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## **Women in Management Workshop Series**

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**FINAL REPORT**

**Seminar-Workshop XIII**

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

**May 7 to June 8, 1984**

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THE CENTRE FOR DEVELOPMENT AND POPULATION ACTIVITIES

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## THE CENTRE FOR DEVELOPMENT AND POPULATION ACTIVITIES

The Centre for Development and Population Activities (CEDPA) is a non-profit educational organization incorporated in Washington, D.C. in 1975. Its primary goal is to improve managerial and technical capabilities of family planning, health and development professionals from Third World countries through training, technical assistance and organizational development. Over 1,600 individuals from 70 countries of Africa, Asia, Latin America and the Middle East have benefited from CEDPA's assistance. Topics such as management by objectives, planning, implementation, monitoring, supervision and evaluation form the core content of the training programs. CEDPA also offers an innovative women-in-management training program. The success of these programs in assisting individuals to initiate and manage community-based projects is evidenced by high subscription to Washington workshops and an increased demand for CEDPA's assistance in other countries. CEDPA's strategy for the rapid transfer of management training technology utilizes its own network of alumni from Washington, D.C. workshops to serve as consultants, advisors, and co-trainers.

CEDPA is funded by tuition fees, fees for services, contracts and grants. CEDPA has received grants from the United States Agency for International Development (USAID), Population Crisis Committee, The William and Flora Hewlett Foundation, and the Rockefeller Foundation. Sources of funding for participant fellowships include USAID, The Pathfinder Fund, UNFPA, the World Health Organization, the International Planned Parenthood Federation, the Jessie Smith Noyes Foundation, Inc. and The Ford Foundation.

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Dear Sponsors:\*

We are pleased to submit the final report of the thirteenth Women in Management (WIM 13) workshop on "Planning and Management of Service Delivery Programs in Family Planning, Health and Development", May 7 to June 8, 1984. The workshop trained 42 women from 23 countries and reflected the continuing demand for management training by Third World women for the organization and implementation of development projects. On behalf of CEDPA and the participants, we thank you for your generous support through fellowship funds.

CEDPA views training as a dynamic process which benefits from continuous review and reassessment. This report reflects changes in content resulting from participant feedback from the previous women's workshops. Future training plans, based on the responses of participants and sponsors, will include in-country training overseas. Your effort to follow-up sponsored participants as they undertake new challenges and apply new technical skills in their work will be of special importance to them. We will appreciate your recommendations for making the training more applicable and appropriate to women managers at the local level. We believe you are an important link in the expanding network of women who are translating theories and technologies into action.

We acknowledge the valuable help and personal interest provided by your agency and staff in the evolution and implementation of the WIM 13 program, and we look forward to your continued guidance and assistance in our Washington, D.C. and in-country programs.

Sincerely,

A handwritten signature in dark ink, appearing to read 'Kaval Gulhati', written in a cursive style.

Kaval Gulhati  
President

A handwritten signature in dark ink, appearing to read 'Peggy Curlin', written in a cursive style.

Peggy Curlin  
Vice President

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## TABLE OF CONTENTS

	Page
OVERVIEW . . . . .	1
OBJECTIVES . . . . .	3
CONTENT . . . . .	3
Human and Political Dimensions of Population and Development . . . . .	5
Human Resource Development and Human Organizational Skills . . . . .	10
Technical Skills of Management for Action Programs . . . . .	12
The Change Process . . . . .	15
New York Field Exercise . . . . .	16
A Practicum to Develop Projects and Re-entry Issues . . . . .	17
TRAINING METHODOLOGIES . . . . .	19
Seminar Sessions . . . . .	19
Workshop Sessions . . . . .	19
Residential Workshop Module . . . . .	20
Mini-Workshops . . . . .	20
Computer Training . . . . .	21
Participant Presentations . . . . .	21
PARTICIPANT PROFILE . . . . .	23
EVALUATION OF THE WORKSHOP . . . . .	26
Introduction . . . . .	26
Participant Evaluation of the Workshop . . . . .	27
APPENDICES	
A. WORKSHOP PARTICIPANTS	
o List of Participants . . . . .	31
o Group Photo . . . . .	37
o Copy of Certificate . . . . .	39

<b>B. The SEMINAR-WORKSHOP</b>	
o Five-Week Schedule . . . . .	41
o Seminar-Workshop Staff and Resource Specialists . . . . .	42
o Sponsoring Agencies and Representatives . . . . .	47
<b>C. SEMINAR-WORKSHOP EVALUATION</b>	
o Participant Daily Evaluations . . . . .	49
o Skills Pre/Post Assessment . . . . .	53
o Overall Evaluation . . . . .	54
<b>D. LIST OF CRITICAL QUESTIONS RAISED BY PARTICIPANTS . . . . .</b>	<b>67</b>
<b>E. MINI-WORKSHOP PROJECTS . . . . .</b>	<b>69</b>
<b>F. PARTICIPANT PRESENTATIONS . . . . .</b>	<b>73</b>
<b>G. OTHER ACTIVITIES</b>	
o Press Release . . . . .	75
o Special Events . . . . .	77

## OVERVIEW OF THE SEMINAR-WORKSHOP

The Centre for Development and Population Activities held the thirteenth workshop in its Women in Management series, "Planning and Management of Service Delivery Programs in Family Planning, Health and Development," from May 7 to June 8, 1984. Twenty-three countries were represented by 42 women managers, including CEDPA's first participants from the Seychelles and Guyana.

Generous support for tuition, per diem, international and local travel of participants was provided by several sponsors, including: The United States Agency for International Development, Office of Women in Development (11) and Office of Population (4); The United Nations Fund for Population Activities - Asia Branch (8) and Africa Branch (7); USAID Missions in Guyana, Lebanon, and Pakistan (6); International Planned Parenthood Federation (3); the Pathfinder Fund (1); Association for Voluntary Sterilization (1); and the Unitarian Universalist Association Holdeen India Fund (1). In addition matching tuition funds were generously provided by the Jessie Smith Noyes Foundation (9); the Trull Foundation (1); and the Phelps-Stokes Fund.

The participants held senior or mid-level management positions, with twenty-one representing non-profit organizations; another eighteen were government employees and three were from the private sector. Health and family planning programs comprised 78% of the organizations represented; economic mobilization and community development programs also figured prominently as the primary and secondary foci of more than one third of the participants. The group included two bankers and two journalists who, like their colleagues, share an interest in working with disadvantaged women to help them obtain needed services and training for better health and financial status. The participants' diverse cultural and professional backgrounds produced a synergy which enabled each woman to communicate her training needs and share her experiences with the others.

To provide participants with a multidisciplinary approach to program planning and management, the workshop drew upon the expertise of 39 resource specialists and CEDPA staff with wide-ranging technical and geographical expertise. Throughout the program, the

resource persons emphasized the practical application of techniques, systems and norms in various fields. The content included development of technical, human and organizational skills, as well as understanding delivery systems for health, family planning and human resource development projects. The women assessed and cultivated their abilities as leaders and communicators during three residential workshops outside Washington, D.C. In the last week, the participants had the opportunity to apply the specific management skills they had learned in the mini-workshops to design projects with concrete objectives, standards of performance and cost parameters which could be implemented in their own agencies. The four specific areas in which participants concentrated their mini-workshop activities were: community-based family planning, training, income generation, and primary health care. Most women looked toward innovative approaches which combined more than one area or which incorporated additional program elements to improve project impact.

Participants learned through a number of training methodologies, and were particularly responsive to group task work, simulations, and role play. The participatory nature of the workshop sessions enabled the women to derive maximum benefit from their diverse backgrounds and professional interests. Participants also learned new types of training and communication styles to apply in their own work by observing the efficacy of different learning mechanisms. Daily questionnaires and a final evaluation session provided CEDPA staff an assessment of each workshop session for use in redesigning and adapting future training programs.

## OBJECTIVES

Throughout the five weeks the four main objectives were:

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 in and not "targets" of programs.
2. To identify and understand the problems which women managers encounter and examine ways in which they can be more assertive in coping with such problems.
3. To acquire the technical skills essential for initiating and implementing community-based programs in family planning 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 learn how organization skills can be applied in the development of such programs.

## CONTENT

The program curriculum was linked to these four objectives and was based on the premise that action programs require management skills which women often do not have because they lack opportunities and training. The program content therefore focused on two key components of community/outreach efforts: 1) Management Training; and 2) Action Projects, specifically community-based programs operated by women for women. The program's curriculum was based on four major content areas:

- o **Population, Health and Development Issues as They Relate to Women** explored the major issues one must address when considering women's programs in the areas of health and family planning and their potential for increased development. Sessions included:

**Human and Political Dimensions of Development and Population**

What is Management?

