



# Women's Programs



FINAL REPORT

Women in Management Seminar-Workshop IX

on

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

May 10 to June 11, 1982

**Women in Development**  
**Agency for International Development**  
Room 3243, New State  
Washington, D.C. 20523  
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Source  
The Centre for Development and Population Activities

## 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 1,200 individuals from 66 countries 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.

The programs designed and delivered by CEDPA have led to its evolution as a highly effective non-governmental organization working in the international management area. CEDPA's strategy for the rapid transfer of management training technology utilizes its own network of trained alumni from Washington, D.C. workshops to serve as consultants, advisors and co-trainers. This innovative approach has resulted in a vast resource pool spanning countries in Asia, Africa, Latin America, the Caribbean and the Middle East.

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, International Planned Parenthood Federation (IPPF), UNICEF, University of Hawaii, University of North Carolina/International Training in Health (INTRAH), Jessie Smith Noyes Foundation, Inc. and The Trull Foundation.

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THE CENTRE FOR DEVELOPMENT AND POPULATION ACTIVITIES

December 10, 1982

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Dear Sponsors:\*

We are pleased to submit the Final Report of the ninth Women in Management (WIM IX) program on "Planning and Management of Service Delivery Programs in Family Planning, Health and Development," May 10 to June 11, 1982. Thirty-three women from 20 countries attended the workshop, which 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 IX program, and we look forward to your continued guidance and support in our Washington, D.C. programs and in-country endeavors.

Sincerely,

Handwritten signature of Kaval Gulhati in black ink.

Kaval Gulhati  
President

Handwritten signature of Peggy Curlin in black ink.

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Maria Otero  
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## OVERVIEW OF THE SEMINAR-WORKSHOP

On June 11, 1982, the Centre for Development and Population Activities marked the completion of its ninth five-week seminar-workshop for women managers on "Planning and Management of Service Delivery Programs in Family Planning, Health and Development." Participants were provided fellowship grants by the following agencies: The Pathfinder Fund (11); International Planned Parenthood Federation (7); USAID Field Missions (4); United Nations Fund for Population Activities (1); United Nations Children's Fund (1); John Snow, Inc. (1); United Nations Fellowship Office (1); Asia Foundation (1); and USAID Office of Women in Development (6).

Thirty-three women from twenty countries participated in the program. Areas of expertise, experience and educational backgrounds varied; however, all of the participants were actively involved in programs that benefit women. Slightly more than half of the women (55%) work in government ministries or public agencies, while the remaining participants (45%) are affiliated with private organizations. Half of the participants work in the health, nutrition and family planning fields, while the remainder work in diverse development programs which focus on the needs of women. All of them were interested in integrating new activities into their existing programs, and in more effectively managing existing programs.

This five-week program used a multifaceted approach in addressing the management needs of professional women. Drawing upon the expertise of nearly 40 resource specialists, the content included technical, human and community organizational skills, as well as the development of delivery systems for health, family planning and development. A special session was devoted to self-actualization skills for women managers. In the last week, participants attended one area-specific mini-workshop as a practicum of technical skills, and were given the opportunity to develop project proposals for programs they would like to implement in their own countries. The areas covered in the mini-workshops were: community-based family planning programs; primary health and nutrition programs; income-generation for women; and training.

A variety of training methodologies were used. The participatory nature of the workshop sessions enabled the women to share their experience and expertise with their colleagues. Immediate feedback in the form of daily evaluation questionnaires, as well as more informal verbal feedback, helped to assess the usefulness of each session. This continuous feedback throughout the workshop, and follow-up with participants and their sponsors in the field,

provides a base for the evaluation, redesign and adaptation of future training programs.

The participants in WIM IX were introduced to an international network of individuals and organizations concerned with family planning, health, development and women's issues. Clearly, the ninth Women-in-Management training program is only a beginning. Participants will continue to draw upon the resources, skills and networking potential developed during the workshop, in their efforts to develop programs and policies which will expand opportunities for women.

## 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 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 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 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/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, the following 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.

#### 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, opened the three-person forum by providing a theoretical background on the relationship between high fertility and women's participation in the economy. She noted that women all over the world combine many types of economic activity with child-rearing and household responsibilities; however, the economic contributions of women are frequently unrecognized or undervalued. Dr. Camp stressed that excess fertility is both a cause and consequence of the lack of opportunities for women. Sociocultural pressures on women to prove their fertility by early childbearing lock women into a cycle which has serious health implications, and which eliminates opportunities for personal development. Rapidly growing populations place enormous pressures on health, education and employment resources, resulting in fewer opportunities for women. Dr. Camp underscored the need for equality under the law, reproductive control, and access to opportunities in employment and education, if women are to participate in, and benefit from development.

Paula Goddard, acting director of the Women in Development Office of the U.S. Agency for International Development, explained the role of bilateral assistance in support of population and development projects which benefit women. A congressional mandate for programs which address the needs of women resulted from the realization that women were not beneficiaries in most development projects. The important role of women in agriculture had long been ignored in rural development schemes, a problem which could be attributed to persistent stereotypic images of women. The Women in Development (WID) office has several objectives, all of which ultimately focus on integrating women in development planning and implementation: 1) promoting projects which contribute to income generation for rural women, 2) establishing a data base to identify the roles and needs of women through research funding, 3) funding workshops on WID issues, and 4) re-educating AID staff, consultants and private voluntary organizations, addressing ways in which the participation of women in development might be maximized.

Rissa Stella introduced the work of International Planned Parenthood Federation (IPPF) and Women's Development (PPWD), addressing key programmatic concerns relevant to population and development. Wider recognition that meeting basic needs and improving the socioeconomic

status of women as a concomitant goal to fertility control has led to a multifaceted approach in program development. Projects supported by PPWD are such an example, frequently combining several components and multiple goals. Income generation will not only improve the economic status of women, but it is also a starting point from which to raise the consciousness of women, develop leadership potential and management skills, promote personal development, and ultimately, pave the way to larger social change.

What is Management? In this session, participants explored the functions, skills and qualities required of a manager, developed group definitions of management (e.g., Management is the coordination of goals, ideas and resources in the most efficient manner), and discussed the manager as a leader. The generation of ideas on this topic resulted in a composite picture of the "ideal" manager. Recognition that, in reality, a manager does not necessarily fit this description led to a discussion regarding the multiple role possibilities for managers, as well as management problems. The facilitator noted that, in balancing homemaker responsibilities with those of a career, women managers are required to play more roles than ever before.

A discussion of the 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 were related to leadership response, demonstrating a range of styles from decision-making by a leader to complete delegation of decision-making.

Integrated Women's Programs: The Role of Non-Formal Education: The trainer focused on the role of non-formal education as a methodology with broad applicability in development programs. Non-formal education was defined as a process by which people meet their needs and solve their problems, e.g., access to health care, education, or income generation. The methodology is special because it facilitates active participation in the learning process, and in doing so, it becomes a motivating force and organizing tool which promotes self-reliance. In small groups, the participants developed program design guidelines for projects in nutrition and health, income generation, family planning and maternal and child health services.

Overview of Delivery Systems in Nutrition, Health and Family Planning: This module introduced service delivery systems in health, family planning and nutrition, each of which has a similar objective: to have a beneficial impact on the morbidity and mortality of a defined group or population. The facilitator outlined basic components of a delivery system, including supervision and evaluation, materials, training, record-keeping systems, facilities and supplies. A vertical system with one "target group" and a singular service or expertise was contrasted with a horizontal system that offers primary care or integrated services, and adapts the delivery system to the type of services and population characteristics. Choices of delivery systems

e.g., clinic or outreach, were examined and a case study, based on women-to-women delivery (Concerned Women for Family Planning in Bangladesh), was presented as an example of an outreach program in which lay women were trained to deliver contraceptives and MCH services. This session was concluded with an exercise in the adaptation of a model program to other settings, in order to demonstrate the need for attentiveness to local conditions and community involvement.

Family Planning: The purpose of this session was to discuss the entire range of available contraceptives and their use. The mechanisms of action, benefits, and relative and absolute medical contraindications were discussed, with particular emphasis on the most widely used methods, oral contraceptives and the IUD. The speaker drew on her own clinical and research experience, as well as that of the participants, in a discussion of the conditions under which a particular method should be prescribed. It was emphasized that decisions about appropriate contraception must be made with adequate consideration of an individual's health status, risk of additional pregnancies, and environmental, sanitary, cultural and situational factors.

Oral Rehydration Therapy (ORT): A brief history of the development of ORT was presented, along with its theoretical justification, and current state of the art of technology and delivery. The importance of ORT has been stressed because five million children die each year due to diarrheal diseases. Since dehydration is a complicating factor in nearly all diarrheal diseases, 99% of these deaths might be prevented with the timely use of ORT. The widespread implementation of ORT is precluded by the difficulties in teaching its preparation and overcoming traditional beliefs that children should not be fed when having a bout of diarrhea. The speaker suggested three alternative delivery systems for ORT, including a depot system, where people go to a health worker, who prepares the ORT solution; a household system, where the health worker trains mothers to prepare and administer the solution in the home; and clinic systems, where mothers are taught in the clinic setting how to mix and administer the solution.

Growth Monitoring: Participants were introduced to growth surveillance as an effective and practical indicator of the health and nutritional status of infants and young children. Measurement tools, such as growth and weight charts, were introduced because they are simple records which can convey important information about the child to the health worker and mother. Particular emphasis was placed on the organization of growth monitoring programs, since the early diagnosis of malnutrition, combined with appropriate intervention, may prevent disabilities and lower the associated risk of morbidity and mortality. The facilitator explained some key considerations for the planning and management of a growth surveillance program, including choice of

a "target population," frequency and types of measurement, record-keeping systems, location of services, staff training and supervision, and integration of services with other programs. Participants discussed nutrition and growth monitoring programs in their own countries, as well as primary causes of malnutrition, such as weaning and breastfeeding practices, maldistribution of food, cooking methods, and taboos on food consumption during infancy, pregnancy and lactation.

