lady cooperative organizer, has already taken the initiative in breaking down this major subject area (coops) into smaller parts.

The format for training is not finalized. Launching of the economic activity prior to longer-term training is good in that workers will already be exposed to actual field problems, and hence ready to take advantage of resource persons in specific areas. I am suggesting they consider not holding the training in one lump 6 weeks, but perhaps separate it over a longer period of time as Village Social Workers continue to identify their own training needs based on problems as they arise. The first two weeks after Ramzan might thus be devoted to more emphasis on general program orientation, specific concentration on economic activity and cooperatives and perhaps additional focus on organizing the community. After a few more months, they could be brought together for another two weeks, probably on MCH and family planning, and perhaps nutrition. In addition, sessions for problem-solving on current topics could be built in. A few months later, they might have another two weeks on general health and adult literacy as well as follow-up on problems.

Adult literacy is a specialized area which must be linked functionally to all other topics. Bangladesh Rural Advancement Committee (BRAC) has developed a special method of functional education which links most of the topics being considered by the Sangstha around literacy training discussion for critical consciousness. Despite some internal disagreements, about developing "their own" approach, the Sangstha has agreed to try out the BRAC method initially in project areas which want to focus intensely on literacy. (It is not expected that all projects will do this until a much later date). To this end, BRAC agreed to arrange for two Sangstha members to sit in on a training going this week in Hajiganj, Comilla. In addition, the Sangstha Committee Member in charge of literacy plans to experiment with several other methods as a comparison: Comilla's, use of regular children books, and a system she is trying to evolve herself at the Sangstha's Dacca center.

I have also suggested that some initial orientation be given to Village Social Workers and their volunteers prior to launching the economic activity. This is being planned for August; we have had several discussions about what should be included. Basically, the Sangstha wants to get the Village Social Workers to think about their roles, how they will recruit and orient volunteers, how

they will start their program, what baseline information they will collect, and how to do their first home visits.

Ideally, this orientation should be carefully planned. In fact, it probably will not be; hopefully, members can build from this experience to guidelines for the next projects it takes up. Orientation will probably take place in two parts: one half day for the Village Social Workers alone, followed by another half day in which the Village Social Workers (with the help of central Sangstha members) orient their volunteers. In our planning, we have decided to stress a simple discussion approach, trying to draw the trainees into joint planning rather than being lectured at. I am encouraging brainstorming with use of newsprint, as we conducted our curriculum planning. However, I am not sure if the Sangstha members will follow through with this.

2. Launching Economic Activity

I accompanied five Sangstha members on their first launching visit to Dok Kin Khan on July 19th. Our whole venture was almost postponed when one member was sick (though she urged the Sangstha to go anyway) and the office staff failed to notify the villagers of our coming. Nonetheless, the women recognized that not going would delay the whole venture for about 10 days (since the Sangstha this week is involved in a series of divisional rallies for newly elected female members of the union parishad committees). We arrived late, and waited an hour to gather the Union Parishad Chairman and about 9 of the Village Social Workers. The meeting was taken up with discussions about planning the economic activity. The Sangstha chairperson seemed to handle this well, despite a number of "local politics" hurdles. They will meet again in August to finalize details. Since there was no time to consider discussion with the Village Social Workers, this will be done another time in August as indicated above.

Also in August, the Sangstha plans to launch similar meetings in its second union in Dacca district, Savar. Two different Executive Committee members will guide each union project along similar directions: Mrs. Sarwari Rahman for Dok Kin Khan, and Mrs. Jahanara Imam for Savar.

3. Program Development: Field Trips and Meetings

Only one Sangstha member (Jahanara Imam) has been able to commit more than "spare voluntary" time to program development. The chairperson has been busy with other policy issues, including the rallies mentioned above; and the Acting Director of the Development Academy has been busy with administration of tests for Dacca-based women's courses. (This raises a major issue: How Sangstha can continue its activity without full-time professional staff).

In these visits with other organizations I have been stressing coordination and cooperation. My co-traveler agrees, but this opinion is not uniformly shared by all Sangstha members.

I include reports on these visits in Appendixes B-D. Of particular note are the Concluding Thoughts, pp. 8-10, of the Jessore/Khulna trip report. I have drafted these memos as a tool by which I could communicate suggestions to the Sangstha, and reinforce the importance of keeping regular files on related activities and resources which can assist them in program development. Besides these reports, Jahanara and I developed a list of questions to be used in visiting other organizations, Appendix E.

In addition, I have involved Jahanara in several meetings with BRAC about their program, including one on a process evaluation they are planning. I hope this BRAC evaluation can be used as a lever for further discussion on evaluation plans.

4. August Plans

As I conclude my major input to the Sangstha, many questions arise for further discussion and thought. Major among them are the issues of cooperation/coordination with other women's activities; and hiring of full-time staff who are willing to keep in close contact with the field. I expect to raise these and some other issues with the Sangstha over the rest of the contract period even though I will be working full-time with the Women's Rehabilitation and Welfare Foundation. I think it is of special importance to continue guiding early stages of village work; also, the major portion of curriculum development is yet to be completed.

Activities with Women's Rehabilitation and Welfare Foundation
July 26-29

During my field visits to Jessore and Khulna I took the chance to visit Foundation vocational training centers. This built on my observations of a family planning refresher training shortly after my arrival in June (Appendix F), in which I met the two field officers at these sites. Foundation staff with whom I am to work were in the field on my return to Dacca; hence, I finally made contact with the Foundation the last week of July.

I expect to work with them 6 weeks. The bulk of my time I will spend with the World Bank project of population/family planning through vocational training being carried out in 16 union centers. They would also like me to devote a few weeks to observations on the overall Foundation's activities in urban-based vocational training centers which do incorporate family planning to some extent (Asia Foundation-sponsored project).

Scope of work will become more definite within a few weeks, following a visit to the field (Noakhali) scheduled for next week. Meanwhile, I am assisting with planning for the next phase Second 5-year Plan of their activities. The World Bank will be sponsoring expanded activities under the current project, and is also proposing a non-population women's development project. For the population project, I will assist especially in developing some plans for evaluation.

Organizing the Community

<u>Problem</u>	<u>How to Solve It</u>	<u>What Know & Do</u>	<u>How Evaluate</u>
Identify local leadership	Divide village into suitable areas. Village Social Worker decides who the 8 volunteers will be, visits them, talks with them about program and determines their interest. She then makes final selection.	Criteria on which to divide village (e.g. absolute mobility, geographic closeness, same family/clan)	
Identify problems of villagers	Village Social Worker will work with and through the volunteers. She will talk with them about how to make home visits to collect initial information, and motivate women to join club for economic activity (and later nonformal education as relevant). Village Social Worker will collect information from home visits.	How to do home visits, and discuss with women-- what information to get and how to get it (forms), how to find out about problems. How to record information, and to study it to find out needs and interests and problems of women.	
How to bring villagers together	Formation of clubs, with volunteers organizing women into groups to choose an activity, decide on getting money together, and decide how to get started on economic activity (forming skeleton of a cooperative on which to build further) (Economic activity in Savar will be kitchen gardening, poultry and fishery; in Dok Ain Khan it will be weaving)	How to plan for and hold a meeting, hold discussions. What is involved in organizing for economic activity (see also curriculum outline on economic activity and coops). General orientation to whole program. How to analyze problems as they come up in carrying out economic activity.	

Visit to Gonoshasthya Kendro, 7/10/77

Mrs. Jahanara Imam of the Sangstha and I spent a morning at Gonoshasthya Kendro (People's Health Center) in Savar. Dr. Zafrullah Choudhury who started the clinic from next to nothing was out of the country; we spoke with Dr. Kasim instead. He gave us an overall picture of the center, took us on a general tour, and then let us wander back and talk with people on the grounds.

The clinic was started in 1972 to provide people with preventive health practices, family planning and health education, and back-up curative services. The core of the program are paramedics selected among the poorest of the villages served. About 75% are women because they have better access to mothers at home during the day, and because of a deliberate attempt to show villagers women in new roles.

These paramedics spend 2 days a week at the center, and 4 days doing home visits in the villages. They work through 6 sub-centers. A total of approximately 15,000 people are covered by 5 paramedics at each sub-center. They travel to villages by bicycle; and live permanently at the center. Cases which they cannot handle they refer to the central clinic. Even here, patients are seen first by more experienced paramedical persons so that the doctors see only the most difficult cases.

In addition to providing back-up services, the clinic functions as a training center. Paraprofessionals are given a year's training. They are paid Taka 250 and given their accommodation each month; after training they receive a paramedic's salary. Others can be trained at the clinic, from 6 months to a year. The cost is Taka 400/month which includes a Taka 50 allowance. Training is 75% practical and 25% theoretical.

While the starting point of this project has been health care, the founders recognized that good health would not be achieved without better nutrition. They did not want to give food to passive villagers. Rather they educate villagers to grow and eat vegetables and foods locally available. To encourage this, the project itself has an extensive garden in which every staff member must spend one hour daily of compulsory labor.

Malnutrition is especially bad in young children. But many mothers cannot feed them properly because husbands control the budget. Hence, the project initiated vocational training for mothers. Women travel by bus at their own cost to the center. At first they taught traditional handicrafts of jute work, sewing and bamboo craft. However, as they faced marketing problems, they are switching more and more to products villagers can use in their daily household work.

One innovative project is a workshop with metalworking and carpentry. This was started about a year ago with the help of a foreign engineer (IVS?). Paraprofessionals are trained to make tools and implements (e.g. spades, knives), and equipment for both this hospital (e.g. a bamboo stretcher, wood hospital beds, and metal operating table) and other hospitals (baby cots for Dacca Children's Hospital).

At least 50% of these paraprofessionals are girls. We asked if there were special difficulties with their training. At first they are shy with male instructors; after a few months, they begin to gain some manual dexterity and apparently do quite well. (See interviews below.)

The project has begun education of children, both formal and nonformal, teaching general education and arts and skills.

They charge a nominal fee for health services in an effort to become self-sufficient. To defray costs for the poor, they have initiated a health insurance scheme. Health insurance costs Taka 10/year with Taka 2 subsequently charged for each visit. Currently they earn about 44% of their expenditures; they hope to raise this eventually to 75% with the other 25% expected from government sources.

One health education tool they use is the patient's record book. Besides records, it contains an introductory sheet with simple educational information on common diseases, nutrition and health care.

We toured the living facilities. When villagers first come for training they live in village-like dwellings, dormitory style. Trainees indicated this was important to helping them become familiar with the center, and comfortable with western toilets and dormitory styles. They then move over to the 3-story dormitory where they also share rooms. Boys are on the first floor, girls on the second, and a few trainees who married one another after arriving (but have no children) on the third floor. We sat in the rooms of a few girls and talked; they are airy and pleasant. A common porch is available to the girls also. On the ground floor there is a common dining room, bulletin board, and lounge area in which trainees can mingle (in itself uncommon for villagers). All staff eat in the same dining room, from highest to lowest; they eat the same food, but contribute more or less money according to the salary they receive.

After the tour of the facilities, we wandered back to talk with some of the paraprofessional trainees and workers. We asked a group of them in the workshop how they had been selected? They said they heard about the jobs by word-of-mouth, obtained their parents permission (signed),

and were interviewed by the engineer about things such as possible family objections and potential skills. Following are capsule summaries of three interviews.