Delivery Systems

Family Planning, Nutrition, and Primary Health

Family Planning Technology

Integrated Programs

Case Study of Family Planning

Cultural Myths and Barriers

- o **The Professional Woman Understanding Herself** highlighted self-awareness and understanding of the multiple roles of women managers. Sessions included:

Cultural Myths and Barriers

Self Actualization Skills

Role Clarification

Visualization of Self as Power Source

Personal and Professional Alternatives

- o **Human Organization Skills** are linked to the above. This content area focused on understanding group and organizational behavior as well as on the change agent in the community. Sessions included:

Leadership

Motivation

Group Dynamics

Managing Change

Training of Trainers

- o **Technical Skills for Program Development and Implementation** incorporated elements of management, case studies and project development. Sessions included:

Introduction to Program Planning/Needs

Assessment

Objective Setting and Workplans

Budgeting

Recordkeeping and Evaluation

Income Generation

Matching Needs with Resources

Funding Agencies

The following is a summary of the content and training methodologies developed to achieve the stated objectives of the WIM program. (See Appendix B for Schedule.)

#### **WEEK ONE - HUMAN AND POLITICAL DIMENSIONS OF POPULATION AND DEVELOPMENT**

An overview of current policy and project implementation strategies for women as managers and beneficiaries was presented by resource persons from the Agency for International Development and the World Bank. Both agencies have evolved procedures for addressing the complex set of political and social variables affecting women's economic and health status. The AID representative of the Women In Development office stated that the systematic procedures which have been incorporated into project development and evaluation to assess the impact of development projects on women have contributed to our understanding of women's economic and social contributions to their societies. Such procedures have led to greater participation by Third World Women Managers in implementation and more consistent assistance to women project beneficiaries. The World Bank representative discussed how women leaders organize for family planning services within the context of maternal/child health, with governments supporting and adapting successful pilot programs. It was noted that many Third World family planning programs have become stagnant, failing to consider critical cultural and work constraints preventing women's access to MCH services. The participants underscored the need to educate men as well as women for the establishment of a socially acceptable, effective reproductive health program.

**What is Management?** Participants explored issues related to women as managers: how women view management, what is management, qualities of a successful manager, and functions of a manager. During group discussion, they formulated composite functions of managers and management. (For example, "A manager plans, organizes, directs, controls, and evaluates a system to obtain maximum results from minimum available human and material resources.") The facilitator noted that traditional women's roles have frequently conflicted with established managerial roles. Women, as managers, need to develop pro-active skills rather than simply reactive and to decide upon suitable roles and styles for

each situation. Management training assists women in acquiring these insights, balancing multiple roles, and counteracting difficult situations.

A discussion of management literature gave a broad philosophical and historical perspective on theories of management, including Taylor's "scientific management", McGregor's "human relations" school of management and Herzberg's theories of participation. Degrees of participation ranged from total decision making by a leader to complete delegation of decision making.

Different leadership styles were also introduced as important to developing management techniques. Each style represented different degrees of employee participation in decision making. The facilitator emphasized the importance of selecting the appropriate style for the task to be completed.

**Delivery Systems:** The resource person reviewed the advantages and disadvantages of various service delivery models, including the clinic service model, traveling teams, community health worker programs and community-based distribution. The major factors in the success of such models are accessibility of service and the availability of adequately trained personnel who identify with and are accepted by the community. From traditional and often ineffective approaches to delivery there have evolved two cost-effective approaches, Community-Based Distribution (CBD) and Community Retail Sales (CRS).

The rationale for CBD and CRS models, it was noted, was to increase information and accessibility of services, remove obstacles, and reduce administrative time and costs. For CBD programs to be successful, managers must identify problems relevant to the community and which can be solved immediately. Services are provided door-to-door by professional and paraprofessional staff, through local depots or by a traveling team with a depot back-up. CRS or social marketing operates through established commercial channels, eliminating new costly infrastructure or large manpower requirements. It was noted that social marketing can be applied to other "products" besides contraceptives, but to be successful must achieve a workable mix of research, product development, pricing distribution, promotion and public relations.

The most crucial management issue in service delivery is supervision because it requires a sufficient number of trained and motivated personnel. Field visits and observation enables mid-management to improve quality control and gather data useful for future training of health providers. Participants showed interest in developing effective training methodologies for improved management of delivery systems.

**Family Planning, Nutrition and Primary Health:** The session permitted the resource person and participants to reflect on the essential elements of primary care, and to focus on preventive technologies for child survival. Four crucial components in primary care are immunization, nutrition, treatment of diarrheal disease and family planning. Discussion centered on approaches and barriers to simple cost-effective intervention in such areas as growth monitoring, community-based distribution of contraceptives, oral rehydration, immunization and promotion of breast feeding. Both health planners and consumers in developing countries, it was noted, benefit from the promotion of a few successful approaches. The group reviewed the relationships between diseases and the determinants for survival, particularly the connection between high parity and maternal/child health. Social structures, individual lifestyles, mobility and other factors influence acceptance of family planning and other health care services. A slide presentation reinforced the need for appropriate primary care technologies, with participants advocating strong community and government support of preventive services.

**Family Planning Technology:** The purpose of this session was to present the physiological characteristics of various contraceptive methods available for public use, and also consider the management aspects of delivering certain family planning methods. The resource person explained that in the absence of a perfect method of birth control, the potential user has two primary considerations: effectiveness and safety. Through a special slide presentation, the advantages and contraindications of each method were discussed. It was emphasized that the provider should obtain a complete medical history on the client and provide all available information about the method to obtain the user's informed consent. Participants noted the difficulty in motivating males to accept family planning,

and the importance of gaining a husband's confidence and support for his wife's choice.

**Case Study for Family Planning Delivery:** A case study of a women-to-women outreach service delivery project, Concerned Women for Family Planning, Bangladesh, was presented by the founder and first project director of the organization. A written case was supplemented by an audio-visual presentation. This women-to-women project was developed from needs expressed by women living in the slums of the capital city for family planning services. To serve these needs, the group developed a house-to-house, neighborhood approach.

Key technical, management and human factors were identified which promoted the project's success. Technical factors included the simplicity of the technology of the services delivered. Management factors, the use of teams and geographic expansion, were seen as vital to the group's ability to cover large areas of the population. The human factor, under-utilized and untrained community women who were trained to be outreach workers, was identified by the group as most important to the success of the project.

It was noted that the Bangladesh case study was a point-in-time experience and not a model to be transported en toto to other cultures and conditions. An exercise allowed participants working in regional groups to analyze the women-to-women household delivery approach in their own settings.

**Case Study for Approaches to Integrated Programming:** A WIM alumna and associate from India's Working Women's Forum presented a case study of the organization's efforts to mobilize women vendors and stall owners for joint economic and social action. Through credit, training and extension services, the Forum has assisted more than 8,000 beneficiaries in the last five years. Activity began with a small credit program for slum residents who achieved a repayment rate of 95%. From small mutual guarantee loan groups, women obtain access to capital and to services such as day care, literacy and vocational classes, and health and family planning. The agency's evaluation has demonstrated that Forum members have increased their cash and capital, and improved their basic quality of life.

Critical elements for the program's success include: 99% of the staff are from the beneficiary group; small groups of women sharing location or occupation can absorb and supervise small loans; skills training was introduced after the Forum had supported the women's existing economic enterprises; the Forum linked the tradeswomen to local banks and government programs through flexible, dynamic programs rather than creating new, formalized structures. The long-term success of the project is that poor women, earning a small but consistent income, evolve a natural pattern of leadership and learn that group action can change the policies of political and business leaders.

**Cultural Myths and Barriers:** This session served as the transition from the issues of health and development delivery systems covered in the first week, to the issues of women's roles and self-assessment covered in the second week. The facilitator opened the session with a discussion of the effect of culture on the expectations and perceptions of women's roles, and therefore on the opportunities and situations faced by women in their cultures.

The facilitator then offered working definitions of culture, the status of women, the role of women and feminism. Working in small groups, the participants generated lists of myths about women, the resultant societal behavior toward women because of these myths and the facts that are overlooked as these myths are perpetuated. Participants reviewed ways to explain or "debunk" myths by presenting the facts which substantiate a realistic and often different view of women's roles and abilities. In general discussion, participants recognized that myths or "learned attitudes towards women which are uncritically held by members of society" can often create barriers to personal growth and a resistance to changing roles for women in the society. They agreed that women as well as men perpetuate many myths and that women need to be willing to take risks to behave differently from prescribed norms in order to change traditional roles. The session ended with the film Primera Vista, produced by a WIM alumna in Colombia to dramatize the contradictions between "real" women and the image of women put forth by the media.

**WEEK TWO - HUMAN RESOURCE DEVELOPMENT AND HUMAN ORGANIZATIONAL SKILLS**

The second week of the program provided participants a framework to help them evaluate their roles as women and as managers. Conducted in a residential setting in Berkeley Springs, West Virginia, two separate workshop sessions used self-assessment instruments, questionnaires, small group discussions, group processing, role plays and personal introspection to give the participants an opportunity to assess their own capabilities as managers and to practice self-improvement.

**Residential Workshop I: The Professional Woman Understanding Herself:** During this segment of the workshop, participants focused on three major objectives: (1) to examine the multiple roles women play in their personal and professional lives; (2) to explore how women behave as managers and develop more effective communication styles; and (3) to discover ways to better use existing competencies and develop the strengths of others.

In the first session participants identified role transitions they have experienced. They examined the concept of change, including deterrents to change, risks associated with change, the positive and negative implications of change and the degree to which individuals may facilitate change.