Cultural Myths and Barriers: A discussion of factors to consider when developing women's programs was initiated with definitions of culture, role, status, feminism, and myth as they relate to women today. Participants explored myths about women from their cultures as a way of demonstrating how persistent values, traditions, superstitions and attitudes present barriers to the understanding of women's roles. Through an exercise, participants outlined the accepted societal behavior that results from such myths, and identified facts that these myths overlook. Strategies to help explode these myths, and to reconcile development planning schemes with the facts, concluded the session. The film, "A Primera Vista" produced by CINE-MUJER, a women's film group based in Colombia, was also used in the session.

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

The second week of the program, comprised of two management workshops and a field trip, was conducted in a residential setting in Harper's Ferry, West Virginia and New Windsor, Maryland. This provided an informal atmosphere where participants and resource specialists interacted to explore the multiple roles of women managers and their ability to work with groups.

Residential Workshop I - The Professional Woman Understanding Her-self: The objectives of these three days were: 1) to explore how women behave as managers, and identify that which promotes good management and that which prevents good management; 2) to discover ways of using existing competencies more effectively as well as improving and increasing them; and 3) to explore how women work with people, the roles they take, the use of power, and how they influence each other. The methodology for achieving these objectives included questionnaires, indices, small group discussion, group processing, and role play.

The session began with participants examining the transitions occurring within the group since its formation one week earlier, and formed a starting point for examining both the transitions participants have experienced in their personal lives, and the transitions in the lives of women in their own countries. The transition experiences women generated reflected changes in self-perception (from insecure to

self-confident, from passive to active); a sense of broader choices and opportunities (from maternity as an obligation to maternity as a decision, from exclusion from religious services to participation); increased participation in political and economic areas (from domestic roles to public roles, from traditional work to professional work); and changes in national development (from unscientific to scientific, from rural to urban). Examining these transitions, participants then identified issues that affect women in today's world which were raised as "critical questions." The following are examples of the questions addressed:

- How can a woman cope with a double role: career and housewife?
- More and more women are becoming more educated, but are there equal job opportunities?
- How do women create the social, economic and political conditions that give women the freedom to choose which role to play?
- How can women help men understand that the changes in women's roles affect their roles in work and the family?

The recognition that women from many different cultures are experiencing similar rewards, problems and constraints as they move from narrow, delineated roles to greater options and multiple role possibilities generated an atmosphere of support, and a desire to explore these issues further. Through the use of a self-assessment instrument, participants analyzed the roles they play in personal and professional situations, and chose areas in which they wanted to gain a better understanding of themselves. Individual objectives were discussed in triads. The participants practiced the listening and observing skills of the "helping relationship," aimed at improving communication. Also the concept of collective power as it relates to women in varied political and economic settings was discussed, and strategies were identified for working together to affect change.

Finally, various behavior styles were discussed in terms of their use in achieving personal goals. Assertive behavior was presented as a model for women managers, because it is achievement-oriented, and still protects the rights of others. A role-play exercise, "Minister of Planning," provided an opportunity to practice all the skills introduced during these sessions.

Residential Workshop II - Human Organization Skills: During the second part of the week participants examined the role of group dynamics on organizational effectiveness. An understanding of group functioning, as well as the roles of individuals in groups, provided a framework for the understanding of organizational functioning. It was noted that groups operate at two levels: the task level is concerned with the tasks and sub-tasks related to achieving the objectives of the organization, whereas the group maintenance level is

concerned with smooth interpersonal relations. Emotional styles, employee motivation and team cooperation were discussed with respect to their roles in achieving organizational objectives. The facilitator emphasized that effective management requires an understanding of how people are motivated to do their best work. Through an exercise, participants examined factors associated with self motivation. The opportunity for self-development, challenging work, participation in planning and decision-making, and a feeling that one's work is important were the most frequently mentioned motivating factors among the group. These factors were assessed in terms of their relationship to Maslow's "hierarchy of human needs" and Herzberg's theories of motivation.

Selected management concepts and processes, including conducting meetings, decision-making, problem-solving, planning, conflict-management, delegation of tasks, time management and rewards were also explored through lectures, discussions, and group exercises, and were related to the participants' work in family planning and women's organizations.

Field Trip - Agriculture, Handicraft Production and Food Preservation: Participants traveled to the New Windsor Service Center and met with representatives of Heifer Project International (HPI), Food Preservation Systems, and SERRV (Self-Help Third World Handicrafts). HPI, in providing livestock and technical assistance, is a resource for increased food production and income-generating activities. Other representatives also discussed income generation through small-scale food preservation systems, and handicraft production and marketing. A tour of SERRV's warehouse, offices and handicraft store demonstrated mechanisms for quality control, test marketing and distribution in handicraft marketing.

### WEEK THREE - TECHNICAL SKILLS OF MANAGEMENT FOR ACTION PROGRAMS

The third week of the WIM IX program addressed the technical skills women need as project managers to develop and implement programs in family planning, health and development. Included in this section were lectures and exercises designed to facilitate the process of planning programs and writing project proposals.

Project Planning and Principles of Community-Based Programs: The concept of planning projects with communities was the subject of this session. The facilitator outlined the basic steps of program development, addressing project design issues, needs and resource assessment, planning, implementation, and evaluation. Several tools were devised for assessing how a project might identify community needs, resources and constraints, all of which aid in defining what activities may realistically be incorporated into the project design. The facilitator defined concepts related to the process through

which activities occur - self-help, participation, decision-making, sharing benefits, and empowerment - which determine the degree to which a community participates in the process, as well as the use of resources.

An Introduction to Proposal Preparation: Objectives and Workplans:

The purpose of this session was two-fold: 1) to learn to translate ideas into clearly articulated objectives; and 2) to develop an outline of tasks (workplans) designed to accomplish the objectives of a project. Participants discussed some of the reasons why it is important to have objectives: to identify the nature of the task; to assist in problem solving; to aid in setting priorities and decision-making; to give direction to an idea; and to measure progress. The facilitator explained that well written objectives provide a starting point for developing workplans, which include specific sequential tasks and subtasks, and a time frame for their completion. It was emphasized that workplans are an important management tool in the development and implementation of projects, as well as in the evaluation phase.

Program Evaluation and Reporting: This one-day module presented various ways to utilize evaluation in assessing programs and organizational performance. Evaluation was defined as the "collection of information about the operation of a program and the effects it is having." Two types of evaluation were discussed: 1) formative evaluation, which is the internal, ongoing evaluation which takes place during project implementation, and directs changes in program operation; and 2) summative evaluation, which assesses the total impact or outcome of a project, producing a judgment about the program's success or failure. Guidelines for evaluation planning included three steps: 1) focusing on each objective during project planning, and deciding how each objective will be evaluated; 2) selecting an appropriate measurement; and 3) designing a record-keeping system in a way that allows information to be gathered for evaluation.

The second half of this module addressed two evaluation concerns: 1) record-keeping for evaluation purposes, and 2) evaluation reporting. Participants discussed their own experiences with evaluation, including methods of data collection, use of evaluation as a management tool, problems of multiple reporting requirements, and the importance of simple record-keeping systems.

In small groups, the participants designed record-keeping systems, methods of data analysis, and reporting procedures for sample projects in family planning, nutrition and income generation.

Budgeting, Fiscal Management and Record Keeping: This session covered two general areas in this field: budget preparation for project proposals and cash control procedures. The facilitator noted that a budget is an important aspect of a proposal because: 1) it allows a quantitative analysis of goal achievement; 2) it facilitates comparative choices between project activities; 3) project costs may be projected in future years; and 4) expenses may be measured against achievements. Several examples of proposed budgets were used to demonstrate general categories and methods of calculating project expenses.

A discussion of cash control procedures addressed the need for systems of recording income and expenditures. Systems of vouchers, ledgers, and financial reporting were explained.

Guidelines to Proposal Writing: In this session, the key components of project proposals were identified and discussed. The facilitator emphasized that there is no magic formula for writing a successful proposal, since funding sources may vary greatly in their guidelines and funding objectives. A plan of action was outlined, beginning with a preliminary proposal to initiate some exchange between the funder and organization. If the preliminary proposal appears to meet the requirements of the funding source, the detailed proposal to be submitted should include the following: 1) clear objectives; 2) a statement of organizational capabilities and members' expertise; 3) the rationale for funding; 4) procedures for achieving objectives; and 5) a budget. Finally, the facilitator and participants engaged in an exchange of strategies for interaction with funding agencies.

Women Generating Income: Cooperatives, Credit and Loans: In a session designed to address the concept of self-sufficiency in service delivery projects, the facilitator initiated a discussion by eliciting from participants the reasons why credit and loans should be made available through projects, followed by suggestions for appropriate credit arrangements. There was unanimous agreement that women are widely discriminated against in traditional banking systems; thus, only alternative sources of loans and credit will enable women to achieve a greater measure of economic independence and security. Participants also stressed that traditional credit arrangements are inappropriate for women: in some countries where women have no property, no collateral is possible. Low interest loans and credit without collateral may be a necessity, in addition to advice about bookkeeping and accounting.

The facilitator suggested guidelines for small businesses requiring loans: 1) use of known types of production; 2) raw materials must be readily available; 3) local markets must be available. These

guidelines are critical, because most women need an immediate return on their investment. A case study of a women's cooperative credit system in Bangladesh provided additional material for understanding the relationship of women to the local economy, and prospects for change.

