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Women in Management Workshop Series

FINAL REPORT

Seminar-Workshop XI

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

May 9 to June 10, 1983

THE CENTRE FOR DEVELOPMENT AND POPULATION ACTIVITIES

Women in Development
Agency for International Development
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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 1,500 individuals from 66 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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November 2, 1983

Dear Sponsors:*

We are pleased to submit the final report of the eleventh Women in Management (WIM XI) seminar on "Planning and Management of Service Delivery Programs in Family Planning, Health and Development", May 9 to June 10, 1983. The workshop trained 40 women from 20 countries and reflected the continuing demand for management training by Third World women involved in action projects. Our thanks to you on behalf of CEDPA and the participants for your generous support of this endeavor through fellowship funds.

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

We acknowledge the valuable help provided by you personally, your agencies and your staff in the development and implementation of the WIM XI program, and we look forward to your continued guidance and support in our Washington, D.C. programs and in-country endeavors.

Sincerely,

Kaval Gulhati	Peggy Curlin	Blythe Tennent
President	Vice President	Project Coordinator

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TABLE OF CONTENTS

	Page
OVERVIEW	1
OBJECTIVES	3
CONTENT	3
Population, Health and Development Issues	4
Human Resource Development and Human Organizational Skills	8
Technical Skills of Management for Action Programs	10
The Change Process and New York Field Exercise	13
A Practicum to Develop Projects and Re-entry Issues	15
TRAINING METHODOLOGIES	17
Seminar Sessions	17
Workshop Sessions	17
Residential Workshop Module	18
Mini-Workshops	18
Participant Presentations	19
PARTICIPANT PROFILE	21
EVALUATION OF THE WORKSHOP	24
Introduction	24
Participants' Evaluation of the Workshop	25

APPENDICES

A. WORKSHOP PARTICIPANTS

- Participant List 27
- Group Photo 31
- Copy of Certificate 33

B. THE SEMINAR-WORKSHOP

- Five-Week Schedule 35
- Seminar-Workshop Staff and Resource Specialists 36
- Sponsoring Agencies and Representatives 41

C. SEMINAR-WORKSHOP EVALUATION

- Participant Daily Evaluation 43
- Overall Evaluation 45

D. LIST OF CRITICAL QUESTIONS RAISED BY PARTICIPANTS 57

E. MINI-WORKSHOP PROJECTS 59

F. PARTICIPANT PRESENTATIONS 63

G. OTHER ACTIVITIES

- Press Release 65
- Special Events 67

OVERVIEW OF THE SEMINAR-WORKSHOP

The Centre for Development and Population Activities held the eleventh workshop in its Women in Management series, "Planning and Management of Service Delivery Programs in Family Planning, Health and Development" from May 9 to June 10, 1983. The five-week workshop brought together 40 women managers from 20 countries, including CEDPA's first participants from the Cook Islands, Western Samoa and Uganda.

Participants were provided travel and fellowship grants by the following agencies: USAID Office of Women in Development (13); The United Nations Fund for Population Activities/The Jessie Smith Noyes Foundation, Inc./The Trull Foundation (8); The Pathfinder Fund (5); USAID Egypt, Honduras, and Sudan Missions (5); USAID Washington Office of Population and The Bureau of the Near East (3); The International Planned Parenthood Federation (3); The Ford Foundation (1); International Labour Organization (1); and Family Planning International Assistance (1). Two of the women participated in a CEDPA International Fellows Program which extended their training beyond the five-week workshop and included additional professional development.

Each individual brought to the training a unique blend of skills and experiences that contributed to the overall success of the workshop. All the participants held senior or middle level management positions, with half representing government services and the rest, private, non-profit organizations. Two-thirds of the women work in health or family planning programs while the rest work in diverse development programs addressing the needs of women. The common theme uniting the participants was an interest in working with women at the community level to provide needed services and training for improved health and economic status.

The workshop content was based on a multifaceted approach emphasizing practical applied management skills. Drawing upon the expertise of nearly 40 resource specialists, the content included the development of technical, human and community organizational skills, as well as understanding delivery systems for health, family planning and development programs. Three residential sessions outside Washington, D.C. provided an informal atmosphere for the women to assess and improve their abilities as managers. In the last week the participants had the opportunity to apply the technical skills they had learned during area-specific mini-workshops and to develop project proposals for programs

they would like to implement in their own countries. Participants developed blueprints for projects in the areas of: community-based family planning; primary health and nutrition; income generation for women; and training.

A variety of training methodologies was used. The participatory nature of the workshop sessions enabled the women to share experiences and particular expertise with each other, and hence to benefit from the diversity of backgrounds they represented. Daily questionnaires and a final evaluation provided CEDPA staff an assessment of each workshop session for use in redesigning and adapting future training programs.

OBJECTIVES

The seminar-workshop had four primary objectives:

1. To explore ways in which programs that identify and serve women's priority needs can be developed and implemented so that women can be participants in and not targets of programs.

2. To identify and understand the problems which women managers encounter and to examine ways in which they can be more effective in coping with such problems.

3. To acquire the technical skills which are essential for initiating and implementing community-based service delivery programs in family planning, health and development, and to have the opportunity to test some of these skills.

4. To study the need for "women-to-women" delivery systems and to learn how organizational skills can be applied in the development of such programs.

CONTENT

The program curriculum was linked to these four seminar-workshop 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 managed and run by women for women. To meet the objectives of the seminar-workshop, four major content areas comprised the program's curriculum:

- **Population, Health and Development Issues as They Relate to Women** explored issues which concern the development and implementation of programs which deliver family planning, health and development services to women.

- **The Professional Woman Understanding Herself** highlighted self-awareness and understanding of the multiple roles of women managers as they relate to the management of service delivery programs.

- **Human and Community Organization Skills** focused on the importance of understanding group and organizational behavior as well as the role of the change agent in introducing family planning, health and development services in the community.

- **Technical Skills for Program Development and Implementation** included project planning, budgeting, evaluation, proposal writing, and fundraising for service delivery projects.

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 - POPULATION, HEALTH AND DEVELOPMENT ISSUES

Human and Political Dimensions of Population and Development: Dr. Sharon Camp, Vice President of the Population Crisis Committee, led the morning session by presenting an overview of women's impact on the social, political, and economic factors which contribute to societal change. She stressed that women leaders of family planning programs face difficult social, cultural, and religious barriers which sometimes reduce the opportunity for personal development. However, various studies have revealed that innovative leadership training programs do lead to positive, incremental changes for women. She underscored women's need for equality under the law, reproductive control, and access to opportunities in employment and education if they are to participate in and benefit from development. The session concluded with a question-and-answer period.

What is Management? Issues related to women as managers - how women view management, what is management, qualities of a successful manager, and functions of a manager - were explored by the participants. During group discussions, they formulated composite functions of managers and management. ("A manager plans, organizes, directs, controls, and evaluates a system to obtain maximum result 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 reacting 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 range 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.

CEDPA's Integrated Approach to Community-Based Projects: CEDPA's integrated approach to community-based projects was introduced in this session. Participants viewed a slide show prepared by CEDPA which described the three major components of the CEDPA strategy: 1) management training, both in Washington and in-country; 2) the establishment of in-country Follow-Up Units for technical assistance in project design and institution building; and 3) documentation of the strategy's results, including data collection, analysis, and feedback. Some of the assumptions that underlie this strategy were described as follows: women share commonalities that transcend national boundaries; a woman's status affects her ability and/or desire to control her own fertility; and community-based health and family planning programs that are planned and implemented by women are more likely to consider the constraints and needs experienced by women at the local level.

