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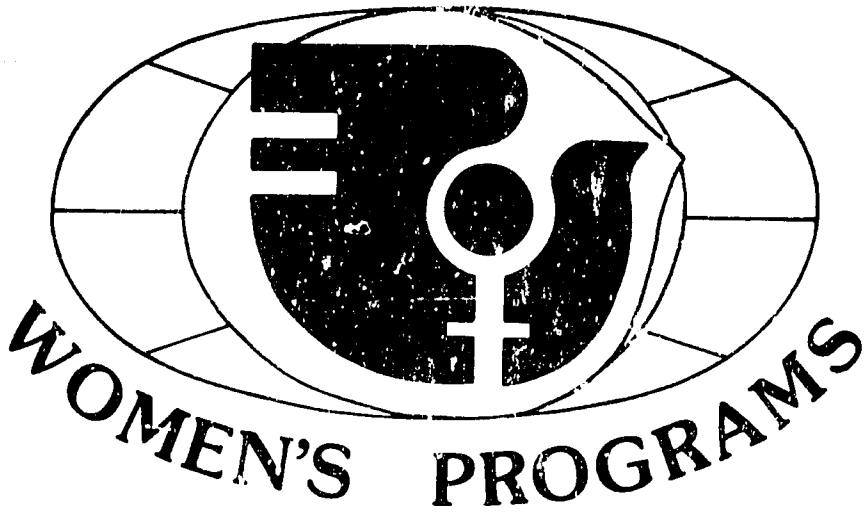

FINAL REPORT

Women in Management Seminar-Workshop V

on

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

May 5 to June 6, 1980

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CEFPA'S WOMEN'S PROGRAMS

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

Management training for women is at the core of CEFPA's strategy. The training consists of specially designed five-week seminar-workshops on "Planning and Management of Service Delivery Programs in Family Planning, Health and Development." The seminar-workshops, held in Washington, D.C. and nearby sites, are conducted by CEFPA staff and selected resource specialists. The content has four major units: population and development issues as they relate to women, technical skills for program development and implementation, self confidence building for women and human organization skills. The training methodology employs lectures, group dynamics and individual task instruction.

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

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

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Dear Sponsors:

We are pleased to submit The Final Report of the fifth Women in Management Program on "Planning and Management of Service Delivery Programs in Family Planning, Health and Development", May 5 to June 6, 1980. The workshop had 36 women from 19 countries. It reflected the continuing demand for management training by third world women involved in action projects. Our thanks to you on behalf of CEFPA and the participants for your generous support of this endeavor through fellowship grants.

CEFPA views training as a dynamic process which must constantly undergo evaluation and review. This report reflects some changes in content resulting from participant feedback in the 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 projects or apply new approaches and technical skills in their work will be of special importance to them. Your suggestions for making the training more applicable and appropriate to women managers at the local level will be highly appreciated by us. We feel you are an important link in the developing network of women who are translating concepts, technologies and theories into action.

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

Sincerely,

Kaval Gulhati
President

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Project Coordinator

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OVERVIEW OF THE SEMINAR-WORKSHOP

On June 6, 1980, the Centre for Population Activities completed its fifth five-week seminar-workshop for women managers on "Planning and Management of Service Delivery Programs in Family Planning, Health, and Development." The program was funded on a tuition basis. Participants were provided fellowship grants by the following agencies: USAID field missions in seven countries 14; The Pathfinder Fund 10; United Nations Fund for Population Activities 8; Asia Foundation 2; Government of Malaysia 1; and the Centre for Population Activities 1. CEFPA and the Ford Foundation provided travel funds for 4 participants.

Thirty-six women from nineteen countries participated in the program. Their areas of expertise and educational background varied, but all of them were actively involved in programs that benefit women. Slightly more than half of the women (55%) work in a government ministry or public agency while the remaining (45%) carry out their work in private organizations. The majority of the participants (62%) work in family planning and health fields; the rest (38%) work in other diverse development programs that focus on women's needs. All of them were interested in integrating new activities into their existing programs or utilizing training as a vehicle for reaching poor women. The participants themselves represented a unique and rich pool of expertise and encouragement for each other, and mutually collaborated to help further their colleagues' future endeavors.

The management needs of professional women working in family planning health and development programs was the focus of the five-week program. The content included technical, human, and community organization skills, as well as understanding of delivery systems for women's programs. A special unit was devoted to self-actualization for women managers. During the program's last week, the participants attended one mini-workshop in either project planning, proposal preparation, evaluation or training. At this time, they had the opportunity to apply skills learned during the program and develop a blueprint for a project they wish to undertake in their own countries.

The program emphasized use of varied training methodologies. Participatory methods were stressed, which encouraged the participants' active involvement and enriched the content through their input. Verbal and written direct feedback helped to assess the usefulness of each session. This

continuous feedback during sessions held in Washington and the follow-up with participants and sponsors in the field provided a base for the evaluation and redesign of the training for future programs.

The participants in WIM V were introduced to an international network of individuals and agencies concerned with family planning, health, development, and women's issues. The Society for International Development/Women In Development held a luncheon panel discussion during which five WIM participants shared their programs and views. The World Bank sponsored an afternoon talk on its organization, its operations and women's programs. Individual participants also visited persons in various agencies in Washington and New York to discuss their programs and obtain resource material useful for their work.

The Washington, D.C. training program is not an end in itself. In-country training, follow-up activities, networking, and technical assistance are the next steps to providing increased opportunities for women.

THE SEMINAR-WORKSHOP

OBJECTIVES

The seminar-workshop had four primary objectives:

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

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

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

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

CONTENT

The program curriculum was linked to the four seminar-workshop objectives and departed from 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 program 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, the following four major content areas comprise the program's curriculum:

- Population and development issues as they relate to women explored women's needs for readily available health and family planning services and the potential for increased development activities.

- Technical skills for program development and implementation included project planning, budgeting, evaluation, proposal writing and fund raising.

- Self-confidence building for professional women highlighted self awareness and understanding of the multiple roles of women managers.

- Human organization skills focused on understanding groups and organizational behavior as well as the role of the change agent in the community.

The following is a summary of the content and training methodologies developed for the WIM program to achieve its stated objectives.

WEEK ONE - DEVELOPMENT OF DELIVERY SYSTEMS: Women Managers in Action

Human and Political Dimensions of Development and Population: The workshop in Washington, D.C. formally opened with an overview of the changes that have taken place in the fields of development and population in the last decade. Special emphasis was given to the increased participation of women in development efforts and the need to continue helping women gain confidence in themselves and in their work. The fact that women remain largely excluded from the economic development mainstream leads to continued neglect among policymakers for women's priority needs.

The relationship between education, fertility rates, and increased access to family planning services were explored and identified as essential elements in women's ongoing efforts towards achieving equality. Further, the acknowledgement that 40%-50% of people live in absolute poverty presents women in developing countries with the challenge of creating income-generating activities that are viable and that promote long-term economic independence.

What is Management? This session provided a general introduction to the workshop through a discussion of management and of the manager's role as a leader. Participants were introduced to various leadership styles available to a manager and discussed the importance of selecting the style appropriate for a given situation. Through small group exercises, the participants practiced the skills of brainstorming and group consensus in order to develop a total group definition of management as "a process of achieving the organizations goals," and of what a manager does as "a person who plans, organizes, coordinates, implements and evaluates in collaboration with her/his staff to fulfill the goals of the organization."

Delivery Systems: A service delivery system was defined as, "a set or arrangement of things so connected as to form a unity or an organic whole." The parts that comprise a system - inputs, outputs and outcome - coupled with managerial and environmental considerations affect the operation and success of a system. The participants, working in small groups, utilized a systems approach to examine their own organizations or projects. Examples included community health systems, household delivery systems and a women's credit union system.

Family Planning and Women-to-Women Delivery Systems--A Case Study: Concerned Women for Family Planning Project was presented as a visual case study* of a women-managed project which developed a community-based approach to meet the family planning needs of Moslem women in the slum areas os Dacca, Bangladesh.

* Photographer: Pamela Roberson

Utilizing the "start small, think big" philosophy, this project started with a staff of five in 1976, and has grown to include 180 women who serve a 1.5 million population. The project also demonstrates how women with no health or family planning background can use on-going training to equip themselves to deal with community health problems. A questionnaire following the case study indicated that this approach is both possible and desirable in the 19 countries represented in the WIM program.