Rita is a Hindu girl, 17 years old, who arrived one month ago. She seemed shy through the interview, giggling throughout. We interviewed her in her room in the "newcomers" section. She will receive a year's training in workshop, gardening, and other activities. She said she was afraid of the idea of living co-educationally at first, but she was getting used to common eating facilities and other aspects of the routine. When girls have difficulties, they talk to the engineer in charge. She has a Class 10 education. There are 2 boys and 5 girls in her family; she is the 6th. Her father died 3 years ago, and her 3 older sisters are married. She would not indicate why she sought the job, but did say she had applied to a variety of places. She learned of this job through BRAC. She said that her family is not rich, nor desperately poor.

Monwara seemed more outgoing and confident. She has been at the center for some months now, and lives in the new dorm. We interviewed her there. She studied up to matric, but failed the exam. There are 3 girls and 2 boys in her family; she is the youngest. All except her are married. Her father also died 3 years ago. At first she came for paramedical training, but it seems as though there were not openings in that so she was switched to workshop training. She says she may eventually teach in sub-centers, if they are opened up in conjunction with health sub-centers as is now being discussed.

Rekha is a Muslim girl, who is working as a secretary. (For this she receives Taka 350 salary, of which she donates Taka 100 for meals; accommodation is free.) She was a matric, 1st Division. She took a secretarial course at the Foundation in Dacca for 1 year. When she was recruited her guardian had to sign a Taka 3000 bond for 1-1/2 years to insure her staying on the job. She has now worked more than that (1 year, 7 months). She likes the job: even though she could earn more elsewhere, she prefers the atmosphere here with all people on an equal footing. I asked if she felt she could teach someone else there to type, and she said she thought so, but had not yet been asked. Did she have any problem with co-educational living? No, she said, but at first, villagers did have reservations about this common living facility and would often not let workers come into their homes. Gradually, however, villagers saw the work which the paraprofessionals could do; and the good reputation of the center eliminated these problems.

Appendix C: Marsick Field Visit

TRIP REPORT, JESSORE & KHULNA, 12-14 July 1977

I and Mrs. Jahanara Imam from the Bangladesh Jatyo Mohila Sangstha left for Jessore and Khulna on 12 July and returned 15 July 1977. The major purpose of our trip was to discuss with the district committees plans for a rally of Sangstha women. The rally is to be held on a divisional basis to orient women to the Sangstha's plans for rural development.

While there, we visited the vocational training centers of the Women's Rehabilitation and Welfare Foundation, and various development projects related to the type of women's activities which BJMS is planning to initiate. Following is a synopsis of our visits.

Sangstha Committee, Jessore

We met with 7 women on this Committee on 12 July; and then again on 14 July with the Chairman and Secretary and one member (who is also the Program Officer of the Foundation) following our visit to Khulna. The Sangstha in Jessore has rented a house in which they carry out a skeleton program of literacy classes/and handicrafts.

However, there are many local rivalries between this Committee and other local women's factions which seems to be crippling further work. It is hard to sort out which side of the fence who is on; but since this also involves the District Commissioner indirectly, they believe he is not providing full support to the Sangstha's efforts. (In contrast the previous DC was highly supportive.)

A major problem the Sangstha kept bringing up as an obstacle to village work is related to this political wrangling: transport. The DC will provide them with a jeep, but expects the Sangstha to provide petrol. We encouraged this Committee to raise some funds for themselves to solve this problem; especially bringing up the example of the Khulna Sangstha (see below), but only in passing so as not to activate inter-district jealousies.

In general, Jahanara did a lot of motivational work with them, encouraging them to work together and move beyond these obstacles, and also sorting out many routine administrative/organizational problems. They in turn plan to meet regularly once a week as a Committee, and to spend more time regularly at the house where program activities are carried out.

Sangstha Committee, Khulna

We also met with this district Committee twice, on arrival in Khulna on the afternoon of the 13th, and prior to departure on the 14th morning both during some field visits and in a sum-up discussion. This Committee is much more organized, creative, and active. One member recently returned from a "development training" in the United States; and is filled with ideas for meaningful economic activity related to agricultural sector. Other members likewise seem to work closely together and constructively. (The Sangstha is located on the same premises as the Foundation, which tends to increase cooperation.)

Jahanara held long discussions with them on planning for new directions and for the rally. The Committee decided to start a cooperative (fishery and poultry) with locally-raised Sangstha money on property of one of the Committee members, to raise money for the Sangstha and to themselves become aware of the way in which such cooperative activity must be undertaken. They are also thinking of opening a bakery and tailoring shop, perhaps cooperatively. They will try to open a Sales Center. And may submit a request for government funds to work with minorities in functional education through a type of mother's club.

Foundation, Jessore

I had met the Program Officer of this Foundation at the Asia Foundation-sponsored family planning refresher training in Dacca. She described the overall Foundation operations and gave us a "tour".

The Foundation provides training to 50 women for 1 year. At first they had to be motivated to come, and some traveling allowance was paid as incentive. Now, however, many women hear about this opportunity; this year they had about 500 applications. Women are selected on the basis of several criteria. The Foundation is trying to help the destitute, but generally women who previously came from a social class that would bar them from getting income as either maids or beggars. Often, these are widows.

Women are paid Taka 2/day. They choose two trades, either tailoring and weaving, or jute and embroidery/knitting. They attend the center from 10 a.m. to 5 p.m. Several hours of this are spent on functional education classes: literacy, light agriculture, MCH, family planning, baby care.

Previously, a regular schedule was tried out but this did not fit with the realities of production schedules. Now, the Foundation is trying out a regular input from 2-3 p.m., with special intensive periods of time on specific subjects. She plans now to organize lectures the first few months of teaching, and then see what problems arise which need more effort.

After training, some of the women are kept on as production workers. Currently, they have 79; the center can handle a maximum of 100. Those working here are paid on the basis of what they produce. We asked about problems in marketing these products locally; the Program Officer said that while many things can be sold in Jessore, marketing is a major problem.

Trainees and production workers travel from about a radius of 10 miles, paying for their own transportation. The Program Officer does not think social disapproval for women traveling is a problem. Some women had small children with them. There is a day care center, which can accommodate roughly one child per trainee or a total of 50. Currently, 19 children are enrolled, ranging in age from 4 to 7. Maximum number of children per woman allowed is two.

Functional education classes are primarily theoretical. Discussions with the literacy teacher indicated that no regular system is being used. Sometimes the center receives seeds to distribute. They also receive CARE food for trainees. Trainees are taught family planning, and asked to motivate five neighbors or friends to go to clinics. However, there are no regular records kept of family planning acceptors or the number of other women who these trainees motivate.

All staff are locally recruited; all but two (accountant and office assistant/clerk) professional staff are female. Pay scale is as follows: Program Officer (MA) receives Grade 6 with higher initial pay (equivalent to initial Grade 5 because of higher educational qualifications); Assistant Program Officer (BA) and Accountant receive Grade 7; Program Assistant (BA), Office Assistant/Clerk and Day Care Director (SSC) receive 8th grade. Trainers are paid on a part-time basis (Tk. 150-400) depending on their educational qualification and technical ability. Most trainers are female; some are former trainees.

Foundation, Khulna

The Program Officer in Khulna (whom I also met in Dacca) was in Dacca; so we talked with her Assistant as well as with Sangstha Committee members

who were familiar with or advisors to the Foundation. The Foundation and Sangstha members seem to be in closer contact because of their location in the same building.

The distinctive feature of this Foundation is a Secretarial Course organized only in Khulna, Dacca and Chittagong. The course includes typing, shorthand and office management. Trainees accepted for this course pay a fee of Taka 25/month; minimum entrance qualification is matric. They have a capacity of 20 Bangla and 20 English students. Last year they had 12 Bangla and 13 English students for a 1 year course. This year they have about the same enrollment right now, but expect more before the course begins next month. Enrollment is limited by the number of typewriters--20 English and 10 Bangla. Part-time teachers are hired.

The course includes one month practical training on the job. Letters are sent to all offices in the area to learn of potential interest in hosting a trainee. Often these internships lead to permanent jobs. While no regular placement is maintained, other offices also request girls who are then referred. All graduates so far are working. Most of them are in the 20-30 age group, and married. A few are college students and teachers who evidently find this work more satisfying and better paid.

The handicrafts program is similar to the Jessore program: tailoring, jute, embroidery/crochet. Functional education is also taught regularly from 10-12. They are also just completing a week's intensive course in family planning on the request of their central office. (Jessore office will hold this soon.) There is a small Sales Center, and a Day Care Center. The unique feature of the Day Care Center is teaching of singing and Bangla dances. (We enjoyed two young girls giving a demonstration of these dances.)

As in Jessore, 50 women are trained in handicrafts each year; and a production center is subsequently maintained. This year they had 113 applications after some initial screening. The Program Assistant indicated there was little local market for crocheted and knitted goods, and as yet, no real export system. It is also hard to get enough cloth for tailoring in the production center; they depend on Dacca for funds.

Training of FPAs and FWAs, Jessore

We briefly visited a one month's training course for Family Planning Assistants (FPAs) and Family Welfare Assistants (FWAs) in Jessore. Nineteen unions were represented--a FPA for each union; and 1 FWA for each

of 3 wards into which each union is divided.

FWAs are selected on the basis of educational qualifications, social abilities in persuading people, and residence in the area. (They must be certified as residents from the local leaders.) The choice is made after interviewing by the government family planning officials. FWA (senior) is 9th grade. FWA (junior) is 10th grade. The FPA is 8th grade. The FPA is HSC, whereas the FWA is generally SSC (though some exceptions are made). These people work government hours (7 a.m. to 2 p.m.); this may be a problem if people are not home at that time.

Training is done by local officials. We obtained a syllabus for reference. Training stresses motivation, not technical subjects. However, they are tested primarily on the basis of a written objective examination. If they fail this test, they must go through training a second time.

CONCERN, Khulna

We visited a handicrafts center organized by CONCERN, started in 1974. They market their products with Karika (jute), and through an overseas network organized by the Dacca office. The unique characteristic of this organization is its quality control. Women are provided with materials at cost; they do the work at home except for one day a week where they come in to be supervised and work together. They are paid for items produced which pass inspection.

Training is given prior to production. Staff have themselves received training at the Jute Works. They have careful records on materials given out and taken in. The first time a woman works for them, she can be given raw materials on credit with this cost deducted from the finished product value (raw material plus labor). After that, she pays for raw materials in advance.

In addition to actual trades, some functional education training is being given. They are beginning to teach literacy, using the BRAC method. However, the man receiving BRAC training is a Bihari who does not speak Bangla. He works with a Bangla-speaking woman to teach. They also maintain a savings scheme. I am not sure if interest is being given; they said it was for a while, and will be again. In any event, women can deposit small sums and withdraw them at will; but no loans are given against these savings.

The operation is now self-sufficient, though it was not at first. Crafts are embroidery (though it is now difficult to get material and thread from India); jute; crochet.

Self-Help Integrated Development, Jessore

We had several conversations with the District Commissioner about a special self-help integrated development scheme. The President initiated the scheme with people digging a canal some 2.5 miles long to connect two loops of a river, and thereby drain and reclaim much swamp land. The area around this canal is an expanded Swanirvar scheme. An element of social planning was brought into this canal project: the wealthier landlords who would benefit most from the project had to contribute most in money or time or kind. To assist the poorer villagers, cooperatives are being planned around various projects such as agriculture, fisheries and afforestation. Loans, irrigation pumps, seeds and other machinery will be available.