Delivery Systems: Resource specialists from USAID and the Futures Group described how inadequate, traditional approaches to health, family planning, and nutrition programs have led to innovations in health care delivery, including community-based distribution (CBD) programs and social marketing strategies. The USAID

facilitators noted that CBD programs extend the health infrastructure out of hospitals directly into communities and homes. For CBD programs to be successful, managers must be able to identify problems which are relevant to the community and which can be solved immediately. A film and case studies on successful CBD programs were discussed.

The facilitator from the Futures Group noted that social marketing originated as a strategy to improve the availability of contraceptives to underserved populations by using indigenous, commercial channels at subsidized prices. It was noted that social marketing, which is cost-efficient, can be applied to other "products" besides contraceptives. To be successful such a strategy must achieve a workable "social marketing mix": research, product development, pricing, distribution, advertising, promotion, and public relations. The facilitator stressed the need for vocational training to encourage women to go into sales and marketing as a career.

Discussion among participants expressed concern about the effectiveness of social marketing programs in their countries due to the low income of women and the high rate of inflation.

Family Planning: The purpose of this session was to discuss the medical background of the range of contraceptive methods available for public use. The resource specialist identified both the relative and absolute contraindications for each method, emphasizing that choice of methods is dependent on individual preference and physiology. Participants viewed a film, "Contraceptive Barrier Methods", which illustrated the insertion of the most commonly used contraceptives. They then had an opportunity to examine samples of the contraceptives discussed. It was noted that the best method for each woman would probably vary over her lifetime so that education as to the choices available to her is important.

The User Perspective: In this session participants discussed the importance of designing family planning programs to meet the needs of recipients - that is, "user perspective". It was pointed out that individuals generally use a variety of contraceptives throughout their lifetime and want or need a range of choices to meet their individual needs. Such factors as sexual activity and changes in childbearing goals,

lifestyles, health status, and mobility will affect one's choice of contraceptives. In order to be responsive to these needs, careful follow-up of both users and non-users should be undertaken. Recognizing that follow-up is dependent on the community's acceptance of the program, participants identified important qualities of "trusted providers" and factors in the community that affect one's continued use of contraceptives.

Nutrition and Health Delivery: Working in groups representing different geographical regions, participants identified the major causes of morbidity and mortality for their region and discussed effective interventions to overcome these problems. Five major causes of high morbidity and mortality in developing countries were thus identified as: diarrhoeal disease, respiratory diseases, malnutrition, infectious diseases, and country specific diseases. Interventions such as ORT, immunizations, and nutrition education were discussed as practical, efficient methods to address these problems. It was noted that although the technology exists to prevent and cure numerous diseases, many countries lack the facilities to adequately provide the needed community services. Lack of supplies, refrigeration and information are some of the major difficulties encountered by community health programs. The facilitator also stressed the importance of designing delivery strategies that include the mother as the primary public health provider.

Cultural Myths and Barriers: This session served as the transition from 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 by offering working definitions of culture, the status of women, the role of women, and feminism. Working in small groups, the participants then compared these myths with facts which substantiate a realistic and often different view of women's roles and abilities. In a 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.

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 transitions women have experienced in the past 10 to 20 years and examined how these changes have affected the roles that women play in their societies. The transitions included changes in women's domestic lives (from early marriage to later marriage, from polygamous marriages to less polygamy, from many children to planned families); in women's professional lives (from women in the home to women accepted in business and banking, from no women in the political hierarchy to women policy makers); and in women's personal development (from 90 percent illiteracy to 65 percent literacy, from little education to increased education and training opportunities). In examining these transitions, the participants identified issues that affect women today in the form of critical questions(See Appendix D for complete list). Some of these included:

- How does a woman manage to express and realize herself with all her new responsibilities?
- How are women going to best manage available resources?
- The realization of women's ability by men to a certain extent has led to exploitation of women both at home and at work: can this be remedied?

° Is technology supportive to women or a hindrance - especially in agriculture?

The recognition that women from many different cultures are experiencing 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 get constructive feedback from each other. During this exercise participants practiced listening and observing skills to improve interpersonal communication.

The group then explored various aspects of developing confidence and assertiveness as an effective manager. In discussing the film "Joshua in the Box", the participants realized that constraints are often self-created "boxes" which can be overcome when one takes on the responsibility to change. Assertive behavior was presented as a model which enables women managers to reach personal goals without violating the rights of others. In a power exercise, participants identified subtle ways of exerting influence to achieve goals. Finally, each participant completed an inventory to help her assess how much of her potential she is actually using in her life. In small groups they discussed areas where they wish to attain self-growth.

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 counsellor. Participants

developed specific workplans to use with their subordinates, and in dyads gave each other feedback on strategies to motivate problem employees. In role-play situations, they practiced listening/counselling skills to help identify and resolve work problems.

WEEK III - TECHNICAL SKILLS OF MANAGEMENT FOR ACTION PROGRAMS

This week of the workshop was oriented to 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: 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 impact the project will have on both the recipients and the community at large. Using a conceptual model, participants were able to visualize various community needs that could be met by a single project and thus define what activities could realistically be incorporated into the project design.

In the second step, participants developed skills needed to clearly articulate the problems which a project addresses. In small groups, they practiced writing problem statements to meet criteria defined by the facilitator. Participants then translated their problem statements into clear objectives. Again, using specific criteria they worked in small groups to practice writing specific quantifiable objectives. In the final step of the process, they outlined tasks and developed workplans which detailed human and fiscal resources needed to achieve these objectives. The session concluded with a review of how each component can be incorporated into a project proposal for clear presentation to a sponsoring organization.

Budgeting: Budgeting, the process of writing a financial plan that specifies a system for expending money in a project, was discussed and analyzed during this session. An overview of good budget preparation, format - including discussion of standard line items and their functions, and control procedures, such as vouchers, ledgers and financial reports, was presented. The speaker noted that budget preparation helps determine the quality of the project proposal. Furthermore, a budget that is well integrated into a proposal can be used to measure the total cost of planned activities, assist in making alternate choices, identify future costs, and allow for evaluation by comparing costs with achievements. A good budget depends on accurate cost estimates which are based on common sense, experience and past expenses. It was also noted that potential donors can serve as a resource in project development if they are provided with as realistic a budget as possible. In groups, the participants evaluated actual project budgets, with regard to inconsistencies and the use of poor formats which could be changed to improve the overall budget.

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. 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 evaluated case studies to gain experience in describing the data they would collect, how they would set up a system for data collection, summary, and analysis. The participants were also introduced to a system for recordkeeping at the village level, developed at CEDPA, which identifies mothers and children at risk. This system utilizes simple indicators to assist fieldworkers in deciding who receives assistance first.