Participants explored roles and their effectiveness in a number of situations. The recognition during the session that women from many different cultures experienced similar concerns created an atmosphere of support and a desire to explore ways to address these problems. Through the use of a self-assessment questionnaire, participants examined personal strengths and weaknesses in various management roles. They developed individual objectives and discussed these in triads in order to obtain constructive feedback from one another.

The women managers identified effective forms of communication, citing logic, emotional appeal and presentation of cost as the most important. When negotiating for change, participants stated that facts and finances must be presented with sufficient evidence and conviction.

**Communication - Roles and Behaviors:** The growth process was related to particular professional and/or cultural environments by the participants, who felt empowered by the skills they had practiced. The group then examined the characteristics and impact of three modes of behavior: non-assertive or passive, assertive, and aggressive. Assertive behavior was presented as an effective way to reach personal goals without violating the rights or ignoring the interests of others. Participants arrived at a description of assertive behavior as confident, demonstrating clear objectives, positive, confident, non-blaming and focusing on problems, not persons.

In discussing sensitive topics, participants found that by actively listening and increasing their knowledge of opposing views, they are more likely to reach a level of agreement with those holding those views and hence avoid conflict.

**Workshop II: Human Organization Skills:** The focus of the second half of the week was on examining leadership and motivation theory and, through the use of self-assessment questionnaires, analyzing the effectiveness of personal leadership styles. Participants listed characteristics of an ideal leader as "understanding, responsible, flexible, knowledgeable, and assertive." Using a managerial grid which compared an emphasis on task (concern for production) to an emphasis on relationship (concern for people), participants defined individual leadership styles. The facilitator emphasized the importance of situational leadership where a combination of factors (timing, personality, etc.) dictates the most appropriate leadership style.

Through discussion, role plays and the use of self-assessment questionnaires, participants analyzed two methods of motivating employees: (1) the manager as coach; and (2) the manager as counselor. Participants developed specific workplans to use with their subordinates, and in dyads practiced strategies to motivate problem employees. In role-play situations, they practiced listening/counseling skills to help identify and resolve work problems.

A session on Group Dynamics highlighted communication patterns for effective decision-making. Collaboration requires managers to distinguish between task-oriented

and social-oriented employees and permit staff to play these roles; a single leader can not fulfill both roles effectively. Participants found it particularly useful to use structures which maximized logical inputs and facilitated non-emotional dialogue in conflict situations. They found observation techniques invaluable for diagnosing negative behavior and producing consensus.

### **WEEK III - TECHNICAL SKILLS OF MANAGEMENT FOR ACTION PROGRAMS**

This week of the workshop was oriented to the development of technical skills required for the creation and implementation of projects. Participants worked on a series of practical exercises in the areas of needs assessment, objective writing, workplan development, evaluation and budgeting. At the end of the week, they met with representatives of organizations who provide technical and financial resources to projects in developing countries.

**Introduction to Project Planning - Objectives and Workplans:** During this one-and-a-half day module, participants practiced the fundamentals of project development: conducting needs assessments, defining problem statements, establishing goals and objectives, and writing workplans. In the first step, the facilitator emphasized that needs assessment should take into consideration the perceived needs of the community: the availability of human, financial and physical resources; and the economic and political impact the project will have on both the recipients and the community at large.

During the next step, participants analyzed the logical organization of data required for sound project design. The facilitator led the group through an evaluation of a proposal, delineating how purpose and activities are translated into clear, effective measures of community need and organizational competence. The facilitator stressed the importance of balancing community need, local political considerations, and the interests of the funding agency. Through small group discussion, participants applied their skills to developing proposal components, then presented their work to the entire group for feedback. The session ended with a

review of how each project component can be incorporated into a project proposal for presentation to a funding organization.

**Budgeting:** The session on budgeting focused on the development and use of budgets in project design. It described in particular how to maintain the budget's relationship with the proposal, grant agreement and activity progress reports. An overview of good budget preparation - including discussion of standard line items and their functions, control and documentation, and the need to distinguish grant funds and the organization's contributions - was presented. A budget which is well integrated into the project proposal can be used to measure the total cost of planned activities. As managers, participants must be involved in the financial administration of activities and remain informed about expenditure rates, inflation and internal controls. Building on the previous session's project design, the group developed detailed, realistic budgets for each component of the program. It was noted that potential donors can serve as a resource in project development if they are provided with a realistic budget based on common sense, experience and past expenses.

**Recordkeeping and Evaluation:** In this day-long session, recordkeeping and evaluation were presented as two sides of the same coin, both necessary for effective program management. As with other management tools, the focus was on application by managers: by linking the target group's problem to the project objective, program planners can more readily identify the variables for measurement and recording. In recordkeeping, information is collected so that a project's progress toward meeting its objectives can be evaluated. Guidelines for information collection and reporting were presented, as well as an important recordkeeping principle - KISS - Keep It Short and Simple, which takes into account the workers' and clients' time, ease of data collection and analysis. Participants prepared a baseline survey for a family planning project case study, after which a role play was conducted to consider interview techniques.

The next session began with a description of evaluation's importance in management, emphasizing its value for timely collection of beneficiary data and timely revision of program activities. Formative and

summative evaluation were discussed: the former, a flexible system for feed-forward and adjustment of resources and objectives, the latter, for documentation and assessment of the project's results at the conclusion of a specified time. To refine the participants' skills in establishing meaningful standards of performance, a case study on comparison of standards was conducted in small groups. Each group elaborated the difference between service statistics and comparative data, and between quantitative and qualitative data. Through individual evaluation plans, participants selected components of their existing or planned projects, then specified types of data for collection, timeliness and format. The speaker emphasized the importance of using evaluation as an incentive for improvement rather than to condemn.

**Income Generation:** Time and energy cannot be measured in economic terms - it is up to women to judge the benefits derived from an income-generation project. The session focused on matching the learning needs of project participants to the organization's competence. In assessing the feasibility of an income-generating project for women, one should consider: 1) the priority the target group places on increased income; 2) women's skills and available time; 3) social constraints that affect women working together or outside the home; 4) the control women have over property or earnings; and 5) the accessibility of raw materials, credit and markets. The facilitator emphasized that technical assistance be supportive, not dominating, and that it last long enough for the project to become self sufficient. To identify and prioritize the factors in successful income-generation projects, participants in small groups reviewed a case study to determine the kind and magnitude of inputs, credit and the appropriateness of the technology introduced. Important factors discussed in this exercise included the need for a strong organizational base, technical assistance and training, and access to credit.

**Matching Needs with Resources:** To help provide the participants with information and resources useful for developing projects in their countries, a panel of representatives from six organizations described information, technical assistance, materials and resource books which they make available. Organizations represented were: Population Communication Services of

Johns Hopkins University, Overseas Education Fund, Volunteers in Technical Assistance, American Public Health Association, Center for Population Options, and Water and Sanitation for Health.

**Interaction with Funding Agencies:** Representatives from five donor organizations presented their program objectives, funding guidelines, criteria for evaluating proposals and examples of currently funded projects. The panel format provided for an exchange of information between participants and donors regarding the types of projects women want to implement, and the framework within which funders must work. After the panel presentations, individual concerns were addressed in small group discussions. The following organizations were represented: The Asia Foundation, The American Association of University Women, Population Services International, The Pathfinder Fund, and the Population Crisis Committee.

#### **WEEK FOUR - THE CHANGE PROCESS AND NEW YORK FIELD EXERCISE**

**Residential Workshop III - Managing Change:** In a continuation of the themes begun in weeks two and three, the focus of this three-day residential in Port Deposit, Maryland, was on human resource development combined with technical project expertise. In the first section of the workshop, participants explored the concept of change: what it is, what constitutes planned change, the change process, resistance to change, repercussions of change, and the individual as an agent of change. Through group discussions, films, and written exercises, they looked at the philosophical, psychological and sociological implications of change; and the characteristics and techniques of individuals who had motivated them to change. They developed individual workplans for initiating planned change projects upon their return home. Skills in analyzing specific tasks to be accomplished, forces which work for and against the planned change effort, and strategies to manage or dilute resistance to change were discussed and incorporated into the workplans. Self-knowledge, understanding of the desired change and knowledge of the environment were all considered critical components to any successful change effort.

**Developing a Training Program as a Planned Change Strategy:** The second part of the workshop introduced training as a vehicle for advancing a planned change effort into a community. Training can constitute an initial step to improving local skills in a long-term plan of action. The participants discussed the steps necessary to conduct training programs, including: determining training needs, identifying existing resources, defining training objectives, development content and methodology, establishing selection criteria for participants and completing logistical preparation. In addition, the total range of training methodologies was presented, emphasizing the degree of cognitive or effective learning achieved through each method.

Participants spent the rest of the session in small groups preparing a training program that responded to a felt need. These programs were critiqued by the group at large for strengths, weaknesses and overall continuity.

**New York Field Exercise:** In a day-long session at the Population Council, participants met with representatives of UNFPA, UNICEF, PACT, UN Voluntary Fund for Women, AVS, and the Population Council who outlined their program activities, criteria for project funding, and guidelines for submission of proposals. While monies may not always be available to directly fund a project, the participants learned that funding agencies often give indirect assistance by reviewing the proposals, or providing technical assistance, training or resource materials. Ongoing projects in the participants' own countries were emphasized at the session.