Extending Family Planning and Health Services--Use of Paramedics and Laypersons: This session presented the maternal child health benefits of various contraceptive methods in developing countries, as well as the importance of involving lay persons in the distribution of family planning services. Using several different contraceptive studies of family planning methods in developing countries, the risk factors related to non-contracepting and a variety of contraceptives commonly provided in these countries were compared to illustrate the important benefits of modern family planning methods. The need to integrate family planning services into existing community services was stressed. The natural credibility enjoyed by community-based workers in the distribution of family planning methods was underlined through examples of lay persons trained to safely distribute contraceptives in small villages. Ways in which clinics can begin to integrate their services into the community through the use of such lay persons were also discussed.

Contraceptive and Health Technology: The presentation on health technology focused on four major points: 1) common health problems which women in developing countries confront, 2) the effects of these problems on women, 3) what women working in the health field can do about these problems, and 4) oral rehydration therapy (ORT) as an example of appropriate health technology.

The "maternal depletion cycle" was utilized to clarify the relationship between a women's fertility pattern and her nutritional level. The participants also viewed slides on contraceptive technology and received information on the latest advances in this field, as well as on the positive factors and negative side effects of various contraceptives. Participants had an opportunity to examine a wide variety of existing modern contraceptives and learn how some of these were developed from traditional birth preventive measures utilized in various cultures.

Women in Development: This session explored the role of women in agriculture, small businesses, factories, and other income-generating programs. Barriers to women's participation in the

development process were identified as 1) societal stereotyping that considers household work as non-work, 2) denying women educational opportunities from childhood, and 3) excluding women from the mainstream of information and skills building. Examples of programs which encouraged women's participation demonstrated concern with appropriate technology, responsiveness to community needs, respect for culture, participation in decision-making, and coordination with other agencies. Conclusions which can be drawn from successful women's development projects are:

- Women's programs need to operate separately to build self-confidence and skills among the women working in the project,
- Beneficiaries must be involved in program planning,
- Women must seek out other women to build support networks and
- Women must control their own funds.

Cultural Myths and Barriers: Learned (societal) attitudes toward women which are widely and uncritically held by members of a society create both barriers to understanding women's roles and resistance to change. The session provided working definitions for culture, role, status, feminism, and myth as they relate to women today. An exercise involved the participants in identifying current myths about women, explaining the accepted societal behavior that results from such myths and outlining the facts that these myths ignore. A film* was utilized to initiate discussion and underline key issues raised during the session.

WEEK TWO - HUMAN RESOURCE DEVELOPMENT: Self-Actualization and Human Organization Skills

Residential Workshop I on Self-Actualization Skills: A two and one-half day residential at Harper's Ferry, West Virginia, focused on how the professional woman can better understand and appreciate herself. The workshop explored behavioral patterns of women managers which promote good management and which prevent good management, as well as ways to improve and more effectively use one's existing capabilities. Participants identified historical and contemporary transitions in society which most directly affect women's lives and, in small groups, analyzed the changes these transitions have brought to women in the past ten years, e.g., from household to work force, from lack

*"A Primera Vista": Cine-Mujer, Colombia.

of education to increased access to education, from single, narrow roles to multiple diverse roles. These transitions raised many issues, such as, "Will women's new roles lead to neglect in child rearing?" or "Will the new woman lead a better life?" (See Appendix C for a "List of Critical Questions.")

The workshop then focused on issues that apply to women's development as individuals and as professionals in their own cultures. A triad exercise utilizing the sender/receiver/observer roles helped participants set personal growth goals. It also illustrated the importance of supportive verbal and non-verbal behavior in consulting relationships. A film* depicted how the struggle out of old roles and into new ones must be proceeded by reflection and decision-making on the part of every woman. Linked to this subject was the discussion of various types of management behavior which defined assertive behavior as "recognition that I have rights and you have rights," as opposed to agressive behavior, "recognition only of my rights and ignoring the rights of others."

In a group exercise, the participants defined powerful assertive women as, "one who is self-confident, wise, inspires respect, and uses power in a responsible way and most of all she is human." This definition provided a model for women managers. Working in dyads, the participants shared power strategies that, as women, they use in their work or home. They identified how these function to promote or prevent good management. The use of power strategy in groups and the importance of group consensus was practiced through an exercise designed to simulate real life situations.

Also emphasized in the workshop was the concept that self-actualization is an ongoing process of individual personal growth. An instrument, "Inventory of Self-Actualizing Characteristics" (ISAC), was used to enable participants to first measure their own self-perceptions of personal characteristics and individual goal setting, and then work in groups of three to expand on the personal insights gained through the instrument. Finally, a role play exercise relating to an "at-home" situation, "The Minister of Planning," provided an opportunity to present ideas clearly and persuasively and to practice the skills of listening, responding, giving and receiving feedback.

Residential Workshop II on Human Organization Skills: The remaining two and on-half days in the Harper's Ferry residential setting shifted the focus from personal growth to group organization skills. This workshop began with a review of the factors that affect the behavior of individuals when they become a part of or relate to a small group, the organization, technology, and the external world. Identification of what employees today seek from a manager and an organization

* "Joshua in a Box": Stephen Bosustow Productions, USA

led to discussion of critical group managerial roles such as planning, decision-making, organizing, delegating, communicating and motivating.

Five stages of group growth were identified and discussed; membership, influence or bid for power, feelings, individual differences, and productivity. Emphasis was placed on the balance between task accomplishment and maintenance activities that are necessary for a group to work together harmoniously. A group exercise gave the women an opportunity to experience and observe how this balance of task and group maintenance functions can be effectively utilized in a group, and then to compare it to their own work in groups at home.

Ways to further analyze and evaluate how groups behave and work together on a task were identified as:

1) differentiating between coded law and the unwritten law formed by employees,

2) knowing which decisions should be made by one person and which decisions should be made by a group in order to encourage workers' involvement in decision-making,

3) having a clearly defined purpose, and

4) creating a pleasant atmosphere in which an effective meeting can be conducted.

Teamwork was identified through a participatory exercise, "The Hollow Square," as one of the most difficult skills to master. The exercise demonstrated the need for functional communication between planners and implementors. By generating encouragement, setting rules, distributing tasks, identifying leaders, respecting individual differences, and dealing with frustration and time pressure, teams or groups can operate effectively, enjoy working together, and diminish internal conflicts. The organization and motivation of personnel was identified as one of the most difficult of a manager's multiple responsibilities. Developing mechanisms that respond to the individual's needs for ministration (respect, recognition,etc.), maturation (being involved in decision making), and mastery (having a voice in their own destinies) was underlined as a key and vital managerial responsibility.

WEEK THREE - TECHNICAL SKILLS OF MANAGEMENT FOR ACTION PROGRAMS

The Third Week of the seminar-workshop, held in Washington, D.C., focused on planning, implementation, and management of action programs. The technical components discussed were:

Project Planning: An overview of "Management by Objectives" identified the sequential functions of a manager as planning, organizing, staffing, delegating, monitoring, and differentiated these from the continuous functions of communication, problem solving, and decision-making. The session focused on the four steps of management by objectives; defining mission or purpose, outlining general objectives, detailing specific objectives, and developing a workplan. Working individually and in small groups, the participants applied this information to their own organizations and had an opportunity to give and receive feedback from each other.

Budget and Fiscal Management: The speaker focused on the need to demystify budget and financial topics and on what women can do to overcome their fear of numbers. Particular emphasis was given to the factors that project managers must consider when formulating a realistic and useful budget. These include: 1) carefully researching costs, 2) planning, 3) consulting with colleagues, 4) establishing priorities, and 5) developing strategies. Terms such as indirect costs, overhead expenses, currency devaluation, and in-kind contributions were defined and explained. Examples of project budgets helped clarify the terminology, preparation, and monitoring procedures for budgets.

Evaluation: A one and one-half day module presented various ways to utilize evaluation in measuring program and organizational performance. Evaluation was defined as a "process that we engage in on an ongoing basis in which we judge the value of something on the basis of criteria, indicators and comparison." The purposes of evaluation - to assess project content, to assess operations, or to plan for the future - must be clearly defined beforehand. Also important is the recognition of the limitations of evaluation caused by the constraints within which it is undertaken. In small group exercises the participants had an opportunity to evaluate a project and report their conclusions to the whole group.

