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Women in Management Workshop Series

FINAL REPORT

Seminar-Workshop XVI

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

May 6 to June 7, 1985

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 1,600 individuals from 70 countries of Africa, Asia, Latin America and the Middle East have benefitted from CEDPA's assistance. Topics such as management by objectives, planning, implementation, monitoring, supervision and evaluation form the core content of the training programs. CEDPA also offers an innovative women-in-management training program. The success of these programs in assisting individuals to initiate and manage community-based projects is evidenced by high subscription to Washington workshops and an increased demand for CEDPA's assistance in other countries. CEDPA's strategy for the rapid transfer of management training technology utilizes its own network of alumni from Washington, D.C. workshops to serve as consultants, advisors, and co-trainers.

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

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Dear Sponsors:*

We are pleased to submit the final report of the sixteenth Women in Management (WIM 16) workshop on "Planning and Management of Service Delivery Programs in Family Planning, Health and Development", May 6 to June 7, 1985. The workshop trained 37 women from 22 countries and reflected the continuing demand for management training by Third World women for the organization and implementation of development projects. On behalf of CEDPA and the participants, we thank you for your generous support through fellowship funds.

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

We acknowledge the valuable help and personal interest provided by your agency and staff in the evolution and implementation of the WIM 16 program, and we look forward to your continued guidance and assistance in our Washington, D.C. and in-country programs.

Sincerely,

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OVERVIEW OF THE SEMINAR-WORKSHOP

The Centre for Development and Population Activities held the sixteenth workshop in its Women in Management series, "Planning and Management of Service Delivery Programs in Family Planning, Health and Development," from May 6 to June 7, 1985. Twenty-two countries were represented by thirty-seven women managers.

Generous support for tuition, per diem, international and local travel of participants was provided by several sponsors, including: The United States Agency for International Development, the Ford Foundation, the Inter-American Foundation, Pathfinder Fund, The United Nations Fund for Population Activities - Asia Branch and Africa Branch, USAID Missions in Nigeria, Bolivia, Pakistan, and Sudan, and the Association for Voluntary Sterilization. In addition, matching tuition funds were generously provided by the Jessie Smith Noyes Foundation and the Public Welfare Foundation.

The participants held senior or mid-level management positions, with ten representing non-profit organizations; another 14 were government employees and 14 were from the private sector. Health and family planning programs comprised 20 of the organizations represented; economic mobilization and community development programs also figured prominently as the primary and secondary foci of more than 7 of the participants. The group shared an interest in working with disadvantaged women to help them obtain needed services and training for better health and financial status. The participants' diverse cultural and professional backgrounds produced a synergy which enabled each woman to communicate her training needs and share her experiences with the others.

To provide participants with a multidisciplinary approach to program planning and management, the workshop drew upon the expertise of resource specialists and CEDPA staff with wide-ranging technical and geographical expertise. Throughout the program, the resource persons emphasized the practical application of techniques, systems and norms in various fields. The content included development of technical, human and organizational skills, as well as understanding delivery systems for health, family planning and human resource development projects. The women assessed and

cultivated their abilities as leaders and communicators during three residential workshops outside of Washington, D.C. During the last week, the participants had the opportunity to apply the specific management skills they had learned in the mini-workshops to design projects with concrete objectives, standards of performance and cost parameters which could be implemented in their own agencies. The four specific areas in which participants concentrated their mini-workshop activities were: community-based family planning, training, income generation, and primary health care. Most women looked toward innovative approaches which combined several components or which incorporated additional program elements to improve project impact.

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

OBJECTIVES

Throughout the five weeks the four main objectives were:

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

CONTENT

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

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

Human and Political Dimensions of Development and Population

What is Management?

Delivery Systems

Family Planning, Nutrition and Primary Health

Family Planning Technology

Integrated Programs

Case Study of Family Planning

Cultural Myths and Barriers

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

Cultural Myths and Barriers

Self Actualization Skills

Role Clarification

Visualization of Self as Power Source

Personal and Professional Alternatives

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

Leadership

Motivation

Group Dynamics

Managing Change

Training of Trainers

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

- Introduction to Program Planning/Needs Assessment
- Objective Setting and Workplans
- Budgeting
- Recordkeeping and Evaluation
- Income Generation
- Matching Needs with Resources
- Funding Agencies

The following is a summary of the content in each week of training and the methodologies developed to achieve the stated objectives of the workshop. (See Appendix B for schedule.)

