



FINAL REPORT

Women in Management Seminar-Workshop II
H

on

"Planning and Management of Service Delivery Programs
in Family Planning, Health and Development"

October 16 to November 17, 1978

CEFPA'S WOMEN IN MANAGEMENT PROGRAM

Action programs require management skills which women, especially third world women, often do not have because of lack of opportunities and training. CEFPA's endeavour in the field of women in management focuses on the provision of management training as part of a comprehensive program to increase the involvement of women in the implementation of projects which have a maximum positive benefit to other women. The overall objective is to enhance the status of women and to improve the condition of local women through community based services in health, family planning and development.

Management training for women is at the core of CEFPA's strategy. The training consists of specially designed five week seminar-workshops on "Planning and Management of Service Delivery Programs in Family Planning, Health and Development". The seminar-workshops, held in Washington, D.C. and nearby sites, are conducted by CEFPA staff and selected resource specialists. The content has five major units: self-actualization skills, management tools, community organization, technical management skills and information about development programs and agencies. The training methodology employs lectures, group dynamics and individual task instruction.

For training to have maximum impact upon program implementation and the status of women, the training design must be a continuum which moves the training in-country and links up with action programs through post-training follow-up. CEFPA's future plans include in-country training and post-training programs aimed at supporting and strengthening women's initiatives for project planning and implementation.

Development networks already exist in most countries, but few women have access to these systems. The development of post-training activities such as a Women in Management (WIM) international network of Technical Cooperation among Developing Countries - Women's Programs (TCDC-WP) is part of CEFPA's comprehensive training approach.

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Dear Sponsors:

We are pleased to submit The Final Report on the second Women in Management Program on "Planning and Management of Service Delivery Programs in Family Planning, Health and Development", October 16 to November 17, 1978. The workshop just completed had 44 women from 20 countries. It reflected the overwhelming demand for management training by third world women involved in action projects. Our grateful thanks to you on behalf of CEFPA and the participants for your generous support of this endeavour through fellowship grants.

CEFPA views training as a dynamic process which must constantly undergo evaluation and review. This report reflects some changes in content resulting from participant feedback in the first women's workshop. Future plans, based in part on participant responses, include follow-up and developing approaches for transfer of the training overseas. Your efforts to follow-up participants sponsored by you as they begin new projects or apply new approaches and technical skills in their work will be of special importance to them. Your suggestions for making the training more applicable and appropriate to women managers at the local level will be highly appreciated by us. We feel you are an important link in the developing network of women who are translating concepts, technologies and theories into action.

We acknowledge the valuable help provided by you personally, your agencies, and your staff in the development and implementation of the program, and we look forward to your continued guidance and support in our future endeavours.

Sincerely,


Kaval Gulhati
Project Director


Peggy Curlin
Project Coordinator

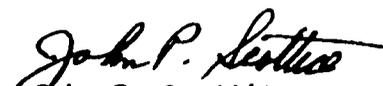

John P. Scottice
President

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OVERVIEW OF THE SEMINAR-WORKSHOP

On November 17, 1978, The Centre for Population Activities completed its second five week seminar-workshop for women on "Planning and Management of Service Delivery Programs in Family Planning, Health and Development". The program was funded on a tuition basis with five agencies providing fellowship grants for the participants: The Pathfinder Fund 17, USAID field missions in seven countries 14, United Nations Fund for Population Activities 8, Family Planning International Assistance 4, and Development Associates 1.

The seminar-workshop had 44 women from 20 countries chosen from among 200 applicants. The backgrounds of the participants were diverse but all of them were actively involved in programs benefiting women. Sixty-four percent represented government agencies and thirty-six percent were affiliated with private organizations. About seventy percent of the women came from the health and family planning field and the other thirty percent worked in areas relating to integrated women's development programs, many of whom are developing family planning and health components. Their collective experience comprised a unique resource pool for each individual participant.

During the five week period, the participants were immersed in an intensive program geared to the management needs of professional women. The content emphasized technical and community organization skills, health, family planning and development of delivery systems and human organization skills. A special session was devoted to the development of self-actualization skills for women managers. The use of participative methodology encouraged active involvement and direct feedback. WIM training is a dynamic process. Participant evaluation, suggestions by sponsors and resource specialists as well as CEPFA's own follow-up activities in the field dictated the changes in WIM II program design.

The participants were recognized by U.S. based agencies as valuable resource people and were sought out to contribute their ideas on women's needs in their countries in various forums. Five groups were interviewed by the Voice of America in their own languages to be broadcast in their regions. The Society for International Development, Women in Development Round Table invited interested members of their group to meet the participants at an informal reception. One of the participants also spoke at the WID group's monthly meeting. Sylvia Rhodes of UNFPA Newsletter spent three days with the participants in Harper's Ferry interviewing various participants for an article in the UNFPA publication.

The seminar-workshop series for Women in Management (WIM) has exceeded all expectations in demand. The overwhelming positive response by the participants points to the need for such a program to continue. Of course, the impact of the training on women's action projects or on job advancement can only be assessed at a later date, in the field, through post-training follow-up activities. Nonetheless, the continuation of the seminar-workshop in the United States and/or in-country overseas will provide the extension of training opportunities to more women and generate the necessary catalytic effect upon women's participation in the management of service delivery programs in their own countries.

THE SEMINAR-WORKSHOP

Objectives

The seminar-workshop had four primary objectives:

1. To explore ways in which programs can be developed and implemented which identify and serve women's priority needs so that women can become participants and not "targets" of programs.
2. To identify and understand the problems which women managers encounter and to examine ways in which they can be more assertive in coping with such problems.
3. To acquire the necessary technical skills essential for initiating and implementing community based service delivery programs in family planning, health and development, and to have the opportunity to test some of these skills.
4. To study the need for "women to women" delivery systems and to learn how organization skills can be applied in the development of such programs.

Content

The program curriculum, geared to the four objectives, was developed around the premise that action programs require management skills which women often do not have because of lack of opportunities and training. To meet the objectives of the seminar-workshop, five major content areas were identified and explored in depth: women managers in action, development of delivery systems, self-actualization skills, technical skills and human and organization skills.

WEEK ONE - Women Managers in Action: Concepts and Issues

Political Realities: The seminar-workshop opened in Washington, D.C. with an overview of the political realities that affect women's ability to move into action in family planning, health and development programs. Policies are shaped by: 1) religion; 2) male orientation in societies; 3) top-down governmental systems; 4) national resources; 5) the population growth rate; and 6) local socio-economic conditions which form resistances to women planning and implementing programs. Resources and guidelines suggested for reducing these barriers to service delivery programs designed to reach women were: 1) avoidance of confrontation; 2) involvement of extraordinary women; 3) utilization of male and female social workers; 4) utilization of journalists and media resources; 5) fuller involvement of women's organizations; and 6) assistance from donor agencies.

Development of Delivery Systems: Theory, concepts and readings on delivery systems were introduced to clarify and develop working definitions of terminology. Organizations were introduced as open systems that interact with the environment. Development was defined as a process through which people acquire the skills and the means to understand and control their environment. A service delivery system was defined as a resource conversion process taking inputs and converting them to outputs under the control of management.

Non-clinical distribution systems have particular management needs and skills:

- A. Community based distribution requires identification of leaders, organization of supplies, and specific community organization techniques.
- B. Commercial distribution requires marketing and advertising skills.
- C. Household distribution requires field supervisory skills and supply logistics.

Effectiveness of delivery systems must be measured in terms of the individual, the organization and the environment.

Women to Women Delivery Systems: A case study of a successful women to women household distribution system was presented as an example of how a delivery system can be developed to be responsive to the identified needs in a specific setting. Successful programs as possible models for other countries have usefulness as guideposts but only when thoroughly reviewed for adaptability and cultural relevance. Key factors identified were national policy decisions, the technology available, staff development and training methodology and the socio-cultural-economic factors that affect the setting.

- Films used:
- 1. "Delivering Family Planning Services - Reaching Out" - An Airlie Production
 - 2. "Social Marketing of Family Planning and Health Commodities" - An Airlie Production

Case Study used: Concerned Women for Family Planning - Case Study - by Peggy Curlin

Extending Non-Clinical Services: The extension of non-clinical family planning and health services to groups unreached by the clinic system was supported in a discussion of the use of lay persons, paramedics and auxiliary health personnel. Three suggestions for extending the distribution of family planning services to a wider number of people were: 1) preserve traditional methods; 2) encourage policies for over-the-counter/commercial sale of commodities; and 3) encourage community and household based distribution of commodities. The realistic role of doctors in family planning was suggested as: 1) to provide support, guidelines, and checklists for non-clinical delivery systems; 2) to treat problems; and 3) to provide surgical services when required.

Needs, interventions, funds, personnel, facilities, and other factors to be analyzed when setting up a family planning or a health commodities delivery system were reviewed.