On the social side, an intensive education scheme is being developed, using the idea of a villager in Dinajpur. Schools will become village "training and development centers." Schools will be community centers with their own fisheries, fields for farming, etc. The curriculum will focus on these rural development activities besides basic reading and writing and math. Schools will be used intensively: the first few hours of the day as a religious school, next as primary schools, next for "women's forums", and finally for adult basic education. Other social activities include BRAC functional education in one thana.

At the core of these self-help projects is village planning, which emphasizes involvement of villagers in designing their own projects regardless of "whether we think they are perfect" (DC's words). This planning process also came from a villager (from Mymensingh) who made a detailed survey of his own village, its occupants and resources. Next, he called a village meeting together, gave the results of the survey, and asked the villagers to think together about where they wanted to go and what they needed to get there. This villager organized his planning around several categories (starting with security), and emphasized identifying what the villagers were willing to contribute and what they needed to get elsewhere.

This process has begun about one month ago in 119 villages of 7 unions. The DC's office starts by calling a village meeting and asking people if they know specific facts about their village. When villagers see the need for more information, they either conduct a survey themselves or employ someone (such as an educated youth) to do so, using proforma prepared by the DC.

Proforma cover areas such as security, food, health, population planning literacy, and employment. The villagers elect four committees: security, food, education, health and family planning. Following the survey the committees are given the results and asked to talk about this and decide what they want in each area, what they are prepared to contribute in money or labor or kind, and what they need further to accomplish their plans. The Government then responds to requests.

We visited one of the schools in this scheme. It was not very impressive, but then it had only been started recently and one cannot expect progress overnight. To the school's credit, about half of the enrollment were girls. There were about 5 rooms in the school, with a small garden being cultivated by the teachers and schoolchildren in back. The Headmaster had been there since 1948, and did not have the same teacher's qualifications as his staff.

The same headmaster was also responsible for the "women's forum". We tried to get more information about "women's forums" but couldn't. Conflicting reports were given about what women learn and discuss: hand-crafts, light agriculture, and literacy being reported by various people. Again in fairness, the club was initiated only in May. We talked with the DC afterward, and he stressed the importance of letting people evolve their own plans of action as time goes on. Still we wondered if some additional guidance might not be given, particularly for the women--either through getting some government agency or women to direct the activity, or at the least, provide some additional ideas/guidance through regular field visits to the site. (Perhaps this is an area the Sangstha could get into?) The DC called these "women's forums" because they are not the same as the Mothers Clubs run by the Department of Social Welfare nor are they restricted by marital/motherhood status.

While on this field visit we also met the Swanirvar representative. He indicated that cooperative effort had been initiated for women through Swanirvar: weaving (with the government and people each shouldering about 50% of the costs), poultry, fruit trees. As an indicator of some success, one woman had successfully grown squash, earning in a brief time some Taka 700 profit.

Jhikor Gaccha Thana Center Cooperative Association, Jessore

We visited a woman in charge of women's cooperatives through IRDP. That office started in 1973 by convincing three groups of women to form cooperatives of no less than 15 members each. Shares were Taka 10 each;

women who could not afford this lump sum give Taka 1 each week until their share was paid for. In addition, there is a Taka 1 entrance fee, an occasional Taka 5 contribution for cooperative office supplies, and a requirement of 50 paise savings minimum per week.

It was at first difficult to convince women to join. Now, however, there are 15 such cooperative societies, with a total of 516 members, savings deposits of Taka 12,930, and shares (Taka 10 each) totaling Taka 5,385. Taka 44,500 has been given out in loans, of which Taka 7,764 has been returned. Cooperatives are formed around a variety of activities: rice husking, cows, poultry, kitchen gardening, rope making, weaving. (Weaving was not a new skill; the women in that cooperative had the skill but needed capital.) Women do not always work fully as a cooperative: loans may be taken in the name of the society but distributed among individuals to accomplish their own projects.

Each cooperative elects 5 agents as representatives in charge of literacy, family planning, economic activities, cooperative management (e.g. book-keeping, accounting), and health and nutrition. As in the Comilla model and all other IRDP programs some of these reps come each week to the thana (Tuesday) to discuss problems and get more information. Special training is arranged when needed: e.g., 10 girls were sent to Sylhet for poultry training, another 10 for BRAC training in Dacca. Seven specialists in health and nutrition are coming for an intensive training. IRDP assists in providing equipment such as sewing machines. However, they require some joint responsibility for these things. For example, 22 sewing machines have been given to individuals who teach others how to use them, but who also pay Taka 150/month toward eventual ownership. The machines are thus better cared for.

Some Concluding Thoughts

1. These kinds of field visits on the part of the Sangstha seem to be excellent. They provide an opportunity to keep channels of communication open, and potential misunderstandings clarified. They also serve very important leadership, motivation and joint planning functions, particularly in these early stages of the Sangstha's development. Exploring various field sites provides both the national and local Sangstha staff with more ideas and resources which they might draw upon for mutual support and collaboration as projects get underway.

2. Visits to village development projects also provide the opportunity for local leaders to see that the Sangstha is serious about its intentions to "go out to the villages." It was good to watch the villagers and male

development workers interact with a Sangstha representative in discussing serious topics. Through this exchange (which was at times challenging) these men saw a different image of educated women.

3. The plan to work in villages is very new to most of the women we talked with. In our discussions the following idea came up in order to get the Sangstha committee women familiar with problems and needs of villagers in their area. As a first step, the Sangstha could ask district committees to work with local committees and/or volunteers to gather information about one or more villages in which the Sangstha will want to work.

The choice of this village would vary with current plans of each committee. For example, the Jessore committee might want to work with one of the mothers' forums in the special schools in the integrated development project described above. Despite the local "politics" involved, local leaders could not help but take notice if the Sangstha women made a sincere effort to actually do village work. Since this integrated development project is part of local plans, they would directly contribute to a project which already has much support. In Khulna the committee might want to work with one of the minority groups they are considering now, or take a village area close to the cooperative they are developing.

The national Sangstha committee could develop a simple outline of information (which could be supplemented by the local committee if desired). This would have the additional effect of providing the Sangstha with some national baseline data against which to compare progress in their intensive pilot projects.

In addition, by asking the local committee to visit a village to collect the information, these women will learn more about villagers and may wish to do some joint planning with them for further projects.

4. At the rallies to be organized some of these issues might be discussed, and some further joint planning be done. This would be a way of focusing enthusiasm on some specific action. Also, it seems very important to get local people to develop their own plans so that they really want these to succeed. This is true at all levels down to the village itself.

5. Meanwhile, it is evident that some activity is already going on with the district committees which is in itself something to be pleased about. Perhaps the district committees could include such progress in regular reports (brief) to be kept on file with the national committee as a resource of ideas and information.

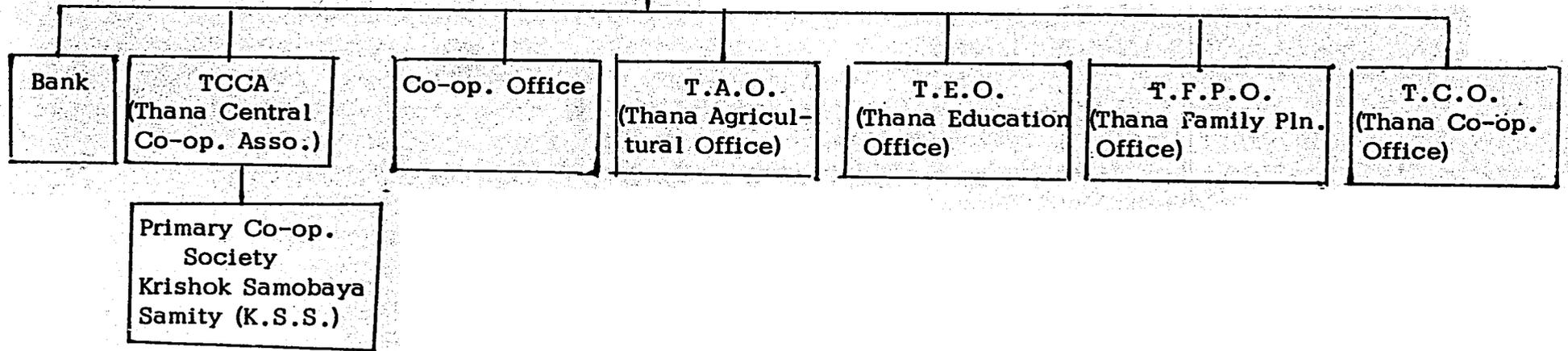
6. When the Sangstha begins to expand its village project to the outlying districts, some further thinking might be done about training. Perhaps a full-time "training team" in Dacca could be formed to come to the districts. Working with the local district committees and resource people, training might be organized on-the-spot that could be more meaningful and less expensive. This would also help build supportive back-up staff at the district level to make the program stronger when village workers have immediate questions and problems to discuss.

7. Another thought we discussed is to rotate district-level Sangstha Committee meetings. In this way district committees could regularly get together to share ideas and provide one another with mutual support. By rotating the location, there would be less jealousy over which committee was the "leader" in the district; and perhaps some healthy competition when committees host meetings and want to "show" their progress.

8. Cooperation at the district level seems crucial since there is only a limited number of educated women who must take the lead in all women's activities. When they are able to work together they don't lose their focus on the women in villages who ultimately are the reason for all their efforts.

9. We have now come across several examples where different methods of adult literacy are used. BRAC seems to be the approach which has evolved from the most amount of intensive documented experimentation. Perhaps it would be good to use these existing systems at first, to get the program going, while at the same time Jahanara tries to evolve a system suited to the Sangstha. Evolving such a system will take time; meanwhile, the program won't be stopped. It might be a good idea to find out which district committees are already teaching literacy, and by what method. Then perhaps some information can be gathered on the participants of each different method, on the organization of the course (teachers, setting, timing, etc.) and some testing of results. This will provide regular feedback useful in evolving a suitable Sangstha system.

Thana Training and Development Center
TTDC



Appendix D: Marsick Meeting, IRDP

Meeting with Mrs. T. Abdullah, IRDP, 7/20/77

Jahanara Imam of the BJMS and I met with Mrs. T. Abdullah of the Integrated Rural Development Program (IRDP). Among other things we discussed the organization of their IRDP women's program.

The heart of their program is building up of Primary Co-operative Societies (Krishok Samobaya Samity or K.S.S.). Representatives of these societies then come weekly to the thana to get guidance, solve problems, meet officials, and obtain supplies. IRDP has only 3 officials at the Thana Central Cooperative Association (TCCA) which is the federation of these coops which are located in some 200 thanas. These 3 officials are assisted by a managing committee elected from primary society cooperatives.

These KSS are general cooperatives, in which mostly men participate. Women are generally overshadowed by men in these cooperatives. Hence, IRDP has been organizing separate women's cooperatives in 19 thanas on an experimental basis, with the idea of eventually integrating both men's and women's cooperative activity.

The main objective of these women's cooperatives is economic emancipation. As a policy, IRDP has stayed away from handicrafts, working instead with agriculture-related activity: rice husking and processing, seed business (preservation, storage, selling), dried fish, vegetables, poultry, goats, cows. Loans are not available through banks as for men. However, women can claim a limited amount of "material aid" (up to Taka 300) as a credit at 5% interest. (For men, interest on bank loans is 17%. Women do not have the necessary collateral to qualify for bank loans.) When women apply for this "material aid," they are simultaneously asked to locate the investment for which they need help, e.g. purchase of a goat. Money is paid directly for the purchase, not to the applicant. This is to guard against mismanagement, or tendencies to use the money for hoarding of products rather than the stated investment.