Matching Needs with Resources: Participants were introduced to a variety of resources available to small projects in the form of information, technical assistance, materials and resource books. Representatives from five organizations were available to meet individually with participants, and to display and discuss materials provided by their agencies. Organizations represented were the Spanish Educational Development Center, Volunteers in Technical Assistance (VITA), New Transcendy Foundation, Center for Population Options, the International Division of the American Public Health Association, and the Technical Assistance Information Clearing House (TAICH).

Interaction with Funding Agencies: Representatives of five donor organizations presented their program objectives and funding guidelines, as well as examples of currently funded projects. This format provided 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 general discussion, each donor representative addressed individual concerns in small group discussions. The following organizations were represented: The Pathfinder Fund, International Women's Health Coalition, the Office of Population of the United States Agency for International Development, Oxfam-America, and Water and Sanitation for Health.

#### WEEK FOUR - COMMUNITY ORGANIZATION SKILLS AND NEW YORK FIELD EXERCISE

Residential Workshop Three - Community Organization Skills: This three-day workshop, situated at the Donaldson Brown Center in Port Deposit, Maryland, dealt with understanding and managing a change process. The module of WEEK IV was complementary to the earlier sessions on project planning; the focus was on the process and the content of change. Participants were asked to reflect on the types of change their projects would affect, and to consider community/social responses to change as well as individual/personal reactions to these changes. Several questions were addressed: 1) how do I see myself as a change agent? 2) how do I cope with resistance to my efforts as a change agent? 3) How do I motivate others and encourage participation in change efforts? A series of individual and group exercises, and self-assessment instruments, were used as tools to develop skills in communication, conflict resolution and problem solving.

Strategizing for action requires addressing key questions related to program implementation: Who is to be involved in the process? Who is the change agent? Why implement a particular program? What behavior and attitudes should be changed? Answering these questions will help to plan and develop a support network to facilitate change. Assessing a support network requires consideration of the objectives, philosophies and problems of its members, as well as their diversity and degree of participation. Several transition issues were addressed, including factors which impede progress, and factors which facilitate change and adjustment.

An exercise in problem solving helped participants to develop concise problem statements and solutions related to family planning, health and development programs. Earlier discussions set the stage for identifying specific factors which might help to promote change, and the types of resistance that might be encountered in implementing solutions to the stated problem.

The subject of women as trainers of other women was discussed as a strategy for bringing about change. Participants identified the skills and characteristics required of trainers, and addressed the need for a balance between technical expertise and training skills to achieve the desired results.

New York Field Exercise: During their stay in New York City, participants met with representatives of New York-based funding and resource organizations. On the first day, participants attended a panel forum at the Church Center of the United Nations, where representatives from Women's World Banking, the UN Voluntary Fund for Women, UNICEF and the Ford Foundation outlined their program activities. Through this discussion, participants gained an understanding of the funding objectives and operational procedures of these organizations. Panelists also addressed the funding concerns of participants, and provided publications of their organizations.

In the afternoon, a panel of representatives of Church World Service, Catholic Relief Services, United Presbyterian Church, Private Agencies Collaborating Together (PACT) and Family Planning International Assistance discussed their organizational activities and funding mechanisms. In addition to addressing project requirements and application strategies, panelists gave particular attention to ongoing projects in the participants' own countries.

The International Women's Tribune Centre conducted a discussion of their activities in networking, technical assistance and training, and their role as a clearing house for resource materials. A film on the

International Women's Conference in Mexico was shown, after which participants worked with the Centre's staff in small group discussions on networking, IE and C media and project development. The Centre staff demonstrated the creative use of basic graphic skills as a low-cost method for disseminating information and preparing educational materials. Participants were presented with regionally developed resource and information kits, which are a valuable source of 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 to their project needs, and developed a blueprint for action. General guidelines were addressed in small groups, and individual consultation with training staff helped participants to develop their plans in the appropriate project proposal format. (For examples of blueprints of proposals developed during the Mini-Workshops see Page 53, Appendix D).

Family Planning/Health/Nutrition Mini-Workshop: The family planning/health/nutrition workshop began with a general discussion of planning health activities. The facilitator reviewed topics addressed in earlier sessions, emphasizing the need to examine the health problems, and find a solution which takes into account the community needs, priorities and available resources. Family planning was emphasized as a key component of health and nutrition programs. Examples of health indicators, such as morbidity and mortality data, were used to identify project criteria and beneficiaries. The concepts of evaluation were reviewed, as was the importance of incorporating an evaluation strategy into the project design.

Training Mini-Workshop: The training workshop concentrated on the development of training design. Participants used a task analysis approach to define the needs of candidates in relation to program objectives. They learned to write specific training objectives in terms of skills or attitudes to be developed, and designed a training curriculum and methodology appropriate to achieving the stated objectives. A range of training methodologies was described, and related to learning expected in family planning programs, primary health delivery or skills training for women.

The participants then incorporated the training matrix and objectives into a proposal format including: needs assessment; selection criteria for participants; workshop resources; development

of a workplan for all phases of training: pre-training, training and post-training; and a project budget.

Income-Generating Projects Mini-Workshop: The basic steps in choosing an income-generating activity were outlined. These steps included: assessment of group's/individual's capabilities, experience, and interests; market analysis of product or services, including marketability, outlet identification and consumer target; transportation requirements; raw material availability; required equipment; requirements for management and accounting skills; and technical assistance needs.

The importance of dependable marketing outlets and a financial bookkeeping system was stressed, along with additional areas of concern to small businesses. Participants developed project proposals which outlined income-generating schemes, many of which were designed as components for ongoing family planning or health delivery programs.

Re-Entry Issues: The final WIM IX session focused on developing skills to bridge the training experience and participants' job situations. Re-entry was defined as going back to a previous situation, but with a changed perspective and new skills. The facilitator addressed issues related to "follow-through" of WIM training, and addressed the need to reconcile the reality of one's job situation with intended approaches to change. Participants were encouraged to choose one lesson they would like to share with someone when they returned home, and to explain why they might use a particular style of communication. The exercise helped to demonstrate the potential for resistance to new ideas, and stimulated discussion of ways in which particular communication styles might lend themselves to more effective follow-through of the workshop experience.

## TRAINING METHODOLOGIES

A variety of training methodologies were used in this five-week seminar-workshop to help participants apply the information and ideas presented to their work situations. Utilizing the theory of learning by doing, five participative models were incorporated throughout the workshop. Each employed standard training techniques such as presentations, small group work assignments, individual assignments, case studies, films, role-play, simulation exercises and feedback through triads and dyad exercises. In addition to these methods, group maintenance and evaluation/feedback, program linkages, administrative review and demonstration of participative management were used by the CEDPA staff to monitor the program and maximize learning for participants from diverse cultural backgrounds. 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 of outlines of the presentation were encouraged.

### 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 program 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 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 a 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 experiential learning situations, including role-playing and pairing
- 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 specific management elements 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

5. Participant Presentations

The objective of this training methodology was to give the participants an opportunity to share their public or private service programs with the group and to practice presenting their programs to a group in a structured framework. Since this was a voluntary effort, CEDPA staff produced guidelines to assist participants in preparing their presentations. The use of visual aids was encouraged.

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 participant wished to share
- Results achieved
- Future plans

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

- Information Feedback and 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; all teams assumed administrative and group maintenance functions by rotating responsibilities in: a) daily reporting, b) maintenance of training rooms, c) social events, and d) publications and articles of interest
- Team advisors

#### Methodology Utilization

	Hours
● Seminar Sessions	22
● Workshop Sessions	27
● Residential Workshop Module plus New York Field Exercise	54
● Mini-Workshops	15
● Participant Presentations	9

Sixty 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.

## 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 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.

Two evaluation instruments were utilized. The first, an initial reaction evaluation used on a daily basis, permitted the participants to record their immediate 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 assess content, methodology, and achievement of objectives 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. Verbal feedback from participants to the CEDPA team provided an informal assessment of session clarity, relevance and overall value.

Thirty-two participants completed the overall evaluation and sixty-nine percent provided written comments on the overall program. According to questionnaire responses, the workshop objectives and participants' personal objectives were met partially or fully, with only a few exceptions. There was some variation between ratings in the daily evaluation and those in the overall evaluation, which signalled the importance of recording immediate participant reactions, as well as the more reflective assessment elicited at the end of the five-week seminar. However, it is noteworthy that the same five sessions were most highly rated in both the daily and overall evaluations, suggesting that the responses recorded in the immediate and retrospective evaluations, although different, still yielded similar patterns.

The seminar-workshop sessions ranked highest in both the daily and overall evaluations were:

- What is Management?
- Cultural Myths and Barriers

- Role Play Exercise: Minister of Planning
- Project Planning and Community-Based Programs
- Guidelines to Proposal Preparation

The majority of the participants described the workshop as a dynamic and educational experience, which addressed concepts and content that were generally highly relevant to their professional and personal needs. That the workshop provided a forum for both formal and informal sharing of experience among participants was considered a highlight, and indeed, a key factor in the success of the workshop.

While every session was not 100% 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; however, in some cases, participants recognized that a session which did not meet their expectations failed to do so for a variety of reasons, e.g. lack of interest; the style of presentation seemed inappropriate; or the participant was already familiar with the content. Many participants provided valuable and constructive suggestions which can help to shape the content and direction of future sessions.