Policy Guidelines: Four program levels of women's projects were identified: 1) policy makers at the top communicate decision-maker to decision-maker or government to government about issues affecting women; 2) sensitive research organizations can bridge the gap between research and policy and see that correct information about women's lives reaches policy makers; 3) national women's organizations can act as a force for exerting pressure for change; and 4) community based programs managed by women can provide affirmative action so that women can respond to the challenge of collectively meeting their identified needs.

Cultural Myths and Barriers: Identification of existing myths about women was done in a participatory exercise following a presentation of working definitions of culture, role and status of women, feminism and myths. Key mental barriers to women's participation in development held by society were defined, the resultant behavior described, and the facts overlooked identified. Ways to strategize for "exploding the myth" were discussed.

Slide show used: "Caribbean Women Speak Out" - International Women's Tribune Centre

WEEK TWO - Residential Workshop I and New York Field Exercise

Residential Workshop I on Self-Actualization Skills: A three day residential workshop at the Donaldson Brown Center, Port Deposit, Maryland, focused on management skills development for women in transitional work and roles. Specifically, the participants worked individually in groups of two, triads, and groups of six to begin to get in touch with their feelings about themselves as individuals, as a group member, and as a member of an organization. The professional woman's understanding of herself was built on reinforcing already existing skills and increasing confidence in personal abilities. Exercises in sender/receiver/observer roles illustrated the supportive verbal and non-verbal communication that is important in human relationships. Assertive rights (achieving but protective of the rights of others) and aggressive behavior (achieving but violating rights of others) were defined with assertive behavior being the model proposed for women managing their multiple roles. The use of power in organizations and the importance of group consensus to achieve tasks were discussed. A role play exercise provided an opportunity to practice the helping relationship and process observation skills developed during the workshop in the context of an "at-home" situation.

Films used: 1. "Joshua in a Box" - Stephen Bosustow Productions
2. "Is it Always Right to be Right?" - Stephen Bosustow Productions

New York Field Exercise: A day spent at the United Nations Fund for Population Activities (UNFPA) in New York with women within UNFPA and

and other UN agencies who support women's programs and encourage the participation of women in the management of family planning services. Technical Cooperation Among Developing Countries (TCDC) was introduced as a concept that has applicability to the exchange of technical assistance among women's programs. Guidelines for submitting proposals to UNFPA were provided, and the United Nations Voluntary Fund for the Decade for Women was introduced as an organization that has flexible monies. Meeting with UNFPA country and area representatives provided a direct exchange on specific population program concerns.

A morning at The Ford Foundation provided the forum for a valuable exchange between The Ford Foundation, The Population Council and Carnegie Corporation. There was a consensus among the representatives that it was necessary and appropriate for these organizations to be concerned about how women's needs affect larger program efforts. Information on domestic day care services in the United States was interesting to the participants who appreciated an overview of the issues and methods of delivering this service. A lunch hosted by The Ford Foundation in honor of the participants was a special way of ending a stimulating interaction between women who share mutual goals of extending opportunities to women in the development process.

For interested participants the International Women's Tribune Centre organized an afternoon workshop (see Appendix F) where a concerned, committed staff presented a concise introduction to the work, plans, strategies, resources and materials of IWTC. Resources were shared and new skills learned in a session where we learned to visualize IDEAS. It was a very positive end to two days of stimulation in New York and the beginning of new networks of resource sharing with like-minded women.

WEEK THREE - Technical Components of Action Programs: Planning and Implementation

Setting Objectives: Week Three of the seminar-workshop was held in Washington, D.C., where attention was focused on developing and improving the technical skills required to involve women in programs intended for their own benefit. A session on "management by objectives" - MBO was introduced which clarified: 1) management by stated objectives and how to measure those objectives; 2) development of a work plan; and 3) how to plan project staffing, time, money and commodities by MBO. A separate session on budgets and fiscal management defined the basic concepts studied by illustrating how a budget plan is necessary to measure performance.

Case study used: Budget and Fiscal Management Case Study by A. G. Ogazon

Evaluation: Program performance measures were discussed during a 1 1/2 day session on evaluation as a management tool. The evaluation steps were defined as identification of: 1) major areas of program work; 2) sub-components of those areas; 3) target groups to be served; 4) activities of the project staff; 5) criteria for measurements; 6) quantitative

measurements; 7) source of data and information; 8) feedback techniques; and 9) reporting methods. Staff development and training, supervision, and monitoring were discussed as techniques to judge how to help people do a more effective job. Internal evaluation by the program staff was reviewed as an essential part of linking a program's objectives with the community and program implementation.

Proposal Preparation: Guidelines to proposal writing were presented to provide a general format of the component parts of a project proposal. A project proposal was also represented as a written refinement of ideas waiting to be turned into action and as such should be the focus for clarifying the WHY, WHAT, HOW, BY WHOM, FOR WHOM, WHEN of a project plan. An opportunity to interact with representatives of funding agencies focused a discussion on the kinds of programs likely to be supported by development/family planning agencies. Women's programs were placed into the broader context of overall funding agency policy by representatives of: The Pathfinder Fund, Family Planning International Assistance, United States Agency for International Development, Population Crisis Committee, Inter American Foundation and International Human Assistance Program. Small group discussions with the representative of the six funding agencies enabled participants to clarify what is expected in a project proposal by those funding agencies.

Linking Technical Skills to the Organization: The legal aspects of program development were discussed as essential or beneficial when both starting organizations, developing programs, and negotiating contracts with funding agencies. The technical skills required by members of an organization to plan, implement, evaluate, and manage service delivery programs were linked to the need to understand organizational structure. A group exercise illustrated 1) the concept of organizational purpose and the constraints of a specified purpose; 2) the continuity of the organization; 3) the competition between organizations and relationships between organizations; 4) the importance of planning a task, and the benefits of specialization; 5) the importance of incorporating feedback from the experience; 6) the emergence of leadership and control patterns; 7) working within the framework of given technologies and materials; 8) the concept of organizational learning; and 9) how organizations incorporate new members into the group. Communication processes and systems in organizations were demonstrated in an exercise which led to a discussion of communication networks in organizations, and an examination of the common barrier to communications in organizations.

WEEK FOUR - Residential Workshops II and III

Residential Workshop II on Human Organization Skills: During Week Four the location of the training session shifted to Harper's Ferry, West Virginia, where two residential workshops were conducted. Management Workshop II, "Human Organization Skills", focused on four areas: 1) Understanding Self; 2) Understanding Individuals; 3) Understanding Groups; and 4) Understanding Organizations. Within the larger context these management concepts were discussed: the processes of management (planning, decision-making, organizing, delegating, communicating, and motivating); the skills of management (which includes the

processes of management plus time management, consulting, disciplining reporting, finances, and computers); and the external world (national and international situations).

A group exercise to identify the tasks of a woman at different periods of her developmental life served to focus on how an individual's role is modified significantly by others, her own professional or organizational affiliations, and the society to which she lives. More group work clarified the understanding of small groups, group membership, and the stages of group growth. A distinction was made between group task skills and group maintenance skills, using the WIM program and CEFPA staff as an example. The characteristics of individuals and group members were reviewed along with examples of when decision-making should be done by an individual or by a group. An exercise requiring planning, strategizing and negotiating for the benefit of the organization was simulated in order to point out the unwritten laws, myths, and psychological contracts that bond individuals to a group, sometimes hindering the overall welfare of the organization.

Residential Workshop III on Community Organization Skills: The session shifted the attention of the participants to an understanding of the constraints of effective communication between groups in societies. The management of the change process was linked directly to the participant's personal involvement in introducing a change project at home and addressed three questions: 1) How do I gather support for my change effort? 2) How do I analyze the constraints in effecting my change? 3) How do I get others to promote my change effort? An analysis of planned versus unplanned change generated much discussion and debate of how change should be introduced. Practice in force field analysis utilized other participants in a consultant role and helped each participant identify the key forces for and forces against a proposed change and enabled them to respond to: 1) What is to be done? 2) How is it to be done? 3) Who is to initiate it? 4) When is the plan to be in action? and 5) What are the expected outcomes? A brief overview of training others who would be part of the change process concluded a difficult but stimulating workshop that began the transition to applying the managerial and technical skills acquired during the first four weeks of the WIM seminar-workshop to the home situation.

Films used: 1. "Refiner's Fire" - Phoenix Films
2. "A Future for Ram" - Coronet Films

WEEK FIVE - A Practicum on Technical Skills and Re-Entry Issues

Mini-Workshops: These sessions were intended as practice sessions for improving and sharpening technical skills. During the final week of the seminar-workshop the participants had an opportunity to apply the technical tools they had been studying during Weeks One through Four by preparing a "blueprint" related directly to their work objectives at home. They selected a mini-workshop after consultation with CEFPA staff based upon realistic assessment of their particular program needs. Each mini-workshop had approximately eleven participants and two

instructors drawn from CEFPA staff and resource specialists who provided assistance and consultation on this individual task for two full days. The objectives of the mini-workshops were:

Project Planning - skills and practice on how to:

- Assess community needs
- Develop a work plan
- Determine staff requirements
- Develop a budget
- Discuss strategies for funding

Proposal Writing - skills and practice on how to:

- Set concrete objectives
- Make a work/time frame for accomplishing objectives
- Prepare a budget
- Put proposal in format acceptable to prospective funding agencies

Evaluation - skills and practice on how to:

- Do an internal management analysis
- Keep records and collect data
- Undertake data analysis
- Feedback to workers and community
- Write reports
- Supervise and monitor

Training - skills and practice on how to:

- Define the training need and strategy
- Choose the appropriate training methodologies
- Select and sequence course content
- Design methods for encouraging teamwork
- Evaluate the training program

One participant "blueprint" from each mini-workshop was selected for presentation in a half-day session that allowed the entire group to share and benefit from the work done by their colleagues. See Appendix E for examples of "blueprints" prepared.