WEEK ONE - POPULATION, HEALTH AND DEVELOPMENT ISSUESThe Role of Women in Development

This panel session addressed the complex set of political, social and economic variables affecting women's health and their role in development.

Dr. Rita Thapa opened this panel session by referring to the goal of the World Health Organization, which is "Health for All by the Year 2000". This poses great challenges to governments and private institutions, because better health requires many changes, including more education for men and women, and better nutrition.

Dr. Thapa explained that family planning programs address important health problems. She reported that maternal death rates, for instance, are about 6.9% as compared to .05% in the U.S.A. The complications of pregnancy account for between 10 - 30% of deaths among women of reproductive age in parts of Asia, Africa, and Latin America, but less than 2% in the U.S.A.

Pregnancies "too young, too old, too many, too close" endanger maternal and infant health. As an essential element of primary health care, family planning can help to reduce high-risk pregnancies and bring the goal of health for all by 2000 closer to realization.

Dr. Sharon Camp, Vice President of the Population Crisis Committee, provided a theoretical background on the role of women 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 a 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.

Kay Davies, Director of the Women in Development Office of the U.S. Agency for International Development, ex-

plained 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 stereotypical 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: promoting projects which contribute to income generation for rural women; establishing a data base to identify the roles and needs of women through research funding; funding workshops on WID issues; and re-educating AID staff, consultants and private voluntary organizations to address ways in which the participation of women in development might be maximized.

What is Management?

Participants explored issues related to women as managers: how women view management; what is management; qualities of a successful manager; and functions of a manager. During group discussion, they formulated composite functions of managers and management. (For example, "A manager plans, organizes, directs, controls, and evaluates a system to obtain maximum results from minimum available human and material resources.") The resource specialist noted that traditional women's roles have frequently conflicted with established managerial roles. Women, as managers, need to develop pro-active skills rather than simply reactive and to decide upon suitable roles and styles for each situation. Management training assists women in acquiring these insights, balancing multiple roles, and counter-acting difficult situations.

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

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

Relationship between Fertility and Health/Contraceptive Technology

During the first half of this morning session, the resource specialist highlighted the fact that poor health of women, complications of pregnancy and childbirth, as well as general malnutrition and infection are the causes of high maternal/infant mortality and morbidity and these conditions are related to fertility patterns occurring within the context of poor socio-economic situations.

The resource specialist stressed that appropriate family planning programs can reduce maternal/infant mortality/morbidity and promote the health and well being of the family.

During the second half of the session, participants discussed several contraceptive methods 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.

Primary Health Care and Nutrition

The resource specialist opened the session with a discussion on the biological and socio-economic causes of poor maternal/child health.

Participants discussed the essential elements of primary health care and focused on four simple technologies - growth monitoring, oral rehydration therapy, breast feeding, and immunization - proven to have a dramatic effect on child survival.

Working in small groups, participants determined the causes of child morbidity and death and identified effective interventions for maternal/child health.

A film on child survival prepared by UNICEF reinforced the need for appropriate primary health care interventions and effective preventive services.

Service Delivery Systems

The resource specialist reviewed the advantages and disadvantages of various service delivery models, including the clinic service model, traveling teams, community health worker programs, and community-based distribution. The resource specialist also emphasized the possibility of integrating services delivered by a clinic or a traveling team therefore providing a full range of curative and preventive services including MCH, FP and other kinds of activities such as income-generating ones.

The major factors in the success of such models are accessibility of service and availability of adequately trained and motivated personnel who identify with and are accepted by the community. The two other factors considered were a well-established record-keeping and evaluating system which would be essential for project success. Two cost-effective approaches have evolved from a wide variety of approaches to delivery: Community-Based Distribution (CBD), and Commercial Retail Sales (CRS) or social marketing.

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

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

Income Generation

This session focused on collective income-generating schemes that are designed and controlled by women. The resource specialist discussed the basics of "credit", "loan schemes", "production", and "marketing" as they relate to cooperative income-generating efforts. In assessing the feasibility of an income-generating project for women one must consider: 1) working in group principles; 2) geographic distribution; 3) the prevailing skills of women and availability of time; 4) accessibility of a credit and loan fund; and 5) a necessary market for the produced goods. The resource specialist elaborated on the techniques used to establish a revolving loan fund and emphasized the importance of a marketing study to assess the failure or success of a given project. To identify and prioritize the factors in a successful income generation project, the participants, in small groups, reviewed a case study to determine the means of handling a loan fund and who will manage it at what level of an organization. The factors discussed in this exercise included the establishment of a regionally based office for faster and more effective results, and a national office to keep up with the loan funds and recordkeeping mechanisms, as well as the logistics of the project.