The next part of the session began with a description of the importance of evaluation to management, from measuring progress in meeting immediate objectives to making decisions about future projects. Formative and summative evaluation were discussed: the former is used as an internal tool by management during the

course of a project to direct change in project operation, while summative evaluation documents a program's impact at the conclusion of a specified time period, judging the success or failure of the project. It was noted that evaluation should be a continuous process, initiated in the planning phases of the project and begun on the first day. Evaluation comprises five phases (overview focus, measurement selection, information collection, data analysis and report preparation) as does the evaluation report (overview, background and context, description of critical features of project, implementation evaluation, and results and conclusions). The speaker emphasized that evaluation aims to correct program deficiencies, not to condemn them, and should not be threatening to program workers.

Income-Generating Projects: This session provided participants with an overview of key elements required to successfully design and implement income generating projects for women. The facilitator stressed that income generation has become a popular remedy for developing self-sufficiency among Third World women and too often critical factors for the successful development of the projects are overlooked. She suggested that 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) the women's skills, abilities, and available time; (3) the social/cultural constraints that affect women working together or spending time outside the home; (4) the control that women have over earning or property; (5) the availability of raw materials, transportation, natural resources, credit, or start-up funds; and (6) the accessibility to a market for the product. Using these criteria, participants examined a case study and defined key elements necessary for the development of successful income-generating projects. Important factors raised in this discussion included the need for a strong organizational base, technical assistance and training, appropriate technology, and access to credit.

Matching Needs with Resources: To help provide the participants with information and resources useful for developing projects in their countries, representatives of seven organizations took part in a panel describing information, technical assistance, materials, and resource books which they make available. Organizations represented included: Population Information Program of Johns Hopkins University, Self-Help Handicrafts

(SERRV), Volunteers in Technical Assistance, American Public Health Association, Center for Population Options, Water and Sanitation for Health, and Program for the Introduction and Adaptation of Contraceptive Technology.

Interaction with Funding Agencies: Representatives of four 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: International Women's Health Coalition, Appropriate Technology International, The Pathfinder Fund, and the Office of Women in Development, United States Agency for International Development.

WEEK FOUR - THE CHANGE PROCESS AND NEW YORK FIELD EXERCISE

Residential Workshop III - Planning for Change/Designing a Training Program as a Planned Change Strategy: In a continuation of 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 a change agent. Through group discussions, films, and written exercises, they looked at the philosophical, psychological, and sociological implications of change; and characteristics of individuals who motivated them to change - and how. They developed individual workplans for initiating planned change projects upon their return home. Skills in analyzing specific tasks to be accomplished, identifying forces which work for and against the planned change effort, and strategies to manage or dilute resistance to change were discussed and incorporated into their 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; developing 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, PACT, UN Voluntary Fund for Women, the Population Council and the Ford Foundation 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. On-going projects in the participants' own countries were emphasized at the session.

The following morning, participants met with the staff of the International Women's Tribune Centre (IWTC). Participants were oriented to the activities IWTC performs as a resource network for women through small work group presentations on the following topics: IWTC's role as a clearinghouse for materials of special interest to women; IEC and media development with special emphasis on preparation of simple materials using minimal skills and monies; a resource library of materials on proposal preparation and potential donors, and women's projects; and IWTC's involvement with issues that impact upon women's lives globally such as

the activities of the UN Decade for Women. Participants were presented with regionally developed resource and information kits, which contain practical ideas and activities for strengthening community participation in family planning, health and income-generating programs.

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

Training Mini-Workshop: To assist the participants in designing a training program that would be specific and usable, the facilitator reviewed the essential components of a training program and format protocol. Particular emphasis was placed on writing training objectives that reflected 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 view of principles of good proposal writing and project development. Each participant completed and shared her project objectives with the

entire group for feedback on their clarity and specificity. Basic health and nutrition concepts were reviewed and integrated into projects emphasizing community-based programming, with women as the primary targets for health workers.

Community-Based Family Planning Mini-Workshop: A resource specialist in program evaluation from the Pathfinder Fund worked with CEDPA staff to conduct this Mini-Workshop. Strategies for designing and developing projects which integrate family planning concepts into integrated community programs were reviewed with the participants. The Pathfinder representative discussed in particular her experience in evaluating project proposals and provided participants with suggestions to make their proposals more viable for funding.

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 and 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:

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

   The use of visual aids (slides, films, newsprint, blackboards, etc.) and outlines of the presentation were encouraged. Handouts clarifying and supporting lecture presentation were frequently prepared and disseminated.

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:

- Management Units
  - use of special instruments and exercises
  - triads, dyads, and use of audio-visual techniques
- 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 interaction among participants and staff informally as a group while residing in the same facility; and 2) to intensify group dynamics in a supportive environment. Each of the three residential workshops, conducted in sequence, was led by a facilitator. Sessions were progressively built upon a process of self-assessment and change.

The three units were:

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

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

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

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

Scheduled for the 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:

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

5. 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

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

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

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

Program Linkages
- Marking milestones
- Mid-way recapitulation

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

Demonstration of Participative Management and Team-Building
- CEDPA approach to program implementation

- Five 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
° Seminar Sessions	19
° Workshop Sessions	45
° Residential Workshop Module plus New York Field Exercise	57
° Mini-Workshops	16
° Participant Presentations	12
° Evaluation and Feedback	8
° Orientation and Administration	7

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

PARTICIPANT PROFILE

The 40 participants who attended CEDPA's Eleventh Women in Management workshop came from 20 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 XI exhibited a strong sense of teamwork and interest in sharing experiences, ideas, and concerns facing women in their countries. This exchange reinforced the need for women to assume increased leadership and positions of responsibility in areas that affect the lives of other women in their countries. Drawing on the experience of resource specialists, CEDPA staff, and each other, the 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, and income generation.

The expertise and backgrounds of participants extended to the fields of public health, medicine, social welfare, education, agriculture, and economics. All the participants employed their professional backgrounds and training to encourage the delivery of services for, or increase the personal development of, women in their communities. Areas of their work included community-based family planning programs, credit loan programs for women, leadership and vocational training for women, job placement services, and development of women's income-generating cooperatives. Many participants were interested in integrating multiple services into programs especially designed for women. Development of a women's association to represent the needs of rural women; introduction of family planning into existing women's cooperatives; provision of small credit loans to long-term family planning acceptors; and introduction of women into rural agricultural projects are representative of programs in which participants

were involved. Many of the 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:

- Mean 42
- Range 26-57

Marital Status:

- Single 9
- Married 26
- Widowed 2
- Divorced 3

Mean Number of Children per Participant: 2

- Range 0-6
- Total 81

Organizational Affiliations:

- Government 15
- Private 1
- Private, Non-Profit 19
- Active in more than one organization 5

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

- Family Planning 16
- Health 5
- Integrated Family Planning and Health 5
- Community Development 11
- Income Generation 8
- Community Education
  - Adult Literacy/Skills Development 4
  - Leadership Training 6
  - Vocational Training 6
- Research/Communications 3
- Banking 2

Regions:

° Africa	22
° Asia	10
° Latin America/ Pacific	3
° Middle East	5

EVALUATION OF THE WORKSHOP

Introduction

Evaluation 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 had met their own objectives; and 3) to obtain feedback for improving and restructuring future programs.