Training of women cooperative representatives (5 elected members of each of the coops) is carried on as for men: continuously, once a week, at the Thana Training and Development Center (see diagram). Women are given a minimal transportation for coming, which is dependent on their showing evidence of progress in their elected capacity (e.g. recruiting one new member in a certain period of time).

Training of staff to form these cooperatives consists of a 5-6 month pre-service and regular quarterly in-service. Pre-service is conducted at Bogra or Comilla. It begins with 15 days theoretical orientation, and ends

with 10-15 days concluding discussions. The heart of the training is 3-4 months work in the villages in which they will organize cooperatives. The attached guidelines indicate how they are trained through actual experience: doing a study of the village and local resources, collecting case studies of village women and cooperatives, drawing up and implementing a program. Women are required to write reports of this experience at regular intervals and at the end of training. This village contact is very important to changing stereotypes of villager lives.

1. What areas are we interested in?
E.g. family planning, nutrition, child/mother care, economic activities and cooperatives, adult literacy, any kind of women's programs
2. What is their overall set-up?
3. How do they do their training:
 - how do they choose subjects? are clients involved in determining their needs?
 - who does the training?
 - when do they train? do they have both pre and in-service?
 - how do they train, i.e. methods?
 - what materials do they use in training?
4. Do they use any materials in their program? Samples?
5. What kind of follow up do they do?
 - for programs, e.g. literacy, family planning acceptors, etc.
 - for training
6. Where do they get their finance? Are villagers contributing anything, either in money or in kind?
7. What type of problems do they face:
 - in educating and motivating?
 - in organizing classes/activities?
 - in facing resistance or spread of bad rumors by villagers? and to what extent does this occur?
 - in women acting as social workers, and communicating with other women?
 - in finding resources: people, other organizations, money, materials?
 - in getting villagers to "own" these programs, and make major decisions for their operation?
 - in carrying out economic activities?
 - in transportation?
 - in keeping records and getting information?

Refresher Training for Program Officers, Bangladesh Women's
Rehabilitation & Welfare Foundation, Dacca, 10-13 June 1977,
TCRI Azimpur

Summary

This refresher training was held for approximately 40 directors of population cum vocational training projects. The training was sponsored with Asia Foundation project funds, but was attended by participants from both the Asia Foundation and IDA projects. Asia Foundation personnel were female; IDA personnel were male. Both groups had been trained before in population/family planning. They, however, are not the actual field-level staff. They are administrators who, in turn, train and supervise union level (Asia Foundation) and village level (IDA) staff. The schedule is attached. While much straight information was given, there was a strong effort to organize discussions around problems which were defined in reports prepared by field persons in advance of the training. A wrap-up session helped to integrate new knowledge into these problem frameworks. Training was organized and carried out by the Family Planning Directorate.

Methods

I attended the opening session, and participated much of the second day and part of the third day (including part of the wrap-up session). There was, of course, quite a bit of lecture; along with the usual general session seating arrangement of chairs/couches facing a table at the front of the room from which the key persons spoke. However, during the sessions I observed there was also a fair amount of small group discussion, and role play practice with flip charts in similar small groups. In each case, groups composed of 5-10 persons, male and female, worked actively with a resource person from the Family Planning Directorate. While general participation in the plenary sessions was verbally encouraged, few actually did get involved at this time, except for questions/answers, called-for responses, and comments when colleagues were presenting their role play. (This leads me to believe that the authority of lecturers was deferred to, even when these authorities asked for different behavior from participants. Of course, the seating arrangement would support this.) In several sessions, the authority held a modified discussion session, where the participant was asked to sit at the front table with the authority in order to conduct a formalized dialogue of question or report, and answer or response.

Participants' Problems

While the training was held in Bengali, I was able to glean a few sketchy insights into major problems through interpretation of several participants. Participant reports could be translated for more details.

1. Some participants could not answer questions about family planning adequately; i.e. training did not impart enough information. Or, perhaps, they have little material to which they can refer after the training.
2. Coordination with government workers providing service is weak. This problem arose several times. Basically, the issue is: who should follow up on service, the woman volunteer motivator or the government workers providing the service? Evidently the women motivators feel it is not their responsibility; however, as one government representative indicated, the blame for problems will--rightly or wrongly fall on the motivator. This in turn could harm further credibility for that woman, or for others to whom dissatisfied users complain.
3. Scarcities of time, money, staff, and transport were raised by several participants. This, of course, is a universal problem. In this case, women feel overworked, for example; or their "volunteers" complain that since so much extra work is required they should receive some pay for it. Or, they have a difficult time going out to villages to do motivation, especially without transport. Responses to these problems were also typical: first, this is something we have to live with; second, volunteers "should" feel they have a responsibility to help others in the community. Stress was also placed on the related issue of integration of family planning motivation with other activities, especially for those suggesting separate family planning staff to alleviate strain on time. The idea is to fit family planning in with other issues on a motivational level; details of service and more information can/should be provided by the family planning field workers.
4. Quite a few participants were concerned about ways in which they could develop their own training syllabus for workers they supervise. These workers must do the actual motivation; so far, training has not focused on helping them to develop their own guidelines for this function.
5. Quality of service is sometimes poor, either because of the methods themselves or because of the people providing the service. This causes users to lose confidence and drop out. (Seems to me to emphasize more the need for follow up by motivators.)

6. Villagers do have difficulty in understanding the complicated drawings on the reproductive system. Also, some field staff do not seem to adequately understand this themselves (as for example, demonstrated in the role play sessions); hence, misperceptions multiply.

7. Motivational problems abound; one most important facet is the resistance of the mother-in-law. In the role-play small group, participants were encouraged to grapple with this.

8. The perennial problem of illiteracy was brought up. Government reps encouraged participants to see that this in itself is not an insurmountable problem. I.e., just because people can't read doesn't mean that they cannot understand enough about family planning to make a decision about acceptance, providing other motivation exists.

Few Comments

First, given the use of role play and small group discussion, a base exists for further "dialogue" and "process" methods in training; i.e. there would probably be receptivity to increased participation of learners and non-lecture.

Second, there is still a lot of stress on solving family planning motivation by providing information. Even though there is talk about relating this to needs of villagers, more emphasis seems to be given to accurate information about contraception than to methods of evolving learner needs and dialogue.

Third, there seems to be a need to emphasize in training the kinds of skills these people need on the job--doing community organization, doing training for others, developing materials.

Fourth, there is a need for simplified materials the trainees can use/develop in training and then take back to the villages for village work.

Fifth, there is a base for problem-solving approaches, at least in the refresher training.

Some People Met at Refresher Training, BWRP

Asia Foundation Project

1. Miss S. Chakravarty, Program Officer, Khulna
5 Sher-e-Bangla Road, tel. 3753
2. Mrs. Shamsunnahar Imam, Program Officer, Jessore, tel. 5409
3. Mrs. Nurjahan Motaleb, Program Officer, Barisal, tel. 3275
4. Mrs. Momtaz Delwar, Program Officer, Khustia, tel. 3537
5. Mr. Shaidul Islam, Program Officer, Cox's Bazar, Chittagong

IDA Project

1. Mr. A.H.M. Anwarul Haq, Program Officer, Dacca (center)
2. Mr. Mozaffar Rahman, Junior Officer, Bheramara, Kushtia
3. Mr. M.A. Basher, Junior Officer, Feni, Noakhali
4. Mr. Md. Hafizur Rahman, Junior Officer, Daulatpur, Kushtia
5. Mr. A.B.M. Siddiqur Rahman, Junior Officer, Birganj, Denajpur
6. Mr. A.Q. Fazlul Haque, Junior Officer, Muktagacha, Mymensingh
7. Mr. Md. Motiar Rahman, Junior Officer, Sarishabari, Mymensingh
8. Mr. Md. Wakedul Asael, Junior Officer, Kaharol

Memorandum

TO : Mr. Howard E. Hough, APHA, Washington DATE: September 20, 1977
Mr. Dallas C Voran & Ms. S.C. Huber, HL/P

FROM : Victoria J. Marsick

SUBJECT: APHA Contract activities, August 1 - September 6, 1977

During the last period of my contract, I worked primarily with the Bangladesh Women's Rehabilitation and Welfare Foundation (BWRWF). I also continued some activities with the Bangladesh Jatiyo Mahila Sangstha (BJMS). Finally, I was involved in several overall coordination meetings for women's development/population activities in Bangladesh.

Appendix A contains a brief description of the overall organization of BWRWF. Here, I will summarize my activities with BWRWF in each of the following three areas in which I was asked to assist:

1. Long-range planning for the World Bank assisted project on family planning/population through vocational training;
2. Overall planning in the variety of schemes conducted by BWRWF, with special emphasis on marketing;
3. Advice in curriculum development.

Finally, I will summarize progress made by BJMS, and the coordination meetings of women's activities.

World Bank Project

To launch my activities with the BWRWF, I took a 3-day field trip with the Population Program Officer (Shirin Jahangeer) in charge of the World Bank project. Appendix B is a report of that trip.

For two weeks before, during and after that trip Shirin, her assistants, and I discussed the continuation of the project past its completion (June 1979) and into the Second Five Year Plan (June 1980 - June 1985). My specific input came in brainstorming about the project's future shape, developing a simple internal evaluation scheme (Appendix C), and generally assisting in phasing out activities over the coming period. The full report is too big to include here, but the list of objectives is contained in Appendix D. In carrying out these activities we met with several people knowledgeable on

various aspects of agricultural development and handicrafts (specifically Arni Radi of USAID and Mr. Seraf of UNICEF).

Overall Planning, BWRWF

The BWRWF runs a variety of schemes, some sponsored solely by the Government, the World Bank project on family planning, and the Asia-Foundation sponsored family planning project. In addition, they are now applying for assistance from I.P.P.F., UNICEF, and the World Bank for additional projects.

All schemes follow the same basic format. All provide for vocational training, with varying additions of functional education and family planning motivation. The length of training varies somewhat, from 3 months to a year; so do the topics. In all schemes the Foundation is trying to move toward more marketable handicrafts and/or agricultural activity.

Except for the World Bank project (described in Appendix B), skills training is conducted by a locally-recruited master specialist, and functional education by other full-time staff members. All schemes provide for either apprenticeship in a production center, or movement into cooperatives. Except for the IDA project, cooperatives or other work placement is encouraged, but not actively provided.

One major problem which the BWRWF has had is marketing, and hence, with the choice of products to introduce. The Director in charge of planning had received the name of Ms. Jane Eisenbraun, wife of an American Embassy Political Officer while on an AID-sponsored study tour in the USA. Ms. Eisenbraun was a professional buyer for a Washington, D.C. chain of stores. We contacted her for assistance.

Jane and I sat together with the BWRWF staff for several sessions during August to plan some changes in this line. Appendix E contains a description of the first session, and the guidelines for action which were used as a basis for discussion in the second meeting on August 26. In the second meeting field officers, evaluation officers, and representatives of both World Bank and overall project centers were present, along with the Executive Director. Jane indicated she would work with the Foundation in an advisory capacity, but only periodically. On September 2, we met

again to go over the first two tables of the suggested worksheets which staff were to prepare in the interim. The women in charge of this was sick. Nonetheless, Jane did work with whatever figures they had in solving problems and helping them analyze figures. She is to meet with them after her vacation on September 23 if they are prepared with the tables.