The following morning, participants met with the International Women's Tribune Centre (IWTC). IWTC staff provided an overview of the Centre's development and activities, which focus on information exchange and training. Participants received copies of IWTC newsletters, as well as several special publications on program planning and the production of training materials.

IWTC staff showed two slide shows on women's issues, one produced immediately following the 1975 UN Conference for the Decade of Women in Mexico City; the

second, following the 1980 Copenhagen mid-Decade conference. Extracting ideas from these conferences, the participants discussed the 1985 UN End-of-Decade conference to be held in Nairobi.

#### **WEEK FIVE - A PRACTICUM TO DEVELOP PROJECTS AND RE-ENTRY ISSUES**

Two and a half days were devoted to the practical application of skills learned in the program. Participants selected a Mini-Workshop which was most appropriate to their project needs, and developed a "blueprint" for action. Blueprints completed during the Mini-Workshops form the basis for final proposals that the participants will present to their own organizations and funding agencies. (For examples of project proposals developed during the Mini-Workshops see Appendix E).

**Income-Generation Mini-Workshop:** During this two-day workshop, the participants were assisted to develop and detail their project activities. Information on income generation was reviewed, and participants were guided in determining feasibility, credit resources, capacities and marketing strategies for their proposed projects. Working individually with staff assistance, they developed problem statements, objectives, action plans and budgets for projects they plan to implement upon their return home.

**Training Mini-Workshop:** To assist the participants in designing a training program that would be specific and usable, the essential components of a training program and format protocol were reviewed and discussed. Particular emphasis was placed on writing training objectives which articulated the skills or attitudes to be developed, and then designing a training curriculum and methodology appropriate to achieving the stated objectives. The workplans incorporated all phases in the development of a training program: pre-training; training; post-training; and a project budget.

**Health and Nutrition Mini-Workshop:** This Mini-Workshop began with a general review of the principles of good proposal writing and project development. With the assistance of the group, each participant drafted a problem statement and objective. The basic issues of primary health care were then reviewed. Participants,

working in pairs, designed projects which integrated basic health and nutrition concepts. The user perspective and the advantages of women-to-women delivery were highlighted.

**Community-Based Family Planning Mini-Workshop:** CEDPA's Vice President/Program Director reviewed strategies for designing and developing projects which integrate family planning concepts into community self-help programs. Discussion focused on low-cost, community-based programs which maximize human and financial resources. Of particular interest to participants were methods for incorporating successful approaches for community-based distribution of contraceptives and natural family planning.

**Computer-Assisted Learning:** Under a grant to CEDPA from Control Data Corporation, WIM 13 participants became CEDPA's first workshop group to receive an introduction to the use of computers in education/training and other applications. During the first week of the workshop, the concept of computer-assisted learning was presented as an individualized activity. Participants were given the opportunity during the third and fifth weeks to use, on an individual basis, some of the computer-based courseware CEDPA has obtained. Three micro-computers were available for the participants' use, with lessons in such areas as accounting, basic reading and math skills, small business management, and introduction to computers. During the final week, Alberta Paul, Education Consultant with Control Data Corporation, presented a special session on the background of computers, various types of computers and computer languages, and the broad range of computer functions.

## TRAINING METHODOLOGIES

A variety of training methodologies were used during this five-week seminar-workshop to help participants from diverse cultural backgrounds apply the information and ideas presented to their respective work situations. A strong belief that one learns by doing guided the development of the training methodology; to implement this approach, five participative models were incorporated throughout the workshop. Each employed standard training techniques such as presentations, small group assignments, individual assignments, self-assessment instruments, case studies, films, role-play, simulation exercises and feedback through dyad and triad mixes. In addition to these methods, group maintenance and evaluation/feedback, administrative review and demonstration of participative management were used by the CEDPA staff to monitor the program and maximize the participants' learning experience. The five training models used in the program were:

### 1. Seminar Sessions (presentation of content)

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

- o Lecture or panel presentation
- o Questions and round-table discussion

The use of visual aids (slides, films, newsprint, blackboards, etc.) and presentation outlines were encouraged. Handouts clarifying and supporting lecture presentation were frequently prepared and disseminated. Many participants requested and received copies of the lecturers' notes.

### 2. Workshop Sessions (content combined with participative methodology)

The purpose of the workshop sessions was to provide structured learning experiences through group dynamics. They were usually led by a trainer or instructor who provided the format and the tools for a systematic processing of the content. The workshop sessions were basically in two areas:

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

### 3. Residential Workshop Module (group dynamics)

The objective of this module was two-fold: 1) to allow informal interaction among participants and staff as a group while residing in the same facility; and 2) to intensify group dynamics in a supportive environment. Each of the residential workshops, conducted in sequence, was led by a facilitator. Sessions progressed through a process of self-assessment and change.

The three units were:

- I. The Professional Woman Understanding Herself
- II. Human Organization Skills
- III. Managing Change

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

- o Role-playing and simulated experiential learning situations
- o Change analysis and self-appraisal learning instruments
- o Group dynamics - formal and informal
- c Films, flipcharts, demonstration kits, etc.

### 4. Mini-Workshops (practicum - individual task work)

Scheduled for the last week of the program, the Mini-Workshops aimed to give the participants the opportunity to draw upon four weeks of seminar-workshop learning by concentrating on specific content areas in which they desired special expertise. Guided by a facilitator and/or resource specialists, the following methodology was used:

- o Practice in applying technical tools
- o Use of a framework for planning
- o Personal consultation and instruction
- o Preparation of "blueprints" for action

## 5. Computer Training

CEDPA introduced concepts in a mini-lecture and then provided the opportunity for hands-on computer sessions attended by 20 participants. Modules allowed individuals to review and test basic computer functions and become familiar with the computer as a tool for learning and for storing/analyzing data.

## 6. Participant Presentations

The objective of this training methodology was to give the participants an opportunity to share their public- or private-sector service programs with the group and to practice presenting their programs to a group in a structured framework. This was a voluntary effort and CEDPA staff produced guidelines to assist participants in preparing their presentations. The use of visual aids was encouraged. (See Appendix F for a listing of presentations.)

### Guidelines for Participant Presentations

- o Demographic country data
- o Goals and objectives of the program/organization
- o Participant's role and task in the program/organization
- o Characteristics of the group receiving services
- o Specific activities of the program the participants wished to share
- o Results achieved
- o Future plans

Five additional group maintenance and evaluation/feedback techniques were employed to maximize instructional learning:

### Information and Feedback Monitoring

- o Informal sessions with staff and individual participants related to project activities
- o Recording of all sessions by CEDPA staff
- o Daily evaluation form
- o Overall evaluation form
- o Relay-back of evaluation

**Program Linkages**

- o Marking milestones
- o Mid-way recapitulation

**Administrative Review**

- o Orientation
- o Briefings for residential workshops and New York field exercise
- o Handouts/reinforcement learning sheets
- o Monitoring

**Demonstration of Participative Management and Team-Building**

- o CEDPA approach to program implementation
- o Four participant teams with elected team leaders; participant teams assumed many of the group management and administrative functions including: making daily reports summarizing workshop content; identifying and seeking solutions to both individual and group problems; and organizing social events

Methodology Utilization	Hours
o Seminar Sessions	20
o Workshop Sessions	45
o Residential Workshop Module plus New York Field Exercise	58
o Mini-Workshops	16
o Participant Presentations	12
o Evaluation and Feedback	8
o Orientation and Administration	7
o Computer Training	7

An additional 40 hours were devoted to group maintenance functions, individual consultations, team building, planned extracurricular activities and appointments with outside resource persons.

## PARTICIPANT PROFILE

The 42 participants who attended CEDPA's thirteenth Women in Management workshop came from 23 countries of Africa, Asia, Latin America, the Middle East and the South Pacific (See Appendix A for Participant List). Although they represented a wide variety of cultures and traditions, the participants shared a concern for confronting the needs of women in their communities and seeking resources to address these problems. During the five weeks, the women discussed and explored various aspects of management, in terms of their roles as community leaders and initiators of health, family planning and community development programs for women.

The participants in WIM 13 exhibited a strong sense of teamwork and interest in sharing experiences, ideas, and issues facing women in their countries. This exchange reinforced their concern that women assume increased leadership and positions of responsibility in areas that affect the lives of other women in their countries. Drawing on the experiences of resource specialists, CEDPA staff, and each other, participants developed skills and strategies to bring about social and economic changes to improve the status of women. Through both collaboration and individual efforts, they generated action plans to implement a wide variety of projects in the areas of health, family planning, nutrition, income generation, education and legal services.

The participants' expertise and backgrounds extended to the fields of public health, medicine, social welfare, education, law, agriculture and financing. The journalists who participated use their writing skills to communicate women's contributions and needs to the public. All the participants employ their professional backgrounds and training to accelerate the delivery of services for women. Their work included such areas as community-based family planning programs, credit loan programs for women, legal aid, leadership and vocational training for women, literacy, and water and sanitation programs. A number of participants were interested in integrating multiple intervention activities into programs serving women. Training health providers in family planning counseling methods; improving women's status through family life education for high school

teachers; combination of contraceptive CBD with vocational training and income generation for women; integration of infertility treatment with family planning to assure acceptance by women; and provision of credit and health services to women entrepreneurs are representative of programs in which participants were involved. Several participants were active in more than one organization, volunteering their time to development programs at the same time that they received salaries from the private or public sector.