Three evaluation instruments were utilized. The first was an initial reaction evaluation used during the Washington-based sessions in weeks one and three. 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 four questions, using a scale of 1 to 10, with 10 being the highest, and 1 being the lowest, to rate each seminar session in terms of its helpfulness, clarity, relationship to workshop objectives, and learning experience. In addition, the participants were asked to comment briefly on the session as a learning experience and on group interaction during the session. Space was also 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 second instrument, used during the residential workshops in weeks two and four, was designed 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 third instrument, an overall evaluation, was administered at the end of the five weeks to yield a more comprehensive assessment of the whole program experience. It reviewed the entire five-week program, asking the participants to assess content, methodology, and achievement of objectives, and provided an opportunity for open-ended comments on all aspects of the seminar-workshop.

Nearly all 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 revisions in future programs.

Participants' Evaluation of the Workshop

Thirty-eight participants completed the final evaluation. A large majority believed the workshop objectives, as well as their personal objectives, had been fully met. Many of the participants described the workshop as a dynamic and educational experience which addressed concepts and content that were highly relevant to their professional and personal needs. 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.

The overall ratings for both the daily and final evaluations were high, ranging from 7.3 to 9.9 on a 10 point scale. A slight variance in ratings existed between the daily and final evaluations with a tendency for the final scores to be lower. This variance could be attributed to a more reflective assessment of the overall program. However, ranking patterns 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 8.5; the final mean average was 8.4.

The seminar-workshop sessions from weeks one and three which ranked highest in both daily and overall evaluations were:

- What is Management?
- Recordkeeping/Evaluation
- CEDPA's Integrated Approach to Development Programs
- Introduction to Proposal Writing/Writing Objectives
- Developing Workplans

While every session was not 100 percent satisfactory to every participant, questionnaire responses indicated that each session had special significance and met the needs of most participants. In no case did a majority feel that a session had been irrelevant or that it should be deleted. In cases where participants felt a

session did not meet their expectations, reasons indicated included: inadequate amount of time spent on a subject, inappropriate style of presentation, or different levels of familiarity with session content within the group which made some sessions repetitive.

The three residential workshops and New York Field Exercise in weeks two and four were, overall, considered the highlight of the five-week workshop. The sessions on "Human Organizational Skills" by Dr. Leon Clark were deemed particularly relevant, with all participants who responded to the final evaluation rating this experience as "excellent".

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 high rating for the importance it gave network-building, as well as for the practical approaches to problem-solving with limited resources which it provided.

The mini-workshops, held in Washington during week five, received a mean rating of 8.4. The participants rated these sessions as 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 their 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.

The tabulated responses of the evaluation instruments were relayed and analyzed with the participants on the final day of the seminar-workshop. 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 de-briefing and critical review of the entire seminar-workshop.

APPENDIX A

WORKSHOP PARTICIPANTS

- Participant List
- Group Photo
- Copy of Certificate

PARTICIPANT LIST

Women in Management XI Workshop

AFRICA

Cameroon

Emily Ayuk Nkwanyuo, Assistant Chief of Service, Nursing Training Service, Ministry of Public Health, Yaounde

Magdalene Lyonga, Senior Technician In Charge of Health Education in Schools, Ministry of Public Health, Yaounde

Ethiopia

Tsedale Yigezu, Family Planning Counsellor and Programmer, Family Guidance Association of Ethiopia, Addis Ababa

Ghana

Fanny Russell, Executive Director, Association of People for Practical Life Education, Accra

Kenya

Esther Kantai, Freelance Consultant and Writer, Nairobi

Kadzo Kogo, Director, Urban Community Improvement Program, National Christian Council of Kenya, Nairobi

Louisa Achien'g Owiti, Branch Secretary, Young Women's Christian Association of Kenya, Mombasa

Nigeria

Josephine Abiona, Senior Nursing Officer, College of Medicine, Department of Obstetrics and Gynecology, Ibadan

Adebisi Ladipo, Assistant Chief Health Sister, State Health Council, Secretariat, Ibadan

Elizabeth Ladipo, Senior Matron, Oyo State Health Council, Secretariat, Ibadan

Bola Marsha, Chief Nursing Officer, Ministry of Health, Abeokuta, Ogun State

Bisi Ogunleye, Planned Parenthood Federation of Nigeria, Lagos

Sierra Leone

Rita Melrose Cole, Area Fieldwork Coordinator, Planned Parenthood Association of Sierra Leone, Freetown

Olivia Coker, Senior Confidential Secretary, National Development Bank, Ltd., Freetown

Estina Luke, Head, Home Economics Department, Bishop Johnson Memorial School, Ministry of Education, Freetown

Sudan

Ilham Abdalla Bashir, Social Worker, Community Based Family Health Project, Department of Community Medicine, University of Khartoum, Khartoum

Uganda

Elizabeth Kabutiiti, Senior Banking Officer, The Cooperative Bank, Ltd., Kampala

Molly Okalebo, Assistant to Executive Director, Family Planning Association of Uganda, Kampala

Zambia

Freda Mulenga, Field Officer, Zambia Flying Doctor Service, Ndola

Eveline Mutale, Community Development Officer, Women's Programs, Livingstone District Council, Livingstone

Zimbabwe

Petronilla Philda Ayema, Organizing Secretary, Catholic Women's Clubs, Harare

Beatrice Matswetu, Projects Officer, Zimbabwe Women's Bureau, Harare

ASIA

Bangladesh

Rokeya Aziz, Coordinator, Shapla Kuri, Dhaka

Jahanara Sadeque, Assistant Director, Field Program, Concerned Women for Family Planning Project, Dhaka

India

Jahnavika Shah, Executive Director, Friends of Women's World Banking, Western India, Ahmedabad

Devyani Sircar, Deputy Director of Training, Women's Training Cell, Directorate General of Employment and Training, Ministry of Labour, New Delhi

Anuradha Sharma, Convenor, Maharashtra Branch of the Youth and Family Planning Council, Bombay

Saroj Verma, Director, Gujarat State Crime Prevention Trust, Ahmedabad

Philippines

Isabel Rosario, Special Projects Officer, Neighbors Family Planning Center, Zamboanga City

Sri Lanka

Seetha Jayawardene, Divisional Development Officer, Women's Bureau, Ministry of Plan Implementation, Wennappuwa

Karunaipraba Kanagaratnam, Executive Coordinator, Social Welfare, Janatha Estates Development Board, Ministry of Plantation, Nawalapitiya

Thailand

Urai Homthawee, Head, Youth Unit, Population and Community Development Association, Bangkok

LATIN AMERICA

Honduras

Graciela Maradiaga Quiñones, Promotor, Women's Programs, National Agricultural Institute, Tegucigalpa

MIDDLE EAST

Egypt

Soad El Dessouki, Head, Planning Section, Ministry of Health, Alexandria

Nadia Abdel Fattah El Sayed, Manager, National Awareness and Volunteering, Family of the Future, Cairo

Soad Foda, Program Director, Family Planning Association Branch, Cairo

Nabila Mohamed Hosni, Dental General Director, Ministry of Health, Cairo

Lebanon

Hiam Musharrafieh, Training Officer, Shweifat Training Center, Lebanon Family Planning Association, Beirut

THE PACIFIC

Cook Islands

Natalie Ngapoko Short, Public Health Supervisor, Rarotonga

Western Samoa

Mesepi Mulitalo, Family Planning Nurse In-Charge, Tuasivi Hospital, Savaii

The Centre for Development and Population Activities

certifies that

_____

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 9 - June 10, 1983

_____
President

_____
Chair of the Board

APPENDIX B

THE SEMINAR-WORKSHOP

- Five-Week Schedule
- Seminar-Workshop Staff and Resource Specialists
- Sponsoring Agencies and Representatives