A session on internal evaluation helped the participants develop a system for monitoring the ongoing progress of a project. Discussion centered on assessing the validity and need for the types of information collected. Participants also discussed the impact of the person collecting data on the validity of responses, and made a list of criteria important to consider in the selection of such people.

Proposal Preparation: The session outlined and explained the essential parts that any proposal submitted to a funding agency must contain. These guidelines ensure that the essential information is provided and, at the same time, emphasize that each funding agency has its own requirements and philosophy. The participants had an opportunity to critique the strengths and weaknesses of a proposal and to make suggestions to each other regarding their own project proposals.

Interaction with Funding Agencies: A session of interaction with representatives from various funding agencies allowed participants to discuss funding potential of development and family planning projects. Women's programs were placed into the broader context of overall funding agency policy, and the representatives discussed their agencies' previous experience and current interest in supporting women's projects. The following organizations were represented: The Pathfinder Fund, Church World Services, Family Planning International Assistance, The Agency for International Development, Appropriate Technology International, and Population Crisis Committee. Small group discussions helped clarify what these funding agencies require in a project proposal.

Organizational and Management Links: The technical skills required by members of an organization to plan, implement, evaluate, and manage service delivery programs were linked to organizational structure. A group exercise illustrated: the concept of organizational purpose and the constraints of a specified purpose; the continuity of an organization; the competition and relationships between organizations; the importance of planning a task; the importance of incorporating feedback from the experience; the emergence of leadership and control patterns; the concept of organizational learning; and how organizations incorporate new members into the group. Communication processes and systems in organizations were demonstrated in an exercise which led to discussion of communication networks and an examination of the common barriers to communications.

WEEK FOUR - HUMAN RESOURCE DEVELOPMENT: Community Organization Skills, Communication Training, and New York Field Exercise

Residential Workshop III on Community Organization Skills and Communication Training: Donaldson Brown Center at Port Deposit, Maryland, provided a peaceful setting for a two and one-half day residential workshop which focused on change in communities, management of this change, and identification of techniques for training that facilitate the change process. The concept of change itself was analyzed in order to: 1) understand why people resist change; 2) gain skills in analyzing a change effort; 3) identify strategies for reducing resistance to change; and 4) explore the difference between planned and unplanned change. Emphasis was placed on the need to divide a change effort into manageable parts, i.e., from macro (universal, social issues) to micro (interpersonal, community, work situation). This need was reiterated in a film*, which depicted the life cycle of a change agent or change process and the need for strategizing to reduce possible resistance to the change.

An instrument, "Analysis Form in Diagnosing Change," reinforced the importance of a systematic method of planning change, and linked management of the change process directly to each participant's personal involvement in introducing a change process at home. As the next step of a change analysis procedure, the concept of force field analysis was introduced in order to identify the key forces working for or against the proposed change. A film** and an exercise allowed the participants to utilize their analytical skills and develop strategies for change, identify the positive and negative factors influencing the possibility of change, and finally select the most effective point of entry for initiating a change process. To practice this strategizing for action, triads were again utilized, providing the opportunity to consult on the viability of personal change goals, practice defending ideas, and give feedback.

The focus then turned to women as trainers of other women as a strategy for involving others in the change process required to respond to the country's development needs. The skill of training requires defining the needs, objectives, and content of the training, and matching these with the appropriate methodology and trainer. The tools practiced in analyzing a change effort helped participants focus on how women trainers and women managers could better implement and process change.

* "Refiner's Fire," Phoenix Films, USA
**"Future of Ram," Entrophy Production, USA

New York Field Exercise: The International Women's Tribune Centre, IWTC (a communications and information service for women), conducted a morning workshop on communication tools accessible to those working with scarce resources. Demonstration of ways to communicate information through simple low cost methods, as well as an explanation of the materials and resources available at IWTC, provided the participants with tools they can utilize in their projects. Ideas on how to identify and use locally available resources encouraged participants to experiment with innovative and creative approaches to their work.

A panel discussion with representatives of the United Nations Development Programme (UNDP), the United Nations Voluntary Fund for Women (UNVFW), and United Nations Children's Fund (UNICEF) enabled participants to learn about the funding mechanisms that exist within the United Nations and voice suggestions and concerns they considered important. Representatives of the UN agencies emphasized the support that women's programs currently receive and discussed ways to assist in the development and funding of such programs. Materials and information from these agencies were made available and the participants received guidelines on how to approach local UN agency representatives.

WEEK FIVE - A PRACTICUM ON TECHNICAL SKILLS AND RE-ENTRY ISSUES

Mini-Workshops: A two and one-half day workshop allowed the participants to practice the technical skills they had been studying during weeks one through four by applying them to the programs they are developing or implementing in their countries. After consultation with CEFPA staff, each participant worked in a mini-workshop that best addressed her particular program needs. Each one utilized this time to develop a "blueprint" for improving her ongoing program or initiating new ones that would require additional funding. Approximately nine participants made up each mini-workshop and had the assistance of two resource persons with whom they consulted and discussed their ideas. The objectives of the mini-workshops were:

Project Planning

- Assessment of community needs
- Assessment of community resources
- Assessment of community constraints
- Identification of funders
- Development of a work plan and a budget

Proposal Writing:

- Elaboration of concrete objectives
- Development of a work/time frame for accomplishing objectives
- Preparation of a budget
- Completion of the proposal in a format acceptable to prospective funding agencies

Evaluation:

- Analysis of internal management structures
- Methods of record-keeping and data collection
- Analysis of data
- Feedback to workers and community
- Preparation of reports
- Supervision and monitoring

Training:

- Understanding the uses and limitations of training
- Understanding the steps and sequencing involved in developing a training program
- Understanding basic adult learning theory as it applies to the selection of specific training methodology
- Development of a training "blueprint" for a country specific training project

Participant "blueprints" were selected from each mini-workshop for presentation in a half-day session that enabled the entire group to share their colleagues' work and benefit from giving and receiving suggestions and critiques. (See Appendix D for examples of "blueprints" prepared.)

Re-entry Issues:

The session focused on bridging the workshop experience and the job situation, giving insights on coping with resistance to new ideas and approaches, and suggesting methods of WIM training follow-through. The participants were given the opportunity to discuss the WIM experience in terms of group participation, the WIM Team, and resource specialists. The six classic "models" of re-entry, easy convert, tourist, instant expert, missionary, philosopher, and learner-critic, were examined. In triads the participants shared the model most suitable for them and their re-entry into the home situation.

Training Methodologies

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

1. Seminar Session (basically a content method)

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

   - Lecture presentation
   - Questions and round table discussion

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

2. Workshop Session (content combined with participative methodology)

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

3. Residential Workshop Module (group dynamics)

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

The three units were:

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

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

- Simulated experimental learning situations
  --role playing
  --pairing, etc.
- 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 last week of the program, the aim of the mini-workshops was to give the participants the opportunity to draw upon four weeks of seminar-workshop learning by concentrating on a specific management element of immediate importance in their work. The following methodology was used:

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

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

5. Participant Presentations

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

They focused on:

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

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

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

1. Information Feedback (Group maintenance)
   --learning retrieval sheets and diaries
   --informal sessions with individual participants related to project activities

2. Continuous Evaluation (monitoring)
   --daily evaluation form
   --overall evaluation form
   --relayback of evaluation
   Note: See page 19 for participants' evaluation.

3. Program Linkages
   --marking milestones
   --mid-way recapitulation

4. Administrative Review
   --orientation
   --briefings for residential workshops and New York Field Exercise
   --handouts
   --monitoring

5. Demonstration of Participative Management and "Team" Building
   --WIM team approach to program implementation
   --five participant teams with elected teams leaders
   --elected team coordinating committee
   --WIM staff team advisors

The program had 128 hours of instruction distributed among the five training methodologies as follows:

	Hours
Seminar Sessions	30
Workshop Sessions	27
Residential Workshop Module plus New York Field Exercise	49
Mini-Workshops	15
Participant Presentations	7

An additional 60 hours were devoted to group maintenance functions and feedback processes such as evaluation and interaction, orientation, administration, planned extra-curricular activities, individual appointments and team building. In terms of CEFPA-WIM Team input, every hour of instruction was matched by approximately one-half hour of maintenance and feedback.