Jane has volunteered to do this work without pay. However, I would strongly recommend that funds be found to contract with her on a regular basis for this activity over the next year since improved marketing is essential to the Foundation's strength.

UNICEF currently has a three-person team in country studying handicrafts production with women's groups, and will be initiating project activity on the basis of its recommendations. For BWRWF it is likely that this will take the shape of five pilot upgraded centers. I recommend obtaining a copy of their report, and coordinating with their activities.

Curriculum Development

I had only a week to work on curriculum development. For reasons explained more fully in my final report, the BWRWF asked me to help them initiate this work with two of their vocational trades. I prepared the guidelines attached in Appendix F. We subsequently had several meetings in Dacca and Mymensingh for sewing and weaving. The BWRWF will try to continue this work, but they are short-staffed and already carry heavy work loads, so I doubt that much more can be done.

Bangladesh Jatiyo Mohila Sangstha

We met several times to plan details of the implementation of the rural extension program on (August 6, 9, 13, 18). This committee consisted primarily of the Chairperson, Dr. Mrs. Amina Rahman; Mrs. Sarwar Rahman, Executive Committee Member in charge of the Curriculum Committee; Mrs. Jahanara Imam, Executive Committee Member in charge of village programs; Hashmat Ara Begum, Acting Director of the Development Academy; and the sister of Mrs. Imam who is assisting in their functional literacy programs. Additional Director of the Women's Affairs Division, Mr. Taslimur Rahman, joined us for one session. The following points were discussed.

Staffing Requirements

1. Teachers

We divided the areas of specialization into the following : home management; maternal and child health, and family planning; health and nutrition; economic activity, cooperatives and community organization; adult literacy and nonformal education.

Six specialists will be hired to teach the Village Social Workers. They will be drawn primarily from college teachers in programs of Social Welfare, Sociology, and Home Economics; and will be hired on a continuing appointment for several hours each day, six days a week. Pay will be Taka 250/month.

We also decided that we needed six "trainers" who have some specialization in each of the six areas in which the specialists teach, but who can be general tutors and group discussion leaders for a batch of 10 - 15 trainees each. They will be called upon to work all training hours, including weekends at times. They will become the Sangstha's core group of trainers, who may eventually be able to conduct mobile decentralized refresher training. Their skills will be upgraded through working daily with these specialists. They will receive Taka 500/month.

2. Hostel Matron

Since the trainees are primarily villagers unaccustomed to Dacca, it is essential to hire a mature woman who can reside at the hostel with them. She will provide the "chaperoning" needed in this culture for women living outside their families, and housekeeping functions. She will be paid Taka 500/month, in addition to her meals.

3. Director(s)

We initially divided Bangladesh into 5 regions, each containing 4 districts except for the FPIA region of 3 districts. (FPIA region is Dacca, Mymensingh and Tangail.) We wanted to appoint one Director for each region, but because there are not enough funds for this, they decided on one overall Director, The FPIA unions will be looked after by a separate Director provided by that project. A lengthy discussion was held as to whether or not this director should be a woman. I held strongly that it should; so did their policy committee.

Each union will also have a director. The committee decided that a woman with these capabilities probably could not be found at the union level. The unions, however, will initially be selected close to the district towns. It may be possible to find a woman there, who will either travel daily back and forth to the center, or reside there. The Chairperson will also try to arrange for a small room, kitchen and bathroom in the union centers when they are built. Construction, of course, may be delayed despite plans to the contrary.

Finally, it was decided that every effort will be made to get a qualified woman who is free enough to take on these responsibilities, and travel as needed. If not possible, a man will have to be selected.

Union Directors will receive a travel allowance in addition to their salary. We decided we might need to provide allowance for taking a relative or other person along with her on travels, given social/cultural mores.

Union Directors will be responsible for helping villagers select and implement economic activity. They will direct the functional education program as well. They will be responsible to the Director of the national program at first, because the district committees have so many other responsibilities and the thana committees are just being formed. However, the group agreed that the district committees will eventually have to take over this responsibility. Hence, the Union Director will provide copies of reports to the district and thana committees. Eventually, it might be necessary to hire someone at district level to take charge since it is almost impossible to ask this of a volunteer on a regular basis.

4. Village Social Workers (VSWs)

Ten VSWs will be selected in a union. They will do house visits, conduct "club" group sessions, attend regular staff meetings, and keep records. They will be paid Taka 250/month.

Criteria have already been drawn up for their selection. The Union Director will take the assistance of the union parishads in this. (We discussed briefly the pressures that will be put on the director in light of local politics.) Union Directors will also help VSWs select volunteers, who will be paid Taka 25/month to help organize meetings and activities.

Recruitment and Selection

We discussed the recruitment/selection process at length. It is essential to find experienced women wherever possible, but who are willing to travel and work in villages. Advertising often does not get this kind of person; it might be better to talk to other government departments such as Social Welfare. Dr. Amina Rahman suggested she form a selection committee which includes leading experienced women besides the Sangstha Committee, such Mrs. T. Abdullah of Integrated Rural Development Program, and Jowshan Ara of the Mothers Clubs. This committee can perhaps develop a point system and interview guide for judging candidates as objectively as possible.

We discussed the type of criteria we had in mind. Union Directors should preferably have a Bachelor's Degree, though this could be relaxed in cases of extraordinary ability. They should exhibit leadership ability, be willing to travel, be familiar with village life, yet command a certain amount of respect so as to handle many of the pressures involved.

Village Social Workers can have less education, probably Class VIII if possible, but at least sufficiently literate to maintain reports. We want a mature woman, but if married with many responsibilities she may not have the time, energy, or freedom to devote the necessary few hours a day to work. However, married women are more credible as family planning motivators. She must be a leader; and willing to spend 6 weeks for training in Dacca. (We discussed this latter point extensively; see section on training.)

We drafted application forms for the position of Union Director and Village Social Worker. These will be checked with Sangstha members and translated. Applications will also be developed for the Program and FPIA Directors and for volunteers. Recruitment will begin in September.

Phasing of Training

We decided to train Village Social Workers in batches by region. Four Bangladesh Family Planning Associations supported unions will be trained first as a "pilot". Approximately two months will be needed for each batch, with the first two weeks spent on training of the Union Directors who will then remain in training with the Village Social Workers from that region. Assuming that training begins in October, new batches will be added in December 1977, February, April and June and August of 1978. Programs will be launched in each region directly after training.

Curriculum Development

A curriculum will have to be chalked out for the Union Directors. Training specialists and "trainers" will be hired by September 1977, and will have as their first responsibility the joint completion of the curriculum which the Curriculum Committee has outlined. The Curriculum Committee will continue to assist in this. The Chairperson recommends that the "trainers" receive additional formal training in their subject areas from the specialists. Certainly, some specialized orientation to the program will be required for both specialists and "trainers." However, time may preclude the luxury of other prior training.

I am suggesting that in curriculum development they develop simple lesson plans organized around the knowledge, attitudes, and skills which the Village Social Worker will need on the job. Field practice and experience in nearby unions will be built into the curriculum, as will weekend visits to other programs. Trainees will implement some aspects of the curriculum, such as doing some house visits, collecting village data, doing kitchen gardening and pisciculture. I suggest emphasizing demonstration and role play, in group sessions held after the specialized lectures, so that VSWs have an opportunity to better grasp the material and apply it. For this reason each "trainer" will be responsible for 12 - 15 trainees. Hopefully a buddy system will develop to provide mutual support. However, the group recognizes that in 6 weeks only a foundation can be laid, especially with the constraints of homesickness and the strangeness of city life which are likely to occur. Originally, we talked about phasing the curriculum

so that trainees came 3 times, 2 weeks at a time, with a month in between to carry out what they learned. But this would become too difficult in terms of travel and cost. Also, some women feel that it is easier to arrange for family care and to overcome the challenges of an extended stay away from home if all six weeks are taken at one time.

Organizational Aspects

Construction will begin on union centers in all 38 pilot unions. However, this may take longer than expected because of usual delays in releasing funds, acquiring land, and contracting. Meanwhile, centers will have to be run from rented quarters in the village. The Chairperson expects that some unions will donate land as well. Altogether 68 lakhs Taka have been set aside for these centers.

As the nonformal education project begins, three women will be brought from each center to Dacca for training in specialized vocational trades. Taka 30,000 has been allotted for equipment for each center.

Trainees will be provided with an allowance of Taka 2/day while in training. They will receive regular salaries once they are working full time.

The Women's Affairs Division has prepared a set of records to be kept by volunteers, Village Social Workers and Union Directors. This covers socio-economic status, information about practice of family planning and skills, and other useful baseline data.

District committees have already been requested to submit the names of two unions for final approvals. Meanwhile, the national committee has initiated economic activity in Dok Khin Khan, and plans to do so in Savar prior to the October training. These two unions will be used as "pre-pilots" on which to develop guidelines for the other 32 unions.

During this period I joined BJMS on two more field visits, one to Dok Khin Khan and one to Savar, for this pre-pilot organization of the activities.

Coordination of Women's Activities

Two meetings were held under the aegis of the population section for organizations involved in women's development: Integrated Rural Development Program (IRDP), Social Welfare, BWRWF and BJMS. Various advisors were present from World Bank (which is funding some of all programs except BJMS, which is considering helping as well), UNFPA, UNICEF, and USAID. Both geographical and functional integration have been suggested so that duplication will be avoided in training, marketing, cooperatives, and production units in villages. BJMS is being urged to consider a role primarily in training of trainers (especially for functional education), marketing (especially for the export market), and assistance in developing new designs in handicrafts. Another meeting will be held to consider the next steps to be taken.