	FIRST WEEK	SECOND WEEK	THIRD WEEK	FOURTH WEEK	FIFTH WEEK
	MAY 9 - 15	MAY 16 - 22	MAY 22 - 29	MAY 30 - JUNE 5	JUNE 6 - 12
MONDAY	WELCOME - Orientation and Introduction to Seminar-Workshop - Training Continuum I/*Gulhati* - "Getting to Know You" *CEDPA Team and Participants* 9	- Residential Workshop at Berkeley Springs, West Virginia MANAGEMENT WORKSHOP I: The Professional Woman Understanding Herself/*Rumley* 16	Introduction to Proposal Preparation Needs Assessment/*Otero* - - - - - - - - - - - - - - - Objectives/*Tennent* 23	Residential Workshop at Donaldson Brown Center, Port Deposit, Maryland MANAGEMENT WORKSHOP III/*Rumley* - Managing Change 30	MINI-WORKSHOPS Blueprints for Action - Primary Health/Nutrition/ *Taylor* - Training/*Tennent*/*Stiles* 6
TUESDAY	- Human and Political Dimensions of Development and Population/ *Camp* - - - - - - - - - - - - - - - - What is Management/*Gulhati* 10	- Self Actualization Skills - Role Clarification - Responsibilities - Visualization of Self as Power Source - Personal and Professional Alternatives 17	Workplans/*Tennent* - - - - - - - - - - - - - - - Budget/*Bulatao* 24	- Developing Support Networks - Understanding Constraints - Communication Skills 31	- Income Generation/ *Otero*/*Dulansey* - Community-Based Family Planning/*Burkhart*/*Sullivan* - - - - - - - - - - - - - - - FAREWELL LUNCHEON 7
WEDNESDA	CEDPA's Approach to Integrated Programs/ *CEDPA Staff* - - - - - - - - - - - - - - - - Delivery Systems/ *Mamlouk*/ *Cornelius*/*Reivenholt* 11	- Participant Presentations - - - - - - - - - - - - - - - MANAGEMENT WORKSHOP II: Human Organization Skills/*Clark* 18	Recordkeeping/*Huber*/ *Curlin* - - - - - - - - - - - - - - - Evaluation/*Huber* 25	- Training of Trainers - - - - - - - - - - - - - - - Depart for New York 1	Report and Review of Mini-Workshops Projects - - - - - - - - - - - - - - - Overall Evaluation 8
THURSDA	Family Planning Delivery/*Edmunds* - - - - - - - - - - - - - - - The User Perspective/*Bruce* 12	- Understanding Small Groups - Planning - Motivation 19	Community Financing/ *Martin* - - - - - - - - - - - Matching Needs with Resources: VITA, American Public Health Association, Center for Pop. Options, WASH, PIACT, PIP, SERRV 26	NEW YORK FIELD EXERCISES FORUM I: Meeting Representatives of UNFPA, UN Voluntary Fund for Women, PACT FORUM II: Population Council and the Ford Foundation 2	Training Continuum Reentry Issues/*Gulhati* - - - - - - - - - - - - - - - FAREWELL DINNER 9
FRIDAY	Nutrition and Health Delivery/*Curlin* - - - - - - - - - - - Cultural Myths and Barriers/ *Tennent* Briefing for Workshops I & II/ *Favor*/*Krenn* 13	- Team Work - Working with Boards and Committees 20	Interaction with Funding Agencies: Pathfinder Fund, International Women's Health Coalition, ATI, USAID Briefing on Workshop III/ *Favor*/*Krenn* 27	- Women and Communication International Women's Tribune Centre - - - - - - - - - - - - - - - Individual Appointments 3	FINAL DAY Relayback of Evaluation Certificate Presentations 10
SAT	Sightseeing 7:30 a.m. to 4:30 p.m. 14	FREE DAY 21	FREE DAY 28	Return to Washington 4	11
SUN	Depart for Berkeley Springs 15	FREE DAY 22	Depart for D. Brown 29	FREE DAY 5	12

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Blythe Tennent, Project Coordinator
Ron Sullivan, Project Coordinator
Maria Otero, Project Coordinator
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Dennis Miller, Director, Finance and Administration
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Ms. Suzanne Saulniers, Program Officer, Nairobi

Mr. Goren Hyden, Representative, Nairobi

The International Labour Organization

Ms. DeLores Foster, Program Officer, Office of International Visitors Programs, Bureau of International Labour Affairs, U.S. Department of Labor

The International Planned Parenthood Federation

Ms. Rissa M. Stella, Program Advisor, Youth and Women's Development, London

IPPF Affiliates in Egypt, Nigeria and Uganda

The Jessie Smith Noyes Foundation, Inc.

Ms. Edith N. Muma, President

Ms. Marilyn Gross, Program Officer

The Pathfinder Fund

Mr. James Crawford, Director, Africa Region

Ms. Gail M. Callanan, Assistant, Africa and the Middle East

The Trull Foundation

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R. Natarajan, Deputy Representative and Senior Advisor on Population, Samoa

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K.C. Bal Gopal, Deputy Representative and Senior Advisor on Population, Bangladesh

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The United States Agency for International Development

Lenni Kangas, Population Officer, Near East Bureau

Sarah Tinsley, Director, Office of Women in Development

Ann Arness, Chief, Training Division, Population

USAID Representatives in Egypt, Honduras and Sudan

APPENDIX C

SEMINAR-WORKSHOP EVALUATION

- Participant Daily Evaluation
- Overall Evaluation

TABLE 1. WEEK ONE: PARTICIPANT DAILY EVALUATIONS OF SEMINAR SESSIONS

SESSION TITLE	Helpfulness of session to work needs	Understanding of session	Relation of session to workshop objectives	Session as a learning experience
Human and Political Dimensions of Development and Population	8.6	8.6	8.8	8.7
What is Management?	9.9	9.3	9.5	9.3
CEDPA's Integrated Aproach to Development Programs	9.2	9.0	9.4	9.0
Overview of Delivery Systems	7.3	7.5	7.7	7.4
Family Planning Delivery	7.8	8.0	8.6	7.7
The User Perspective	7.8	8.6	8.8	8.4
Nutrition and Health Delivery	8.3	9.0	9.1	8.7
Cultural Myths and Barriers	8.4	8.9	8.8	8.3

SCALE: 10 highest, 1 lowest

TABLE 2. WEEK THREE: PARTICIPANT DAILY EVALUATIONS OF SEMINAR SESSIONS

SESSION TITLE	Helpfulness of session to work needs	Understanding of session	Relation of session to workshop objectives	Session as a learning experience
Introduction to Proposal Preparation/ Writing Objectives	9.0	8.9	8.9	8.5
Developing Workplans	9.0	8.2	9.1	8.6
Budgeting	7.7	7.3	8.3	7.4
Recordkeeping/ Evaluation	9.4	9.1	9.4	9.0
Community Financing	8.4	8.7	8.8	8.4
Matching Needs with Resources	8.3	8.6	8.9	8.5
Interaction with Funding Agencies	9.2	8.8	9.0	9.1