#### Characteristics of the Participants:

##### Age:

- o Mean            39
- o Range          26-59

##### Marital Status:

- o Single          4
- o Married        35
- o Widowed        1
- o Divorced       2

Mean Number of Children per Participant:    2.55

##### Organizational Affiliations:

- o Government                            18
- o Private Enterprise                    3
- o Private, Non-Profit                   21
- o Active in more than one  
organization                            3

##### Areas of Current Professional Involvement in Women's Development Programs:

- o Family Planning                      8
- o Health                                 14
- o Integrated Family Planning  
and Health                            11
- o Community Development             11
- o Income Generation                    8
- o Community Education
  - Adult Literacy/Skills  
Development                         4
  - Vocational Training                 2
  - Legal Literacy                        2

- o Research/Communications 3
- o Banking 2

**Regions:**

- o Africa 23
- o Asia 13
- o Latin America 1
- o Middle East 2
- o South Pacific 3

## EVALUATION OF THE WORKSHOP

### Introduction

An assessment of the seminar-workshop was conducted by the participants and by the project staff. The purpose of the evaluation was three-fold: 1) to determine if the four objectives of the seminar-workshop had been met; 2) to determine if the participants' own objectives had been met; and 3) to obtain feedback for improving and restructuring future programs.

Four evaluation instruments were utilized. The first instrument, administered at the beginning and the end of the workshop, asked participants to rate themselves on six concrete skills which would be augmented during the program, such as basic project design, evaluation, effective leadership, and training needs assessment. The second was an initial reaction evaluation. It permitted the participants to rate and record their immediate reactions to each session, and through their comments, to provide input into the evolution of the program. The participants responded to questions, using a scale of 1 to 10, with 10 being the highest, and 1 the lowest, to rate each session in terms of its usefulness, content, training methodology and overall learning experience. The participants were asked to comment briefly on the session as a learning experience and on group interaction during the session. Space was included for open-ended comments. Verbal feedback from participants to the CEDPA team provided an informal assessment of each session's clarity, relevance and overall value.

The third instrument was a learning retrieval diary, used during the residential workshops in weeks two and four, to elicit an immediate, brief, overall perceptual reaction to the content and value of the residential components. This instrument requested the participants to give in one or two sentences an open-ended reaction to the residential component just completed.

The fourth instrument, an overall evaluation, was administered at the end of the five weeks to yield a more comprehensive analysis of the whole program. It reviewed the entire five weeks, asking participants to gauge the content, methodology, and achievement of objectives, and provided an opportunity for open-ended

comments on all aspects of the seminar-workshop. To illustrate the use of evaluation as a process management tool, each morning the results of the previous day's assessment were fed back to the group, verified or modified, and then, where necessary, adjustments in the program were made. This was the first time WIM had used a daily feedback technique; participants responded enthusiastically, reflecting on the session's value and offering concrete suggestions for improvement.

Most of the participants responded to each series of evaluations. Their responses were tabulated, analyzed, and are recorded in Appendix C. They will form the basis for modification of future programs.

#### **Participants' Evaluation of the Workshop**

Thirty-eight participants completed the final evaluation. The large majority stated the workshop objectives, as well as their personal objectives, had been fully met. Many of the participants described the workshop as a stimulating and educational experience which addressed concepts and content relevant to their current and future professional activities. Many also stated it was a unique and rewarding personal experience. That the workshop provided a forum for both formal and informal sharing of experiences among participants was considered a highlight, and, indeed, a critical variable in the success of the workshop.

A pre- and post-training skills questionnaire invited participants to rate six project management skills. The skills included health project planning, multi-year budgeting, training design, evaluation of attitude and practice, selection of effective leadership style and identification of family planning techniques for use by non-physicians. Participants felt their skills had improved in all areas, particularly in evaluation and training.

The overall ratings for both the daily and final evaluations were positive, ranging from 6.7 to 9.6 on a 10 point scale. A slight variance in ratings existed between daily and final evaluations with a tendency for the final scores to be lower. This variance may be attributed to a more reflective assessment of the overall program. Ranking patterns, however, remained similar in both sets of evaluations, with those ranking

highest retaining their standing on both the daily and final evaluations. The mean average for the daily evaluations was 8.0; the final mean average was 7.8.

The seminar-workshop sessions from the first four weeks which ranked highest in both daily and overall evaluation were:

- o What is Management?
- o Managing Change
- o Understanding Small Groups
- o Case Study of Family Planning Delivery Services
- o Budgeting

Although each presentation was not 100% satisfactory to every participant, questionnaire responses indicated each session had special significance and generally met the participants' expectations. No participant suggested a session be deleted; in no case did more than 15% of the respondents describe the session as inadequate. In cases where participants felt a session did not meet their expectations, the reasons included: insufficient amount of time spent on a subject, inappropriate training methodology, varying levels of familiarity with session content, and diverse backgrounds within the group which made some sessions repetitive.

The residential workshops in weeks two and four were, overall, considered the highlight of the five-week workshop. The session on "Managing Change" was described as particularly invigorating and relevant to many types of professional activity. Participants felt this session was an effective combination of group and individual work, from which they could apply both the content and the training methodology to their own organizations.

The meetings in New York with representatives of funding and technical assistance agencies were considered valuable because the participants learned of channels through which their program needs might be met. The session at the International Women's Tribune Centre received a unanimously favorable reaction, both for highlighting network-building, as well as for providing practical approaches to problem-solving with limited resources.

The mini-workshops, held in Washington during week five, received a mean rating of 8.3. The participants found the two and a half days useful and practical in providing them an opportunity to refine new skills and develop viable project proposals with assistance from CEDPA. Because these sessions were considered critical to work in their home communities, several participants indicated they would have liked the mini-workshops to occur earlier in the program to allow more time for individual work and consultation with workshop staff. A number of participants also stated that the process of project development was the most valuable experience of WIM 13.

The tabulated responses of the evaluation instruments were relayed to and analyzed with the participants on the final day of the seminar-workshop. Participants were asked to confirm or clarify the tabulated results, and make concrete recommendations for the program. This methodology demonstrated the use of evaluation as a management training tool. Participants saw that evaluation could be used over time to measure how perceptions change and to compare how immediate reactions on the daily evaluations varied from the overall evaluation. Together the evaluations provided vital feedback to the participants in their assessment of the program and to the project staff in their debriefing and critical review of the entire seminar-workshop.

117

6

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***The Centre for Development and Population Activities***

*certifies that*

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*has completed*

*a Seminar-Workshop on*

***“Planning and Management of Service Delivery Programs  
in Family Planning, Health and Development”***

*conducted in*

*Washington, D.C.*

*May 7 - June 8, 1984*

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*President*

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*Chair of the Board*



	FIRST WEEK May 7 - 13	SECOND WEEK May 14 - 20	THIRD WEEK May 21 - 27	FOURTH WEEK May 28 - June 3	FIFTH WEEK June 4 - 10
M O N D A Y	WELCOME 7 - Orientation and Introduction to Seminar-Workshop - Training Continuum I/Gulhati - "Getting to Know You" CEDPA Team and Participants	- Residential Workshop at Berkeley Springs, West Virginia 14 MANAGEMENT WORKSHOP I: The Professional Woman Understanding Herself/Sloan	Introduction to Programming/Needs Assessment/Negm 21 Writing Objectives/Howard	Residential Workshop at Donaldson Brown Center, Port Deposit, Maryland 28 MANAGEMENT WORKSHOP III/Curlin - Managing Change	MINI-WORKSHOPS Blueprints for Action 4 - Primary Health/Baker Nutrition - Training/Brown/Tennent
T U E S D A Y	- Human and Political Dimensions of Development and Population/Herz/Davies /Giorges 8 - What is Management/Gulhati	- Self Actualization Skills 15 - Role Clarification - Responsibilities - Visualization of Self as Power Source - Personal and Professional Alternatives	Workplans/Howard 22 Budget/Wilber	- Training of Trainers/Sloan 29	- Income Generation/Wilber 5 - Community-Based Family Planning/Curlin / Yigezu FAREWELL LUNCHEON
W E D N E S D A Y	- Delivery Systems/Waiver 9 - Family Planning, Nutrition and Primary Health/Baker	- Participant Presentations 16 MANAGEMENT WORKSHOP II: Human Organization Skills/Glenn	Recordkeeping/Kirby 23 Evaluation/Kirby	- Training of Trainers (Continued) 30 Depart for New York	Report and Review of Mini-Workshops Projects 6 Overall Evaluation
T H U R S D A Y	- Family Planning Technology/Fermo 10 - Case Study of Family Planning Delivery Services/Curlin	- Leadership 17 - Motivation - Personal Development	Income Generation/Martin 24 Matching Needs with Resources: VITA, WASH, APHA, Population Communication Services, OEF, Center for Pop. Options	NEW YORK FIELD EXERCISES FORUM I: Population Council, AVS, PACT 31 FORUM II: UNFPA, UNICEF, UN Voluntary Fund for Women	Training Continuum/Wilber 7 Reentry Issues/Gulhati FAREWELL DINNER
F R I D A Y	- Approach to Integrated Programming/Azad/Curlin 11 - Cultural Myths and Barriers/Wilber - Briefing for Workshops I & II/Favor/Krenn	- Understanding Small Groups 18	Interaction with Funding Agencies: 25 Pathfinder Fund, PCC, Asia Foundation, Population Services International, AAUW Briefing for Workshon-III/Favor/Krenn	International Women's Tribune Centre/Semler 1 Individual Appointments	FINAL DAY 8 Relayback of Evaluation Certificate Presentation
SAT	Sightseeing 12	FREE DAY 19	FREE DAY 26	Return to Washington 2	
SUN	Depart for Berkeley Springs 13	FREE DAY 20	Depart for D. Brown 27	FREE DAY 3	