APPENDIX A

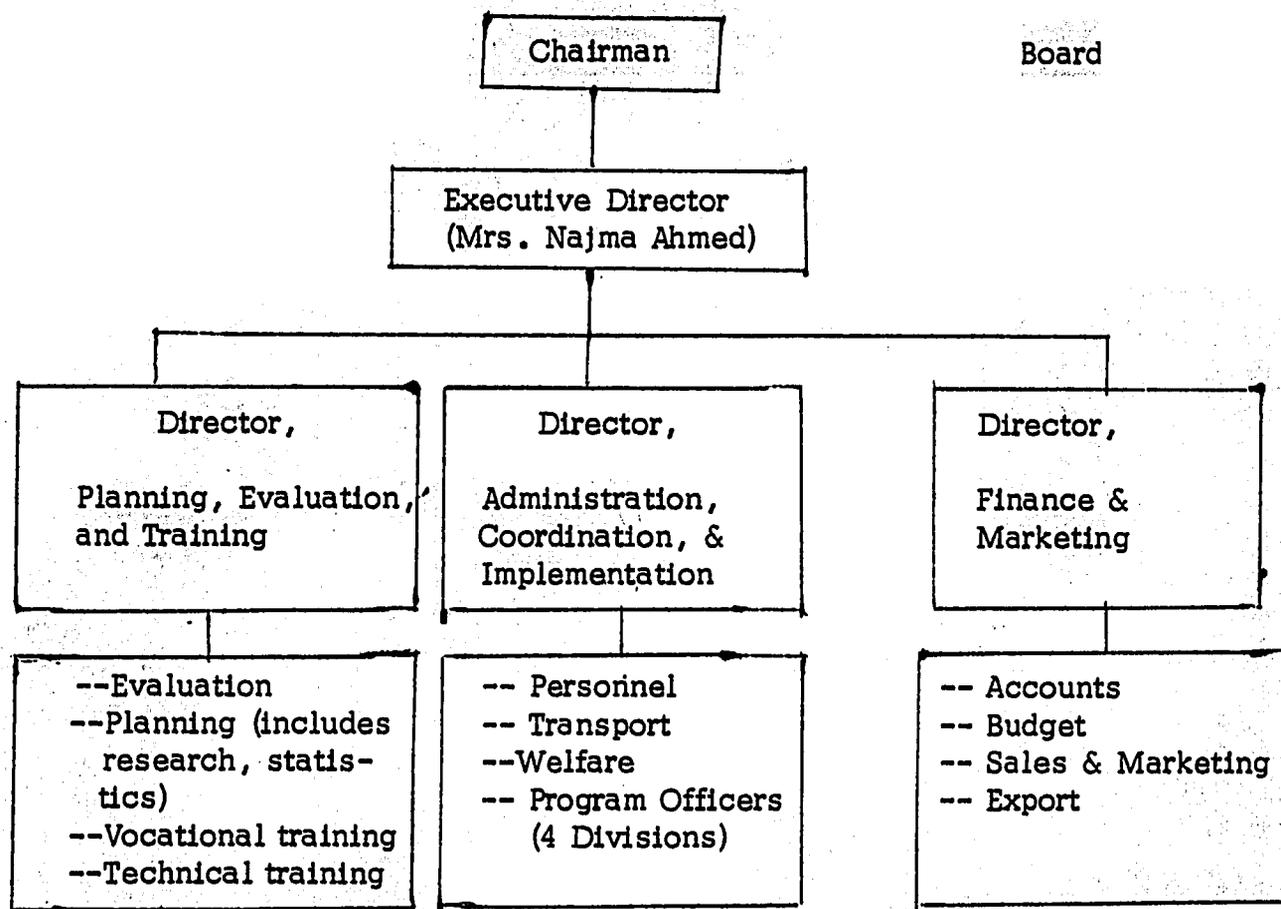
Overall Organization of Bangladesh Women's
Rehabilitation and Welfare Foundation

The BWRWF was established as a non-statutory body for relief to war-affected women in February 1972. In January 1975 it became a statutory body with its focus shifting toward rehabilitation through vocational training. Its clientele are primary women who suffered in the hands of the Pakistani occupation forces during the war of liberation; widows and other women in financial distress and without protection of a family; and dependents of such women. In some projects with outside financing (such as the World Bank project on family planning through vocational training) other classes of financially distressed women are also included.

The BWRWF is guided by a Board of 5 part-time and 2 full-time persons. The full-time staff are the Executive Director, and the only other Director appointed out of 3 slotted positions. If the full complement of staff were on board, the organization chart would fall into the categories in the attached chart. Since there are only two full-time Directors, duties are roughly divided between them. The Executive Director takes charge of finance and administration. The other Director manages planning, evaluation and training; coordination marketing. No Deputy Directors have been appointed. Four Assistant Directors manage administration, accounts, evaluation, and training. Program Officers assist them in specific functions; four of these are field supervisors of the major geographical areas covered.

Appendix Ap 2

Planned Schematic Organization Chart:
Bangladesh Women's Rehabilitation & Welfare Foundation



Appendix A, p. 3

The BWRWF now operates 55 vocational training centers at district, subdivision, thana and union levels. By June 1979 this number will increase to 71 as the full 40 centers at thana and union level, sponsored by the IDA population project, are all operating. The oldest centers operate in each of the 19 district towns, with two situated in Dacca and a few subdivisions. Three centers hold full secretarial courses (Dacca, Khulna, and Chittagong); some technical training is also arranged for at a workshop in Mirpur, near Dacca.

Except for the technical training, vocational centers usually train 50 women at a time; some train more, especially when secretarial courses are offered. Courses are reserved first for war-affected clients; other women are allowed on a fee basis if there is room (particularly in secretarial courses for which higher education is required). The World Bank centers take other women since they recruit some married women in light of the focus on family planning motivation.

Courses are held for 1 year except in World Bank projects where it is 6 months at the thana level, and 3 months at the union level. Following training, women in non-World Bank projects are apprentices in the attached production centers for another year before they must find jobs on their own. In the World Bank projects women are being helped to form cooperatives to continue economic self-reliance. This pattern may be followed in non-World Bank centers in the future, either through the establishment of cooperatives or recommendation to existing ones.

All centers provide some functional education in addition to vocational training. This covers basic literacy skills, health and family planning, baby care, family budgeting, nutrition, kitchen gardening, and poultry raising. In the World Bank project, more emphasis is placed on family planning, women actually spend several afternoons a week doing motivation in teams. World Bank trainees are asked to motivate 10 women. Asia Foundation is sponsoring a family planning cell through which a different approach is used to this topic in non-World Bank centers. Women there are also asked to be motivators, but only of 5 acceptors, and during their own free time.

All centers have, or will have, production centers. Beside the apprenticeship, production centers are focused on providing past trainees with orders for products, and facilitating the selling of these goods. Goods are sold primarily at the centers themselves, although some are making plans for stores outside the centers. The World Bank centers will also buy and sell through cooperatives.

Appendix A , p. 4

Trainees travel back and forth to the center daily; each is provided a small allowance during training (from Taka 2-4, depending on the means of financing). Centers are generally open 6 days a week, usually from about 9 or 10 a.m. to 5 p.m. Besides administrative and sales staff, they hire skills instructors, and in the IDA project tutor-trainers.

Appendix B

Victoria Marsick, Noakhali and Comilla Tour, Women's Rehabilitation and Welfare Foundation, 3-5 August 1977

I traveled with Mrs. Shirin Jahangeer, Population Program Officer of the Bangladesh Women's Rehabilitation and Welfare Foundation to Noakhali and Comilla Districts to visit their activities, particularly those sponsored by the World Bank on family planning/population through vocational training. In addition, we saw district-level vocational training in both Noakhali town and Comilla town. The specific World Bank sites were the thana training centers at Feni and Senbag, and four satellite union centers, two each under the guidance of each thana center. (Sashadi and Pachgachia in Feni; Keshorbara and Mohammedpur in Senbag).

World Bank Project: Overview

This project emphasizes family planning motivation through vocational training for women at the thana and union level. By June 1979 in each of 8 pilot thanas (2 per 4 selected districts of Dinajpur, Kushtia, Mymensingh and Noakhali), 1 thana training-cum-production center and 4 union training-cum-production centers will be set up. Currently, 8 thana centers and 16 union centers (2 per thana) are operating. In the Second Five Year Plan, this model will be duplicated in 1 thana (6 unions each) of each of the 19 districts in Bangladesh. A total of 684 women have been trained so far, 80 as thana trainers and the rest at union level.

Each thana center is staffed administratively by a junior officer in charge, 2 thana field supervisors (1 for family planning motivation, 1 for skills training), and a variety of assistants in charge of functions such as sales, accounts and records. The union centers are staffed by a union field supervisor. *

The function of the thana centers is to train "trainers" for the union level for six months in two trades: generally sewing, weaving, embroidery. (In the next Five Year Plan this will be extended to 1 year.) Skills training is conducted by apprenticeship. Two trainees are assigned to each trainer.

* Currently, thana center officers-in-charge are males. One reason for this is their greater mobility, and administrative experience. At least one woman is on each thana staff where possible she is one of the two field supervisors; and where ideal this is a husband/wife team. About half the union field supervisors are women.

This takes advantage of a natural tendency to learn informally through discussion and demonstration. It also builds a sort of "buddy-tutor" system, with the basic triad (who, when possible, come from the same locality) working and learning together as a unit. Two locally-recruited skills instructors are also available on a part-time basis to upgrade the skills of both trainers and trainees.

In addition to skills training, various government officials hold sessions in functional education (upgrading of literacy skills, light agriculture, poultry and/or pisciculture, nutrition, health, child care) and in family planning motivation. Two afternoons a week trainers and trainees spend about 1-1/2 hours doing family planning motivation work as teams in the community. Twenty women are trained from 2 unions at one time at each thana center by approximately ten trainers. Eight trainers per union are then selected on examination basis (practical and theoretical) to staff the union centers.

The same pattern of training in skills/functional education/and family planning motivation is duplicated at the union level with 16 trainees at a time. However, union trainees receive only 3-months training in one of two skills offered. (This will be extended to 6 months in the next Five-Year Plan.) And functional education classes are limited by availability of government resource persons and time.

Time schedules vary with local needs. Generally, however, trades are taught for 3 hours a day, and family planning/population and functional education topics for 1 hour a day. Trainees travel daily back and forth to the thana from their homes, some 4-8 miles away, by foot or bus or rickshaw. During training they are provided with a stipend of Taka 3 to cover such costs. Trainers at the union level receive 2 Taka. As union trainers Taka 2.50 is given.

Thana "trainers" were recruited for their ability and given further training at the Foundation's district town Centers. * They are paid a travel stipend of Taka 4. Currently, training centers have concentrated

* The Foundation maintains a regular government-sponsored training-cum-production center for war-affected women in 31 districts, subdivisions, and thanas. These centers also do vocational training, but for longer periods of 1 year each. In addition they also provide some training in functional education and family planning. But they do not do intensive family planning motivation work during regular training hours.

on teaching of trades. As skills increase and union trainers are in place centers will become self-sufficient production centers relying on their production to meet expenses. Production is being geared to local market demand, e.g. simple lungis, saris, towels, and bed covers. Marketing channels are being built simultaneously, through the centers themselves and by small-scale transport of products to thana markets and centers from the unions. The best products will also be marketed at the Foundation's district-town centers, most of which operate their own sales centers. * Trainees who do not either join the union centers as trainers, or either of the production centers, will form cooperatives. (Actually, beginning now or as soon as possible, these cooperatives will be formed while in training to iron out difficulties while resource persons are readily available.) Eight cooperatives are now functioning although they are not yet officially registered with the Government. While cooperatives were not originally planned, they are needed to build economic self-reliance. The project will provide some financial, technical, and extension service through these cooperatives. For example, they will be training persons in the use of incubators, to be placed at thana centers and used to hatch locally-procured eggs for chicks to be given cooperatives as an extension service.

As mentioned earlier, family planning motivation is done in teams during training hours. So far, acceptors have come forth readily. As of May 1977, 11,457 accepted some method; 1,894 of these were permanent (ligation). Pills, condoms, and Emko foam are distributed by the women trainers and trainees. For sterilization, motivators go with women for service provided through the Family Planning program. The project is now instituting a policy of regular 6-month follow-up of each acceptor by the motivators, after which they will provide the Family Planning workers with records for further action. Records are kept on acceptors by each motivator; these are checked and tallied at union and thana centers and sent regularly in summary form to the head office. In addition, a new policy will be followed by which motivators fill out a standard government acceptor card for each person motivated; these can then be checked and followed up by government Family Planning workers.

* There is a certain amount of healthy competition between the regular and World-Bank supported production centers. Nevertheless, linkages are maintained. The district-town officer-in-charge supervises the thana and union centers, trained the initial thana center trainers, often loan equipment such as looms, and provide additional in-service technical guidance and support.

The original plan also called for operation of day care centers, and construction of thana and union centers. Construction and land acquisition have not proceeded as rapidly as expected; centers are currently operating out of rented quarters. As a result, day care centers have not started due to lack of space.