Re-Entry Issues: Preparation for post-training re-entry into the home and job environment was the objective of this session. Various models for coping effectively with anticipated problems and reactions were explored. Some techniques for managing change were introduced to assist participants in moving towards a smooth transition to their place of work.

Training Methodologies

The training methodologies used were adapted from standard management training methodologies to meet the objectives of the seminar-workshop. Essentially, five participative methods of instruction were employed to maximize coverage, introduce management concepts, facilitate understanding of new approaches and simulate real life situations. Each method utilized different techniques including special training films, case studies, role play exercises, triads, lectures, and individual task assignments. In addition to the methods of instruction, group maintenance and evaluation/feedback techniques were used by CEFPA staff in order to monitor the program and provide an appropriate learning environment for women from diverse cultural backgrounds. The five instructional methods used in the program were:

1. Seminar Session (basically a content method)

The objective of the seminar session was to provide content on a specific subject by one or two specialists. The usual format was a two and one-half or three hour session consisting of:

- Introduction and linkages with foregoing units of the program
- Lecture presentation
- Questions and round table discussion
- Conclusion and linkages with forthcoming units of the program

The use of visual aids -slides, films, newsprint or the blackboard- and an outline of the presentation was encouraged.

2. Workshop Session (content combined with participative methodology)

The purpose of the workshop session was to provide a structured learning experience through group dynamics. It was usually led by a trainer or instructor who provided the format and the tools for a systematic processing of the content. The workshop sessions focused mainly on two areas:

- Management Units
 - use of special instruments and exercises
 - triads and use of audio-visual techniques
- Technical Units
 - "how to" instruction or "practicum guides" for learning skills in specific program areas

3. Residential Workshop Module (group dynamics)

The objective of this module was twofold: one, to get the participants acquainted with each other informally as a group by residing in the same facility and two, to intensify group dynamics in a more supportive environment. The three residential workshops were conducted in a sequence which started and built upon a process of self-analysis and change. Each of the three residential workshops was led by an instructor/facilitator.

The three units were:

- I The Professional Woman: Understanding of Herself
- II Human Organization Skills
- III Community Organization Skills

A variety of training aids and instruments were used in each unit including such methods as:

- Simulated experiential learning situations
 - role playing
 - pairing, etc.
- Change analysis and self appraisal - learning instruments
- Group dynamics - formal and informal
- Films, flipcharts, demonstration kits, etc.

Note: See Appendix B for Residential Schedules.

4. Mini-Workshops (Practicum - individual task work)

Scheduled for the last week of the program, the aim of the mini-workshops was to give the participants the opportunity to draw upon four weeks of seminar-workshop learning by concentrating on a specific management element of immediate importance in their work. The methodology consisted of:

- Practice in "how to" apply technical tools
- Individual instruction
- Preparation of "blueprints" for action

Note: See Appendix E for Mini-Workshop project examples.

5. Participant Presentation

The objective of this new training methodology was to give the participants an opportunity to share their public or private service program with the group and to practice presenting their program to a group. Since this was a voluntary effort, CEFPA staff produced guidelines to assist the participants in preparing their presentations. They focused on:

- Goals and objectives of the program/organization
- Participant's role and tasks in the program/organization
- Characteristics of the group receiving services
- Specific activities of the program the participant wished to share
- Results achieved
- Future plans

The use of visual aids -blackboards, films, slides, newsprint- was encouraged.

The other two training techniques utilized were essentially group maintenance and feedback/monitoring methods.

Information Feedback (group maintenance)

- five teams with a staff team advisor
- five teams with elected team leader and staff advisor
- elected participants' coordinating committee
- learning retrieval sheets and diaries
- informal sessions with individuals

Continuous Evaluation (monitoring)

- daily evaluation form
- overall evaluation form
- relayback of feedback

Note: See Appendix C for participant evaluations.

The program had 148 hours of instruction distributed among the five training methodologies as follows:

	<u>Hours</u>
Seminar Sessions	38
Workshop Sessions	35
Residential Workshop Module plus New York Field Exercise	51
Mini-Workshops	19
Participant Presentations	5

Feedback from the participants of the first WIM seminar-workshop resulted in several changes relating to the training methodologies and hours of instruction. The first change was in hours spent in seminar sessions versus workshop sessions. The participants requested more participative sessions and this resulted in almost equal time spent in seminar and workshop sessions. The second change resulted because many participants asked for more time in residential sessions. With the use of evening sessions, we were able to give participants more time to assimilate important concepts presented in the residential sessions. An enthusiastic response to the mini-workshops resulted in the fourth change. The mini-workshops were extended so each participant had enough time to formulate a clear and concise "blueprint" for action to take back home. The fifth change was a pilot training methodology entitled "Participant Presentations" in which participants volunteered to share their projects with the group. The response from these sessions was overwhelming; the session has now been integrated into the WIM seminar-workshop series.

Overall the participants spent 148 hours of instruction. Some of this time was spent in the evening sessions at residential workshops, and the participants were given two afternoons for personal appointments in New York and Washington.

An additional 70 hours were devoted to group maintenance functions and feedback processes such as evaluation and interaction, orientation, administration, planned extra-curricular activities and individual appointments. In terms of CEPPA staff input, every hour of instruction was matched by approximately one-half hour of maintenance and feedback.

PARTICIPANT PROFILE

It is difficult to generalize about a group of 44 very special participants from 20 different countries. However, the reason for their coming to a Washington, D.C. seminar-workshop on "Planning and Management of Service Delivery Programs in Family Planning, Health and Development" was clear. Their desire to grow both professionally and personally was seen in their eagerness to participate in all the sessions as well as in the quality of the work they produced individually and in small groups. Their willingness to share their experience and expertise was a great factor in producing new ideas and new approaches to challenging problems. Differences in age, professional training and background, culture, religion and level of professional achievement enhanced and enriched the participant resource pool which was a major factor in the success of WIM II. For a detailed list of participant names, countries and job titles, see Appendix A.

The characteristics of the participants were:

Age:

- Mean 36
- Range 22-52

Marital Status:

- Single 11
- Married 30
- Widowed 3

Children: 91 for 33 ever married or 2.8 children per ever married

Organizational Affiliation:

- Private 16
- Government 28
- Salaried 40
- Non-salaried 4

Areas of Current Professional Involvement:

- | | |
|---------------------------------------|----|
| ● Family Planning | 23 |
| ● Health | 8 |
| ● Women's Development Programs | 13 |
| --functional literacy training | 44 |
| --income generating activities | |
| --women's rights, issues and research | |

Region:*

- | | |
|-----------------------------------|-----------|
| ● Africa | 17 |
| ● Asia and the Pacific | 16 |
| ● Latin America and the Caribbean | 7 |
| ● Middle East | 4 |
| | <u>44</u> |

The professional backgrounds of the WIM II participants reflected the growing opportunities for women in the third world to participate in challenging and diverse careers. Thirty-one women (70%) were involved in family planning or health delivery. However, 17 of the 31 (55%) health and family planning practitioners were non-medical. They came from various disciplines and experiences. A former flight attendant on an international airline now serves as a field supervisor for a community based women's family planning program. A customs and excise official volunteers as an organizer of women's activities and family planning motivation. A judge in an Islamic religious court sought skills to extend family planning education through existing Muslim women's study groups.

The participants not currently involved in family planning programs (30%) were engaged in programs to raise the status of women through income generating projects, journalism, political awareness groups and national women's organizations. Many of these women were interested in including family planning and health services in existing networks of women's groups.

The commonality of the participants was their mid-career status and realization of the conditions which affect their own abilities to rise into policy making positions as well as their country's need to bring women into the mainstream of development.

Underlying this desire was the commitment to improved standards of health care for women which included reduced fertility and increased access to health and family planning commodities. Diverse approaches and strategies for assisting women were explored in two sessions devoted to participant presentations. The group was introduced to several successful family planning strategies including the Banjar system in Indonesia. They also heard of a nutrition center in rural Kenya which is seeking to control endemic malaria. This sharing of experience was ranked very high as a learning process and will continue to be an integral part of the training strategy of the WIM program.

*Countries represented: AFRICA: Ghana, Kenya, Liberia, Mauritius, Nigeria, Sierra Leone, Zambia; ASIA AND THE PACIFIC: Bangladesh, India, Indonesia, Korea, Nepal, Pakistan, Philippines; LATIN AMERICA AND THE CARIBBEAN: Colombia, El Salvador, Haiti, Honduras; MIDDLE EAST: Egypt and Turkey.