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Lebanon, Lesotho, Nepal, Nigeria, Pakistan and Sierra  
Leone.**



**EVALUATION, PART II - DAILY EVALUATIONS****TABLE 1. WEEK ONE: PARTICIPANT DAILY EVALUATIONS OF SEMINAR SESSIONS**

SESSION TITLE	Usefulness of session to present or future work	Relationship of content to your factual and problem-solving skills	Value of training methodology in learning	Session as an overall learning experience
Human and Political Dimensions of Development and Population	7.8	7.0	6.6	7.2
What is Management?	9.1	8.8	9.6	9.6
Delivery Systems	7.8	7.3	6.8	7.4
Family Planning, Nutrition and Primary Health	7.2	6.7	7.0	7.0
Family Planning Technology	7.4	7.2	7.3	7.7
Case Study of Family Planning Delivery Services	8.1	8.1	8.0	8.5
Approach to Integrated Programming	7.8	7.7	8.4	7.9
Cultural Myths and Barriers	8.0	7.8	7.8	7.8

SCALE: 10 highest, 1 lowest

**TABLE 2. WEEK TWO: PARTICIPANT DAILY EVALUATIONS OF SEMINAR SESSIONS**

SESSION TITLE	Usefulness of session to present or future work	Relationship of content to your factual and problem-solving skills	Value of training methodology in learning	Session as an overall learning experience
Issues Identification	8.9	8.0	8.0	8.0
Role Clarification	7.7	8.2	8.3	8.6
Visualization of Self as a Power Source	8.7	8.5	8.4	8.6
Leadership	7.5	8.1	8.0	7.8
Motivation	8.5	7.9	8.1	7.7
Understanding Small Groups	8.8	8.7	8.7	8.7

SCALE: 10 highest, 1 lowest

**TABLE 3. WEEK THREE: PARTICIPANT DAILY EVALUATIONS OF SEMINAR SESSIONS**

SESSION TITLE	Usefulness of session to present or future work	Relationship of content to your factual and problem-solving skills	Value of training methodology in learning	Session as an overall learning experience
Introduction to Programming/Needs Assessment	8.1	8.2	8.0	8.2
Objectives/ Proposal Writing	8.6	8.3	8.5	8.2
Budgeting	8.4	8.4	8.3	8.3
Recordkeeping	7.8	7.5	8.2	7.7
Evaluation	7.6	7.3	7.3	7.5
Income Generation	7.9	7.7	7.8	7.9
Matching Needs with Resources	7.6	7.8	7.6	7.6
Interaction with Funding Agencies	7.6	7.5	7.4	7.5

SCALE: 10 highest, 1 lowest

**TABLE 4. WEEK FOUR: PARTICIPANT DAILY EVALUATIONS OF SEMINAR SESSIONS**

SESSION TITLE	Usefulness of session to present or future work	Relationship of content to your factual and problem-solving skills	Value of training methodology in learning	Session as an overall learning experience
Managing Change	8.6	8.6	8.5	8.9
Training of Trainers	8.2	8.1	8.0	8.4

SCALE: 10 highest, 1 lowest

**EVALUATION, PART II - SKILLS PRE/POST ASSESSMENT**

**TABLE 5. PRE/POST MEASUREMENT OF TECHNICAL PROJECT SKILLS**

On a 10 - 1 scale (ten being the highest), please rate your ability on the following skills:

	Date 5/8	Date 6/5
Can you write a detailed plan of a health project?	5.2	6.7
Can you write a budget for a three-year project?	5.7	6.7
Can you identify the training needs of a women's income generation project and establish a curriculum?	4.6	7.3
Can you plan and perform an evaluation which measures beneficiaries change in attitude and practice?	4.7	8.0
Can you recognize and perform the most effective leadership style in a given situation?	5.8	7.3
Can you identify basic family planning methods and determine which techniques are appropriate for delivery by a non-physician?	5.9	7.5

SCALE: 10 highest, 1 lowest

**EVALUATION, PART III - OVERALL EVALUATION****Objectives**

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

	(Number of Respondents)		
	Fully	Partially	Not at All
o 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.	32	5	0
o 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.	33	4	0
o To acquire the necessary technical skills essential for initiating or extending family planning, health and development programs in the community and have the opportunity to test some of these skills.	23	13	0
o To study "women-to-women" delivery and communication systems and learn how organizational skills can be applied in the development of these systems.	25	12	0

State the objectives you wrote in your handbook on Day 1 for attending the seminar-workshop, and indicate how well your objectives were met.

	(Number of Respondents)		
	Fully	Partially	Not at All
o To improve management skills (nonspecific).	15	1	0
o To develop program planning and implementation skills (including needs assessment).	6	5	0
o To improve personal management skills (including leadership, delegation discipline).	7	3	0
o To be able to design projects, write proposals, and generate support for projects.	5	4	0
o To improve evaluation skills.	3	5	0
o To learn from other participants.	5	0	0
o To design a training program.	3	2	0
o To better understand family planning and service delivery.	3	1	0

### Content

A scale of 1 to 10 with 1 as the lowest and 10 as the highest was used throughout the evaluation.

### WEEK ONE: Seminar Sessions in Washington, D.C.

Please rate the areas in terms of your present work and future aspirations.

	<b>Rating</b>
o Human and Political Dimensions of Development and Population	6.7
o What is Management	8.5
o Delivery Systems	7.4
o Family Planning, Nutrition and Primary Health	7.6
o Family Planning Technology	7.2
o Case Study of Family Planning	8.1
o Approach to Integrated Family Planning	7.5
o Cultural Myths and Barriers	7.7

Please identify any areas you found especially valuable for your work.

	<b>Number of Respondents</b>
o What is Management?	14
o Family Planning, Nutrition and Primary Health	9
o Approach to Integrated Family Planning	9
o Delivery Systems	8
o Case Study of Family Planning	6
o Cultural Myths and Barriers	6
o Human and Political Dimensions of Development and Population	3
o Family Planning Technology	2

Please identify any area(s) you found inadequate or below your expectations.

	<b>Number of Respondents</b>
o Family Planning Technology	5
o Human and Political Dimensions of Development and Population	3
o Cultural Myths and Barriers	2

Comments:

	<b>Number of Respondents</b>
o Should involve participants more.	4
o More case studies (especially Africa).	4
o Content exceeded the time allowed.	4

**WEEK TWO: Berkeley Springs, West Virginia****Management Workshop I - "Self Actualization Skills: The Professional Woman Understanding Herself"**

Please rate each session on how you think it helped your personal growth and awareness as a women and as a manager.

	<b>Rating</b>
<input type="radio"/> Self Actualization Exercise	8.2
<input type="radio"/> Role Clarification	7.9
<input type="radio"/> Responsibilities	8.0
<input type="radio"/> Visualization of Self as a Power Source	8.0
<b>Overall Experience:</b>	<b>Number of Respondents</b>
<input type="radio"/> Excellent	24
<input type="radio"/> Good	12
<input type="radio"/> Fair	1
<input type="radio"/> Poor	0
<b>Comments:</b>	<b>Number of Respondents</b>
<b>CONTENT AND LENGTH</b>	
<input type="radio"/> Topics good but schedule tight	15
<input type="radio"/> Relevant to my work	5
<input type="radio"/> Just right	14
<b>LEARNING EXPERIENCE</b>	
<input type="radio"/> Excellent, very good	7
<input type="radio"/> Increased self-awareness	6
<input type="radio"/> Excellent opportunity to participate, share	3
<b>TRAINING METHODOLOGY</b>	
<input type="radio"/> Very good, stimulating	27
<input type="radio"/> Interesting, effective approach	5

## Management Workshop II - "Human Organization Skills"

Please rate each session on how you think it helped you in gaining a better understanding of management in an organizational context.

	<b>Rating</b>
o Leadership	8.3
o Motivation	8.0
o Group Dynamics	8.0
<b>Overall Experience:</b>	<b>Number of Respondents</b>
o Excellent	19
o Good	18
o Fair	0
o Poor	0
<b>Comments:</b>	<b>Number of Respondents</b>

### **CONTENT**

o Too much content	15
o Just right	6
o Good reinforcement	2

### **LEARNING EXPERIENCE**

o Contribution to work	7
o Educative, stimulating, rewarding	6
o Good interaction	4

### **TRAINING**

o Very good exercises, especially role play	15
o Appropriate, stimulating	6

Additional comments:

"The Berkeley Springs session made me aware of myself and helped me see what I'd like to achieve in the next five years."