SCALE: 10 highest, 1 lowest

OVERALL EVALUATION

Objectives

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

	(Number of Respondents) Fully	Partially	Not at All
° 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.	31	0	0
° 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.	29	1	0
° To acquire the necessary technical skills esential for initiating or extending family planning, health and development programs in the community and have the oportunity to test some of these skills.	28	2	0
° To study "women-to-women" delivery and communication systems and learn how organizational skills can be applied in the development of these systems.	30	0	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
° To learn about management, theory, methods and experiences.	10		
° Women's Programs: WID feasibility, program planning, motivation and acceptance.	7		
° To become a better manager, skillful, able to impart knowledge to others.	8	1	
° To learn about good project proposal development and implementation.	5		
° To learn from and observe CEDPA team management.	5		
° To learn about activities in other countries.	5		
° To design a training program.	2	1	
° To be able to meet with funding agencies, acquire funding.	2	1	

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.**

	Rating
° Human and Political Dimensions of Development and Population	8.4
° What is Management?	9.7
° CEDPA's Integrated Approach to Development Programs	8.9
° Overview of Delivery Systems	8.0
° Family Planning Delivery	7.3

	Rating
° The User Perspective	7.9
° Nutrition and Health Delivery	8.7
° Cultural Myths and Barriers	8.7

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

	Number of Respondents
° What is Management?	20
° Nutrition and Health Delivery	10
° Family Planning Delivery	6
° Cultural Myths and Barriers	6
° Human and Political Dimensions of Development and Population	5
° All content areas	5

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

	Number of Respondents
° My expectations were fully met	4
° Family Planning Delivery	3

Comments:	Number of Respondents
° Participation improved knowledge and skills.	3
° Workshop sessions were well-designed, logical.	3
° Management and family planning should not be combined.	2

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 you in your **own personal growth and awareness as a woman and as a manager.**

	Rating
° "From-To" Exercise	8.7
° Critical Questions (Issues)	8.6

	Rating
° Multiple Role Index/Sender-Receiver-Observer	9.1
° Assertiveness: Joshua in a Box	9.2
° Power Game/Collective Power Discussion	8.6
° Self-Actualization Inventory	8.9

Overall Experience:	Number of Respondents
° Excellent	30
° Good	6
° Fair	0
° Poor	0

Comments:	Number of Respondents
CONTENT	
° More time	14
° Very relevant, good	8
° Sessions too long	2
LEARNING EXPERIENCE	
° Excellent, very good	25
° Practical	2
° Learned many new ideas	2
TRAINING METHODOLOGY	
° Excellent, very good	25
° Role plays, triads particularly helpful	3
° Very practical	2

Management Workshop II - "Human Organizational Skills"

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

	Rating
° Situation Leadership	9.4
° The Manager as a Coach	9.4

	Rating
° The Manager as a Counselor	9.3
° Role Play - Monkey on Your Back	9.5

Overall Experience:	Number of Respondents
° Excellent	37
° Good	0
° Fair	0
° Poor	0

Comments:	Number of Respondents
CONTENT	
° Not enough time	12
° Excellent...perfect...useful...appropriate	15
LEARNING EXPERIENCE	
° Excellent, wonderful, rewarding	24
TRAINING METHODOLOGY	
° Excellent, very good	21
° Very effective, practical	9

Additional comments:

"I think every woman manager should get a training session like this."
"This workshop has met the objectives set for the whole five week workshop. It has demonstrated not only in theory, but in reality what it means to be a manager or supervisor."
"This workshop helped me to step outside of problems that I have been dealing with all these years and clearly see my weaknesses and strengths in my management style."
"It was terrific."

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.**

	Rating
° Proposal Preparation/Writing Objectives	8.9
° Developing Workplans	8.7
° Budgeting	7.3
° Recordkeeping/Evaluation	9.0
° Community Financing	8.1
° Matching Needs with Resources	8.4
° Interaction with Funding Agencies	8.4

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

	Number of Respondents
° Writing Objectives	17
° Introduction to Proposal Preparation	14
° Evaluation	12
° Budgeting	7
° Community Financing	7
° Interaction with Funding Agencies	6
° Matching Needs with Resources	5
° All Sessions	5

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

	Number of Respondents
° None	8
° Budgeting	7
° Community Financing	2
° Interaction with Funding Agencies	2

Comments:	Number of Respondents
° Session on Budget difficult to understand, more time needed	8
° Good experience - Project Planning, Objective Writing	3
° Funders and Resource Specialists gave practical advice	3

WEEK FOUR: Donaldson Brown Center and New York Field Exercise

Management Workshop III - "Managing Change"/"Designing a Training Program"

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

	Rating
° Self as Agent of Change	8.9
° Overview of Change/Transition: Film "Refiner's Fire"	8.7
° Change Instrument: Work in Triads	8.6
° Training as a Vehicle for Change	8.7

Overall Experience:	**Number of Respondents**
° Excellent	28
° Good	9
° Fair	1
° Poor	0

Comments:	**Number of Respondents**
CONTENT	
° Appropriate, good, satisfactory	14
° Content good, but time too short	9
LEARNING EXPERIENCE	
° Excellent, good	20
° Good learning environment	2
° Small group consultancy helpful	2
TRAINING METHODOLOGY	
° Excellent, very good, good	20
° Fruitful, motivating	4
° Very practical	2

Additional Comments:

Managing Change

"I feel this session has widened my experiences. I learned a lot from my group and I feel they learned from me."
"I found this session interesting, informative and educative."
"This session has been very challenging. I feel inspired and motivated."
"I feel this session has been relevant not just for my job, but for everyday life and activities."
"I sincerely feel, and believe that it will be possible for me to make the change I am dreaming of through techniques gained through this session."

Training Program

"Excellent as a tool for managers."
"This session has been very realistic in terms of touching on very important issues that need to be addressed when designing a training program."
"This session has given me the strength to plan or design a training program on my own without assistance."
"Extremely interesting and informative...will greatly enhance my skill in designing training programs."
"The session was very rich."

NEW YORK FIELD EXERCISE

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

Yes 36 No 0

FORUM II: Did you find the session with representatives from the Population Council and Ford Foundation useful as a learning experience?

Yes 37 No 1

Comments:	**Number of Respondents**
° Good	12
° Not enough time	2
° Not useful in my work	2

Additional Comments:

"It gave us a clear idea about their functioning."
"The visit was worthwhile, useful, but more time."

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

Yes 37 No 0

Comments:	Number of Respondents
° Informative, useful, well-organized	6
° More time	3
° Lasting contacts	2

Additional Comments:

"I feel that they were people doing something with a conviction and they were using their energies and talents to match this conviction."
"There was an openness and readiness to share their work with us."
"A wonderful and inclusive team working and achieving a wonderful job."

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

Mini-Workshops	**Number of Participants**
° Family Planning	10
° Health/Nutrition	5
° Income-Generation	12
° Training	13

Please rate the mini-workshop in which you participated in terms of its usefulness to your work.

	Rating
° Overall	8.4
° Content	8.4

	Rating
° Individual Work	8.0
° Handouts	8.7

Comments:

"This has given me the opportunity to measure my abilities and ideas."
"A good exercise for us on project proposals, setting objectives, and defending them."
"A natural complementary week for the workshop which was rich with experience."
"This session was very useful to me."
"This could take place earlier and in a different setting (such as Berkeley Springs) to allow for better concentration."

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.