The overall evaluation ratings for the three residential workshops ranged between 6.8 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 ranked between 7.4 and 9.2. The mini-workshops were considered highly relevant and useful, and it was frequently cited that the exercise in writing a project proposal enabled participants to develop and refine many of the skills addressed in earlier sessions. The meetings with representatives from the many funding agencies and organizations providing technical assistance were considered valuable because the participants learned of channels and approaches through which their program needs might be met. The session at the International Women's Tribune Centre was unanimously appreciated for its introduction to the importance of network-building, as well as for its practical approach to problem solving with limited resources.

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 participants will have the opportunity to use and transfer into action the skills they have learned. Below are tables summarizing daily and overall evaluation results.

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 learning experience
Human and Political Dimensions of Development and Population	8.2	9.2	8.7	8.3
What is Management?	9.2	9.0	9.4	9.0
Women in Development Role of Non-Formal Education	8.3	8.6	8.4	8.0
Overview of Delivery Systems	7.2	8.7	8.1	7.1
Oral Rehydration Therapy	8.2	9.0	8.3	8.2
Growth Surveillance	7.8	8.9	8.5	8.1
Family Planning	7.3	8.8	8.2	7.8
Cultural Myths and Barriers	8.6	9.2	8.9	8.4

SCALE: 10 highest, 1 lowest

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

Session Titles	Helpfulness of session to work needs	Understanding of session	Relation of session to workshop objectives	Session as learning experience
From...To... Exercise	8.1	8.7	8.5	7.9
Critical Questions Sender/Receiver/ Observer	8.6	8.4	8.3	8.2
Joshua/Fishbowl	7.5	8.4	8.5	7.7
Power Game/Collective Power	8.4	8.7	8.5	8.4
Minister of Planning: Role Play Exercise	9.0	9.1	9.1	9.1
Understanding Groups	6.2	8.3	8.3	8.0
Motivation/Conducting Meetings	8.6	8.9	8.9	8.4
Team Work/Time Man- agement	7.9	8.6	8.5	7.9
Decision Making	7.7	7.9	8.2	7.4
Conflict Management	8.1	9.1	8.7	7.7

SCALE: 10 highest and 1 lowest

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

Session Titles	Helpfulness of session to work needs	Understanding of session	Relation of session to workshop objectives	Session as learning experience
Project Planning and Principles of Community-Based Development	9.1	8.9	9.9	8.5
Writing Objectives and Workplans	8.0	8.2	8.6	7.2
Evaluation	8.3	8.4	8.9	7.9
Budgeting	8.6	8.4	9.0	7.9
Guideline to Proposal Preparation	9.4	9.3	8.9	8.6
Women Generating Income, Co-ops, Loans, Credit	7.9	8.8	8.4	7.8
Interaction with Funding Agencies	8.5	8.7	8.6	7.8

SCALE: 10 highest and 1 lowest

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

Session Titles	Helpfulness of session to work needs	Understanding of session	Relation of session to workshop objectives	Session as learning experience
Red/Blue/Green/Purple, Lion/Rabbit/Fox/Bird	8.1	8.5	8.3	7.7
Transition/Networks Refiner's Fire/Change Instrument	6.8	6.9	7.3	5.8
X - Y/Problem Statement	7.5	8.4	8.6	7.8
Training of Trainers	8.1	8.6	8.5	7.7

SCALE: 10 highest and 1 lowest

OVERALL EVALUATIONObjectives

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

	<u>Fully</u>	<u>Partially</u>	<u>Not at all</u>
● 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.	15	12	1
● 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.	21	9	0
● To acquire the necessary technical skills essential for initiating or extending family planning, health and development programs in the community and have the opportunity to test some of these skills.	15	15	0
● To study "women-to-women" delivery and communication systems and learn how organization skills can be applied in the development of these systems.	13	16	1

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

	<u>Fully</u>	<u>Partially</u>	<u>Not at all</u>
● To identify problems, new ideas, motivate women	2	3	1
● Write proposals	6	1	0
● Exchange information/experiences with others	4	2	1
● Management: skills, demystification, planning, group work	6	2	0
● Women's Programs: WID feasibility, development of plans, evaluation	3	1	0

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

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

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

	<u>Rating</u>
● Human and Political Dimensions of Development and Population	7.4
● What is Management?	8.4
● Women's Development Programs: The Role of Non-Formal Education	7.4
● Overview of Delivery Systems	7.8
● Family Planning	8.0
● Oral Rehydration Therapy	8.1
● Growth Surveillance	7.9
● Cultural Myths and Barriers	8.3

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

	<u>Number of Respondents</u>
● What is Management?	11
● Non-Formal Education	11
● Cultural Myths and Barriers	7
● Human and Political Dimensions of Population and Development	7
● Family Planning	4
● Oral Rehydration Therapy	3

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

	<u>Number of Respondents</u>
● Human and Political Dimensions of Population and Development	2
● Family Planning	2

WEEK TWO: Harper's Ferry, 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.

	<u>Rating</u>
● "From-To" Exercise	7.6
● Critical Questions (Issues)/Sender-Receiver-Observer	8.1
● Assertiveness: Joshua in a Box/Fishbowl Dialogue	7.5
● Power Game/Collective Power Discussion	7.4
● Self-Actualizing Inventory	8.0
● Minister of Planning Role Play Exercise	8.4

Overall Experience:

	<u>Number of Respondents</u>
● Excellent	10
● Good	18
● Fair	2
● Poor	0

Comments: (Those that occurred most often)

- "The exercise on Power and Minister of Planning helped us to identify some of our strengths and weaknesses, and how these can influence programs."  
 "Really good - even when you learned things about yourself you didn't like."  
 "Imaginative and stimulating."  
 "We learned ways to be more assertive."

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.

	<u>Rating</u>
● Understanding Groups	7.9
● Understanding Motivation	7.7
● Understanding Meetings	7.9
● Understanding Team-Work	7.9
● Understanding the Management of Time	8.0
● Understanding Decision Making	7.5
● Understanding Management of Conflict	7.6

Overall Experience:

	<u>Number of Respondents</u>
● Excellent	13
● Good	8
● Fair	6
● Poor	2

## Comments:

- "Very practical hints on how to be a good manager."  
 "The trapezoid window helped us to try to see the world as others see it."  
 "This is a very important subject for any organizational work."  
 "Provided a lot of opportunity to learn how groups work."  
 "This subject must take into consideration our realities so that the examples, as well as the content, are related to our work."  
 "Some fundamental issues were avoided, namely, how conflict can be used productively for change."

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

	<u>Rating</u>
● Project Planning and Principles of Community-Based Projects	8.7
● Introduction to Proposal Preparation: Objectives and Workplans	7.2
● Evaluation and Reporting	7.5
● Budgeting	7.9
● Guidelines to Proposal Preparation	9.0
● Women Generating Income: Cooperatives, Credits, and Loans	6.9
● Matching the Needs with Resources	7.7
● Interaction with Funding Agencies	7.5

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

	<u>Number of Respondents</u>
● Project Planning and Principles of Community-Based Projects	15
● Proposal Preparation: Objectives and Workplans	13
● Evaluation and Reporting	8
● Budgeting	6
● Funding Agencies	6
● Matching Needs with Resources	3

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

	<u>Number of Respondents</u>
● Proposal Preparation: Objectives and Workplans	8
● Women Generating Income	6

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., in improving your "community organization skills."

	<u>Rating</u>
● Self as Agent of Change	7.4
● Overview of Change/Transition: Film "Refiner's Fire"	6.8
● Development of Support Networks	7.7
● Communication Skills	7.2
● Problem Solving	7.0
● Training of Trainers	6.9

Overall Experience:

	<u>Number of Respondents</u>
● Excellent	2
● Good	18
● Fair	7
● Poor	2

Comments:

"A lot of learning and sharing experiences."

"Unique strategies to develop and increase understanding of problems."

"The film "Refiner's Fire", was very appropriate to start off the discussion on change agents."

New York Field Exercise

FORUM I: Did you find the session with representatives of UNICEF, UN Voluntary Fund for Women, Women's World Banking and Ford Foundation useful to you as a learning experience?

Yes 27 No 3

Comments:

"I learned which agencies to approach for specific projects."

"I was able to clarify what I need to do when I return."

"Helpful in giving us ideas of the different funding agencies we can tap for funding, technical expertise and information."

FORUM II: Did you find the session with representatives from Family Planning International Assistance (FPIA), Church World Service (CWS), Catholic Relief Services (CRS), Private Agencies Collaborating Together (PACT), and Presbyterian Church useful as a learning experience?

Yes 21 No 7

Comments:

"We gathered a lot of information on ongoing programs and funding avenues."  
 "More time to speak with each representative individually."

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

Yes 28 No 1

Comments:

"IWTC has shown how much you can do with so little. Fired my imagination."  
 "Able to identify and gather materials useful to my project; gave me ideas on low-cost media/publications."  
 "The briefings were very useful and suggestions really workable."  
 "Good for future networking."

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

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

Mini-Workshops	Number of Participants	Overall	Content	Individual Work	Hand-outs
Family Planning/Health/Nutrition	8	9.2	9.2	8.6	9.2
Income Generation	11	8.0	7.8	7.4	8.6
Training	12	9.0	8.5	8.5	8.7

## Comments:

"Very good as a synthesizer."

"It allowed me to review some of the processes and basic concepts in training."

"This could take place earlier to get maximum concentration from participants."

"This was the most educational experience for me. It made sense of the whole five-week program using the skills learnt previously."