EVALUATION OF THE SEMINAR-WORKSHOP

Introduction

Evaluation of the seminar-workshop was conducted by the participants themselves and by the project staff. The purposes of the evaluation were 1) to determine whether or not the objectives of the seminar-workshop had been met; 2) to determine whether or not the participants had met their own objectives; and 3) to obtain feedback for improving and restructuring future programs. An analysis of the participants' evaluations indicated that the majority were fully satisfied with the overall seminar-workshop experience, felt it had expanded their horizons as WOMEN managers, and exposed them to new concepts of service delivery systems in health, family planning, and development. The project staff felt that almost all the participants were conscientious, eager to learn and supportive of the other group members.

There was a quickness to perform individual and group tasks productively and well, and to apply specific learning situations to individual country programs. Again, all the participants confirmed did attend, marking for the second time 100% attendance at a CEFPA training program.*

The positive trend of the evaluation was satisfying to the project staff, but did not create a false sense of complacency with the seminar-workshop. Indeed, CEFPA project staff was aware that the self-administered evaluation methodology was a subjective one and may be further biased by the fact that many participants were "too polite" in their evaluations. To encourage objectivity of the evaluation and to ensure anonymity of the respondent, no identification of the participant or her country was made on the evaluation form. Furthermore, this evaluation essentially measured reaction, a factor which most training programs of this type must rely on. A measure of the results of the training is an evaluation which must be done in the field.

The evaluation of results requires a follow-up procedure months or even years later when outcomes of change projects can be measured in terms of changes in behavior, practices, and attitudes in a community. It is the continuity of technical assistance in the field and support for the change projects being developed by the participants that need to be an ongoing part of CEFPA's project staff's long-term evaluation of this particular seminar-workshop.

The present evaluation does serve, however, an immediate and valuable purpose. Daily evaluation and learning retrieval as a recurring part of the seminar-workshop methodology 1) permitted the participants to be as fully involved as they wished to be in the evolution of the program and 2) provided the

*One participant left the program after completion of Week Four due to a major medical problem and three participants arrived a few days late because of travel and/or professional constraints.

project staff valuable reference points for knowing what should be done differently and better in subsequent sessions and future seminar-workshops.

The Participants' Evaluation of the Workshop

Two kinds of forms were used for the written evaluation: 1) a short evaluation questionnaire for each seminar-workshop session and 2) a more comprehensive evaluation questionnaire of the seminar-workshop and overall program experience. The responses to these two questionnaires were tabulated and analyzed by the project staff. See Appendix C.

The daily evaluation questionnaire had four questions that asked the participants to rate the helpfulness, understanding of session, relationship to objectives, and learning experience of the individual seminar session. There was room for open-ended comments if desired. This written instrument supplemented the participant verbal feedback to project staff and provided a daily assessment of how the session had been perceived by the participants in terms of clarity, relevance and value.

The overall evaluation form reviewed the entire five week program as a whole. It had the respondents rate objectives, content and methodology and provided opportunity for open-ended comments on all aspects of the seminar-workshop. The tabulated response of both evaluation methodologies were shared with the participants in a free form session on the final day of the seminar-workshop. This "relayback of feedback" demonstrated the use of evaluation as a management and training tool and was genuinely appreciated by most of the participants. They saw how evaluation methods could be used over time to measure how perceptions change, for example, to compare how immediate reactions on the daily evaluation varied from the overall evaluation. Together the two evaluations provided vital feedback both to the participants and project staff in their daily assessment of the program and later to the project staff in their de-briefing and critical review of the entire seminar-workshop. Many of the participants asked for a copy of the evaluation form which they could keep as part of their training materials from the program.

The trends established in the daily evaluations of seminar-workshop sessions were fairly consistent with the results of the overall evaluations. Forty-one of the participants completed the overall evaluation form for a 93.1% response rate. The CEFPA project staff felt the non-responses were due to difficulties of some participants to write in English. The responses returned represent what must be assumed to be the majority view point of the participants. According to the participants, the objectives of the seminar-workshop were satisfactorily met.

Seminar-workshop sessions that ranked highest in the participants ratings were:

- Mini-Workshop on Evaluation
- Evaluation
- Organizational and Management Links
- Mini-Workshop on Training
- What is Management?
- Introduction to Proposal Writing

Residential sessions that ranked highest in the participants ratings were:

- Developmental Stages of People
- Human Behavior Motivations
- Task/Maintenance
- Motivations
- FIRO-B
- Organization Unwritten Laws, Myths and Psychological Contracts

The three residential workshops were rated high with a range of ratings between 7.9 to 9.3 (using a scale of 1 to 10 with 1 as the lowest and 10 as the highest). The mini-workshops held in Washington were cited favorably and many participants wished they could have participated in all four of them. The field experience in New York City included a day with UNFPA and a half day with The Ford Foundation was mentioned as educational and valuable.

The overwhelming feeling was that the seminar-workshop had been a very stimulating and educational experience and one for which all the participants were most appreciative. While each individual session was not 100% satisfactory to each participant, every session had value and specific significance to some participants. The intense motivation of the participants to build on the sharing experience begun during the five weeks together October 16 to November 17, 1978, gave strong support to a network of women managers to continue their professional and personal commitment to the work begun and to share their experiences through a newsletter coordinated by the CEFPA project staff. The warmth and sincerity of the appreciation felt for this period of growth was expressed by one of the participants: "The workshop has been very successful because I now have knowledge about the techniques and the skills for my job. And I think that this knowledge I will apply in all the fields of my own life as a manager or supervisor, as a mother, and as assertive woman in all ways. Thanks, CEFPA, the donor agencies and a big special thanks to all the participants, I'm very proud knowing and sharing experiences with all of you. And women power will change this world".

APPENDIX A

Workshop Participants

- Participants
- Group Photo
- Copy of certificate

PARTICIPANTS

Women in Management Seminar-Workshop on
"Planning and Management of Service Delivery
Programs in Family Planning, Health and Development"

AFRICA

Ghana

Celestine Bayor, Principal Community Development Officer, Department of Social Welfare and Community Development, Upper Region

Dr. Doris Hayfron-Benjamin, Regional Medical Officer, Ministry of Health, Ashanti Region

Kenya

Phoebe Asiyo, Advisor-Chairman, Projects Committee, Maendeleo Ya Wanawake, Nairobi

Lavoga Makokha, House Mother, Nutrition Center, Funyula

Rose Mbuvi, Nurse Trainer, National Family Welfare Centre, Nairobi

Mary Mwamondo, Area Officer, Family Planning Association of Kenya, Mombasa

Margaret Thuo, Head, Family Life Training Program, Government of Kenya, Nairobi

Liberia

Louise Mulbah, Public Health Coordinator, Tellewoyan Memorial Hospital, Voinjama, Lofa County

Wvannie Scott, Director, TNIMA School of Nursing, JFK Medical Center, Monrovia

Mauritius

Lalita Panray, Volunteer, Mauritius Family Planning Association, Quatre Bornes

Santa-Koomaree Bhurtun, Home Economics Teacher, Ministry of Education; Volunteer, Mauritius Family Planning Association, Quatre Bornes

Sheela Chengadu, Customs and Excise Officer; Volunteer, Mauritius Family Planning Association, Quatre Bornes

Nigeria

Dr. Oyebisi Adelaja, Senior Consultant, Federal Ministry of Health, Lagos

Margaret A. Oyebode, Social Welfare Officer, Social Development Office,
Ado Ekiti

Anthonia Sodipo, Principal Nursing Sister, Lagos City Council, Lagos

Sierra Leone

Josephine Aaron-Cole, Vice President, Sierra Leone Home Economics Association, Freetown

Zambia

Wedlock C. Ndamba-Mulwba, Sister-in-Charge, Zambezi District Hospital Service, Zambezi

ASIA AND THE PACIFIC

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Sadequa Akhter, Field Worker, Population Planning Unit, Ministry of Labor and Social Welfare, Dacca

Sultana Akhter, Field Worker, Population Planning Unit, Ministry of Labor and Social Welfare, Dacca

Hasna Banu, Counselor, Family Planning Model Clinic and Research Centre, Dacca

Nishat Kabiruddin, Field Supervisor, Concerned Women for Family Planning, Dacca

India

Vinita Nagar, Secretary, Delhi Social Welfare Advisory Board, Indian Institute of Public Administration, Delhi

Zarina Shaikh, Medical Officer, Bhatia General Hospital, Bombay

Indonesia

Dr. Sri Chalid, Director, General Hospital, Dadi

Dr. Sunarti Sudomo, Chief, Bureau of Education and Training, National Family Planning Coordinating Board, Jakarta

Dr. Inne Susanti, Lecturer, Medical Faculty Udayana University, Bali

Intarsih Tjokrowondo, Staff, Bureau of Special Projects, National Family Planning Coordinating Board, Jakarta