	Rating
° Lecture by an expert	8.3
° Group discussion	8.8
° Individual task work	8.2
° Group task work	8.7
° Case study exercise	8.4
° Film exercise	8.6
° Mini-Workshops	8.4
° Role Play Exercise	9.2
° Participant presentations	8.1
° Learning Retrieval Diary	8.1
° Triads	8.5
° Dyads	8.2
° Other - Handouts	10.0
Interaction/Exchange	9.5
Tutorials	10.0

Comments:	Number of Respondents
° Excellent, methodology very good	10
° Useful	2
° More role plays	2
° More feedback	2

ADDITIONAL QUESTIONS

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

Yes 11 No 17

Suggestions:	Number of Respondents
° Environmental Sanitation	2
° Greater understanding of illiterate education	2
° Bookkeeping	2
° Trip to family planning clinic	2

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

Yes 1 No 30

Recognizing that all of you are experienced professionals, the seminar-workshop was designed to allow an exchange of information and opinions among resource specialists, 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 26 No 9

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

Yes 31 No 5

C. Adequate chance for discussion among participants?

Yes 31 No 4

Comments:	Number of Respondents
° Many experiences exchanged and shared among ourselves	9
° Not enough time	4
° WIM Network should be expanded	3
° Don't change a thing	2

Additional Comments:

"Equal time should be given to all participants for presentations."
"Time limits should be set for working with CEDPA consultants during Mini-Workshops."
"More time alloted to fields of specific interest."

Comments on overall WIM Workshop experience:

"It was a wonderful idea to meet friends from all over the world; know more about them; build good relations with them. The CEDPA people have made us very happy...we really felt at home!"
"This workshop is useful to me, it helps me to understand the meaning of management - how to be a good leader; how to do something useful for our society; how to help women in your country; how to use training to change women's attitudes; how to give them a chance to improve themselves."
"My appreciation for the wonderful and well-organized 'network' of CEPDA - added to that the wishes for a future relationship with them with the motto 'I'll be there'."

APPENDIX D

LIST OF CRITICAL QUESTIONS RAISED BY PARTICIPANTS

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 goal setting, understanding the use of power, and assertiveness were emphasized.

- How can a woman succeed in her triple roles as wife, mother, and manager?
- Are women more able to enjoy themselves now that they have multiple role responsibilities and how do we achieve balance among all roles?
- Is a woman with all of these responsibilities happier now than before?
- How are males adjusting to the transition in women's roles?
- How do women avoid being exploited both at home and at work?
- Since women are marrying later and having fewer children, what is the effect of family size on population growth?
- Will this period of transition create more excuses to blame women?
- How is the job market going to absorb women when there are already few available positions?
- Are more women in agriculture, or are the new technologies driving them out?
- Are women truly making decisions, or are they only made to feel that way?
- Is the affluent, educated woman doing enough for the village woman?
- Can males' exploitation of women in the home and at work be remedied?

- How much power do women have to change their lives from a low socio-economic position to a high socio-economic position in this generation?
- Are women properly equipping themselves to deal with current and future life roles?
- Is technology supportive to women, or a hindrance?
- Women are in transition - between from and to, haven't they overdone it?
- Do women get the affluence and influence from their work?
- Do politics benefit women?
- How do women cope:
  - with multiple role expectations?
  - with the energy, time and skill demands of professional jobs? And still bear and raise children?
  - with finding time for themselves, and managing to express themselves?
  - with political roles as well as traditional roles?

APPENDIX E

MINI-WORKSHOP PROJECTS

EXAMPLES OF BLUEPRINTS DEVELOPED DURING THE MINI-WORKSHOPS

I. Income Generation Mini-Workshop

- (Sri Lanka) A plan to organize 30 estate women into a cooperative to receive basic vocational training in cattle raising along with the skills necessary to establish a marketing system for the milk products. The plan will begin to address the lack of opportunity available to women, the majority of whom live in physical and cultural isolation. A primary component of the plan involves establishing a savings scheme so as to generate income for a revolving loan fund to finance future endeavors.

- (Nigeria) A plan to increase productivity and, consequently, the earning capacity of rural women through the provision of vocational training in small-scale technologies, leadership training, marketing management, and design of marketing strategies. The plan recognizes the traditional division of farm labor between husbands and wives, emphasizing the development of technologically appropriate agricultural activities for women.

- (Philippines) A plan to create employment opportunities for family planning acceptors through vocational training in handicrafts, sewing, weaving, and small business management. These women, as family planning acceptors, find they have more time to devote to other activities because they are not bearing children and wish to contribute to the family income. A cooperative loan program will be established to provide capital for new ventures and to support the involvement of more women through a revolving loan fund.

- (Kenya) A plan to develop a comprehensive program in leadership training and income-generating skills training for rural women and youth to strengthen their families' and communities' living conditions. The project will serve approximately 600 women and 150 youths in the coast province. Along with leadership training workshops,

the plan will assist in the organization of three day-care centers to provide support to women engaged in income-generating projects.

- (Zimbabwe) A plan to provide training for supplementary income-generating activities in homecrafts to women in five communities with the goal of establishing cooperatives to market the finished products. Women community leaders will be chosen and provided leadership training, technical skills in developing small projects, and training in the principles of cooperatives.

II. Health and Nutrition Mini-Workshop

- (Uganda) A plan to establish a community center which will provide health, family planning, and day-care services to low-income, urban market women and their children. Many of these women, though poorly equipped, are responsible, as the sole heads of households, for the care and education of their children. Eventually, income-generation activities, literacy education, and small business marketing and management classes will be offered to the women.

- (Egypt) A plan to improve the dental health of primary school children by teaching them good oral hygiene, providing regular exams, training additional doctors and hygienists to work with school children, as well as establishing mini-clinics in selected schools. In addition, parents of the school children will be asked to attend health education classes as a way to assist and monitor their children's dental hygiene practices. The overall goal is to lower the percentage of dental carries among primary school children from over 80 percent to less than 30 percent.

- (Nigeria) A plan to deliver primary health care services to 3,000 rural families through health and nutrition education, and services in family planning, hygiene, and immunization. The involvement of men will be sought to support the activities of the project in an area characterized by high rates of malnutrition, infant and maternal mortality, and lack of accessible medical facilities.

III. Family Planning Mini-Workshop

- (Bangladesh) A plan to survey, register, recruit, and distribute contraceptives to 1,800 rural women in selected regions through the use of indigenous field workers. The long-term goal is to maintain contraceptive use through regular follow-up and clients' improved health.

- (Ethiopia) A plan to counter rising adolescent fertility and associated medical and sociological problems by creating five pilot projects in carefully selected provincial communities to teach family life education and provide family planning services to adolescents. The first activity includes baseline data collection on adolescent pregnancies ending in abortion, while future plans include offering vocational training which will provide youth with an opportunity for engaging in an activity of benefit both to themselves and their communities.

- (Sierra Leone) A plan to address the high rate of infant and maternal mortality due to early childbearing by providing family life education and skills in income generation to early school leavers. The project intends to reach adolescent mothers living in a large urban area who, because of illegitimate pregnancies, have few available resources or sources of support.

- (Nigeria) A plan to provide services for family planning, nutrition, education, immunization services, malaria, and diarrhoeal disease prevention and treatment through the training of traditional midwives and birth attendants in the technical aspects of family planning service delivery and health care.