Construction of women's centers is important. First, in a country where most women have been deprived of owning property, women need a place of their own in which to gather and work, share thoughts, develop mutual support, carry out activities for themselves and children. Besides this real and symbolic value, it would otherwise be difficult to "demonstrate" some of the functional education topics being taught: kitchen gardening, poultry and livestock rearing, pisciculture. Production centers would not be able to function for lack of quarters. With land, women plan to enter into other small-business projects: for example, rolling of bidis (local cigarettes); opening small consumer cooperatives where goods can be bought and sold without risking being cheated by a middle man (always a male in this society where women are restricted by purdah), and where their own products (food processing, woven cloth, handicrafts) can be sold; small-scale milling of rice and wheat.

General Observations

1. Land/Construction

So far, land acquisition and construction has required a great deal of staff time: revising cost estimates and plans, deciding on contractors, settling difficulties. Responsibility is in the hands of local district government and W.R.W.F. officials; however, headquarters staff has been helping informally when possible. Centers will be located near the union government offices (including family planning clinic) when possible. The thana center will be combined with the closest union center so that this will be more elaborate given consolidated budgets. In some areas, land or buildings have been donated by government or communities in an effort to get women's training started. So far, however, centers occupy rented quarters which limit practical activities.

2. Skills Training

Generally, training appears sound, relying on the apprentice approach of demonstration and practice. Detailed guidelines have been drawn up for each skill by experts at the headquarters level. Trainers are asked to sit next to each of their two trainees. While they still don't grasp the full reason

for this departure from traditional lectures, they do follow guidelines. They still want to rely a great deal on the skills instructors, but this can be expected to change as they gain confidence and reinforcement in their role.

Time allotted may not now be sufficient in all cases to develop skills highly. (This may be changed in the future.) First batches of trainees suffered some from the birth pains that must be expected when new facilities are being opened. Planners will arrange for refresher training for them at a later date.

3. Functional Education Training

Curriculum guidelines in these functional education areas are currently standardized in general categories, but not in specific content or teaching methods. The strength of this is that it allows for needed adaptation to local problems, conditions, and resources. It also facilitates coordination, and draws on specialized expertise which staff members might not have; since local government officials are guest lecturers in many of the classes except for reading and writing.

However it is difficult to control the quality of training since it depends on individual talents. This can be a problem in functional education, where learners usually benefit from a great deal of discussion, joint problem solving, role play, and other active learning methods. Most frequently, resource specialists have not themselves been trained in these methods. Staff may also lack this training, but to arrange for it requires decentralized coordination with resource agencies.

4. Production Center/Cooperatives

So far, production centers have not been operating at a very high level. Thana centers have primarily been training union trainers; and union centers have just opened in April and July. Cooperatives have been formed from the first batch of trainees, but they have not yet been producing goods due to lack of looms and sewing machines (being procured). In the future cooperatives will be initiated during training, which will better pave the way for early operation.

5. Trades/Marketing

The scheme concentrates on production for local markets, especially improved access of foods and clothing within the reach of the general population's income range. In villages, women often wear only a cotton sari (no blouse or slip), and children wear few clothes. This leaves men's shirts, since they often wear lungis instead of pants. (The shirt market has also been cut into by marketing of clothes donated to Bangladesh at very low prices.) Nevertheless, since women want to learn sewing, it is being offered to satisfy their felt need. At least it gets them out of the home. However, weaving has been introduced despite initial objections to the ability of women to handle a loom. The saris, lungis, towels, and tablecloths, and bedcovers sell well in the local market at low cost.

In addition, the headquarters is encouraging local staff to take initiative in introducing other simple trades such as making of bidis (local cigarettes), or foods to be eaten while we were in Feni, arrangements were made to start bidi making. The headquarters staff is also relying on the female thana supervisor to pay attention to quality of woven and sewn items. This supervisor plans to teach the making of a candy which is usually done only in Chittagong.

So far, marketing has been done primarily through union and thana centers. This will be built up as production increases by carrying goods through field staff to thana centers; and hooking up with other WRWF stores.

6. Community Liaison

Coordination with other agencies is facilitated by drawing on them for specialists in functional education and skills courses. In addition, local thana and union leaders are asked to meet monthly. Some money is reserved for snacks for this. Minutes of meetings are sent to Dacca, and circulated among other centers if especially good.

APPENDIX C

Draft Evaluation: BWRWF World Bank Project

Simple internal evaluation will be done to accomplish the following:

1. Get feedback on ways in which the program can be improved by examining factors involved in its operation;
2. Identify indicators of progress in women's development, and in fertility behavior of women trained and motivated; and collect further data on this;
3. Identify further areas for monitoring and action research for Second Five Year Plan.

Actual time set aside for collection of data is April-June 1979. Evaluation steering committee will begin to prepare for data collection in September 1978. Committee will include key persons designing program and evaluating it within WRWF, field supervisors who are familiar with daily operation, Executive Director or her representative, and if desired one outside member of the WRWF's choice, perhaps from WAD. This committee will be involved in selecting the areas to be evaluated, and in analyzing data collected. The actual work will be carried out by a specially-hired Evaluation Assistant, who will have some funds available to her for hiring part-time interviewers.

The evaluation will be conducted primarily to satisfy internal needs for program assessment and improvement. Therefore, as many categories of participants as possible will be involved so that they understand the process, and benefit from insights into program operations. At the same time, it is expected to collect some data which will demonstrate achievements. Since very little information is available on indicators of achievement in this type of program, outside on actual numbers of person trained or contracepting it is expected that the evaluation will uncover guidelines for other similar types of program.

Limitations on funds and time will require that the evaluation be conducted as simply as possible, even though this will not satisfy some demands for more complete information. Furthermore, while some attempt will be made to collect data by questionnaires, greater reliance will be placed on observation and in-depth interview to gain more insights into program relationships. Likewise, maximum use will be made of existing field reports and documents on file, and of field supervisors' visits. The evaluation will proceed in the

following manner. First, the committee will solicit suggestions from program review, we expect the following types of areas to be covered:

Program organization, training, cooperatives, production and marketing, changing women's roles and fertility behavior.

Guidelines will be developed in these areas for in-depth interviews, and for content analysis of existing reports. A small sample of program participants will then be interviewed by part-time interviewers; administrative staff at headquarters and field centers, skills instructors, trainers, trainees, community representatives, and personnel from other organizations who are associated with the program. On the basis of these interviews, instruments will then be decided upon and constructed, and field tested for more extensive data collection. The advantage of this two-phased questionnaire construction is that it will allow factors to be selected that the evaluation committee consider pertinent to program operation, and unique to this kind of pilot women's program.

Control groups will be selected from among the following types of communities; those without any special program for women, those with other development programs that include women, those with other WRWF programs, those with special women's programs run by other organizations. In selecting control groups, discussions will be held with other involved groups to determine how this can supplement their own evaluative efforts.

Sampling procedures will be determined, and data then collected according to the types of instruments designed. The evaluation committee will then be involved in its analysis, since they are most familiar with its application to program operation and improvement. During the analysis, they will also identify areas for monitoring and further action research during the Second Five Year Plan.

Appendix D: Objectives for BWRWF World Bank Project

II. OBJECTIVES:

General objectives of the project are:

- A) To continue to recruit family planning acceptors through female motivators who are simultaneously undergoing functional educational vocational training;
- B) To build economic self-reliance of women, so that they will be able to change their family size, norms and preferences;
- C) To develop in women leadership capabilities so they can better join in the general socio-economic development of communities and the nation;
- D) To improve quality of family life by giving training to women in agriculture skills, child care and F.P. education.

This will have direct impact in substitute and supplemental saving in kind.

Specifically, the Project will accomplish the following:

1. Continue operation of 8 thana centers and 32 union centers (4 union per thana) in the four districts of Bangladesh, using these original centers for continued experimentation and improvements on a pilot basis;
2. Expand the pilot program using new curriculum, to all 19 districts by adding 19 new thanas and 114 new unions (6 union centres per each new thana);
3. Establish a new pilot phase following this expansion, by experimenting with the minimum appropriate mix of components in one union of 8 nearby thanas affected by the program, but not directly served by it;
4. Continue to recruit new acceptors at the rate of 20 per trainee and one per production center worker per month modifying the family planning curriculum as demand shifts from ready-to-reach to hard-to-reach couples; and strengthening service by adding simple health/nutrition education and care;
5. Continue to form and strengthen cooperatives of trained women in addition to operating small production centers at training sites as a means for building skills learned in the training and earning living after project ends;

6. Follow up on services provided through regular refresher training, provision of extension services; loans and development grants to production centers and cooperatives; assistance in establishment of support services such as dye houses; and encouragement of improved technology;
7. Make production more economically viable by improving the choice of vocational trades; strengthening emphasis on agricultural occupations; conducting mobile training in villages on kitchen gardening; introducing training in secondary skills required by non-project new industries and in project-sponsored semi-automated trades; and assisting women to gain training outside the centers in ancillary service occupations;
8. Build a strong marketing system for products, geared to local buying conditions and demand;
9. Continue to operate day-care centers for trainees at union level as a means for practical training in child care courses, and as day care/nursery for dependent children of the working women;
10. Strengthen support for program implementation by decentralization and staff development; continue coordination with Foundation as before;
11. Organize internal evaluation in Approach Plan and final year of second Five Year Plan; conduct various surveys, assessment, and action research appropriate to program experiments.

Appendix E: Marketing Sessions

August 15, 1977

Jane Eisenbraun, Mrs. Mahmud and I met for 2-1/2 hours to discuss the Foundation's marketing problems. We listed the following problems:

1. Production should be geared to the local market. However, leadership is uneven in different districts. Some centers have little idea about which products will sell, imaginative design or how to sell them. Many goods are fancy items which the people in villages and small towns cannot afford to buy. A limited number of the best quality can be purchased by Dacca for further sale and export. But this does not solve the major issue.

2. Some lines of products are geared to an export market which is fickle in its taste, and which requires production either in quantity or at quality-control standards impossible to maintain. (Despite that, some 19 jute items are regularly purchased by the National Export Board; and the Director successfully made arrangements for further export while she was in the United States recently.)

3. Jane began to help the Director think about an exact inventory of products by category: which items are slow, average, or very good? For example, the Director concluded that items like ready-made garments, some jute products (hand bags, place mats, some shikas), and some embroidery have slow sales. Cloth dolls and other jute items (some shikas, for example) sell well. Jute carpets, crochet bags, have a steady market, but with slow turnover--carpets because of their price, bags because of limited appeal. Embroidered shawls sell well, but seasonally.

4. We also discussed the need to run the Foundation's production on a business basis, including incentives and disincentives to staff for efficiency; possible needs for training in marketing concepts; and the need for central guidance of the entire operation based on comprehensive knowledge of sales in respective centers.

We concluded by some strategizing. Jane suggested an initial detailed analysis of items and customers by each center. Questionnaires could be developed for this; and conducted independently or with guidance of the four Division Program Officers.

We decided to meet on August 19 for 2 hours with the Director, 4 Division Program Officers, and one center administrator from Dacca to draw up the inventory questionnaire.

Appendix E, Page 2

All items will have to be assessed, both those sold and those remaining in stock, to determine whether they are slow, average or best items and why. Reasons why items are slow might include the following:

- items that would sell in other geographic areas, but not this one;
- items of good style, but poor quality;
- items of good quality, but the wrong style;
- items of good quality, but wrong color or size
- items of good quality and design, but not well displayed or marketed.