## TRAINING METHODOLOGIES:

Effort was 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:

	<u>Rating</u>
● Lecture by an expert	7.9
● Group discussion	8.8
● Individual task work	8.1
● Group task work	8.5
● Case study exercise	7.9
● Film exercise	7.9
● Mini-workshop	8.6
● Role Play Exercise	7.9
● Participant Presentations	8.5
● Triads	7.4
● Dyads	7.6
● Other - Non-formal interaction	8.1

## Comments:

"More time for participant presentation"

"Individual work should be increased"

## ADDITIONAL QUESTIONS:

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

Yes 12                      No 8

## Suggestions:

"Ideas on conducting interviews for personnel recruitment."

"A few sessions on training."

"More emphasis on management."

"Marketing for income-generating projects."  
 "Supervision."  
 "Strategies of women's development."

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

Yes 6 No 14

Suggestions:

"Objectives and workplans could be incorporated in the session on project proposals."

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 20 No 10

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

Yes 20 No 8

C. Adequate chance for discussion among participants?

Yes 23 No 6

Comments on overall WIM Workshop experience:

"I am very grateful to CEDPA for doing positive work in getting women together to identify potentials and develop themselves."

"The overall atmosphere made it possible for participants to interact quickly."

"The methodologies were well planned and balanced."

"I hope I can share with my workmates this experience so we can all use it as much as possible."

"Many of the subjects in the seminar are directly related to our own experiences, and I believe it could be a major source of information and motivation to use us - e.g., participant presentations should be articulated within the appropriate seminar."

"The staff was a fine example of patience, tact and discretion in dealing with a whole gamut of personalities, cultural backgrounds, temperaments and convictions....even idiosyncracies."

"Better to select participants with the same backgrounds, experience and education."

"Within this lapse of time, I think the exchange of information between concerned parties has been fully exploited."

"This workshop is one of the best I ever attended."

## APPENDIX A

### WORKSHOP PARTICIPANTS

- Participant Profile
- Participant List
- Group Photo
- Copy of Certificate

## PARTICIPANT PROFILE

The ninth Women in Management Workshop brought together thirty-three women from twenty countries in Asia, Africa, Latin America and the Middle East. The workshop participants represented a diversity of backgrounds, experience, and concerns; however, a commonality among the participants was a shared interest in the problems confronting women in developing countries, and a strong desire to be a force in shaping the direction of policies and programs which address the needs of women. The workshop participants spent five weeks in discussion, learning and exploration of how management skills may increase their capabilities to assume positions of leadership, and affect changes in the lives of women in their own countries.

Participants shared with each other the wealth of their insights and experience, and the problems facing women in their own countries. Through this exchange, within the framework of the seminar-workshop, participants were able to highlight the importance of assuming greater responsibility in areas that affect women. Most importantly, they were able to draw on the support, experience and expertise of resource specialists, CEDPA staff, and each other in developing their own resources and skills to help bring about the social and economic changes necessary to continue moving toward increased self-determination for women. Using the skills learned, participants generated ideas and plans for action for a wide variety of programs in health, family planning, and development.

The workshop participants had 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. Organizing women in a large urban slum to form child care cooperatives; seeking innovative and responsive family planning delivery systems; helping women to organize and initiate income-generating projects; and self-employment projects for women whose mobility is restricted by physical handicaps represent important roads of advancement in programs for women in developing countries. Many of the participants are active in more than one organization, developing women's programs through private voluntary associations, and simultaneously holding salaried professional positions in other agencies.

## Characteristics of the participants:

## Age:

- Mean 40
- Range 23-61

## Marital Status:

- Single 10
- Married 20
- Widowed 1
- Divorced 2

Children: 55 children or 3.05 per childbearing participant

Organizational Affiliations:

● Private	15
● Government	12
● Government and Private Voluntary Organization	2
● International Organization	3
● International Organization and Private Voluntary Organization	1
● Salaried	31
● Non Salaried	2

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

● Family Planning	11
● Health	3
● Integrated health and family planning	3
● Community Education	2
● Women's organizations, issues, and research	3
● Integrated Programs	14
-- education, income generation	
-- MCH services	
● Disabled persons	1

Regions:

● Africa	7
● Asia	12
● Latin America/Caribbean	7
● Middle East	7

## PARTICIPANT LIST

## Women in Management Workshop IX

AFRICAKenya

Elizabeth Agina, Social Worker, National Christian Council of Kenya, Mombasa

Margaret Mwangola, Coordinator, Kenya Water for Health Project, Nairobi

Nigeria

Rosalind Sofenwa, Chief Matron, University College Hospital, Ibadan

Zimbabwe

Kate McCalman, Information Officer, Zimbabwe Women's Bureau, Harare

Sierra Leone

Karin Hyde, Advisor, Sierra Leone Association of University Women, Freetown

Liberia

Gertie Williette Avery, Assistant Director of Preventive Medical Services,  
Ministry of Health and Social Welfare, Monrovia

Sudan

Katira Yassin, Coordinator of Rural Women's Programs, Sudan Family Planning  
Association, Khartoum

ASIAIndia

Usha Dongre, Social Work Supervisor, Department of Rehabilitation, All India  
Institute of Medical Sciences, New Delhi

Bangladesh

Kohinoor Begum, Women's Project Officer, Family Planning Association of Bangla-  
desh, Dacca

Mahera Khatun, Program Officer, Water, Health and Sanitation Project, UNICEF,  
Dacca

Syeda Sayeeda Khanam, Director, Concerned Women for Family Planning, Tangail

Nepal

Inu Aryal, Training and Management Officer, Services Co-ordination Committee, Kathmandu

Meera Arjyal, Coordinator, Women in Development Program, Family Planning/ Maternal and Child Health Project, Kathmandu

Philippines

Elisa Anson Roa, Board Member, Commission on Population (POPCOM), Manila

Alice Salgado Cerdinio, Training Officer, Family Planning Organization of the Philippines, New Manila

Alicia Valencia-Eusena, Project Manager, Family Planning Organization of the Philippines, New Manila

Sri Lanka

Sujatha Wijetilleke, Project Manager, Women's Bureau of Sri Lanka, Etul Kotte

Indonesia

Siet Soeharto, Dharma Wanita, Family Planning Commission, Jakarta

Ada Wenas, WID Program Specialist, USAID, Jakarta

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Colombia

Maria Jose Campuzano Castello, Advisor on Women's Programs, Department of Labor, Bogota

Martha Gutierrez de Gomez, Researcher, Center of Regional Population Corporation, Bogota

Rosa Ines Ospina, Women and Family Corporation, Bogota

Lola Rocha, Consultant, Women and Urban Projects, UNICEF, Bogota

Dominican Republic

Marisela Mendez de Nunez, Director, Breastfeeding Project, Nutrition Education Programs, Santo Domingo

Haiti

Antonine Cesar, Supervisor of Rural Public Health, HACHO, Port-au-Prince

## MIDDLE EAST

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Reema Kawar, Social Worker, Women's Department, Ministry of Social Development, Amman

Salwa Masri, Senior Health Provider, Pathfinder Project, Department of Community Medicine, University of Jordan, Amman

Amal A. Sabbagh, Executive Director, Royal Endowment for Culture and Education, Office of Queen Noor Al Hussein, Amman

Lebanon

Najla Bizri, Acting Director of Community-Based Family Planning Services, Lebanon Family Planning Association, Beirut

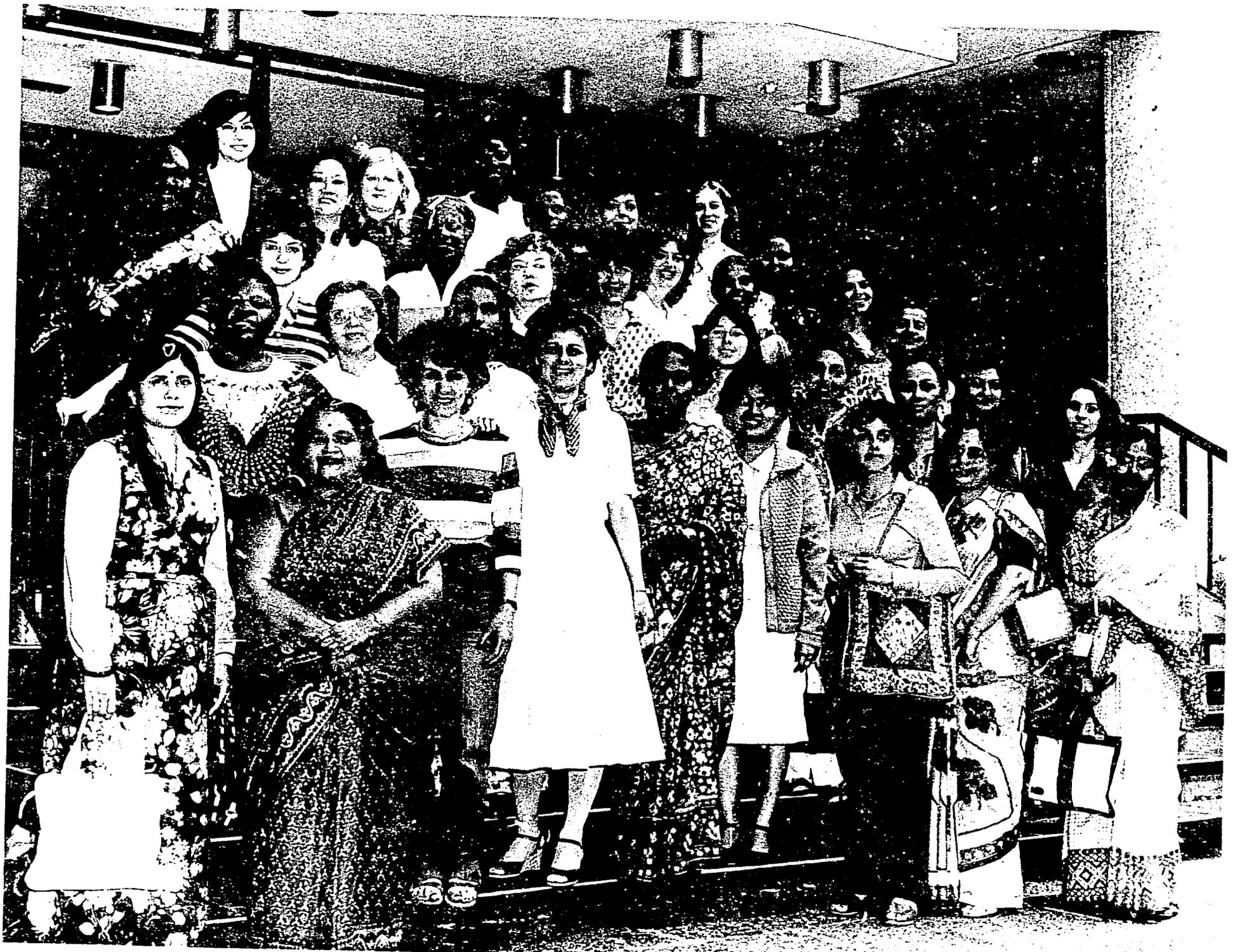
Awatif Moustafa Handam, Training Officer, Lebanon Family Planning Association, Beirut