EVALUATION OF THE SEMINAR-WORKSHOP

Introduction

Evaluation of the seminar-workshop was conducted by the participants and by the project staff. The purpose of the evaluation was threefold: 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.

Two evaluation instruments were utilized. The first, an initial reaction evaluation used on a daily basis, permitted the participants to record their immedicate reactions to each session and through their comments, have input into the evolution of the program. The second method, an overall evaluation instrument, was administered at the end of the five weeks and constituted a more comprehensive evaluation of the whole program experience. It reviewed the entire five-week program and asked the participants to rate objectives, content, and methodology, and provided an opportunity for open-ended comments on all aspects of the seminar-workshop. The responses to both the daily evaluations and the overall evaluations were tabulated and analyzed and are recorded below. These will form the basis for program revision in the future.

Participants' Evaluation of the Workshop

Nearly all of the participants responded to the daily evaluations. Four questions were asked in which the participants, using a scale of 1 to 10 with 10 being the highest and 1 being the lowest, rated each seminar session in terms of its helpfulness, clarity, relationship to workshop objectives, and learning experience. In addition, the participants were asked to write briefly on the session as a learning experience and on group interaction during the session. Also included was space for open ended comments. This written instrument was supplemented by informal verbal feedback to the project staff which provided another way of assessing how each session had served the participants. During the residential workshop, the participants completed "learning retrieval sheets" for each session by writing one sentence on what they felt or learned in the session. Examples of learning retrieval comments for one session also appear below.

All the participants completed the overall evaluation and sixty-six percent provided written comments on the overall program. According to the participants, all of the workshop and their personal objectives were met partially or fully. No participant had objectives that were not met at all. There were variations between ratings in the daily evaluation and those in the overall evaluations, which signalled the importance of recording immediate participant reaction as well as the more reflective assessment provided at the end of the seminar. The majority of the participants described the seminar-workshop as a dynamic and educational experience which benefited them both professionally and personally. The sharing of experiences among participants as well as the relevancy and challenges of the program content were both often identified as the key elements of the seminar's success.

While every session was not 100% satisfactory to every participant, each session had value and specific significance to most participants. In no case did the majority feel that a session had been irrelevant or that it should be deleted.

In the overall evaluation, the seminar-workshop sessions ranked the highest were:

- What is Management?
- Cultural Myths and Barriers
- Internal Evaluation
- Introduction to Proposal Preparation

The residential workshop sessions ranked the highest were:

- Understanding Groups: Task and Maintenance
- Conducting Meetings: Role Play
- Understanding Organizations: Hollow Square Game
- Assertiveness: Definition of Powerful Assertive Woman

The ratings for the three residential workshops ranged between 7.2 and 8.4 (using a scale of 1 to 10 with 1 as the lowest and 10 as the highest). The mini-workshops held in Washington were ranked between 6.9 and 9.2, and were described as very useful and valuable. The field experience in New York City, the session with representatives from various UN agencies, and the workshop on communications at the International Women's Tribune Centre were described as instructive and beneficial for network building and an important learning experience.

The tabulated responses of both 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 and training tool.

Participants saw how evaluation could be used over time to measure how perceptions change and to compare how immediate reactions on the daily evaluation varied from the overall evaluation. Together the two 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.

The true evaluation of the seminar-workshop will take place in the field where the participants will have the opportunity to use and transfer the skills they have learned. As one participant stated, "After attending the WIM workshop, I shall never be the same person. The changes within me will bring about changes in my environment, and will enable me to enrich my country-women with the skills and knowledge I have acquired. Hopefully, I shall make some tangible contribution towards making the woman's lot a better one." The degree to which all seminar participants can translate this statement into action will attest to the validity and usefulness of the program.

PARTICIPANT DAILY EVALUATION OF SEMINAR SESSIONS
WEEK ONE

SESSION TITLES	QUESTIONS			
	Helpfulness of session to work needs	Understanding of session	Relation of session to workshop objectives	Session as learning experience
Human and Political Dimensions of Development and Population	7.7	8.4	8.2	8.1
What is Management?	8.4	9.0	8.3	8.4
Delivery Systems: Overview and Limiting Factors	7.8	8.2	8.0	8.3
Family Planning and Women-to-Women Case Study	7.8	8.9	8.8	8.4
Extending Family Planning and Health Services: Use of Parademics and Lay Persons	6.1	6.7	6.9	6.7
Contraceptive Health and Technology	7.9	9.0	8.8	9.0
Women in Development	6.0	7.3	7.5	7.0
Cultural Myths and Barriers	8.2	8.5	8.2	8.0

Scale = 10 highest and 1 lowest

PARTICIPANT DAILY EVALUATION OF SEMINAR SESSIONS
WEEK THREE

SESSION TITLES	QUESTIONS			
	Helpfulness of session to work needs	Understanding of session	Relation of session to workshop objectives	Session as learning experience
Project Planning and Implementation: Management by Objectives	7.3	8.2	8.2	7.0
Budgeting and Fiscal Management	7.7	8.3	8.1	7.2
Evaluation as a Management Tool	7.2	7.3	7.9	6.5
Internal Evaluation	8.4	8.7	8.7	8.2
Introduction to Proposal Preparation	8.1	8.6	8.6	8.1
Organization and Management Links	7.5	8.0	8.1	7.8

Scale = 10 highest and 1 lowest

OVERALL EVALUATION

Objectives

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

	Fully	Partially	Not at all
• To explore ways in which programs can be developed which identify and serve women's priority needs so that women can become participants and not "targets" of programs.	28	7	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	5	0
• To acquire the necessary technical skills essential for initiating or extending family planning, health or development programs in the community and have the opportunity to test some of these skills.	26	10	0
• To study "women-to-women" delivery and communication systems and learn how organization skills can be applied in the development of these systems.	22	14	0

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

	Fully	Partially	Not at all
• To meet women from all over the world and to share their experiences and help solve their problems.	7	8	0
• To gain self-confidence, to become an assertive woman.	6	0	0

	Fully	Partially	Not at all
• To acquire technical skills in evaluation, planning, implementation, health, and family planning.	17	6	0
• To learn about management and become a better manager.	12	8	0
• To learn to train, promote, and develop programs for women in the community.	9	0	0
• Other.	0	6	0

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

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

Please rate these areas in terms of your present work or future aspirations.

	Rating
-- Human and Political Dimensions of Development and Population	6.7
-- What is Management?	8.4
-- Delivery Systems: Overview and Limiting Factors	7.9
-- Family Planning and Women-to-Women Case Study	7.9
-- Extending Family Planning and Health Services: Use of Paramedics and Laypersons	6.6
-- Contraceptive and Health Technology	7.8
-- Women in Development	7.3
-- Cultural Myths and Barriers	8.0

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

	Number of Respondents
-- What is Management?	15
-- Cultural Myths and Barriers	11
-- Women in Development	7
-- Contraceptive and Health Technology	7
-- Delivery Systems: Overview and Limiting Factors	5
-- Family Planning and Women-to-Women Case Study	5

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

	Number of Respondents
-- Extending Family Planning and Health Services: Use of Paramedics and Laypersons	5
-- Women in Development	5
-- Human and Political Dimensions of Development and Population	3

WEEK TWO: Harper's Ferry, West Virginia

Management Workshop I - "The Professional Woman: Understanding Herself" - Self-Actualization Skills

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	7.7
-- Critical Questions (Issues)	7.2
-- Multiple Role Index and the Helping Relationship: Sender/Receiver/Observer	7.8
-- Boxes that Constrain Us: "Joshua in a Box"	8.2
-- Assertiveness: Definition of a Powerful Assertive Woman	8.3
-- Instrument: Inventory of Self-Actualization Characteristics	7.8
-- Role Play: Minister of Planning	7.9

- Overall Experience:

	Number of Respondents
-- Excellent	19
-- Good	15
-- Fair	2
-- Poor	0

- Comments: (Those that occurred most often.)

  -- I learned many things about management and the assertive woman and the basic elements that should be found in a good leader. Training methodology was very good because it was practical.
  -- It changed my personal growth and made me feel like a manager.
  -- I became more assertive and identified my own weaknesses.