Farida Ubaya, Chief, Bureau of IEC, Muhammadiyah Family Planning Headquarters, Jakarta

Wardanah, Judge, Religious Court of Law, Wates

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Nepal

Shail Upadhyay, Programme Officer, Women's Services Coordination Committee, Kathmandu

Pakistan

Rukhsana Mashhadi, Editor, Women's Section and Entertainment Section, Dawn, Herald Publications; Volunteer, Women's Resource Centre, Karachi

Philippines

Ana-Marie Antonio, Program Officer, Gabriel Medical Assistance Group, INC Mobile Clinic, Manila

LATIN AMERICA AND THE CARIBBEAN

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Olga Lucia Toro, Director of Research and Counselors' Training, Maternal Guidance and Assistance Unit, Bogota

El Salvador

Ana-Josephina N. De Cabrera, Psychologist, San Salvadorean Children Council, San Salvador

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Anarda Estrada, Jefe Division Materno-Infantil, Ministerio de Salud, Tequicigalpa

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Khadra Salah Ibrahim, Director, Gharbeya Family Planning Branch Association, Cairo

Aisha Mohammed Zeiada, Director of Information and Social Services, Ministry of Health, Department of Family Planning, Cairo

Turkey

Isil Bulut, Lecturer, Social Services Academy, Ankara



The Centre for Population Activities

has completed

a Seminar-Workshop on

Planning and Management of Service Delivery

Programs in Family Planning, Health

and Development

conducted in

Washington, D.C.

October 16 - November 17, 1978



President

Secretary

APPENDIX B

The Seminar-Workshop

- Five week schedule
- Residential workshop schedule
- Seminar-workshop staff, resource specialists and staff associates
- Sponsoring agencies

- FIVE WEEK SCHEDULE -

Seminar-Workshop for Women in Management II

ON

"Planning and Management of Service Delivery Programs in Family Planning, Health and Development"

	FIRST WEEK	SECOND WEEK	THIRD WEEK	FOURTH WEEK	FIFTH WEEK	
	October 16 - 22	October 23 - 29	Oct. 30 - Nov. 5	November 6 - 12	November 13 - 17	
M O N D A Y	Welcome to Women in Management Workshop II 16 Orientation/CEFPA Staff ----- Getting to Know You/ Participants	Residential Workshop at Donaldson Brown Center 23 MANAGEMENT WORKSHOP I - The Professional Woman: Understanding of Herself Participant Presentations	Project Planning and Implementation 30 MBO/McGovern/O'Connor ----- Budgeting/ Qazon	Depart for Residential Workshop at Harper's Ferry 6 MANAGEMENT WORKSHOP II - Human Organization Skills	MINI-WORKSHOPS 13 I Project Planning and Budgeting/ Szendiuch/Tsu II Proposal Writing/ Sicknell/Mayo	M O N D A Y
T U E S D A Y	Women in Action/ Wiarda 17 ----- What is Management?/ Scottice	● Self-Actualization Skills ● Self-Direction Role Clarity ● Role Playing Exercise ● Awareness of Personal & Professional Alternatives ● Responsibilities 24	Evaluation as a Management Tool: Supervision and Monitoring/ Wishik 31	● Dynamics of Group Process ● Leadership Styles ● Delegation and Roles ● Planning Skills and Techniques ● Understanding Change ● Decision Making Tools This/CEFPA Staff 7	III Evaluation/ Curlin/Neuse 14 IV Training/ Scottice/Gulhati	T U E S D A Y
W E D N E S D A Y	Delivery Systems: Overview and Limiting Factors/ Gulhati 18 ----- Women in Family Planning & Women to Women Delivery Systems Case Exercise/ Curlin	● Visualization of Self as Power Source/ Rumley/CEFPA Project Staff 25 ----- Depart for New York City	Internal Evaluation of Community-Based Programs/ Curlin 1 ----- Luncheon/ Winfield/ Bowers/ Putnam Legal Aspects/ MacManus Introduction to Proposal Writing/ Mayo	Participant Presentations 8 ----- Learning Retrieval Session/ CEFPA Project Staff/ Rumley/ This	Reports and Review of Mini-Workshops/ Gulhati/ Curlin/ Mayo 15 ----- Farewell Lunch/ Piotrow ----- Overall Evaluation Final Team Meeting	W E D N E S D A Y
T H U R S D A Y	Extending Family Planning and Health Delivery: Use of Paramedics and Laypersons/ Potts 19 ----- Non-Clinical Family Planning & Health Services/ Akhtar/ Jabboh	UNFPA/Hekmati/Snyder/ Vairathan--Overview: ● Women's Programs Needs ● Women in Development ● Funding for Women's Projects ● Meeting with Programs Officers 26	Interacting with Funding Agencies and Proposal Preparation/ Helzner/McIntyre/ Leung/ Morrill/Mashek/Doye 2	MANAGEMENT WORKSHOP III - ● Managing the Change Process ● Training of Local Women ● Developing Support Networks 9	Re-entry Issues/ Scottice 16 ----- Administrative Support FAREWELL DINNER	T H U R S D A Y
F R I D A Y	Women in Development: A Review of Women's Programs/ Van Dusen/ Voussef/ Giorgis/ Yudekman 20 ----- Myths and Barriers/ Mayo	Interactions with Foundations/ Barber/ Bruce/ Anderson/ Berresford 27 ----- International Women's Tribune Centre or Individual Appointments	Organizational and Management Links/ Romani 3 ----- Briefing for Workshop II and III/ Craig/Mayo	● Understanding Constraints 10 ● Communication Skills/ Rumley/CEFPA Project Staff ----- Return to D.C.	FINAL DAY: ● Relayback of Feedback from seminar-workshop evaluations ● Certificate Presentation 17	F R I D A Y
SAT	Sightseeing at 7:30 am 21	Return to D.C. 28	Free Day 4	Free Day 11	18	SAT
SUN	Depart for Port Deposit, Maryland 22	Free Day 29	Free Day 5	Free Day 12	19	SUN

RESIDENTIAL WORKSHOP SCHEDULES

I. The Professional Woman: Understanding of Herself

Sunday, October 22
Evening

- Women in Transitional Work and Roles
 - "From-To" Exercise
 - Issue Writing

Monday, October 23
Morning

- Commitment Contract
 - Multiple Role Index
 - The Helping Relationship
 - Film "Joshua in a Box"

Afternoon

- Assertive-Aggressive Behavior and the Woman Manager
 - "Don't Say Yes When You Want to Say No"

Evening

- Resource Sharing
 - Four Participant Presentations

Tuesday, October 24
Morning

- Power and the Group
 - Consensus Task
 - Team Effectiveness Analysis
 - Process Observation
 - Film "Is It Always Right to be Right"
 - Domination, Collaboration, Compromise

Afternoon

Wednesday, October 26
Morning

- Role Play Exercise

II. Human Organization Skills

Monday, November 6
Afternoon

- Understanding Self
 - Developmental Stages of People
 - FIRO-B
- Understanding Individuals
 - Human Behavior Generalizations
 - Motivation

Evening

Tuesday, November 7
Morning

- Understanding Groups
 - Group Growth
 - Group Task/Maintenance
 - Characteristics of Group Members
 - Decision Making (NASA Exercise)
 - A. Making decisions alone
 - B. Making decisions with a group
- Understanding Organizations
 - Unwritten laws, myths and psychological contracts

Afternoon

Evening

--Blue-Green Game

Wednesday, November 8
Morning

- Resource Sharing
- Ten Participant Presentations

Afternoon (1 hour)

- Learning Retrieval Diary

III. Community Organization Skills

Wednesday, November 8
Evening

- Management of Change Process
- Planned and Unplanned Change
- Film "Refiner's Fire"
- Diagnosing the Change Process
- A. Individual Work

Thursday, November 9
Morning

- B. Work in Triads
- Force Field Analysis
- The Concept
- Film "A Future for Ram"
- Analysis Forces For/Forces Against

Afternoon

- Individual Force Field Analysis
- Review Change Process
- Identify strongest forces against change

Evening

- Assign points to strengths
- Strategizing
- What, How, Who, By When
- Expected Outcomes

Friday, November 10
Morning

- Review Change Project
- Develop a Strategy
- Training of Trainers
- Model "Definition of Training Needs"

SEMINAR-WORKSHOP STAFF, RESOURCE SPECIALISTS
AND STAFF ASSOCIATES

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Molly Mayo
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Beth Craig
Lois McCloskey

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Mr. Erich Hofmann, Senior Vice President

APPENDIX C

Seminar-Workshop Evaluations

- Participant daily evaluation of seminar sessions
- Overall evaluation
- Retrieval comments - Workshop III - Managing the Change Process