Cultural Myths and Barriers

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

The facilitators then offered working definitions of culture, the status of women, the role of women and feminism. Working in small groups, the participants generated lists of myths about women, the resultant societal behavior toward women because of these myths and the facts that are overlooked as these myths are perpetuated. Participants reviewed ways to explain or "debunk" myths by presenting the facts which substantiate a realistic and often different view of women's roles and abilities. In general discussion, participants recognized that myths or "learned attitudes towards women which are uncritically held by members of society" can often create barriers to personal growth

and a resistance to changing roles for women in the society. They agreed that women as well as men perpetuate many myths and that women need to be willing to take risks to behave differently from prescribed norms in order to change traditional roles.

The session ended on a note of general agreement among participants that they benefitted from each other's diverse societal beliefs where cultural barriers to women are common. Through the group's interchange many existing misconceptions were modified.

WEEK TWO - HUMAN RESOURCE DEVELOPMENT AND HUMAN ORGANIZATIONAL SKILLS

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

Residential Workshop I: The Professional Woman Understanding Herself

During this segment of the workshop, participants focused on four major objectives: 1) to increase confidence in personal abilities through exploring and practicing self-actualization skills; 2) to reinforce already existing skills; 3) to emphasize and utilize the resources already existing in the group; and 4) to clarify and recognize the difference between process and content and demonstrate their interrelationship.

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

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

Communication Skills - Roles and Behaviors

The participants related the growth process to their particular professional and/or cultural milieus. In performing this exercise, the women derived great satisfaction from putting their new skills to use. The group then examined the characteristics and impact of three modes of behavior: non-assertive or passive, assertive, and aggressive. Assertive behavior was presented as an effective way to reach personal goals without violating the rights or ignoring the interests of others. Non-verbal gestures were also considered as important components of assertive behavior such as eye contact, voice tone, or body postures. A colour perceiving exercise was introduced in which participants had to form four groups, each identifying with a certain colour: red, blue, green, or purple. They reported on their diverse association of each colour with different communicative and assertive ways of behavior. Participants arrived at a description of assertive behavior as confident, demonstrating clear objectives, positive, communicative, non-blaming, determined, and focusing on problems, not persons.

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

Residential Workshop II: Human Organization Skills

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

Through discussion, role plays and the use of self assessment questionnaires, participants analyzed two methods of motivating employees: 1) the manager as coach; and 2) the manager as counselor. Participants developed specific workplans to use with their subor-

dinates and practiced strategies to motivate problem employees. In role-play situations, they practiced listening/counseling skills to help identify and resolve work problems.

A session on Group Dynamics highlighted communication patterns for effective decision-making. Collaboration requires managers to distinguish between task-oriented and social-oriented employees and permits staff to play these roles; a single leader cannot fulfill both roles effectively. Participants found it particularly useful to use the "systematic approach", a concept which maximizes logical inputs and facilitates non-emotional dialogue in conflict situations. They found observation techniques invaluable for diagnosing negative behavior and producing consensus.

WEEK THREE - TECHNICAL SKILLS OF MANAGEMENT FOR ACTION PROGRAMS

This week of the workshop was oriented to the development of technical skills required for the creation and implementation of projects.

Needs Assessment

Participants worked on a series of practical exercises in the area of needs assessment. The resource specialist emphasized that the basic needs of a community must be considered before defining a problem; the availability of human, financial and physical resources are to be weighed in developing a community-based service delivery project that will benefit the recipients and the community at large.

Introduction to Project Planning

During this one and a half day module, participants practiced the fundamentals of project development: identifying and stating the problem; establishing goals and objectives; and writing workplans. The participants analyzed the logical organization of data required for a sound project design. The resource specialist introduced the criteria for a good objective as SMART (Specific-Measurable-Area-Specific-Realistic-Time-Bound) which assisted the participants to delineate purposes and activities and translate them into clear, effective measures of community need and organizational competence. The resource specialist also stressed the importance of balancing community need, local strategical considerations and the interest of the funding agency. Through small group discussion, participants applied their skills to develop proposal components, then presented their work to the entire group for feedback.

Budgeting and Fiscal Management

This session focused on the development and use of budgets in project design and the relationship of a budget to fiscal management and financial reporting. The resource specialist described in particular the relationship of budgets submitted with the proposal to the grant agreement and activity progress reports. An overview of good budget preparation - including discussion of standard line items and their functions, control and documentation, and the need to distinguish grant funds and the organization's contributions - was presented. A budget which is well integrated into the project proposal can be used to measure the total cost of planned activities. As managers, participants must be involved in the financial administration of activities and remain informed about expenditure rates, inflation and internal controls.