Syria

Samira Omari, Family Planning Association, Damascus

Turkey

Ayten Egemen, Associate Professor, Institute of Community Medicine, Ankara



# The Centre for Population Activities

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*has completed*

*a Seminar—Workshop on*

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

*conducted in*

**Washington, D.C.**

*May 10-June 11, 1982*

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*President*

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*Chairman of the Board*

## APPENDIX B

### THE SEMINAR-WORKSHOP

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

FIVE-WEEK SCHEDULE

Women in Management Seminar-Workshop IX

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

	FIRST WEEK	SECOND WEEK	THIRD WEEK	FOURTH WEEK	FIFTH WEEK
	May 10 - 16	May 17 - 23	May 24 - 30	May 31 - June 6	June 7 - 11
M O N D A Y	WELCOME - Orientation and Introduction to Seminar-Workshop - Training Continuum I/ <i>Gulhati</i> - "Getting to Know You" CEPIA team and participants 10	- Residential Workshop at Hilltop House, Harper's Ferry, West Virginia 17 - MANAGEMENT WORKSHOP I: The Professional Woman Understanding Herself/ <i>Wood</i>	- Project Planning and Principles of Community-Based Projects/ <i>Otero</i> 24 - Introduction to Proposal Preparation * Objectives * Workplans/ <i>Sullivan</i>	- Residential Workshop at Donaldson Brown Center, Port Deposit, Maryland 31 - Management Workshop III/ <i>Sloan</i> * Managing the Change Process	- MINI WORKSHOPS: Blueprints for Action 7 - Primary Health/Nutrition/ <i>Gullier</i> - Training/ <i>Gulhati/Engelwood</i>
T U E S D A Y	- Human and Political Dimensions of Development and Population/ <i>Camp/Stella/Goddard</i> 11 - What is Management?/ <i>Gulhati</i>	- Self-Actualization Skills - Role Clarity - Responsibilities - Visualization of Self as Power Source - Personal and Professional 18	Evaluation and Reporting/ <i>Muber/Curlin</i> 25	- Developing Support Networks 1 - Understanding Constraints - Communication Skills - Training of Trainers	- MINI-WORKSHOPS(continued) - Income Generation/ <i>Otero/Callier</i> - Community-Based Family Planning/ <i>Turkin/Brown</i> - FAREWELL LUNCH/ <i>Chabaka</i> 8
W E D N E S D A Y	- Integrated Women's Programs: The Role of Non-Formal Education/ <i>Kinderwitte</i> 12 - Delivery Systems: Nutrition, Health and Family Planning/ <i>Carlin</i>	Alternatives 19 - Participant Presentations - MANAGEMENT WORKSHOP II - Human Organization Skills/ <i>This</i>	- Budgeting and Record Keeping/ <i>Bulatag</i> 26 - Guidelines to Proposal Preparation: Summary/ <i>Otero</i> - Training Continuum II/ <i>Carlin</i>	- Training of Trainers 2  Depart for New York City	- Reports and Review of Mini-Workshop Projects 9  Overall Evaluation Final Team Meeting
T H U R S D A Y	- Family Planning/ <i>Gentile</i> 13 - Oral Rehydration Therapy/ <i>Carlin</i>	- Understanding Small Groups - Planning - Motivation - Working with Boards and Committees - Team Work 20	- Women Generating Income: Co-operatives, Credit and Loans/ <i>Zeidenstein</i> 27 - Matching Needs with Resources/ <i>Brown</i>	- New York Field Exercise 3 - FORUM I: Meeting representatives of UNFPA, UNICEF, and UN Voluntary Fund for Women, Ford Foundation, Women's World Banking - FORUM II: PACT, CRS, CWS, FPIA, Presbyterian	- Training Continuum III/ <i>Gulhati</i> 10 - Administrative Support - FAREWELL DINNER
F R I D A Y	- Growth Surveillance/ <i>Taylor</i> 14 - Cultural Myths and Barriers/ <i>Carlin</i> - Briefing for Workshops I and II/ <i>Brown</i>	Selected Management Process Critical to the Manager 21 - Visit to New Windsor, MD - Handicraft Projects - Agricultural Projects - Food Preservation (Return D.C.)	- Interaction with Funding Agencies: Pathfinder, International Women's Health Coalition, AID, Water for Sanitation and Health, OXFAM - Briefing on Workshop III/ <i>Brown</i> 28	- Women and Communication/ <i>International Women's Tribune Centre</i> 4  Individual appointments in New York City	- FINAL DAY 11 - Relayback of Evaluations - Certificate Presentation
SAT	Sightseeing 7:30 am to 4:30 pm 15	FREE DAY 22	FREE DAY 29	Return to Washington 5	12
SUN	Depart for Hilltop House 16	FREE DAY 23	Depart for Donaldson Brown Center 30	FREE DAY 6	13

## SEMINAR-WORKSHOP STAFF AND SUPPORT STAFF

Project Staff

Peggy Curlin, Program Director  
Maria Otero, Project Coordinator  
Barbara Brown, Workshop Coordinator  
Paula Bryan, Program Intern  
Susan Krenn, Administrative Assistant  
Pat Taylor, Project Coordinator for Health and Family Planning

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Suzanne Wallen, South Asia Representative, Dacca

Martha Erickson, San Francisco

International Planned Parenthood Federation

Rissa Stella, Program Advisor, Women and Youth Development, London

IPPF affiliates in: Bangladesh, Lebanon, Philippines, Sudan and Syria

Jessie Smith Noyes Foundation, Inc.

Edith M. Muma, President

John Snow, Inc.

Norbert Hirschhorn, Vice President, International Division, Boston

Melvin Thorne, Chief of Party, Nepal Integrated Rural Health/Family Planning Project

The Pathfinder Fund

Freya Olafson, Division Chief, Women's Programs, Boston

Ann Salzarulo McGuigan, Administrative Secretary, Women's Programs, Boston

Pathfinder representatives: Brazil, Colombia, Dominican Republic, Kenya, Jordan, Liberia and Turkey

United Nations Children's Fund (UNICEF)

Sally E. Kellock, Programme Officer, Nairobi

United Nations Department of Technical Co-operation for Development, Fellowship Section

Chinery Hesse, UNDP Representative, Sierra Leone

Nina Silvera, Fellowship Section

United Nations Fund for Population Activities

Mehri Hekmati, Chief, Women and Youth Section, New York

Michael Heyn, Kathmandu Representative

United States Agency for International Development

Dana Vogel, Office of Worldwide Training Funds

Faye Thompson, Office of Women in Development

Paula Goddard, Office of Women in Development

Sarah Tinsley, Office of Women in Development

James Mahoney, Deputy Associate Administrator, Office of International Health Affairs, Human Resources Administration

Walker Williams, Program Director, Office of International Health Affairs, Human Resources Administration

USAID representatives in: Haiti, India, Indonesia and Philippines

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 session in which defining roles, setting personal goals, understanding the use of power, and assertiveness were emphasized.

- How can a woman balance her career life and home responsibilities?
- Is it true that a woman moves from less to more security as she moves up professionally?
- How many women have gone through this transition, and how many are on the front?
- What effect will a woman's public role have on family life and on children?
- More and more women are educated, but are there equal job opportunities?
- What is the effect of rural to urban transition for women?
- Is there discrimination in educational opportunities for girls?
- Should a transition occur, what makes it occur? Is it education?
- How do we create the social, economic and political conditions that give women the freedom to choose which roles to play?
- How can women combine outside productive activities with the roles of wife and mother in an efficient way?
- How can we help men\* understand that the changes in the roles of women affect their roles at work and in the family?  
\* husbands, policy makers, colleagues, etc.
- What kind of power are women gaining?
- Having given women the opportunity to make decisions, what kind of decisions are women making?
- Do we understand the role of the family in society?
- Are women trying to take over the role of men?
- What is the extent of these changes from country to country?
- How do these transitions affect:
  - women's sense of generosity or selfishness?
  - women's personal priorities?
  - women's attitudes toward men? the children?
  - women's attitudes and relationships with other women? with men?