PARTICIPANT DAILY EVALUATION OF SEMINAR SESSIONS

Week 1	Questions			
	Helpfulness of session to work needs	Understanding of session	Relation of session to workshop objectives	Session as learning experience
Women in Action	3.9	4.2	4.1	3.8
What is Management?	4.5	4.2	4.3	4.3
Delivery Systems: An Overview	4.4	4.4	4.4	4.2
A Women to Women Delivery System	4.4	4.4	4.4	4.1
Use of Paramedics and Auxiliaries	4.3	4.4	4.2	4.1
Non-Clinical Family Planning & Health Services	3.7	4.0	4.0	3.6
Women in Development: Program Review	4.2	3.9	4.3	4.1
Cultural Myths and Barriers	4.7	4.3	4.6	4.4

Scale = 5 highest and 1 lowest

PARTICIPANT DAILY EVALUATION OF SEMINAR SESSIONS

Week 3	Questions			
	Helpfulness of session to work needs	Understanding of session	Relation of session to workshop	Session as learning experience
Management by Objectives	3.9	3.7	4.0	3.6
Budgeting	4.4	4.2	4.3	4.2
Evaluation	4.7	4.3	4.5	4.2
Internal Evaluation of Community-Based Programs	4.6	4.4	4.3	4.3
Legal Aspects	3.9	3.8	3.7	3.5
Interaction with Funding Agencies	4.4	4.5	4.4	4.2
Organizational and Management Links	4.7	4.5	4.7	4.7

Scale = 5 highest and 1 lowest

OVERALL EVALUATION

Objectives:

1. How well were the four objectives*of the seminar-workshop met?

Objective 1	Fully	38	Partially	2
Objective 2	Fully	37	Partially	4
Objective 3	Fully	34	Partially	7
Objective 4	Fully	36	Partially	5

2. State your objectives in attending the seminar-workshop. (The most frequently mentioned are listed).

- To acquire management skills.
- To understand myself and other women from various countries.
- To explore funding sources for new and on-going programs.
- To learn more about how to extend family planning services.
- To gain confidence in order to initiate a new project.

Content:

1. Seminar Sessions in Washington, D.C. - First Week

Using a scale of 1 to 10 with 1 as the lowest and 10 as the highest, rate the following content areas in terms of your present work or future aspirations:

--Women in Action	7.9
--What is Management?	8.5
--Delivery Systems: An Overview of Family Planning Delivery Systems	8.3
--A Women to Women Delivery System: Case Study	8.3
--Use of Paramedics and Auxiliaries	7.9
--Non-Clinical Family Planning and Health Services	7.3
--Women in Development: Program Review	8.0
--Cultural Myths and Barriers	8.4

2. Residential Workshop and Field Exercise - Second Week

Using a scale of 1 to 10 with 1 as the lowest and 10 as the highest, rate the following session in terms of your own personal growth and awareness as a woman and as a manager.

A. Management Workshop I - "The Professional Woman's Understanding of Herself" (Donaldson Brown Center)

--"From-To" Exercise -- Issue Writing	7.9
--The Helping Relationship: Sender/Receiver/ Observer	8.8
--Assertiveness: "Don't Say Yes When You Want To Say No"	8.8

*Objectives stated on Page 2.

--Power and the Group -- Consensus	8.2
--Team Effectiveness -- Process Observation	8.4
--Role Play Exercise	8.6

● Overall Experience:

--Excellent	28
--Very Good*	1
--Good	10
--Fair	2

● Comments:

- Need more time.
- Difficult to understand.
- Need more analysis of issues raised.

B. Field Exercise - UNFPA, New York City

● Did you find the sessions at the UNFPA useful to you as a learning experience?

--Yes	35
--Unsure	4
--No	2

● Comments:

- It was valuable to know UNFPA policies and funding procedures.
- We learned more about UN activities in Women's Programs.

● Suggestions:

- More time with regional representatives.
- Examples of projects funded by UNFPA in either written or oral form would be helpful.

C. Field Exercise - The Ford Foundation/Related Organizations, New York City

● Did you find your experience at the Ford Foundation useful to you as a learning experience?

--Yes	32
--Unsure	7
--No	2

● Comments:

- Need more written information.
- More about Day Care.
- Excellent as it was.

3. Seminar Sessions in Washington, D.C. - Third Week

Using a scale of 1 to 10 with 1 as the lowest and 10 as the highest, how would you rate the following "technical skills" content areas in terms of their usefulness to you as a manager/professional woman?

--Management by Objectives	8.0
--Budgeting	8.1
--Evaluation	8.7
--Internal Evaluation of Community-Based Programs	8.4
--Legal Aspects	6.5
--Interaction with Funding Agencies	8.3
--Introduction to Proposal Writing	8.5
--Organization and Management Links	8.7

● Comments:

--More simplifications and explanations needed about MBO.

4. Residential Workshop, Harper's Ferry, West Virginia - Fourth Week

Using a scale of 1 to 10 with 1 as the lowest and 10 as the highest, rate the following sessions in terms of how they helped you gain a) a better understanding of management in an organizational context, and b) insight in improving your "community organization skills".

A. Management Workshop II - "Human Organization Skills"

● Understanding Self:	
--Developmental Stages of People	9.3
--FIRO-B	9.0
● Understanding Individuals:	
--Human Behavior Motivations	9.2
--Motivations	9.1
● Understanding Groups:	
--Task/Maintenance	9.2
--Moon Exercise	8.9
● Understanding Organizations:	
--Organization Unwritten Laws, Myths and Psychological Contracts	9.0
--Blue/Green Game	9.0
● Overall Experience:	
--Excellent	36
--Very Good*	2
--Good	5

● Comments:

--Excellent.
--Helpful.
--Both educational and fun.

B. Management Workshop III - "Community Organization Skills"

--Management of Change Process: Film "Refiner's Fire	8.5
--Diagnosing the Change: Individual Work	8.6
--Force Field Analysis: Film "Future of Ram"	8.6
--Individual Force Field Analysis: Triads	8.4
--Strategizing for the Change	8.3
--Training of Trainers: Guidelines	8.0

● Overall Experience:

--Excellent	26
--Good	11
--Fair	1
--Poor	1

● Comments:

- More training of trainers.
- Very intense.
- Should be longer.

5. Seminar Sessions/Mini-Workshops in Washington, D.C. - Fifth Week

Using a scale of 1 to 10 with 1 as the lowest and 10 as the highest, rate the mini-workshop you attended in terms of value to you as a professional person and a leader in women's programs now or in the future.

--Planning	8.2
--Proposal Writing	7.8
--Evaluation	9.3
--Training	8.5

Training Methodologies:

1. Every effort was made to use a mix of training techniques. Using a scale of 1 to 10 with 1 as the lowest and 10 as the highest, rate the impact upon you, as a learning experience, of each of the following:

--Lecture by an expert	7.9
--Group dynamics by a trainer	8.1
--Individual task work	8.1
--Group task work	8.6
--Film exercise	8.2
--Case study exercise	7.7
--Mini-workshop	8.8
--Role play exercise	8.2
--Participant presentations	8.4
--Learning retrieval diary	8.2
--Other ● Observation	
● Field exercise	

General Comments:

1. What was the most important thing you experienced in the workshop in your multiple roles as:

● Manager

- Skills.
- Importance of participation in decision-making.
- More to management than supervision.
- Management without tears.
- Importance of group maintenance.

● Trainer

- New methodologies.
- Importance of planning.
- Continuous evaluation and redesigning training.

● Technical Expert

- Techniques of planning and evaluation.
- Internal evaluation and feedback methods.
- How to write a proposal.
- How to clarify.

● Resource Person

- How to strategize.
- Identification of personal growth needs.
- How to present a project clearly.
- The ability to look at the organization as a whole.

2. Would you like to have some subjects added to future programs which were not included in this one?

- Yes 15
- No 19

● Subjects to be added:

- Day Care.
- More participant presentation of programs.
- Demography.
- Nutrition and sanitation.
- Use of media.

3. Are there any subjects which you think should be deleted from the course?

- Yes 6
- No 28

- Subjects to be deleted.

- Legal Aspects(too general a topic/laws vary too much from country to country)

4. Recognizing that all of you are experienced professionals, the seminar-workshop was designed to allow an exchange of information and opinions among resource personnel, CEFPA project staff, and participants. With this in mind, do you think that, in general, there was:

- Enough opportunity to interact with resource personnel?

- Yes 34
 - Somewhat* 1
 - No 5

- Enough time and opportunity to discuss problems and issues with CEFPA project staff?

- Yes 32
 - Somewhat* 1
 - No 6

- Adequate chance for discussion among participants?

- Yes 34
 - No 6

5. Do you believe that such a seminar-workshop experience would be valuable to other women in your country?

- Yes 40
 - Somewhat 1
 - No 0

6. What criteria would you suggest in the selection of future participants in the WIM series?

- Experienced women actively involved in programs with a focus on family planning, health or development.
 - Women with experience in and a broad view of women's program needs in their own countries.
 - Women who are fluent in written and spoken English.
 - More women from rural based programs.
 - Women who have good potential for improving or initiating programs which improve the health and economic status of many women in their countries.