- (Cook Islands) A plan to provide in-service training to public health nurses from the outer islands to improve their technical knowledge and skills in family planning and maternal child health, focusing on high-risk women of childbearing age. The plan is based on the development of skills in community organization, health education, motivational theory, planning and management. The long-term goal is to organize a stronger and better used family planning program, well-integrated into MCH service delivery.

IV. Training Mini-Workshop

- (Lebanon) A plan which aims to select and train paramedics in family planning concepts and methodology to support the development of a government health infrastructure in rural areas. The goal is to motivate paramedics to integrate family planning, and later, health services into their daily work routines as a means to provide rural areas with a minimum level of medical support.

  (Zimbabwe) A plan that integrates components of training, income generation, and management, aimed toward group leaders from rural provinces who, in turn, will provide training to women counterparts in their regions. Training will be specifically provided in leadership skills, administration, and technical skills in managing small livestock projects, small-scale farming projects, and home industries. This training is intended to help women acquire economic status, increase their sense of power, and involve them in civic activities.

APPENDIX F

PARTICIPANT PRESENTATIONS

PARTICIPANT PRESENTATIONS

In a voluntary activity designed to derive maximum benefit from the diverse cultural and professional backgrounds of the participants, the women were invited to present to their colleagues an overview of their programs. This exercise encouraged participants to share their work experiences with each other, and discuss common problems and solutions.

Following a prepared outline, participants presented a brief overview of their country and relevant facts; a brief history of their organization, including service delivery statistics; their own involvement and role in the organization; impact, strengths and weaknesses of their program; and future plans. The activity gave participants experience in developing a clear presentation, and in presenting their ideas and concepts to a group.

Participants who gave presentations were:

- Josephine Abiona (Nigeria): Community Based Distribution Program, University College Family Planning Program.
- Petronilla Ayema (Zimbabwe): Catholic Women's Clubs.
- Ilham Abdalla Bashir (Sudan): Community-Based Family Health Project, University of Khartoum.
- Rita Cole (Sierra Leone): Planned Parenthood Association of Sierra Leone.
- Nadia Abdel Fattah El Sayed (Egypt): National Awareness and Volunteering, Family of the Future, Cairo.
- Seetha Jayawardene (Sri Lanka): Women's Bureau, Ministry of Plan Implementation.
- Karunaipraba Kanagaratnam (Sri Lanka): Janatha Estates Development Board, Ministry of Planning.
- Magdalene Lyonga (Cameroon): Health Education in Schools, Ministry of Public Health.

- Beatrice Matswetu (Zimbabwe): Zimbabwe Women's Bureau.
- Mesepi Mulitalo (Western Samoa): Family Planning Program, Tuasivi Hospital.
- Hiam Musharrafieh (Lebanon): Lebanon Family Planning Association.
- Bisi Ogunleye (Nigeria): Country Women's Association, Ondo State.
- Louisa Owiti (Kenya): Young Women's Christian Association of Kenya.
- Graciela Maradiaga Quiñones (Honduras): Women's Programs, National Agricultural Institute.
- Isabel Rosario (Philippines): Neighbors Population and Development Services.
- Jahnavika Shah (India): Friends of Women's World Banking.
- Devyani Sircar (India): Women's Training Cell, Directorate General of Employment and Training, Ministry of Labour.
- Tsedale Yigezu (Ethiopia): Family Guidance Association of Ethiopia, Addis Ababa.

APPENDIX G

OTHER ACTIVITIES

- Press Releases
- Special Events

PRESS RELEASE

Third World Women Manage Development Projects

Washington, D.C.: Forty women from 20 countries of Africa, Asia, Latin America, the Middle East, and the South Pacific are in Washington, D.C., for five weeks of intensive training on "Planning and Management of Service Delivery Programs in Family Planning, Health and Development." The workshop is being conducted May 9 to June 10 by the Centre for Development and Population Activities (CEDPA) at its Washington training facility.

The workshop aims to improve the women's skills to plan and implement projects in family planning, health, nutrition and income-generating activities which reach the urban and rural poor in their communities. Women trained to implement these projects are a key resource for strategies aimed at accelerating the pace of local-level development. The women were selected for the workshop because of their positions as managers of innovative development programs. A participant from India is the director of vocational training in the Ministry of Labor; a social worker from Sudan is involved with a community-based family health project at the University of Khartoum; a participant from Sierra Leone is a credit banking officer in Freetown; a Honduran coordinates women's programs for the National Agricultural Institute in Tegucigalpa; and a director of public health nursing is from Rarotonga, Cook Islands.

Two workshop participants are CEDPA Fellows: their training experience extends beyond the five weeks and includes additional professional development in their particular areas of interest. Louisa Owiti, whose fellowship was provided by the Ford Foundation, is branch secretary of the YWCA in Mombasa, Kenya. She is interested in setting up a training center and developing income-generating programs which will support local women's projects. Hiam Musharrafieh, who is being funded by the Near East Bureau of the United States Agency for International Development, is the training officer for the Lebanon Family Planning Association of Beirut. She plans to incorporate CEDPA's Women in Management training module into the programs of her association.

"Our training is action-oriented," says CEDPA President Kaval Gulhati. "While they are in the United States, we help the participants make contacts with U.S. organizations and introduce them to the concept of a more vigorous voluntary sector. This sets the stage for more collaboration and co-financing of projects in their own communities."

CEDPA, which since 1975 has trained some 1,500 men and women from over 70 countries, welcomes to the current workshop its first participants from the Cook Islands, Samoa and Uganda. Besides its Washington, D.C. workshops, CEDPA, a private, non-profit organization, conducts management training programs in developing countries. Thourgh its overseas associates, called "Follow-Up Units," CEDPA also provides technical support and seed money for community-based projects in family planning, health, nutrition and income generation which are developed by its alumni.

Sponsors of CEDPA's eleventh Women in Management workshop include: the Ford Foundation, the International Labour Organization, the International Planned Parenthood Federation, the Jessie Smith Noyes Foundation, the Pathfinder Fund, the United Nations Fund for Population Activities, the U.S. Agency for International Development, Family Planning International Assistance, and the Trull Foundation.

SPECIAL EVENTS

- On May 12, 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.

- CEDPA Board Member Sarah G. Epstein hosted the Pathfinder-sponsored participants with a reception at her home on May 28.

- CEDPA hosted a farewell luncheon for the participants at the Holiday Inn on June 7. The guest speaker, introduced by CEDPA Board Secretary Phyllis Piotrow, was Timothy Thahane, a member of CEDPA's Board and Vice President and Secretary of the World Bank. Mr. Thahane spoke of the challenges faced by women working in development, the need for perseverance, and the importance of each individual effort, no matter how small, to the overall effort. CEDPA Board Chair Maxine Garrett 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.

- The WIM XI participants honored CEDPA staff with a special luncheon at CEDPA on June 8. They presented a mirror to CEDPA staff in appreciation of their efforts during the workshop. Dr. Nabila Mohamed Hosni of Egypt gave farewell remarks on behalf of all the participants.

- Three of the participants were interviewed by Voice of America. These interviews were taped for broadcast overseas.

- A farewell dinner was held on June 9 at the home of CEDPA President Kaval Gulhati for participants and CEDPA staff. Both groups characterized the workshop as a valuable learning experience and spoke of the lifetime friendships that had been made during the short five weeks.