Management Workshop II - "Human Organization Skills"

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

	Rating
-- Understanding Groups: Task and Maintenance	8.4
-- Conducting Meetings: Role Play	8.3
-- Group vs Individual Decision-Making: Story C	8.1
-- Understanding Organizations: Hollow Square Game	8.3
-- Work and Human Behavior Motivation	8.2

- Overall Experience:

	Number of Respondents
-- Excellent	21
-- Good	15
-- Fair	0
-- Poor	0

- Comments:

  -- These sessions helped me to understand management better.
  -- Perfect session. Leslie This makes everybody contribute to the experience.
  -- Was the most useful for day-to-day work at home.

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

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

	Rating
-- Project Planning and Implementation: Management by Objectives	7.1
-- Budgeting and Fiscal Management	6.7
-- Evaluation as a Management Tool	6.6
-- Internal Evaluation	8.0
-- Introduction to Proposal Preparation	8.0
-- Interaction with Funding Agencies	7.4
-- Organization and Management Links	7.4

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

	Number of Respondents
-- Project Planning and Implementation: Management by Objectives	10
-- Evaluation as a Management Tool	8

	Number of Respondents
-- Introduction to Proposal Preparation	8
-- Organization and Management Links	8
-- Internal Evaluation	6
-- Interaction with Funding Agencies	5

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

	Number of Respondents
-- Budgeting and Fiscal Management	9
-- Interaction with Funding Agencies	5
-- Evaluation as a Management Tool	4
-- Project Planning and Implementation: Management by Objectives	4

WEEK FOUR: Donaldson Brown Center and New York Field Exercise

Management Workshop III - "Community Organization Skills"

Please rate each session on how it helped you in gaining a better insight into managing your own change situation, i.e., improving your "community organization skills."

	Rating
-- Management of the Change Process: Film: "Refiner's Fire"	8.1
-- Diagnosing the Change: Individual Work and Triads	7.7
-- Force Field Analysis: Film: "Future of Ram"	8.1
-- Force Field Analysis: Individual Work and Triads	7.7
-- Managing Conflict: Consensus Task	7.8
-- Introduction to Training and Self Portrait	7.9

- Overall Experience:

	Number of Respondents
-- Excellent	16
-- Good	17
-- Fair	2
-- Poor	0

- Comments:

  -- It was good, especially learning how to strategize.
  -- Really, I got the opportunity to change my own situation in this session.
  -- Good - need strength for the mental exercise.

New York Field Exercise

UN Forum: Did you find the session with representatives of UNDP, UNICEF, and UN Voluntary fund for Women useful to you as a learning experience?

Yes 30 No 5

- Comments:

  -- I enjoyed the introduction given by different representatives of UN Forum.
  -- Information was good.
  -- I gained insight and knowledge into the workings of funding agencies.

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

Yes 31 No 4

- Comments:

  -- Saw good work being performed by a group of dynamic women.
  -- Time too short for discussion.
  -- Very nice experience. It's very interesting to see how women work for women around the world.

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

Please rate the mini-workshops you attended in terms of their usefulness to your work:

	No. of Participants in Workshop	No. of Participants that rated the Workshop	Overall	Content	Individual work	Handouts
Project Planning	8	8	7.6	6.9	7.0	8.1
Proposal Writing	9	9	8.3	7.9	7.7	8.8
Evaluation	11	10	8.0	8.2	7.7	8.7
Training	8	5	9.2	8.4	8.6	8.8

- Comments:

  -- The mini-workshop should be for four days - two days for lectures, etc., by trainer, one for writing content, and the fourth for presentation. On Day 3 afternoon, groups should merge.
  -- I really appreciate the idea of a mini-workshop it gives me the chance to prepare something on my own and it is the first time for me. Now I am brave enough to start something which I haven't tried before.

Training Methodologies:

Every effort was made to use a mix of training methodologies. Rate the impact on you, as a learning experience, of each of the following:

	Rating
-- Lecture by an expert	8.4
-- Group discussion with a trainer	8.0
-- Individual task work	7.4
-- Group task work	7.9
-- Film exercise	8.3
-- Case Study Exercise	7.7
-- Mini-Workshop	7.8
-- Role Play Exercise	7.9
-- Participant Presentations	8.0
-- Learning Retrieval Diary	7.5
-- Triads	7.7
-- Dyads	7.0

- Comments:

  -- A lot of awareness was created in me regarding different teaching methods. I hope they will be very useful to me in future when I consider training projects.
  -- The fact that we are often in residentials is another "method". It was within the group and outside the "formal" room that I see the theories demonstrated - management, human relations, etc.
  -- There should be more role plays because when the play is done, the message gets more impact on the participants.

Additional Questions:

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

Yes 6 No 21

- Suggestions:
  --More on health and population problems.
  --Cost/benefits of women's projects.
  --Anatomy and physiology of male and female reproductive systems.
  --Visit to rural health project.

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

Yes 6 No 22

- Suggestions:

  -- Game on organizational structure.
  -- Detailed technical material on family planning.
  -- Information on paramedics.
  -- Reduce time on force field analysis.

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

A. Enough opportunity to interact with resource persons?

Yes 30 No 3

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

Yes 28 No 5

C. Adequate chance for discussion among participants?

Yes 32 No 3

Comments on overall WIM Workshop experience:

-- What I find great is that WIM V - the learning experience does not take place really within a session, a classroom, but everywhere - in the hotel, in the travel agency, in the bus, in the travelling, on the whole, it is a compound experience which makes it a great one.
-- The training will certainly make us assertive, efficient managers in our respective work.
-- Need guidance for post training evaluation (follow-up).
-- Please do not elect team leaders from amongst participants. Women who hold positions of authority within their organizations (as most WIM participants do) cannot be dictated to like children. They prefer to deal with CEFPA staff directly, rather than through ladies, who because they are voluble, become team leaders. If at all you must choose team leaders, please think of another title--co-ordinator perhaps?
-- You have used methods that do not force but gently stimulating and knocking at my mind so that I am also involved in the process of producing an assertive manager.

RETRIEVAL COMMENTS

Examples of Comments Retrieved from One Session

Assertiveness

I learned much about myself, things I never knew before.

I felt challenged because of self-actualization because it is a life-long search.

Very useful for understanding the assertive powerful woman has to have her strategy to achieve her goals and for the progress of her organization.

The exercise given in this session is first experience of my life.

This session has created some awareness in of my strengths and weaknesses, and now I know exactly where improvement is required.

Discovering oneself session.

More and more close to other people and working better as a group.

These are good instruments in knowing about myself and thereby knowing how to improve myself.

It'll be more helpful for me, to improve my ability as a woman manager, working with other people.

This session gave me the chance to analyze myself and my abilities thoroughly. Thank you.

A new discovery on different ways of thorough introspection and scoring - Very educative.

This session learned me how the woman manager. Learn to exercise her power and what quality she has to have.

The session was very new, and I got a very fresh knowledge from it very helpful to know evaluate myself or the others.

I am feeling very well. I had opportunity to see myself. I had chance to say something about me to the other people.

It was excellent in knowing ourselves. Very exciting discussion.

It was very happy and hope that it will last this way.

The session was interesting. For the first time in my life I have come to know how different I am than what I thought of myself.

I like it very much and I appreciate Jackie's way in teaching us how to know something about ourselves, and to improve the bad things with ourselves.

This session has revealed things about myself that I was not aware of. Made me reassess my potentialities and plan to do something about my shortcomings.

This session helped me know more about myself and be able to communicate to others about this. I enjoyed our group session because all contributed to a concise statement.

I am aware about my weaknesses and start now how to solve. This technique would be very useful in in-country course.

It was a lesson for me because I came to know all my qualities and as well as my weak points.

I feel a bit tired of tearing myself apart and finding out what my true characteristics are. I find myself a bit surprised about some results. I still don't feel very comfortable with the instruments used.

This session has made me aware of myself and confirm some of the capabilities which I was not sure I had.

The exercises of Assertive ISAC-BSRI has made me aware that I need to improve my spontaneous simplicity and natural behavior.

The instrument used was interesting.

It makes me think and rethink again, to have honest picture of myself.

It given an impact of self-evaluation. Able to understand where we are able to improve ourself in our working situation.