Comments on the overall WIM workshop experience:

- I learned how to deal with people.
- I learned how to behave at the international level.
- The residential workshops were tiring.
- I am sure to be more efficient.
- Women share similar problems the world over.
- I wish I'd had this experience long ago.
- This has been a benefit to my project and my country.
- More time is needed for individual tasks.
- I now realize many women are dedicated to making things better for other women.
- I have learned to identify and analyze my problems.
- I have attended other seminars but have never been moved -- I have really changed.
- The knowledge I have acquired here will apply to all my life - as manager, supervisor, mother and assertive woman.

*Categories not listed but added by assertive participants.

Retrieval Comments

Workshop III - Managing the Change Process

1. I believe that this session was excellent. It can help me to use knowledge and methodology in my practice field. Thank you for this kind help.
2. It was very important and has given me a lot of confidence about my change process which I want to bring to my association when I will go back.
3. It is beneficial in project planning and evaluation.
4. I think that this session was helpful to me.
5. I feel very exciting to return to my country, and start to work hard in my new projects.
6. This session is very interesting and helpful for us. We learn important things, and we applied many important things in our every day work.
7. I have thoroughly enjoyed this session. It gave me an opportunity to renew my knowledge of what I had vaguely been taught. It also gave me an insight of some of the participants behaviors which had been puzzling me since the seminar started. I have learnt a lot about planning and proposal writing which was a bit confusing to me at first.
8. The session was interesting. One has to plan, before she can involve others into her plans. The strategy presentations have helped me to understand more clearly than before. Thank you.
9. I was very impressed on how individual analysis procedure was done. The film show on the family in India was interesting which showed the women's role in the family life.
10. This session motivates me to do my job with new techniques. I feel very happy to be one of the participants and to cope with the community.
11. I found that this session has been a very important phase on our future involvement in management. It has enabled us to have another insight about the forces inherent in a change process.
12. I feel this session has opened my mind more widely, will make my work easier.
13. After completing the "Diagnosing and Change Process" I was very assured. We did it and saw the thought all the way through - It's a life model.

14. This was a very helpful session because:
 - a. It helped me to know how to formulate strategies.
 - b. The difference between goals and strategies.
 - c. With this knowledge, I can now plan a program and implement and hope for some success.
Thank you.
15. It has made it very easy for me to write out my project planning and to outline and prepare myself for important strategies.
16. It increase my knowledge about training programs. More skills and understanding about individual and group behavior generally.
17. This session made me feel that with proper planning difficult task can be become easy.
18. Uncomfortable because the sessions created a feeling of "vacuum" or "frustration" (it is very difficult to explain) on the part of several participants and this gave way to aggressiveness, unwillingness to participate and sensation of not having learned much. Perhaps we expected things to be more "substantial". I apologize for this. Thank you.
19. Relaxed, confident and pleased. Lectures more related to situations I'm involved in. Residential workshop has given me new dimensions. Residential Workshop helped me develop several strategies for dealing with daily situations in my work setting. SESSION WAS VERY MEANINGFUL.
20. Quite instructive for those who will start a new project. Invigorating ideas and better methods and ways to help those who are already working on a project.
21. To me this session was a very very helpful and learning one. We really learned a lot. I wish that more people from my program should get this opportunity to come and attend this WIM workshop which was really wonderful in respect to learning.
22. The session was very interesting to know how to change our plan, strategy, to solve the overall goals. This residential workshop programme will be very much helpful to our planned change.
23. This helps me a lot, especially the different strategies that you could use in planning a project.
24. The whole session was very useful and important and quite informative. It would be very helpful in our future, particular proposal writing exercise was very knowledgeable and meaningful.
25. This is a very useful and important session with very actual topics. We need more hours for "training" e.g. training models, methodologies and discussion on follow-up of training (on the job training, comparative studies, module training which is now very popular in Asian countries).

26. I appreciate Jacky and CEFPA that have given me so much important knowledge skills and experiences in this week's session. I feel it is very helpful for doing and organizing my work and expectations in the future.
27. I feel satisfied but anxious about so many things I want to do in my country as a result of my knowledge and learning in this workshop.
28. Enlightened but concerned about how we have been doing things in my organization and sure that I can help to bring about some change in our system of work.
29. All of them helped me a lot, the only thing is that until now I am still confuse about the film.
30. I feel I'm getting more knowledge and a better understanding about all the processes in the training program.
31. The session has helped me to identify and analyze very clearly the forces present in my organizational system which are resisting change - it has been a tremendous learning experience.
32. This session is very helpful, especially in strategizing and planning steps of activities.
33. This session will be very helpful for my work in bringing about change by developing strategies and also for my training experience. Thank you very much, dear Jackie.
34. This session makes my administrative process easy. This session includes the forces for and against the program, how to solve against forces, how to strategize the solving process and training models. These are very important to my job. This session was a very technically exercise based practice. I've learned a lot of clear management skills.
35. Helped me with developing a program that is achievable, reality based and measurable - especially in setting the strategy.
36. This session has been of real value and interest to me and I feel better equipped to manage my planning processes as well as the strategies I must adopt in breaking down barriers that are likely to impede my progress.
37. I feel this session was a real help to myself, my job and my staff, and I feel that I will help to make changes in the training programme with the amount of knowledge gained particularly in the planning process.
38. This session has given me a broader view concerning planning implementing and evaluating training programs. It has been very useful indeed, but sometimes confusing because much has to be taken into the head at the same time.

39. It has given me more confidence to implement my managerial functions when I am back home. From development action plans, to the change process, and training component too is very useful. Especially in the change process, the way to know the steps that should be done systematically to cope with, it is very helpful. Thank you.
40. The session was very helping, since it showed that holding forces are many, but there are always strategies which can be used to combat and overcome them. This was most helpful since about 45 women gave different methods and means in which this could be done.
41. According to me it's very important and very interesting because relevant with my job.

APPENDIX D

Media Coverage

- **Participants Interviewed by
Voice of America**

MEDIA COVERAGE

Participants Interviewed by Voice of America

Arabic Service

Samia Abdel Rajek Hemed, M.D.	Egypt
Khadra Salah Ibrahim	Egypt
Aisha Zeiada	Egypt

English-speaking Africa Service

Doris Hayfron-Benjamin, M.D.	Ghana
Margaret Thuo	Kenya
Antonio Sodipo	Nigeria

Hindi Service

Vinita Nagar	India
Zarina Shaikh	India

Indonesian Service

Sri Chalid, M.D.	Indonesia
Sunarti Sudomo, M.D.	Indonesia
Inne Susanti, M.D.	Indonesia
Intarsih Tjokrosuwondo	Indonesia
Farida Ubaya	Indonesia
Wardanah	Indonesia

Swahili Service

Phoebe Asiyo	Kenya
Lavoga Makokha	Kenya
Mary Mwamodo	Kenya

Turkish Service

Isil Bulut	Turkey
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APPENDIX E

Mini-Workshop Projects

- **Mini-Workshop Projects**

Mini-Workshop Projects

A two and one-half day mini-workshop session was the culmination of an intensive five week training program. During this time, individual "blueprints" or plans of action were developed for use in on-going or new activities at home. Four content areas were reinforced; evaluation, project planning, proposal writing, and training. The individual tutorial method was used to assist each participant in developing a realistic plan which would immediately benefit their programs. Listed below are the objectives of each mini-workshop and examples of the blueprints developed by participants.

Evaluation - This workshop focused on:

- Internal management analysis
- Record keeping and data collection
- Data analysis
- Feedback to workers and community
- Report writing
- Supervision and monitoring

Examples of blueprints:

- Develop a system which will examine the management communications network of a growing organization in order to better understand specific roles and to help strengthen the direction and feedback from employees with multiple roles.
- Develop methods of collating data from volunteers' motivational visits with actual clinic records of services rendered.*
- Develop an evaluation tool which compares health and family planning clinic records with the prevalence of use of contraceptives in the clinic catchment records. The results will determine the effectiveness of the clinical delivery of contraceptives.
- Design of a new evaluation technique for a literacy program in terms of cost effectiveness, continuation, functional norms, and testing of community attitudes towards the program.
- Design of a project which involves building evaluation measurements into a new family planning education program. Clinic referral cards will be given and collected at clinic sites to document family planning acceptance.
- Develop an internal evaluation methodology which will lead to improved communications between the staff and the target group in an industrial family planning clinic.
- Develop a client record retrieval system for a busy urban family planning clinic which would eliminate the possibility of recording follow-up as new acceptors.