"Is there a book about the session as a whole we could use to train others?"

"Better if we had received the handouts ahead - had we read it, there could have been more discussion. There is nothing better than learning by doing."

**WEEK THREE: Seminar Sessions in Washington, D.C.**

Please rate the usefulness of each session in terms of its importance to you as a manager/professional woman.

	<b>Rating</b>
o Introduction to Project Planning/Needs Assessment	7.6
o Writing Objectives and Workplans	8.3
o Budgeting	7.6
o Recordkeeping and Evaluation	7.2
o Income Generation	7.5
o Matching Needs with Resources (VITA, APHA, OEF, WASH, Population Communication Services, Center for Population Options)	7.3
o Interaction with Funding Agencies (Pathfinder Fund, The Asia Foundation, AAUW, Population Services International, Population Crisis Committee)	7.6

Please identify any areas you found especially valuable to your work.

	<b>Number of Respondents</b>
o Needs Assessment	11
o Writing Objectives	17
o Workplans	15
o Evaluation	13
o Budgeting	10
o Income Generation	8
o Resources/Funding	6

Please identify any areas you found inadequate or below your expectations.

	<b>Number of Respondents</b>
o None	5
o Budgeting	4
o Recordkeeping and Evaluation	4
o Income Generation	2
o Matching Needs with Resources	2

**Additional comments and suggestions:**

- "Funding agencies should bring along with them samples."  
 "Session on recordkeeping and evaluation had rather a lot of material and the time was short. Recordkeeping and evaluation forms should be made available to the participant."  
 "I collected a lot of information for future use."  
 "This week was very important. I learned how to develop a useful and good project."

**WEEK FOUR: Donaldson Brown Center and New York Field Exercise**

**Management Workshop III - "Managing Change"/"Training of Trainers"**

Please rate each session on how it helped you in gaining insight into managing your own change situation.

	<b>Rating</b>
<input type="radio"/> Managing Change	8.9
<input type="radio"/> Overview of Change	7.9
<input type="radio"/> Training of Trainers	7.4
<b>Overall experience:</b>	<b>Number of Respondents</b>
<input type="radio"/> Excellent	10
<input type="radio"/> Good	23
<input type="radio"/> Fair	2
<input type="radio"/> Poor	0
<b>Comments:</b>	<b>Number of Respondents</b>
<b>CONTENT</b>	
<input type="radio"/> Very good, appropriate, no change	11
<input type="radio"/> Content good, time short	6
<b>LEARNING EXPERIENCE</b>	
<input type="radio"/> Excellent, good, no change	10
<input type="radio"/> Useful exchange among participants	5

**TRAINING METHODOLOGY**

- o Good, well planned
- o Too technical, condensed

Additional Comments:

**Managing Change**

"I found the session most invigorating. I hope my organization will benefit from the knowledge I gained."  
 "Curlin is a great tutor."

**Training of Trainers**

"All participants shared although the subject was tough."  
 "Both the Training and Change sessions should be expanded."

**NEW YORK FIELD EXERCISE**

**FORUM I:** Did you find the session with representatives of the Population Council, AVS, PACT and FPIA useful to you as a learning experience?

Yes 34                      No 3

**FORUM II:** Did you find the session with representatives from UNFPA, UNICEF and the UN Voluntary Fund for Women useful as a learning experience?

Yes 34                      No 2

Comments:

**Number of  
Respondents**

- |  |    |
|--|----|
| o Good experience, useful, informative | 14 |
| o Time was insufficient                | 5  |

Additional Comments:

"I was able for the first time, to know where to go, how to do it, what to find, and what to get."  
 "The session ran at such a high tempo it wasn't always conducive to thinking out questions and getting answers."

International Women's Tribune Centre: Did you find the interaction with the IWTC staff useful to you as a learning experience?

Yes 34                      No 1

Comments:

"The session was informative and motivated me to fully support my women's organization back home despite the odds."

"It helped to create more awareness of women's problems and the determination to find a solution to it."

"After my interaction with the staff of IWTC I concluded that there's power in self."

**WEEK FIVE: Seminar Sessions/Mini-Workshops in Washington, D.C.**

**Mini-Workshops**

**Number of  
Participants**

o Family Planning	8
o Income Generation	10
o Health/Nutrition/Family Planning	6
o Training	13

Rate the Mini-Workshop in terms of its usefulness to your work.

**Rating**

o Overall Mini-Workshop	8.3
o Content presented	7.9
o Individual work	7.9
o Handouts	7.8

Comments:

"I feel the Mini-Workshop contributed the most to the skills I shall return with and use in my project."

"It was two days of hard work."

"I feel great because it is the first time to have an outline of this. I hope to do more."

"Mini-Workshops should be started earlier - in the last week participants are nervous, nostalgic and tired."

**TRAINING METHODOLOGIES**

Efforts were made to use a variety of training methodologies - lectures, films, case studies, etc. Rate the impact upon you, as a learning experience, of each of the following:

	<b>Rating</b>
o Lecture by an expert	7.4
o Group discussion	8.2
o Individual task work	7.7
o Case study	7.8
o Film exercise	7.7
o Mini-Workshop	8.0
o Role play	8.2
o Participant presentations	7.7
o Learning Retrieval Diary	7.4
o Triads	7.6
o Dyads	7.6
	<b>Number of Participants</b>
o Other - Small group	7
Advice from staff	9
Computer	10
Comments:	<b>Number of Participants</b>
o Excellent, very good	6
o More discussion with participants about methodology	1
o More group or special interest task work	7

**ADDITIONAL QUESTIONS**

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

Yes 14

No 13

Suggestions:	Number of Respondents
o Supervision	2
o Communication	2
o Observation on family planning delivery	2

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

Yes    3                      No    24

Suggestions:	Number of Respondents
o Cultural Myths and Barriers	1
o Family Planning (reduce number of sessions)	1
o Growth chart	1

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

A. Enough opportunity to interact with resource specialists?

Yes    28                      No    5

B. Enough time and opportunity to discuss problems and issues with WIM Team?

Yes    32                      No    3

C. Adequate chance for discussion among participants?

Yes    32                      No    4

Additional comments or suggestions regarding exchange of information?

"More time and opportunity for participant's individual presentations."

"It will be useful to establish a formal CEDPA alumni association in each country in order to exchange information."

"Sometimes the language barrier affects information flow."

Comments on overall WIM experience:

"I learned so much from participants, from the CEDPA team, and from the resource specialists."

"The five weeks have been exhilarating for me. I shall leave feeling more self-confident, with a knowledge that there are helping hands to stretch across from WIM and other parts of the world."

"May I suggest that fewer participants be included in future courses for learning and logistical reasons."

"My participation in this workshop highly benefitted me in acquiring improved management skills which will help me in developing, managing and expanding project activities."

LIST OF NATIONAL COURTS

### CRITICAL QUESTIONS

The following is a list of critical questions and issues raised by the participants during the first Residential Workshop on Self-Actualization Skills. These questions served as a starting point for discussion and dialogue during subsequent sessions in which role definition, personal objective setting, personal empowerment and assertiveness were emphasized.

- o Is a manager a leader?
- o Should a manager accept criticism?
- o How do I have the courage to be different?
- o What if a local leader feels threatened by the change agent's activities?
- o How do you prevent battered wives from wanting to go back to their husbands?
- o How do I change from self-ignorance to self-realization?
- o How do funding agencies get started in the United States, because in my country there are no funding agencies even though there are many rich people?
- o How do women go from Purdah to Parliament?
- o How do I handle an evaluation team?
- o How can I better manage male staff?
- o How do I move from non-risk taking to risk-taking?
- o Is it possible to show personal warmth and still be effective?



**EXAMPLES OF WORKPLANS DEVELOPED  
DURING THE MINI-WORKSHOPS**

**I. Family Planning Mini-Workshop**

- o (Kenya) A plan to increase contraceptive acceptance within three districts of the Diocese of Mount Kenya East from 16% to 25% in three years through improved and intensified supervision of health workers responsible for CBD work. Supervision will be performed by 11 of the best practicing health workers who will be trained to serve as supervisors of other workers. By the end of three years, the 11 supervisors will be responsible for 220 health workers whose catchment area will include a total of 288,000 potential family planning acceptors.
- o (Pakistan) A plan to train rural midwives to perform family planning counseling, refer clients for contraception and provide limited family planning services. The project would include training, multiple levels of supervision, and enroll midwives in community based distribution of contraceptives. The plan is an innovative effort to diversify the income of traditional midwives and thereby tap their potential as family planning motivators.
- o (Swaziland) A plan to train nurses and midwives in family planning training over a two-year period. This training will motivate them to provide family planning services with confidence, thereby making them more effective in changing the community's attitudes toward contraception. The long-term goal of the project is to increase contraceptive use by the target population of 88,300 (served by 90 clinic nurse/midwives) from 10% in 1984 to 50% by 1988.