This session has taught me to be more assertive in order to achieve my goals.

This session was very successful because it showed me what an assertive woman should be.

The session helped me discover that there are certain personal characteristics which I should improve e.g., problem centeredness; and help me build up the profile of a desirable manager.

Very useful, practical and creative.

It is a good instrument/exercise for knowing myself. It is really make me to be assertive person - I hope.

Very accurate and interesting way of inventing ourselves and our interest and attitudes.

To know my problems.

PARTICIPANT PROFILE

The fifth Women in Management Workshop held in Washington, D.C. brought together thirty-six women from nineteen countries in Africa, Asia, and Latin America. Motivated by a shared interest in the problems confronting third world women today and a desire to develop the skills necessary to address these problems, the workshop participants spent five weeks discussing, learning, and exploring management and its relationship to community-based programs in family planning, health, and development.

The cultural, traditional, religious, and political diversity these women represented was underlined by a common belief that as women, they can assume increased leadership and positions of responsibility in areas that affect women's lives in their countries. In this way, they can help bring about the social and economic changes necessary to continue moving towards increased self determination for women. In addressing these issues, the participants greatly enriched the workshop experience by sharing with each other both insights they have gained through day-to-day work experience and constraints they have encountered in the area of women's programs. Through the skills learned, the participants generated ideas and plans for action for a wide variety of programs in the areas of health, family planning, and development.

The workshop participants brought with them backgrounds and expertise in the fields of education, health, medicine, social sciences, economics, and agriculture, among others. All of them utilize their academic and professional training to develop programs, deliver services, or create forums for increased participation of women in the development process. A sexual education program for urban slum adolescents, a health clinic that has expanded to include a day care and family planning center, an integrated family life and education program, a credit fund for urban slum women, represent important roads of advancement in programs for third world women. Community health and family planning programs, handicraft production, training for women, and community education represent other areas of the participants' work. It is important to note that more than 20% of the participants are active in more than one organization, developing women's programs through private volunteer associations while at the same time holding professional salaried positions in other agencies.

The workshop also assured that women working in similar fields develop networks among themselves and discuss professional concerns. Furthermore, those women who will participate in the planning and implementation of CEFPA's in-country Women in Management programs in the coming year had an opportunity to meet together and work with CEFPA staff to develop the workshops planned for their countries. The vitality and richness of ideas generated by the participants created an atmosphere of constructive dialogue and of collaboration among them that will continue once they return to their workplaces.

Characteristics of the participants:

Age:

- Mean 37.5
- Range 23-58

Marital Status:

- Single 7
- Married 27
- Widow 2

Children: 68 children or 2.83 per child bearing participant

Number of participants with pre-school age children (5 and under): 10

Organizational Affiliations;

• Private	14
• Government	13
• Government and Private Volunteer	7
• Private and Private Volunteer	1
• International Organization	1
• Salaried	32
• Non-Salaried	4

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

• Family planning	6
• Health	6
• Integrated health and family planning	10
• Day care	4
• Training for women	4
• Community education	5
• Women's organizations, issues, and research	5
• Integrated Development Programs --education, income generation --child and health services	6

Region:*

• Africa	9
• Asia	16
• Latin America	5
• Middle East	6

*Countries represented: AFRICA: Kenya, Senegal, Sierra Leone, South Africa, Sudan, Zaire; ASIA: Bangladesh, India, Indonesia, Malaysia, Nepal, Pakistan, Philippines; LATIN AMERICA: Brazil, Colombia, Guatemala; MIDDLE EAST: Egypt, Syria, and Turkey.

APPENDIX A

Workshop Participants

- Participants
- Group Photo
- Copy of Certificate

PARTICIPANT LIST

Women in Management Workshop V

ASIA

Bangladesh

Rokeya Sultana, Extension Supervisor, Concerned Women for Family Planning, Dacca

India

Jaya Arunachalam, President, Working Women's Forum, Madras

Rajappan Ranjitham, Senior Training Officer, Gandhigram Institute of Rural Health and Family Planning, Tamilnadu

Indonesia

Gayatri Suryaningsih, Director of Jakarta Family Planning/ Population Training Center, Jakarta

Noeke Slamet, Vice Director, Wisma Pancawarga, Indonesia Planned Parenthood Association, Jakarta

Nunuk Cholil, Chairman, Dharma Wanita BKKBN DKJ, Jakarta

Suparto Sridadi, Chief, Division of Training Organization, Centre for Education and Training, National Family Planning Coordinating Board, Jakarta

Malaysia

Khoo Swee Kheng, Training Officer/Sociologist, National Family Planning Board, Kuala Lumpur

Meenachi Naidu, National Family Planning Board, Kummtan

Nafsiah Omar, Department of Human Development Studies, University of Agriculture, Selangor; National Family Planning Coordinating Board, Kuala Lumpur

Nepal

Mana Rana, Project Manager, Family Welfare Project, Family Planning Association of Nepal, Kathmandu

Pramila Sharma, Chief Surgical Division, Family Planning/Maternal Child Health, Kathmandu

Pakistan

Nighat Said Khan, Executive Director, Behboud Association, Rawalpindi

Ume Kulsoom, Planning Officer, Sind Provincial Health Department, Karachi

Philippines

Maria Lourdes Baybay, Research Assistant, Population Center Foundation, Manila

Ferry Sioson, Program Assistant, The Asia Foundation, Manila

AFRICA

Kenya

Felicity Chavanga, Administrative Assistant, The Pathfinder Fund, Nairobi

Elizabeth Kegode, Personal Secretary, President of the Republic of Kenya, Nairobi

Lilly Nzingo Makokha, Nurse Trainer, National Family Welfare Centre, Nairobi

Senegal

Rahmatou Samb, Liaison Officer for Central Africa, African Training and Research Centre for Women, Addis Ababa, Ethiopia

Sierra Leone

Sophia Yilla, Nurse/Midwife, Sierra Leone Home Economics Association; Brooklands Maternity Home and Under Fives, Freetown

South Africa

Sybil Mohlaka, Senior Community Health Nurse, Department of Health and Welfare, Kwa Zulu

Sudan

Alawia Mahmoud Farag, Medical Officer, Khartoum Teaching Hospital, Khartoum

Zaire

Ngombe Kaja Kidinda, Tudikuateshenu Mother and Child Care, Church of Christ in Zaire, Kinshasa

Matondo Mansilu, Rural Program Coordinator, Hopital Evanglique Nsona-Mpangu, Kinshasa

LATIN AMERICA

Brazil

Maria Conceicao Costa e Silva Olivira, Secretaria de Educacao e Cultura, Centro de Estudos Supletivos de Narandiba, Salvador-Bahia

Colombia

Dora Mazuera de Baron, Assistant Coordinator of Services and Counselor, Unidad de Orientacion y Asistencia Maternal, Bogota

Beatriz Marulanda, Economist, Universidad de Los Andes, Bogota

Dora Cecilia Ramirez, Cine-Mujer, Bogota

Guatemala

Silvia de Portillo, Psychologist, Asociacion de Educacion Sexual, Guatemala City

MIDDLE EAST

Egypt

Akila Abd-El-Hamid El-Toukhy, Head of Family and Child Department, Ministry of Social Affairs, Alexandria

Tahani Kamel Elzik, Director of MCH Center, Ministry of Health, Assiut

Nawal Kassim, Director General of the East Medical Zone, Ministry of Health, Alexandria

Salwa El-Nockrashy, Ministry of Agriculture, Cairo

Syria

Raya Rifai Haydar, Director of Planning and Statistics, Ministry of Communications, Damascus

Turkey

Ulku Ongun, Project Director, The Family Planning Association of Turkey, Ankara

The Centre for Population Activities

_____

has completed

a Seminar—Workshop on

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

conducted in

Washington, D.C.