If items are good, the Foundation might consider diversifying in that range or attempting similar production in other centers. Items might be sold in different centers if they move slowly. Finally, directors will have to learn to analyze customers regularly to determine buying tastes and ways in which products should be improved.

(4)

Sales Rank	Program Area.	Best														Worst	
		1	2	3	4	5	6	7	8	9	10	11	12	13	14		15
51																	
52																	
53																	
54																	
55																	
56																	
.																	
.																	
.																	
69																	
70																	

4. Use the model below to list the product groups .
- Under the product group headings, list all the items you can name that are in each group.
 - Beside each item, list its approximate price range. For items like Confectionery list the average amount bought at one time by one person.
 - Make a star * beside the items in each product group that you think are the best selling items in that group.
 - Below each column, list the average price of all the starred items in that column and the average price of the non-starred items.

Group- 1st Sewing.	Group - 2nd.	Group - 3rd.	Group - 4th.	Group - 5th.	15
Kurta. 30-35					
Shirt. 10s20-					
Sari					
Blouses 20 ^s					
Handker. 4.					
Shirt. 40-50					
Girls' dresses. 15					
Boys' pants. 10					
Average 25	* Average.	* Average.	* Average.	* Average.	
Average 20.75	Average.	Average.	Average.	Average.	

5. Make a chart to evaluate all 70 programs. Use the model below. Each Column is lettered to correspond to the guidelines below.
- Evaluate the program officer. "I" rating is the best on a scale of 1 to 5. Use the same below.
 - Evaluate the selling location, 1-5. The best location is where daily many people work past the entrance. a bad location is where very few people work past and customer must go out of their way to go to the shop. C.P.E.F.G.H. There are 3 sets of 6 columns each. Each set is lettered C to H. Each set is to evaluate one product group at a program all of the product groups at each program must be evaluated.

J. Eisenbraun
Aug. '77.

QUESTIONS TO ANALYZE DATA.

1. Why are the good programs good ?
2. Why are the bad programs bad ?
3. Why is one product good in one program and bad in others ?
4. Are there certain products that sell well in all the programs where they are made ?
5. Are there certain products that do not sell well in all the programs where they are made ?
6. Are there certain products where high quality is difficult to produce ?
7. Are there certain products where high quality is more easily produced ?
8. Which products are needed by nearly all Bangladeshis ?
9. Are certain products bought only by men ? Are certain bought only by women ? Do women shop as frequently as men ? Are products only for women among the low-selling items ?
10. Which luxury items are low in sales volume ?
11. Which high-priced items are low in sales volume ?
12. Are most of the best selling items in the best selling product groups priced in the same average price range ?
13. Which P.O. S are rated lowest ? These P.O.S need the most attention from Dacca. How can more frequent communication be established to minimize her problems, increase her interest chart 2 and her business management skills ?
14. Which products are seasonal ? List the products, selling season and the programs producing them.
15. Are the programs with seasonal items among the low sales programs ?
16. Eliminate a seasonal product with consistently low sales volume.
17. Consider adding a seasonal item to a program whose volume is low during the months of a successful seasonal item.
18. To eliminate any item, transfer all goods and raw materials to two or 3 of the programs which sell it best. Then allow those programs to liquidate the stock and raw materials through regular selling and finally off-priced selling.
19. Produce seasonal items only just before the season. Do not produce year-round.
20. Which programs are over-stocked ? Can stock be transferred to programs who can sell it and repayment arrangements made ?
21. Consider the following action.
 1. Shifting poorly located shops whose volume is low and whose products ought to be selling (i.e. good quality, P.O. need)
 2. Eliminating low volume seasonal items.
 3. Eliminating low volume products in good and average product groups which consistently provide low volume in all programs.
 4. Produce seasonal successful goods only prior to the season.
 5. Identify non-competitive prices and correct them.

(2)

6. Research inconsistencies in the selling rate of good products.
7. Evaluate poor quality in programs & products. It may be necessary to eliminate certain products. If re-training to produce quality takes the same time & money as to train for a new product which requires less quality control, then the new product is favoured.
8. Eliminate products with high prices which received 5 ratings on "need" chart 5.
9. Evaluate all items with 4 and 5 "need" ratings. Consider eliminating those with low sales volume.
10. Make visitations first to the programs where you are prepared to make changes. Do not visit to evaluate without first knowing the options for changes. Plan to make a decision before returning. Make the visit worth while.
11. After carefully looking at every program and after deciding why any of the sales areas are low, then decide what should be added, subtracted or improved.
12. After deciding and listing the course of action for each program decide how to make the necessary changes.
13. Set up a monthly plan of implementation and follow it through.
14. On completion, assign each of the 5 Dacca officers to 14 programs each. Or 16 each for 4 officers, 4 for the Director. Regular visits should be made so that every 3 months, each program should have been visited once. That averages to be 3 or 4 visits each month per person (or 4 each month per Dacca office & 1½ average for the Director per month if each 16 & Director 6). The quarterly visits should be structured to include particular points to discuss with the P.O. and a review of sales and stock in each product area. A report simple form should be made during the visit. One for the Dacca office and one for the program office.
15. Institute a quarterly meeting in Dacca where each officer reviews her 14 or 16 programs with group of 5 Administrators telling of the problem, improvements, successes & failures. Continuing the decision making as problem occur will make problem solving on-going. It will establish the 5 Administrators into a marketing average network so that a mass evaluation will involve only a look at data already on hand.

ACTIVITY REPORT-AUG. AND SEPT.
APPENDIX F.

BWRWF Curriculum Development

1. Curriculum development should be based on detailed task analysis of what it is you want trainees to be able to do at the end of training. These are often called "behavioral objectives" because they are usually stated in terms of behaviors which people can do. In programs such as these, other types of outcomes are often expected, which do not necessarily manifest themselves in behaviors. In any case, the important thing is to list all kinds of outcomes which you want, whether those are behaviors, understandings, attitudes, feelings, skills or knowledge.

Usually, it is helpful to think in terms of a broad outline at first. Ask yourself the question, "What are the major tasks which the trainees will face when they try to use the results of training?" Or, "What are the major things she must be able to think, feel and do after training?" This first listing can be rough or approximate.

2. Once the major outline is finished, we must break this down into more specific bits and pieces. In order to accomplish the first broad set of objectives, what are all the things which the trainee must learn, feel or know by the end of training? It may be helpful to categorize these as K (knowledge), S (skills), F (feelings/attitudes), U (understandings) or some other such system.

3. Usually, in making up this kind of list, some of the items are found to be more essential than others. The next step is to go through all the items, and number them from 1 on down to the last, as to their priority for teaching. We can then arrange these items into several columns: those which are essential, and those which would be nice to know if there is time, but which can be saved until later for further development. Taking the essential items, we can then further break down those which are necessarily composed of further components. For example, rumors in family planning education can be listed; or information needed in teaching about contraceptives.

4. The attached chart (A) provides an example of this type of general breakdown, for one task in family planning. The information on the Nepal curriculum may also be referred to.

5. A variety of persons should be involved in these first steps. I would recommend that you have a core curriculum committee consisting of representatives of the various people involved in using your curriculum: planner/policy maker/administrator at headquarters, field staff, actual teachers other than field, and one or two of the better trainees who have gone through your programs.

6. This core committee does not have to meet in entirety each time, though it would be helpful to have periodic general sessions. The main reason for this is that DIFFERENT PARTICIPANTS WILL HAVE DIFFERENT VIEWPOINTS AS TO WHAT SHOULD BE INCLUDED AND WHAT ARE PRIORITIES. However, for much of the work, the committee can break into task forces on specific subject matter areas. Additional specialists might have to be recruited for specific subject matter areas.

7. Once the task analysis is completed, we are ready to proceed to deciding on the best methods to teach these tasks. Basically, your curriculum will fall into three major types, demanding different teaching methods:

- 1) vocational skills, in which there are specific technical (often manual) skills on which there is common agreement;
- 2) functional education in which there is some specific technical inputs as in (1) (e.g. how to grow good vegetables or culture fish), and some areas where there are a variety of choices, opinions, and options (e.g. cooperating with one another in economic activity, becoming aware of rights as a women, making decisions by oneself or planning one's life);
- 3) functional education in which there is little technical input and most areas with a variety of choices, opinions and options (e.g. as in second part of the above paragraph).

8. Different methods are better suited to each of these areas. Unfortunately, our formal school system around the world has taught us that we should teach others by lectures. This is not always the most effective, even though it too has its place. For many of these areas active doing methods are required which maximize the trainee's involvement. When a trainee must learn how to do a specific skill, methods such as demonstration and practice work best. This would be particularly true for vocational skills. When choices, options and opinions are involved, it is more important to get trainees to first discuss what they know or believe or feel; and then only to examine alternatives, make decisions, and plan for follow through. This type of outcome requires what is often called "process skills" such as discussion techniques, role play, problem dramas, stories. (An example of this is the curriculum suggested by Nancy Piet for family planning, which relies primarily on the inexpensive and effective discussion technique.)

9. The specific task forces will decide on the best teaching methods to use, drawing on subject matter specialists, teachers, and the trainees themselves to develop these guidelines. A suggested format for the curriculum outline is the following one adapted from training being carried out for FP/MCH

field staff in Nepal. Note that it also allows space for results of using the curriculum. This will give feedback for revising content and methods on a regular basis. (See also full Nepal curriculum.) Format is appended as B.

10. Using this curriculum outline, you can then develop sample lessons or material around specific problems or topics. (See sample lessons in WHO Working Guide, The Primary Health Worker.) The important thing to remember is that material is only as good as the people we are using it. This means that teachers must be trained to use new methods with which they are not familiar.

11. Development of materials requires constant field testing. One approach is to develop all the materials, and then pre-test. Another is to develop the materials while in the field, and test them out on a continuous basis, lesson by lesson or group by group. This would be particularly helpful if you could decentralize curriculum development, allowing task forces to be selected according to the strengths of staff and resource persons in the field.

12. One problem with this latter approach is that you will need one or several resource persons in the field who know the kind of process skills required for non-technical inputs. It may be possible to find these people in the field. (BRAC, or Community Development Foundation, for example, are usually familiar with these methods.) Or it may be possible to hold a general workshop on process methods, or more specifically a curriculum development workshop once the task analysis phase is completed.

Attachment A: Task Analysis Chart (Example)

Major Problems/ Tasks	Specific Items to Accomplish	Category *	Priority
A. Persuade women to accept family planning	Give information about birth	K	4
	Give information about contraceptives	K	5
	Help women make decision to accept or not	S	6
	Answer questions about rumors	K	8
	Give women courage to accept even if husband, neighbors, or religious leaders object	F,S	7
	Help clients become aware of right to make a choice about family size	U	3
	Be motivated herself to believe in F.P. so as to communicate this to clients	F	1
	Develop trust relationship	F	2
	Help women to consider choices, select method	S	9
	ETC. ETC. ETC.		

Further tasks to Z

* Categories refer to knowledge (K), skills (S), Feelings (F), and understanding (U).

Attachment B: Suggested Format for Curriculum Outline

Period of time required	Training Input (Activity)	Training Objectives	Methodology	Persons Responsible
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Expected Outcomes	Actual Outcomes	Problems Encountered	Proposed Solutions	General Comments
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