Planning - This workshop helped to:

- Assess community needs
- Develop a work plan
- Determine staff requirements
- Develop a budget
- Discuss strategies for funding

Examples of blueprints:

- Develop an integrated welfare project for rural women who have migrated to urban areas and are members of low-income families. The project will provide day care and training in functional literacy and skills for income generating projects. These skills include management, marketing, and organization of cooperatives.
- Re-open the midwifery training program at a school of nursing. The community need has been documented by increased maternal and infant morbidity and mortality rates, and the focus of the program will be the training of these nurses to train local midwives.
- Integrate family planning into the district nursing service. Midwives will provide family planning services and will follow-up post partum cases, especially those with histories of difficult deliveries.
- Prepare women religious leaders to train provincial and regency level leaders in family planning, the introduction of a comprehensive adult education course for rural women in Koran reading groups, and the maintenance of family planning services in the context of these Koran reading groups.
- Develop a day care project for children of working women in substandard areas incorporating family planning services.
- Design a project for the improvement of extended family planning services throughout a rural area. The education and service delivery will be carried out by medical assistants, to be trained in contraceptive methodology, communication and follow-up.
- Organize volunteer church women for the delivery of family planning services in city slums. These women will undergo training and will then have access to a depot of commodities in churches spread throughout the city.*

Proposal Writing - This workshop helped to:

- Set concrete objectives
- Make a work/time frame in which these objectives may be accomplished
- Prepare a budget
- Put the proposal into a form most acceptable to the donor to whom you might present your project

Examples of blueprints:

- Seek funding and approval from local government sources for a system of household women to women delivery of family planning services using locally trained women.
- Seek support for the establishment of a womens' cooperative for growing, processing, distribution and marketing peanut butter for use by other local families in order to add much needed protein to the diet of children under twelve. The cooperative would also include nutrition education and family planning services to local farmers.
- Seek support for a project to provide day care, family planning services and nutrition education to market women who attend established health care clinics.
- Seek funds for a project which will introduce family planning education and delivery of services into an existing program of vocational training for women in rural areas. The project is designed to stimulate more active participation in family planning activities by primary health care personnel and village family welfare workers.*
- Seek funding for a project which will organize women to initiate and manage their own family planning projects through a reporting and recording system and the delivery of commodities in a monthly meeting of members of womens' organizations at the provincial level.

Training - This workshop helped to:

- Develop training methodologies
- Build networks of communication between supervisors and workers
- Decide how technical skills can best be transferred
- Design methods for encouraging teamwork

Examples of blueprints:

- Plan a training program for the extension of family planning education in the rural areas by means of volunteer supported programs in coordination with the social services provided by the Ministry of Social Affairs. The volunteers will work as extension workers under the supervision of a family planning association.
- Train social workers to combine research with delivery of services in family planning with stress on accurate recording, follow-up of acceptors and dropout data.
- Design a six month training program for social workers in order to provide them with the psychological training skills for working with handicapped children and their families.

- Design a training program for supervisors and health workers in cold-chain immunizations and techniques in order to reach remote rural areas. The project will include a special emphasis on tetanus toxoid immunizations for pregnant women.
- Develop a relevant Family Planning/Population Training Corps including educators, demographers, health professionals, family planning workers, lawyers, statisticians, and information and motivation specialists. They will be used to train various individuals and groups which are involved in related programs. Special emphasis will be placed on management, technical and communication skills and the change process.
- Implement a no-cost training program to extend family planning and nutrition education in the capital and in rural areas through literacy teachers in an ongoing literacy program.*
- Integrate home economics skills into existing family planning education programs. The program will stress child spacing, child development, home management and nutrition education especially for pregnant and lactating women.*

*Workshop report presented to the group during the final workshop session.

APPENDIX F

Other Activities

- **International Women's Tribune Centre Workshop**
- **SID Reception**
- **SID Women In Development Round Table November Meeting**

INTERNATIONAL WOMEN'S TRIBUNE CENTRE



27 OCT. 1978 — WORKSHOP — CEFPA

- I. Introduction and Welcome to the International Women's Tribune Centre - Mildred Persinger, Chairperson.
- II. Plans of Action and Training Centres for Women in Development - Anne Walker, Tribune Centre Director.
- III. Strategies for Women in Development Action: Caribbean Case Study - Anne Walker.
- IV. Country Profiles - Suvira Chaturvedi, Training Consultant.
- V. Mini-course in Handlettering for Visualizing Ideas - Anne Walker
- VI. Population Profiles - Suvira Chaturvedi and Anne Walker
- VII. Identifying Resources - Martita Midence, Resource Centre Co-ordinator



1978-79 Steering Committee, W	
Nadia Youssef, Chair	466-3
Anna Maria Sant'anna	477-5
Mary Burke	635-2
Peggy Whitman-Blair	244-3
Jill Merrick	862-1
Sharon Camp	659-1



Washington Chapter

THE SOCIETY FOR INTERNATIONAL DEVELOPMENT
1346 CONNECTICUT AVENUE, NW.
WASHINGTON, D. C. 20036

SID COMMITTEE ON WOMEN AND INTERNATIONAL DEVELOPMENT

The Committee on Women and International Development is a working group of SID's Washington D.C. chapter. The 150 paid members are drawn from some 60 non-governmental groups, U.S. government and multilateral agencies and academic institutions. Monthly brown bag lunches and occasional evening gatherings provide members and special guests the opportunity to share field experience and research findings related to women in development. All meetings are open.

Special Social Event

Date: Thursday, November 2, 1978

Time: 5:30-7:30 p.m. (refreshments served)

Place: Overseas Development Council
1717 Massachusetts Avenue, N.W., Suite 501

Theme: A Woman's Place is in . . . MANAGEMENT.

Special Guests: 40 management trainees from developing countries participating in the Women-in-Management (WIM) course of the Centre for Population Activities (CEFPA). Participants are studying the management of family planning, women's health, and related development programs. Individual trainees' tuitions are paid by UNFPA, AID, The Pathfinder Fund, FPIA, Development Associates, IPPF, Church World Services and others.

NOTICE

Enclosed is a membership record card. Please return it as soon as possible with your \$5.00 membership fee for 1978-79.



Washington Chapter

THE SOCIETY FOR INTERNATIONAL DEVELOPMENT
1346 CONNECTICUT AVENUE, NW.
WASHINGTON, D. C. 20036

-58-

1978-79 Steering Committee, WID

Nadia Youssef, Chair	466-3544
Anna Maria Sant'anna	477-5145
Mary Burke	244-2757
Peggy Whitman-Blair	244-3867
Jill Merrick	862-1900
Sharon Camp	659-1833

SID COMMITTEE ON WOMEN AND INTERNATIONAL DEVELOPMENT

* * * * *

The Committee on Women and International Development is a working group of SID's Washington, D.C. chapter. The 150 paid members are drawn from some 60 non-governmental groups, U.S. government and multilateral agencies and academic institutions. Monthly brown bag lunches and occasional evening gatherings provide members and special guests the opportunity to share field experience and research findings related to women in development. All meetings are open.

* * * * *

November Meeting

- Date: Tuesday, November 14, 1978
- Time: 12:00 to 2:00 p.m. (bring your own bag lunch)
- Place: Overseas Education Fund
2101 L Street, N.W.
- Theme: "Have Women's Economic Needs Changed?"
(see 1978-79 Work Program for outline)
- Speakers: Professor Thomas W. Merrick is the author of several publications in the subject and is currently a researcher and professor at Georgetown University. He will discuss, with an urban focus and largely in the context of Latin American reality, the changing economic needs of women. He hopes through his presentation to set the conceptual frame of reference for debate so that similarities and differences observed in other regions of the world, as compared to Latin America, will be brought up by committee members during the discussion period.

Mrs. Phoebe Asiyu, Supervisor Chairman of the Maeudeleo Project, in Nairobi, Kenya, is currently visiting Washington. She will address the basic topic from her extensive project experience in rural Kenya, emphasizing the observed changes in the traditional economy and, in particular, the new needs of women that can be practically met by development projects. Mrs. Asiyu expects to keep her presentation very informal and to encourage extensive participation by the audience.

* * * * *

REMINDER: Enclosed is a membership record card. If you have not already done so, please fill it out and return it as soon as possible with your \$5.00 membership fee for 1978-79.

THE CENTRE FOR POPULATION ACTIVITIES

Corporate Description

The Centre for Population Activities (CEFPA) was established as an independent educational, non-profit organization in 1975. CEFPA's primary objective is to improve the management skills of family planning and health administrators from the developing countries through specially designed management training programs. As of January 1, 1978, CEFPA has trained some 364 administrators in 49 different countries. Sponsorship of the trainees was provided by several international and bilateral agencies such as USAID, UNFPA, The Pathfinder Fund, Development Associates, The Ford Foundation, Asia Foundation and the Church World Service. In 1977 CEFPA was awarded a three year AID contract to conduct its management seminar-workshops in selected countries in Africa and Asia. The AID contract is currently being fulfilled in Nepal, Bangladesh and Mauritius. The Centre has adequate physical facilities and a team of experienced trainers/facilitators to conduct and administer training programs. The staffing pattern also draws upon a roster of international resource personnel, including CEFPA Board Members from four major universities, which gives the program a unique faculty network.

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Beth Craig, Project Assistant
Norma Brown, Receptionist/Secretary

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TRAINING

RANDD

TRAINING FOR DEVELOPMENT

MANAGEMENT TRAINING

- PRE-TRAINING
- TRAINING FOR TRAINERS
- MANAGEMENT TRAINING
- POST-TRAINING
 - FOLLOW-UP
 - TECHNICAL ASSISTANCE
- OVERSEAS TRAINING
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