**APPENDIX D**

**MINI-WORKSHOP PROJECTS**

EXAMPLES OF BLUEPRINTS DEVELOPED  
DURING THE MINI-WORKSHOPS

I. Family Planning/Health/Nutrition Mini-Workshop

- (SYRIA) A plan to train outreach workers to make home visits and referrals to clinics for family planning services. The beneficiaries of the program are rural women who are uninformed about family planning, begin childbearing early, and fail to space children which results in large family size, poor maternal health, and strained resources. The ultimate goal of the project is to reduce fertility and improve family health.
- (NIGERIA) A plan to expand the services of a hospital family planning unit to serve the needs of adolescents. High rates of adolescent pregnancy, and associated morbidity and mortality resulting from self-induced abortions suggested a great need for adolescent health and family planning services. These are to be addressed through outreach in schools, parent education and clinical services provided by staff trained to work with adolescents.
- (NEPAL) A plan to educate community and religious leaders about the importance of family planning as a means to improve the health status of women and children. The support of influential leaders is necessary to help overcome religious, social and cultural barriers to family planning.
- (DOMINICAN REPUBLIC) A plan to establish a semi-private Breast-feeding Promotion Centre that would integrate all education and action related to breastfeeding issues. The program would include development of materials for use in the public school system, public awareness campaign through the media and health/nutrition training.

II. Income Generation Mini-Workshops

- (NEPAL) A plan to organize women for income-generating group activities in order to promote existing skills, improve the working conditions and productive capacity of rural women, and provide opportunities for women to be self-reliant. Handicraft cottage industries may develop better ways to utilize local raw materials, encourage price stability and equitable compensation for labor, and train women in related skills such as product design, quality control, marketing, etc.
- (BANGLADESH) The plan is to expand upon an integrated family planning and nutrition program, by starting a poultry raising project. The goal of the project is to increase the income of women participating in the project, and encourage increased protein consumption, especially among women and children.

- (JORDAN) A plan to introduce the idea of women's income generating activities in rural areas, replacing welfare with self-help, community participation and local volunteers. The goals are to build a multipurpose center for women's activities, including basket weaving, and to upgrade women's skills and improve their socioeconomic status.
- (LEBANON) An income-generating project, making brooms, to increase the income of women practicing this skill; to encourage women to be productive; to develop a pilot cooperative as a model for other areas; to integrate family planning with other activities which will improve the socioeconomic status of women.
- (PHILIPPINES) A plan to integrate income generating activities for family planning outreach workers, whose efforts are currently voluntary. The objective is to increase the income of volunteers and simultaneously maintain the viability of outreach services provided by volunteers.

### III. Evaluation Mini-Workshop

- (PHILIPPINES) The plan is to conduct an evaluation of women's income-generating projects which were initiated between 1977 and 1979. A short-term goal is to formulate recommendations to sustain successful programs, while a longer-term goal is to develop case material on income-generating projects, to be used in training courses.
- (COLOMBIA) An evaluation design that would include indicators that can help measure the qualitative impact and social gains achieved in an urban project for women that combines day care, resource information, health training and legal counselling.

### IV. Training Mini-Workshhop

- (LIBERIA) A plan to train existing professional health workers in training and management, to enable them to train people at the village level in rural health services delivery. The training project is to be implemented in an area which currently has limited health services, and high levels of infant and maternal morbidity and mortality.
- (SRI LANKA) A plan to train adult education officers in the methodology of non-formal education, as well as health education, technical information, adult education, and knowledge of preventive health measures.
- (KENYA) A plan to train community workers from fields of family planning, community development, home economics, and health education in the methods of non-formal education to facilitate training in literacy, family planning, health and technical skills.

## PARTICIPANT PRESENTATIONS

The participants informally shared their experiences working in public or private service programs during the five-week seminar-workshop. However, three evenings were set aside during the residential workshops in which sixteen formal presentations, involving 21 participants, enabled the entire group to learn about the programs of their colleagues. 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:

- WOMEN'S SERVICES COORDINATION COMMITTEE, NEPAL  
Inu Aryal presented the work of this committee, which serves as a coordinating body for all agencies concerned with women, maternal and child health, nutrition and social services. The organization also serves as a policy making and planning body, and promotes research on the status of women.
- CENTRO DE ESTUDOS SUPLETIVOS DE NARANDIBA (CESUN), BRAZIL  
Maria America de Lima introduced the activities of CESUN, which included training in technical skills, small industries, and community action programs. She discussed a non-formal education program for a low-income population which aims to help women participate in community development, and raise the level of childcare. The methodology incorporates a philosophy of action and reflection, and the content includes child development, hygiene and nutrition, first aid, family planning and organizational skills.

- ZIMBABWE WOMEN'S BUREAU, ZIMBABWE  
Kate McCalman defined the role of her organization as a coordinating body for the activities of the many women's organizations in Zimbabwe. It is a private organization which receives funding from external sources on a project basis. A slide presentation of a day in the life of a Zimbabwean rural woman was used to explain the conditions and demands under which women toil.
- FAMILY PLANNING ASSOCIATION, LEBANON  
Awatif Handam presented a historical sketch of the LFPA, and a discussion of current goals and activities. Field worker activities include handicrafts, family nutrition and income-generating activities. Training activities have been undertaken for fieldworkers, midwives and doctors in order to make family planning more widely accessible.
- CENTER OF REGIONAL POPULATION CORPORATION, COLOMBIA  
Martha Gutierrez de Gomez discussed her research on the participation of women in the economy. She presented statistics on labor force participation by women, unemployment, literacy, and salary differentials, indicating substantial disparities by sex, and wide urban/rural differentials.
- MINISTRY OF LABOR, COLOMBIA  
Maria Jose Campuzano, in discussing her work for the Ministry of Labor, noted that in Colombia, labor laws protect men and women equally; however, there is a special need to ensure that laws for the protection of women are enforced, and that childcare for working women is adequate.
- UNICEF, COLOMBIA  
Lola Rocha Sanchez discussed the activities of UNICEF, including technical and financial support, and facilitation of the process of obtaining credit and loans for women who are far from funding agencies. She highlighted the methodology utilized for work with rural women which emphasizes the use of quantitative and qualitative evaluation for planning and needs assessment.
- CORPORATION FOR WOMEN AND THE FAMILY, COLOMBIA  
Rosa Ospina presented the activities of CMF, a multipurpose center for women which provides services and information. Legal assistance and health services are high priorities, as well as the promotion of women's full participation in the social and economic sectors.
- MINISTRY OF SOCIAL DEVELOPMENT, AND OFFICE OF QUEEN NOOR HUSSEIN, JORDAN  
Amal Sabbagh discussed the importance of developing Jordan's human resources, emphasizing in particular, the importance of improving the socio-economic status of women. Projects on rural development for women are currently being undertaken, utilizing an integrated approach. Reema Kawar and Salwa Masri assisted with the presentation, briefly summarizing their programmatic concerns.

- ALL INDIA INSTITUTE OF MEDICAL SCIENCES, AND NATIONAL SOCIETY FOR EQUAL OPPORTUNITIES FOR THE HANDICAPPED, INDIA  
Usha Dongre discussed the activities of several organizations which are concerned with serving the needs of handicapped persons. Training, referral services, job placement and handicraft industries are among the many services for the mentally retarded and physically handicapped. She also outlined the reasons behind the disabilities and the problems disabled women face.
- SUDAN FAMILY PLANNING ASSOCIATION, THE SUDAN  
Katira Yassin outlined organizational activities and goals, including the focus on family life education, use of mass-media, training of local leaders, and integrated family planning and community development projects. She stressed the fact that a multiplicity of tribes, languages and religions, as well as low levels of literacy, represent barriers to the widespread accessibility and acceptance of family planning.
- PERMANENT COMMITTEE FOR HEALTH AND FAMILY PLANNING, INDONESIA  
Siet Soeharto presented the activities of the Civil Servants Wives' Organization. Voluntary field workers are trained to assist low income women, with educational activities focused on family planning, maternal and child health, nutrition and sanitation, and income generating activities. Ada Wenas briefly addressed the role of USAID in assisting with women's development activities in Indonesia.
- HARMONISATION DE L'ACTION DES COMMUNAUTES HAITIENNES ORGANISEES, (HACHO) HAITI  
Antonine Cesar introduced the activities of HACHO, which include women's employment through handicrafts and home weaving, water systems, reforestation, nutrition and general health services, including family planning.
- UNICEF/NGO WATER FOR HEALTH PROJECT, KENYA  
Margaret Mwangola presented a summary of the Water for Health project activities. She noted that the emphasis of the project is on all health aspects related to accessibility of water, including MCH, family planning, animal health, food production and agriculture.
- NATIONAL CHRISTIAN COUNCIL OF KENYA, KENYA  
Elizabeth Agina focused on the goals of her organization. The emphasis is on group work, to help women initiate income-generating activities by providing grants or loans, as well as a variety of community organization activities.
- FAMILY PLANNING ORGANIZATION OF THE PHILIPPINES, PHILIPPINES  
Elisa Anson Roa discussed the need to extend service delivery, training, and information on family planning, welfare and development beyond the health and family planning clinics, in order to reach people at the grass-roots level. Alice Cerdinio and Alicia Eusena assisted with the presentation, and highlighted relevant data in charts.

## APPENDIX F

### OTHER ACTIVITIES

- Press Conference
- White House Briefing
- SID-HIO Panel
- Special Events

## PRESS CONFERENCE

CEDPA held a press conference on June 7, 1982 in Washington, D.C. during which participants from WIM IX spoke to members of the press and responded to questions regarding the condition of women in their countries and the programs they implement. This press conference was conducted with the valuable assistance of Ruth Sykes, National Council for Negro Women.