The resource specialist suggested that to ensure adequate fiscal management requires keeping track of and categorizing all expenditures, as well as keeping project accounting up-to-date. Building on the previous session's project design, the group practiced budgeting skills in an exercise in which they identified cost categories for a sample project. It was noted that potential donors can serve as a resource in project development if they are provided with a realistic budget based on common sense, experience and past expenses.

Fundraising and Public Relations

In this session the resource specialist helped the participants identify steps necessary to receive financial assistance: 1) information gathering; 2) assessing resources; 3) identifying types of financing (local, external); 4) selecting a source; and 5) developing a financial strategy. The resource specialist introduced public relations as a means of building ties between a manager, the organization and the public. It is important as it sets the stage for fundraising or other types of support needed.

Recordkeeping and Evaluation

In this day-long session, recordkeeping and evaluation were presented as two sides of the same coin, both necessary for effective program management. As with other management tools, the focus was on application by managers: by linking the target group's problem to the project objective, program planners can identify the variables for measurement and recording. In record-

keeping, data and information are collected so that a project's progress toward meeting its objectives can be evaluated. Guidelines for data collection and reporting were presented by the resource specialist who also introduced a list of different valid reasons for the need to keep records. There was an emphasis on collecting genuine, reliable and essential data, and on simplifying the forms of records.

The next session began with a description of evaluation's importance in management, emphasizing its value for timely collection of beneficiary data and timely revision of program activities. Formative and summative evaluation were discussed: the former being a day to day process which directs changes in project operation; the latter, for documentation and assessment of the project's results thus producing a positive or negative outcome for the project. To strengthen the participants' skills in developing a well-structured evaluation of a given project, they were divided into six groups. Each group worked on a separate case study from which they indicated procedures for recordkeeping and suggested methods for evaluating the outcome of each project. The resource specialist emphasized the importance of using evaluation to better rather than condemn incentives.

Interaction with Donor Agencies

The morning session was devoted to representatives of three donor organizations who described their program objectives, funding guidelines, criteria for evaluating proposals and examples of currently funded projects. The panel format provided for an exchange of information between participants and donors regarding the types of projects women want to implement, and the framework within which funders must work. After the panel presentations, individual concerns were addressed in small group discussions. The following organizations were represented: Population Crisis Committee, the Inter-American Foundation, and The African Development Foundation.

Matching Needs with Resources

To help provide the participants with information and resources useful for developing projects in their countries, a panel of representatives from three organizations described information, technical assistance, materials and resource publications which they provide. Organizations represented were: Population Communication Services of Johns Hopkins University, Overseas Education Fund, and American Public Health Association.

WEEK FOUR - THE CHANGE PROCESS AND NEW YORK FIELD EXERCISEResidential Workshop III - Managing Change

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

Training of Trainers

The second part of the workshop introduced training as a vehicle for advancing a planned change effort into a community. Training can constitute an initial step to improving local skills in a long-term plan of action. The participants discussed the steps necessary to conduct training programs, including: determining training needs, identifying existing resources, defining training objectives, development content and methodology. Using the "icebreaking" technique, the resource specialist began the session by asking the participants to suggest situations that require change within their project or society. In addition, the total range of training methodologies was presented, emphasizing the degree of cognitive or effective learning achieved through each method.

Participants spent a good amount of time during this one and a half day session in group exercise activities. The group work gave them an opportunity to discuss fundamentals for establishing training programs that respond to felt needs. They developed individual-

ly, a basic skeleton for training programs that were presented and critiqued by the group at large for strengths, weaknesses and overall continuity.

New York Field Exercise

In a morning session at the Population Council, participants met with representatives of UNFPA, PACT, Pathfinder Fund, AVS, and the Population Council who outlined their program activities, criteria for project funding, and guidelines for submission of proposals. A Population Council representative also introduced and elaborated on the Norplant subdermal contraceptive system. While monies may not always be available to directly fund a project, the participants learned that funding agencies often give indirect assistance by reviewing the proposals, or providing technical assistance, training or resource materials. Ongoing projects in the participants' own countries were emphasized at the session.

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

IWTC staff presented a slide show on women's issues following the 1980 Copenhagen Mid-Decade of Women Conference. Extracting ideas from these conferences, the participants discussed the 1985 UN End-of-Decade Conference to be held in Nairobi with the IWTC in more detail.