May 5 - June 6, 1980

CEFPA

WOMEN'S PROGRAMS

_____

President

_____

Secretary

APPENDIX B

The Seminar-Workshop

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

Five-Week Schedule

Women in Management Seminar-Workshop V

on

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

	FIRST WEEK	SECOND WEEK	THIRD WEEK	FOURTH WEEK	FIFTH WEEK	
	May 5 - 11	May 12 - 18	May 19 - 25	May 26 - June 1	June 2 - 6	
MONDAY	5 Welcome Orientation and Introduction to Seminar-Workshop/*WIM Team* Getting to Know You/ *Participants*	12 Residential Workshop at Hilltop House, Harper's Ferry, West Virginia MANAGEMENT WORKSHOP I - The Professional Woman: Understanding Herself	19 Project Planning and Implementation: MBO/*Perkins* Budget and Fiscal Management/*Garrett*	26 Residential Workshop at Donaldson Brown Port Deposit, Maryland MANAGEMENT WORKSHOP III	2 MINI-WORKSHOPS: I. Project Planning/ *Otero/Craig* II. Proposal Writing/ *Gulhati/Reidy*	MONDAY
TUESDAY	6 Human and Political Dimensions of Development and Population/ *Senanayake/Safilios-Rothschild/Piotrow* What is Management?/ *Gulhati/Craig*	13 • Self-Actualization Skills • Role Clarity • Responsibilities • Visualization of Self as Power Source • Personal & Professional Alternatives/ *Rumley/ WIM Team*	20 Evaluation as a Management Tool: Supervision and Monitoring/*Piepmeier*	27 • Concept of Change • Diagnosing the Change Process • Managing the Change Process • Introduction to Training Participants Presentations	3 III. Evaluation/ *Curlin/Huber* FAREWELL LUNCHEON IV. Training/ *Tennent*	TUESDAY
WEDNESDAY	7 Delivery System: Overview and Limiting Factors/*Gulhati/Tennent* Family Planning & Women to Women Case Study/ *Curlin*	14 Participant Presentations MANAGEMENT WORKSHOP II - Human Organizational Skills	21 Internal Evaluation/*Curlin* Introduction to Proposal Preparation/ *Otero/Gulhati*	28 *Rumley/WIM Team* Depart for New York City	4 Reports & Review of Mini-Workshops/ *Participants* Overall Evaluation/ *WIM Team*	WEDNESDAY
THURSDAY	8 Extending Family Planning & Health Services: Use of Paramedics & Lay Persons/*Huber* Contraceptive & Health Technology/*Bhiwandiwala/ Pedersen*	15 • Understanding Small Groups • Planning • Motivation • Working with Boards & Committees • Team Work • Selected Management	22 Interaction with Funding Agencies Proposal Preparation/ *Van Dusen/Camp/Henry/ Helzner/McGinn/ Rodriquez*	29 New York Field Exercise UN Forum: Meeting with representatives of UNDP, UNICEF and Voluntary Fund for Women Individual appointments in New York City	5 Re-entry Issues/ *Gulhati* Administrative Support FAREWELL DINNER	THURSDAY
FRIDAY	9 Women in Development/ *Yudelman/Scott* Cultural Myths and Barriers/*Otero* Briefing for Workshop I and II/*Craig*	16 Processes Critical to the Manager/*This/ WIM Team* Return to Washington	23 Organization and Management Links/ *Romani/Tennent* Briefing for Workshop III/*Craig*	30 International Women's Tribune Center Individual appointments in New York City	6 FINAL DAY • Relayback of Evaluations/*Craig* • Certificate Presentations	FRIDAY
SAT	10 Sightseeing 7:30 am.m to 4:30 p.m.	17 FREE DAY	24 FREE DAY	31 Return to D.C.	7	SAT
SUN	11 Depart for Hilltop House	18 FREE DAY	25 Depart for Donaldson Brown Centre	1 FREE DAY	8	SUN

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Dr. Nafis Sadik, Assistant Executive Director and Chief, Program Division, New York

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The Pathfinder Fund

Ms. Freya Bicknell, Division Chief, Women's Programs, Boston

Ms. Judith Helzner, Associate, Women's Programs, Boston

Mr. Howard Gray, Jr., Executive Director, Boston

Pathfinder Representatives: Latin America (North), Latin America (South), North Africa and Middle East, Sub Sahara Africa, South Asia and the Far East

Agency for International Development

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Mr. Ron Reddick, Program Director, International Education Branch, Office of International Affairs

Ms. Barbara Kennedy, Population Health Officer, Development Support Bureau, Office of Population

Dr. Harald Pedersen, Chief, Family Planning Services Division

Dr. Reimert Ravenholt, Director, Training Division, Office of Population, Development Support Bureau

Dr. Joseph Speidel, Acting Director, Office of Population

Ms. Ann Van Dusen, Chief, Human Resources Division, Bureau for Program and Policy Coordination

USAID Representatives: Egypt, Indonesia, Nepal

The Asia Foundation

Mr. Julio Andrews, Director, Asian American Exchange

Ms. Edith Coliver, Representative, Philippines

The Government of Malaysia

Datin Nor Laily Aziz, M.D., Director General, National Family Planning Board, Kuala Lumpur

The Ford Foundation

Mr. Thomas Kassinger, Indonesia

Ms. Sidney Jones, Indonesia

APPENDIX C

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 served as a starting point for discussion and dialogue during subsequent sessions in which defining roles, setting personal goals, understanding the use of power, and assertiveness were emphasized.

FAMILY AND THE WORKING WOMAN

- How does a woman improve married life, achieve better understanding, and share responsibility?
- Is marriage a basis of equal partnership?
- Will knowledge, education and economic independence create assertiveness and possible conflict in the home?
- Will she be content with her role as traditional housewife and mother only?
- Will she have the approval of family and society in her new role as a working woman?
- Will her new role lead to neglect of child rearing?
- Can she cope with the competing and demanding roles of housewife/career woman?
- Will the joint or nuclear family be able to help her to carry out her new responsibilities?
- What are the new feelings of men about women?
- Does she need more self-confidence to face the male reaction?
- What do we do about the conflicts which may arise between husband and wife?
- Can the profession be made compatible to her role as mother? Are day care centers, kindergarten necessary?
- Has "modern" feeding and rearing habits affected child-parent relationship?
- Will the NEW WOMAN lead a "better" life?

WOMEN IN THE WORKPLACE:

- What human relation skills do we need to get an integrated approach?
- Do we need to develop management skills?
- How can we create rapport in the workplace?
- How do we improve the financial status of women?
- What are some ways to develop security, self-dependence, self-decision of a woman?
- How can women be accepted as managers?
- What types of training should be given to women and men?
- How to move in social action to acquire this status? Does she need more formal and/or informal training and education?
- Do women know how to use their equal rights?
- Is equality really implemented in terms of job opportunities?

WOMEN AND EDUCATION:

- What are the critical issues facing popular education?
- What will be the effect of popular education? Should it be free and compulsory? Should it be optional and obligatory?
- How do we get more money for educating women?
- What are the special needs for education and training of women?
- How do we educate or train women?

WOMEN'S RIGHTS AND FAMILY PLANNING:

- Is the concept and practice of contraception accepted by the society?
- Is she controlling her own fertility for selfish reasons?
- If she did not have fertility control - will unplanned families lead to . . . WHAT?
- Are the service and information on pros and cons of family planning available to her?

- Are women independent in making decisions on family planning methods or are they dependent on men's decisions?
- Does religion make community acceptance for family planning easier?
- Are organizations aware of women's problems? Do these organizations have support from women?
- Does religion permit abortion?
- Is abortion giving rise to social problems?

APPENDIX D

Mini-Workshop Projects

MINI-WORKSHOP PROJECTS

Below are brief summaries of each mini-workshop and examples of the blueprints developed by the participants.

Project Planning - This mini-workshop focused on the major preliminary steps one must undertake before writing a proposal. The workshop also introduced tools that will help complete the stages of project planning, emphasizing assessment of community needs, resources, and constraints.

Examples of blueprints:

- A plan to bring together women from a rural village who are already working to solve the community's water needs, and with them, begin planning the formation of a maternal child care and nutrition center. Utilizing both government and local resources, the program plans to contact the existing and active local church as a point of entry for reaching the community. Activities to be undertaken will be decided by the rural women and respond to their priority needs.

- A plan to organize a day care center for the children of midwives currently working at a health center. Each midwife, as part of her responsibilities, will spend a given number of hours per week working in the day care, and will receive training in child care which she will then pass on to others. The program will be very cost effective because it will be integrated into ongoing activities and, to the extent possible, will use available staff, equipment, and resources.

- A plan to expand an existing maternal child health center to include family planning activities. This is the second expansion in the history of the seven year center. The first was a day care center. The family planning program also consists of training local women in the delivery of services.