## Press Release

Washington, D.C. May 27, 1982. . . . Kaval Gulhati, President and Chief Executive Officer of CEDPA announced today that an important press conference will be held on June 7, 1982 at 8:00 a.m. in the Sandinavian Room, 3rd Floor of the International Club, 18th and K Streets, N.W.

The Press Conference will be the first held in America for the 33 women attending the Women in Management workshop. Women from countries as far apart as Bangladesh and Kenya and the Philippines and Zimbabwe have completed a five-week seminar-workshop designed to creatively develop new ways to assure women's participation in the economic growth of their countries.

The Centre for Development and Population Activities (CEDPA) is committed to the concept of training as the beginning of a process of human resources development and it established a Women's Programs division in order to ensure that women working in the fields of family planning, health and development have access to modern management training, technical information and assistance in project development.

For some of the women, it was the first meeting since the International Women's Year Conference in Mexico City in 1975 and World Conference of the UN Decade for Women in Copenhagen in 1980 when the principles of the right of women to work; to receive equal pay for work of equal value; to be provided with equal opportunities for training and education were clearly stated in the World Plan of Action. The Plan further states that the full participation of women in development is required that they should be given adequate and equitable access to health, nutrition and other social services including family planning and child care facilities. In all countries there is a need for continuing attention to the implementation of these principles.

CEDPA, in holding its ninth five-week seminar-workshop, clearly intends to support and carry out the World Plan of Action. Included in the agenda was a briefing held at the Executive Office Building on the position of U.S. Women by Mary Elizabeth Quint, Deputy to the Special Assistant to President Ronald Reagan.

This Washington-based international voluntary organization has as its President and Chief Executive Officer a Third World woman, Kaval Gulhati, of India, with a professional background in social work, population research, management and training. The Chairman of the Board of Directors is Maxine G. Garrett, a Black woman, Vice President, International Executive Services, Riggs National Bank.

The Decade for Women has made a difference in the lives of women throughout the world. Dawn Lwin of Burma, Asian Pacific Center for Women in Development, stated that, "in Asia before 1975, women accepted the roles set by men but today, many governments have set up women's bureaus and appointed ministers for women's affairs in the government infrastructure."

### WHITE HOUSE BRIEFING

On May 25, 1982 the WIM IX participants were invited to a briefing held at the Executive Office Building by Deputy to the Special Assistant to the President, Mrs. Mary E. Quint, on the position of U.S. women. The participants selected regional representatives among themselves to provide overviews on women-related concerns specific to their geographic area, and to explain the work they are undertaking. The policies of the U.S. concerning health, women, the handicapped and the aging were outlined for the participants by various program specialists from the White House. A briefing package was given to each participant which included policy statements on various health and women's issues.

The participants were congratulated for their work in both public and private sectors to better the condition of women and children in their own countries.

SOCIETY FOR INTERNATIONAL DEVELOPMENT/WOMEN IN DEVELOPMENT

The Committee on Women and International Development held a panel luncheon on Wednesday, May 26, 1982. 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:

- Mahera Khatun, UNICEF, Bangladesh
- Rosa Ines Ospina, Women and Family Corporation, Colombia
- Antonine Cesar, HACHO, Haiti
- Kate McCalman, Zimbabwe Women's Bureau, Zimbabwe
- Margaret Mwangola, UNICEF/NGO Water for Health Project, Kenya

The following are autobiographical statements of the panel participants:

MAHERA KHATUN: "I was born in Dacca, Bangladesh in 1951. I received all my education in Bangladesh, and completed my M.A. in Economics in 1974. Presently, I am working with UNICEF in Dacca, Bangladesh as Programs Officer for Women's Development Programs.

I was born and brought up in the city, and had no experience with village life. My first experience arose through my research activities when I was a research assistant, and I learned of the situation of women and children of our rural areas. During this period, seeing the drudgery and low status of the rural women changed my whole thinking towards my profession. I told myself, 'this is an area where women like me can do something.' So finally, instead of being a bureaucrat, I consider myself a development worker.

My experiences:

- Worked as research assistant in a research project, "Participation of Rural Women in Bangladesh in Economic Development."
- Worked with CUSO (Canadian University Services Overseas) as programme officer in WID programmes with landless women.
- I joined UNICEF in 1979 as the first woman District Representative. I worked for two years at the district level in programs involving primary education, health, nutrition, water and women's development. I was transferred to Dacca in 1981 to the Women's Development Section where I am currently a Program Officer."

ROSA INES OSPINA: "The first thing I would like to say about myself is that I am a woman with a wonderful two year old daughter, and taking into consideration that I come from a country where the female population is 51% this is not very rare; nevertheless, it has become the most important aspect of my life.

I was born in Bogota, Colombia, a city of over 4 million today, and located in the center of the country, over 5,000 ft. above sea level.

The focus of my work is feminism. I received my degree in social work from the University of Bogotá. I am currently working with the organization "Women and Family Corporation." You could call my position Executive Director, but it is important to clarify that we don't divide our work in intellectual or practical tasks. Among the nine of us, we have specific responsibilities but we share the whole process of the institution. Our corporation is a private, non-profit organization created four years ago by six women and three men. Our main objective is action-research with and about women in any area. The one project I am going to talk about is called the 'Multipurpose Center for Women's Activities', or 'La Casa de la Mujer'."

ANTONINE CESAR: "I am from Haiti, and I work with the women who cannot read but who wish to do something so as not to be constantly dependent on men. I am working with these women to help them become self sufficient, that is, to train them, to help raise their social status, as well as the financial and educational status of their communities. This way, we are trying to address the problem of poverty which among women is made worse when they have too many children and few options.

I am a midwife, and a registered nurse, and completed all my studies in Haiti. I am working with HACHO, a PVO that concentrates on health and agricultural programs. I work in the rural areas of Northwest Haiti, with illiterate, poor people. I am currently supervising the nutrition centers and I am in charge of the family planning program."

KATE MCCALMAN: "Born in Zimbabwe in 1945. Left in 1962 to continue my education in London. Spent much of the next 18 years based in London studying and working. My formal education includes a diploma in Electroencephalography and Clinical Neurophysiology, a B.A. in Politics, Sociology and Economics, and a diploma in film making. My non-formal education comes primarily from the women's movement and the anti-apartheid movement. Since 1973, I have been working mainly in Southern Africa in the fields of communication, women and development.

I returned home to my country after the Lancaster House Conference at the end of 1979. On the 18th of April 1980, I celebrated my birth as a Zimbabwean along with millions of other Zimbabweans. Returning home has, of course, been a major experience in my life. I am now involved in trying to make use of the skills I learned . . . both to learn and to teach. I joined the Zimbabwe Women's Bureau, a national, non-governmental organization, in January 1981 as information officer."

MARGARET MWANGOLA: "I was born forty three years ago in Kenya, and had twelve years of education. At that time, it was very difficult to have higher education, since there was only one university for Kenya, Uganda and Tanzania. Nevertheless, I received four years of Teacher's Education and worked as a

teacher for four years. I then decided to train in community development to work in my country and studied for two years at the Kenya Institute for Administration. I was also privileged to study four months in Israel and at the University of Illinois for an additional four months. Both experiences expanded my understanding of problems facing not just Kenya, but other developing countries as well. For the past two and a half years, I have worked as the coordinator of the "Water for Health" project in Kenya, which gathers all NGOs working to improve the water problems and integrate them with health concerns. I am also active in Maendeleo Ya Wanawake, Kenya's nationwide women's organization."

### SPECIAL EVENTS

CEDPA hosted a reception for participants on May 13, 1982 which brought together specialists in the health, population and development fields in an informal atmosphere. The participants were able to meet many Washington-based agency officials from USAID, World Bank and PVO groups. These informal contacts resulted in meetings and appointments with various agencies in which future project plans and funding potentials were discussed.

A brunch honoring the participants was given by Mr. and Mrs. Fred Pinkham of the Population Crisis Committee (PCC). The participants enjoyed the home hospitality and were able to learn more about the goals of PCC which provides a seed money grant for participants' projects through CEDPA's Follow-up Units.

A briefing for the African participants was given by Mr. William Trayfors of the USAID Africa Bureau. Mr. Trayfors explained USAID's policies on family planning in the region and received feedback from participants which highlighted the interest of villagers with whom they work in having fewer, but better educated and healthier children.

A briefing session was arranged for interested participants by the International Women's Health Coalition. This group provides clinical equipment, technical assistance and contraceptives to women's groups who wish to serve women's reproductive health needs through private sector channels.

A farewell luncheon was hosted by CEDPA for participants at the Empress Restaurant on June 8. The speaker at the luncheon, Motlalepula Chabaku, is a South African woman who is currently in the U.S. as a visiting scholar at Bennett College in North Carolina. She spoke to the group about barriers faced because of race, sex and lack of educational opportunities and how the human spirit can rise above those barriers to carry out important work in the world. Her own dramatic story and her empathy with the participants touched each listener in her audience. The participants were reminded of the significance of the work they will initiate when they return to their own countries. (She received a standing ovation).

Many of the participants were interviewed by the Voice of America. These interviews were taped for broadcast overseas. In addition, the Planned Parenthood Federation of America met with several of the participants specifically involved with family planning projects, to find out about family planning programs in their countries.

A farewell dinner brought together participants and CEDPA staff on June 10. The dinner was the culmination of the five weeks of intensive work and learning for both. The thoughts expressed by participants indicated that the support they had received from the staff and from each other during the program would strengthen the projects designed to assure the full participation of women in their countries. Although the dinner formally closed the workshop, it also signaled the beginning of the exciting implementation and follow-through phase. This phase involves the application of the training to real life situations in the twenty countries represented, and provides participants with the continuing support of other international women managers as well as the full backing of CEDPA's Women in Management program.