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

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

Income Generation Mini-Workshop

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

Training Mini-Workshop

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

Health and Nutrition Mini-Workshop

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

Case Study for Family Planning Delivery

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

The workshop participants identified key technical, management, and human factors which promoted the project's success. Technical factors were restricted to recordkeeping services required for following procedures. The human factor was considered vital to the training component and in the women-to-women communica-

tion approach. The group identified management factors as most important to the success of such a project.

It was noted that the Bangladesh case study was a point-in-time experience and not a model to be transplanted in toto to other cultures and conditions. However, it explored how household based delivery of services could be implemented in other settings.

At the end of the session, a WIM 16 participant, a nutritionist from Bangladesh and an assistant director of the organization, elaborated more on the development of the organization, described the services rendered by field workers and emphasized the importance of the human factor in discussing family planning with women.

TRAINING METHODOLOGIES

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

1. Seminar Sessions (presentation of content)

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

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

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

2. Workshop Sessions (content combined with participative methodology)

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

- o Management Units
 - Use of special instruments and exercises

- Triads, dyads and use of audio-visual techniques
- o Technical Units
 - "How to" instruction or "practicum guides" for learning skills in specific problem areas

3. Residential Workshop Module (group dynamics)

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

The four units were:

- I. The Professional Woman Understanding Herself
- II. Human Organization Skills
- III. Managing Change
- IV. Training of Trainers

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

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

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

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

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

5. Computer Training

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

6. Participant Presentations:

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

Guidelines for participant presentations

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

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

Information and Feedback Monitoring

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

Program Linkages

- o Marking milestones
- o Mid-way recapitulation

Administrative Review

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

Demonstration of Participative Management and Team Building

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

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

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

PARTICIPANT PROFILE

The 37 participants who attended CEDPA's sixteenth Women in Management workshop came from 22 countries of Africa, Asia, Latin America, the Middle East, the Caribbean, and the South Pacific (see Appendix A for Participant List). Although they represented a wide variety of cultures and traditions, the participants shared a concern for confronting the needs of women in their communities and seeking resources to address these problems. During the five weeks, the women discussed and explored various aspects of management, in terms of their roles as community leaders and initiators of health, family planning and community development programs for women.

The participants in WIM 16 exhibited a strong sense of teamwork and interest in sharing experiences, ideas, and issues facing women in their countries. This exchange reinforced their concern that women assume a greater presence in leadership and positions of responsibility in areas that affect the lives of other women in their countries. Drawing on the experiences of resource specialists, CEDPA staff, and each other, participants developed skills and strategies to bring about social and economic changes to improve the status of women. Through both collaborative and individual efforts, they generated action plans to implement a wide variety of projects in the areas of health, family planning, nutrition, income generation, education and training.

The participants' expertise and backgrounds extended to the fields of public health, medicine, social welfare, education, law, agriculture and financing. All the participants employ their professional backgrounds and training to accelerate the delivery of services for women. Their work includes such areas as community-based family planning programs, credit loan programs for women, legal aid, leadership and vocational training for women, literacy, agriculture, and water and sanitation programs. A number of participants were interested in integrating multiple intervention activities in programs serving women. Training health providers in family planning counseling methods; improving women's status through family life education for high school teachers; combining contraceptive CBD with vocational training and income generation for women; and providing credit and health services to women entre-

preneurs are representative of programs in which participants were involved. Several participants were active in more than one organization, volunteering their time to development programs at the same time that they received salaries from the private or public sector.

Characteristics of the participants:

Age:

o	Mean	39
o	Range	26 - 59

Marital Status:

o	Single	4
o	Married	29
o	Widowed	2
o	Divorced	2

Mean Number of Children per Participant: 2.55

Organizational Affiliations:

o	Government	17
o	Private	4
o	Private, Non-profit	16

Areas of Current Professional Involvement:

o	Family Planning	16
o	Health	17
o	Integrated Family Planning and Health	6
o	Community Development	11
o	Income Generation	9
o	Adult Literacy/Skills Development	9
o	Energy Programs	1
o	Research/Communications	6
o	Banking	1
o	Agriculture	

Regions:

o	Africa	18
o	Asia	10
o	Caribbean	3
o	Middle East	1
o	Latin America	2
o	South Pacific	3

EVALUATION OF THE WORKSHOP

Introduction

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

Two evaluation instruments were utilized. The first was an initial reaction evaluation. It permitted the participants to rate and record their immediate reactions to each session, and through their comments, to provide input into the evolution of the program. The participants responded to questions, using a scale of 1 to 10, with 10 being the highest, and 1 the lowest, to rate each session in terms of its usefulness, content, training methodology and overall learning experience. The participants were asked to comment briefly on the session as a learning experience and on group interaction during the session. Space was included for open-ended comments. Verbal feedback from participants to the CEDPA team provided an informal assessment of each session's clarity, relevance and overall value.