**II. Income Generation Mini-Workshop**

- o (Indonesia) A plan to increase the earning capacity of poor urban women by providing them with training in marketing strategies, urban agriculture and food processing. Once trained, the women will have access to credit to develop their enterprises.

- o (Pakistan) To train 15 rural women as teachers and organizers of home education centers for girls prevented from attending regular schools. The project's long-term goal is to increase the literacy level of rural women and ultimately address the incidence of malnutrition among women and children by improving female literacy. This pilot program is expected to establish the feasibility of a low-cost nonformal learning program to reduce female illiteracy and directly and indirectly contribute to better family nutrition.
- o (Senegal) A plan to increase the productivity of 100 women farmers so that their domestic and community living conditions will improve despite the current drought. The women, who traditionally have been the primary support for their families, will receive training in soil maintenance, food storage and marketing. The project will also provide nutrition education.
- o (Togo) A plan to introduce goat raising to a cooperative of 125 families. In addition to improving the standard of living in the village, the project will specifically address the problem of insufficient protein in people's diets, which has been a major contributor to the high sickness and infant mortality rates. The project will be entirely self-sustaining by the end of the second year.

### III. Primary Health/Nutrition Mini-Workshop

- o (Seychelles) A plan to design a nine-month nurse practitioner training program and integrate it into the national health care service. The nurse practitioners will be able to examine patients, diagnose certain conditions, prescribe treatment and make referrals as appropriate. The program will reduce the number of patients seen by medical officers so that more time can be given to each patient.

- o (Nigeria) A plan to increase immunization coverage of 60,000 children (0-5 years) from Rivers State, from 10% to 30% within a three-year period. Coverage will be improved by documenting the quantity of vaccine needed to cover all children under the age of five, ensuring the availability of vaccine to this group at all times and training one senior nurse from each district in proper cold chain storage and use of vaccines.
- o (Liberia) An eight-week plan to prepare the Family Health Division staff to become trainers using UNICEF's GOBIFF concept (growth monitoring, oral rehydration, breastfeeding, immunization, food supplements, and family planning). Upon completion of the two-week session, the trainers will conduct programs on GOBIFF for Liberia's 1,950 traditional birth attendants (TBAs). These TBAs deliver approximately two-thirds of MCH services in rural areas, which means that 880,000 mothers and children will benefit.

#### IV. Training Mini-Workshop

- o (Guyana) A plan to reduce the workload of health center staff and provide a rural population of 45,000 with better access to medical care by selecting and training two members of each of four villages on the West Bank of the Demerara River to serve as health workers. These health workers will learn how to establish good interpersonal relationships with community members, identify and treat health problems, and make referrals when appropriate.
- o (Lebanon) A plan to identify 10 villages with inadequate primary health care, family planning, and health education services, and then train field workers from each village in these areas. The long-term goal of the project is a reduction in the high rate of maternal and infant health problems.



### PARTICIPANT PRESENTATIONS

With the goal of deriving maximum benefit from the diverse professional and cultural backgrounds of the participants, the women were invited to present to their colleagues an overview of their programs. This voluntary activity, in which several presenters used visual aids, encouraged participants to share their work experience with one another, discuss common problems, and, in many cases, suggest possible solutions.

Following a prepared outline, participants presented a brief overview of their country and relevant facts; a short history of their organization, including service delivery statistics; their particular role in the organization; the impact, strengths and weaknesses of the project; and future plans. The exercise gave participants valuable experience in the organization and effective presentation of project data to an interested and supportive group.

Participants who gave presentations were:

- o Olufunke Akintonde (Nigeria): Ministry of Health, Ibadan.
- o Betha Fe Castillo (Philippines): Pangasinan Provincial Hospital and High Risk Pregnancy Clinic, Manila.
- o Alhaja Fanimokun (Nigeria): Youth Corps, Council of Muslim Ladies, Lagos
- o Hind Hammoud (Lebanon): Lebanon Family Planning Association, Beirut.
- o Sandra Kabir (Bangladesh): Bangladesh Women's Coalition, Dhaka.
- o Margaret Kaduda (Kenya): Algemene Bank Nederland, N.V., Mombasa.
- o Catherine Kamugumya (Tanzania): Ministry of Health, Mbeya.
- o Haidary Kamal (Bangladesh): BAPSA, Dhaka.

- o Nuraini Kamka (Indonesia): Food and Nutrition Program, Catholic Relief Services, Jakarta.
- o Mathato Khitsane (Lesotho): Lesotho Distance Teaching Centre, Maseru.
- o Adakou Koffi (Togo): Women's Programs, Association Togolaise pour le Bien-Etre Familial, Lome.
- o Marietou M'Baye (Senegal): Association Senegalaise pour le Bien-Etre Familial, Dakar.
- o Susan Mutungi (Kenya): Food and Nutrition Division, Catholic Relief Services, Nairobi.
- o Salome Omany (Kenya): Kandito Women's Association, Nairobi.
- o Prema Puro (India): Annapurnu Mahila Mandal, Bombay.
- o Doreen Richardson (Guyana): Guyana Responsible Parenthood Association, Georgetown.
- o Sajida Samad (Pakistan): Population Welfare Division, Islamabad.
- o Retno Sidarta (Indonesia): AID/AGR/Provincial Development Program, Jakarta.
- o Silu Singh (Nepal): Women's Legal Service Project, Nepal Women's Organization, Kathmandu.
- o Elsie Tuboku-Metzger (Sierra Leone): Fourah Bay College, University of Sierra Leone, Freetown.
- o Lalita Upadhyay (Nepal): Family Planning Association of Nepal, Kathmandu.
- o Afsheen Zubair (Pakistan): Pakistan Voluntary Health and Nutrition Association, Karachi.



**PRESS RELEASE****CEDPA Workshop Reflects Increased Demand for Management Training by Third World Women**

Washington, D.C.: As its largest "Women in Management" (WIM) group in five years, CEDPA this week welcomes 42 women managers from 23 countries of Africa, Asia, the Middle East and the South Pacific to a five-week workshop on "Planning and Management of Service Delivery Programs in Family Planning, Health and Development." The workshop takes place May 7 through June 8 at CEDPA's Washington training facility and nearby locations. (See attached schedule and list of participants).

CEDPA launched its WIM workshop series in 1978 with the goal of assisting middle-level women managers from developing countries to acquire practical skills for initiating community-based projects in health, family planning and development in their countries. The workshops emphasize the role of women as the policymakers and planners in micro-level development efforts, not merely the beneficiaries of services.

"We are finding that women, trained as managers, become a pivotal group in the development process. They are in touch with village women in need of services, and they have access to resources and organizations which can provide these services," says CEDPA President Kaval Gulhati. "In addition, our growing alumni network communicates the CEDPA training opportunity to more women, hence increasing the demand for our workshops."

The current workshop, conducted in English, is the thirteenth in the WIM series, which has also included workshops in French and Spanish to enable CEDPA to extend its management training to more groups of women. CEDPA's first WIM workshop in Arabic is scheduled for the fall of 1984.

Besides its Washington-based workshops, CEDPA, a private, non-profit organization, conducts follow-up management training programs in developing countries. Through overseas associates, known as "Follow-Up Units," CEDPA also provides technical support and seed money for community-based projects in health, family planning, nutrition and income-generating activities which are developed by its alumni.

Sponsors of WIM 13 include: the Association for Voluntary Sterilization, the International Planned Parenthood Federation, the Jessie Smith Noyes Foundation, the Pathfinder Fund, the Trull Foundation, the United Nations Fund for Population Activities, the Unitarian Universalist Association Holdeen India Fund, and the United States Agency for International Development. A grant from Control Data Corporation makes it possible for CEDPA to introduce, for the first time, the concept of computer-based training to its workshop participants.

**SPECIAL EVENTS**

- o On May 10, the participants were honored with a welcome reception at CEDPA. The well-attended reception gave participants an opportunity to meet informally with Washington-based specialists in the health, population, and development fields from USAID, the World Bank, and PVO groups.
- o CEDPA hosted a farewell luncheon for the participants at the International Club on June 5. The guest speaker, introduced by CEDPA Board Member Patricia Shakow, was Julia Chang Bloch, USAID Assistant Administrator for Food for Peace and Voluntary Assistance. Citing from her experiences as a manager, Ms. Bloch described the challenges which women must meet and overcome to be successful in their careers, emphasizing self-confidence as an essential ingredient. "Societies are cheating themselves if they don't tap women's potential," she said. CEDPA Chair Maxine Garret presided over the luncheon and in her concluding remarks urged the participants to continue to share problems and ideas with each other through the CEDPA Women's Network.
- o Participants were special guests of the New York Public Library at a farewell reception for Ms. Joan Dunlop, formerly with Rockefeller Brothers Foundation and a long-term supporter of Women in Development and Family Planning Projects.
- o A farewell dinner was held on June 7 at the home of CEDPA President Kaval Gulhatı for participants and CEDPA staff. The informal atmosphere gave the participants an opportunity to summarize the experiences and impressions gathered during the five-week workshop.
- o On the last day of the workshop, after the awarding of certificates, the WIM 13 group presented CEDPA with a banner which each woman had autographed.