Proposal Preparation - This mini-workshop sought to enable participants to set concrete objectives, prepare a time frame and budget, and elaborate a proposal in as complete a form as possible. The objectives were expanded to include guidelines on how to prepare a training proposal, because the majority of participants were directly involved in developing a Women In Management (WIM) training component in their programs.

Examples of blueprints:

- New training proposals were developed for Malaysia and Pakistan. Each participant first prepared a blueprint in outline form and then paired up with her counterpart to prepare a detailed project proposal. Once in their countries, the participants will share these proposals with sponsoring agencies.

- Proposals for WIM training programs were developed by Indonesian participants. One will incorporate training as an ongoing activity in a family planning agency; the other will incorporate this training component into a women's organization network.

- A project proposal for orientation workshops for women managers working in various government ministries in Egypt was developed.

Evaluation - This workshop assisted participants in identifying the role evaluation plays in their programs and determining how they can most effectively utilize evaluative tools to improve their organizations and programs.

Examples of blueprints:

- Expansion of an ongoing functional literacy/income-generating project by evaluating which of the elements and methodologies currently used in the program result in marketable products. This evaluation will help identify elements in the program that hinder economic viability, thus providing an initial step to solving these obstacles.

- Design a survey of existing hospital records that will facilitate the collection of data on maternal mortality due to illegal abortion.

- Elaboration of daily and overall evaluation forms for a WIM in-country training program.

Training - This mini-workshop introduced participants to basic adult learning theory as it relates to training programs. The methodology of training including sequencing, communication, mechanisms, and materials was emphasized to thus clarify the uses and limits of training.

Examples of blueprints:

- A training program for 120 single mothers in urban slums will focus on helping the women recognize their individual needs, define their roles in society, and utilize support mechanisms currently available to them. Health, nutrition, child care, and family planning will comprise the technical information that will be provided.

- A two-week workshop for thirty women leaders of community groups will seek to upgrade their knowledge of family planning and develop skills in project planning and implementation. The program will be held in local communities and in the local language.

APPENDIX E

PARTICIPANT PRESENTATIONS

PARTICIPANT PRESENTATIONS

All the participants shared their experiences working in public or private service programs with each other during the five-week seminar-workshop. However, three evenings were set aside during the residential workshops in which eleven participants made formal presentations of their programs to the entire group. The objectives of these participant presentations were to:

- Share project ideas
- Develop a clear presentation of project activities
- Work within time constraints for presenting new ideas
- Build self-confidence in presenting ideas and concepts to a group

Each participant was given twenty minutes to elaborate on an outline developed to highlight their innovative projects for the group. They were asked to present:

1) A brief summary of relevant facts about the location, growth rate, infant mortality rate, income, and history of the country.

2) A brief history of the organization.

3) Number of people the project serves, area covered, and services given.

4) The participant's role in the organization and how she became involved.

5) What impact the project is having and how this has been determined.

6) The strengths and weaknesses of the organization.

7) Future plans.

The projects presented were:

Population Centre Foundation, The Philippines. Maria Lourdes Baybay presented the work of this coordinating organization which seeks to help strengthen the management of grass roots level family planning and income generating projects.

National Family Welfare Center, Kenya. Lilly Makokha explained the Ministry of Health structure in which her division conducts training and supervision of rural nurses.

Family Centre, FFPA, Malaysia. Nafsiah Omar outlined this new project in which qualified community volunteers counsel newly married couples about family life and family planning and adolescents on family life. The centre also has a day care centre and a project for young mothers.

Department of Health and Welfare, Kwa Zulu Government, South Africa. Sybil Mohlaka defined her multiple roles as surveillance officer, trainer, supervisor of clinics and communicable diseases in the Natal area where nurses are undertaking additional community health responsibilities.

Sind Provincial Health Department, Pakistan. Ume Kulsoom presented the division of the Sind Health Department which is undertaking the training of village auxiliary health workers and midwives. This department is beginning to focus on women's groups as possible channels for the delivery of health services.

Gandhigram Institute of Rural Health and Family Planning, India. Ranjitham Rajappan gave a a brief history of this innovative rural health and development project. Her work from its inception in 1954 has increased as the project has grown. As senior nurse/trainer, she is responsible for training rural women leaders for family planning and health delivery.

African Training and Research Center for Women/UNECA, Ethiopia. Rahmatou Samb defined the work of ATRCW which focuses on the economic and social condition of African women. The institutionalization of women's programs in a number of African countries has been a recent focus of the organization as well as plenary meetings for the Women's Mid-Decade Conference in Copenhagen.

Cine-Mujer, Colombia. Dora Cecilia Ramirez presented this women's film making project as the work of a small number of women in various professions who voluntarily make short films about women's issues, including family planning, to be shown commercially at theaters throughout Colombia. The potential impact of the project is greatly enhanced because it utilizes a medium that is accessible to a large percentage of Colombians.

Working Women's Forum, India. Jaya Arunachalam spoke of her project which has organized market and daily labor women into credit and loan cooperatives. An interesting feature of the program is its sponsorship of intercaste marriages which is helping to break down caste structures as well as promote the rights of women in South India.

Jakarta Family Planning/Population Training Centre, Indonesia. Gayatri Suryaningsih, Chief of the training division of this private agency which has successfully promoted family planning in innovative ways throughout Indonesia. A new effort is the training of women leaders to help promote on-going family planning activities and income-generating programs for women.

Ministry of Social Affairs, Egypt. Akila El-Toukhy outlined the role of the Ministry in providing social services, including family planning, in Egypt. Innovative projects, such as day care and youth clubs, are an important part of an integrated program of social work.

APPENDIX F

Other Activities

- SID-WID Panel
- Media Coverage

SOCIETY FOR INTERNATIONAL DEVELOPMENT/WOMEN IN DEVELOPMENT

The Committee on Women and International Development held a panel luncheon on Wednesday, May 21, 1980. The speakers consisted of five WIM participants who gave brief presentations on their programs and raised issues of particular relevance to their countries. The discussion that followed centered on suggestions and views that WIM participants as third world women could voice to any audience that was predominantly American and concerned with more responsive assistance to women's groups in developing countries. The panel participants were:

- Jaya Arunachalam, Working Women's Forum, India
- Lilly Nzingo Makokha, National Family Welfare Centre, Kenya
- Nafsiah Omar, Family Centre, Malaysia
- Ana Silvia de Portillo, Asociacion Guatemalteca de Educacion Sexual, Guatemala
- Rahmatou Samb, African Training and Research Center for Women, Ethiopia

MEDIA COVERAGE

Four WIM participants from Indonesia were interviewed by Voice of America regarding their programs and the WIM seminar-workshops. The participants were:

Gayatri Suryaningsih, Jakarta Family Planning/ Population Training Center

Noeke Slarnet, Indonesia Planned Parenthood Association

Nunuk Cholil, Dharma Wanita BKKBN DKJ, Jakarta

Suparto Sridadi, Center for Education and Training, National Family Planning Coordinating Board

THE CENTRE FOR POPULATION ACTIVITIES

The Centre for Population Activities (CEFPA) was established as an independent educational, non-profit organization in 1975. CEFPA's primary objective is to improve the management skills of family planning and health administrators from developing countries through specially designed management training programs. As of March 30, 1980, CEFPA had trained some 838 administrators from 57 different countries. Sponsorship of the trainees was provided by several international and bilateral agencies such as USAID, UNFPA, The Pathfinder Fund, Development Associates, The Ford Foundation, Asia Foundation and Church World Service. In 1977, CEFPA was awarded a three year AID contract to conduct its management seminar-workshops in selected countries in Asia and Africa. The AID contract is currently being fulfilled in Nepal, Mauritius, Zambia, Liberia and Bangladesh. In 1979, CEFPA's Women's Program was awarded a two year grant by USAID to conduct Women in Management workshops in Africa, Asia and Latin America. The grant has already been fulfilled in Indonesia, Peru and Egypt. The Centre has adequate physical facilities and a team of experienced trainers/facilitators to conduct and administer training programs. The staffing pattern also draws upon a roster of international resource personnel which given the program a unique faculty network.

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TRAINING

TRAINING FOR DEVELOPMENT

MANAGEMENT TRAINING

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