The second instrument, an overall evaluation, was administered at the end of the five weeks to yield a more comprehensive analysis of the whole program. It reviewed the entire five weeks, asking participants to gauge the content, methodology, and achievement of objectives, and provided an opportunity for open-ended comments on all aspects of the seminar-workshop. To illustrate the use of evaluation as a process management tool, each morning the results of the previous day's assessment were fed back to the group, verified or modified, and then, where necessary, adjustments in the program were made. Participants responded enthusiastically, reflecting on the session's value and offering concrete suggestions for improvement.

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

Participants' Evaluation of the Workshop

During the final evaluation, the large majority of participants stated the workshop objectives, as well as

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

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

The overall ratings for both the daily and final evaluations were positive, ranging from 6.7 to 9.6 on a 10 point scale. A slight variance in ratings existed between daily and final evaluation with a tendency for the final scores to be lower, with some exceptions. This variance may be attributed to a more reflective assessment of the overall program. Ranking patterns, however, remained similar in both sets of evaluations, with those sessions which ranked highest retaining their standing on both the daily and final evaluations. The mean average for the daily evaluations was 8.3; the final mean average was 8.0.

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

- o Leadership
- o What is Management?
- o Managing Change
- o Personal and Professional Alternatives
- o Professional Woman Understanding Herself
- o Understanding Small Groups

Although each presentation was not 100% satisfactory to every participant, questionnaire responses indicated that each session had special significance and generally met the participants' expectations. No participant suggested that a session be deleted; in no case did more than 15% of the participants describe the session

as inadequate. In cases where participants felt a session did not meet their expectations, the reasons included: insufficient amount of time spent on a subject, varying levels of familiarity with session content, and diverse backgrounds within the group which made some sessions repetitive.

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

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

The mini-workshops, held in Washington during week five, received a mean rating of 8.3. The participants found the two and a half days useful and practical in providing them an opportunity to refine new skills and develop viable project proposals with assistance from CEDPA. Because these sessions were considered critical to work in their home communities, several participants indicated they would have liked the mini-workshops to occur earlier in the program to allow more time for individual work and consultation with workshop staff. A number of participants also stated that the process of project development was the most valuable experience of WIM 16.

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

ation. Together the evaluations provided vital feedback to the participants in their assessment of the program and to the project staff in their debriefing and critical review of the entire seminar-workshop.

APPENDIX A

WORKSHOP PARTICIPANTS

- o List of Participants**
- o Group Photo**
- o Copy of Certificate**

WOMEN IN MANAGEMENT 16 WORKSHOP**LIST OF PARTICIPANTS****BANGLADESH**

Sayeeda Rahman Choudhury, Medical Director, Bangladesh Women's Health Coalition, Dhaka.

Fazilatun Nessa (Bably), Project Coordinator, Family Planning and Health Care, Bangladesh Association for Maternal and Neo-Natal Health (BAMANEH), Dhaka.

BARBADOS

Sheila Stuart, Administrative Assistant, Women and Development Unit, Extramural Department, University of the West Indies, Pinelands, Saint Michael.

BOLIVIA

Bertha Pooley, Coordinator of International Projects and Director of PIN 7213-BOL Project, Pathfinder, Consultora Boliviana de Reproducción Humana, La Paz.

BRAZIL

Elrese Metzker Penna, Technical Cooperation with Developing Countries, Secretariat of Planning, Brasilia.

COOK ISLANDS

Kathleen Koteka, Nurse, Rarotonga.

DOMINICA

Clementina Munro, Operations Manager, Management Consultant Limited, Roseau.

Doreen Francis, Director/Executive Secretary, Dominica Save the Children, Roseau.

ETHIOPIA

Kassech Essaias, Section Head, Maternal Health and Family Planning, MCH, Addis Ababa.

Zufan Teweldebrhan, MCH/FP Coordinator, Eritria Region, Addis Ababa.

GAMBIA

Jarrai Fatoumata Touray, Regional Community Nurse,
Medical and Health Department, Government of
Gambia, Banjul.

INDIA

Sonia Channi, Coordinator, Programmes and
Administration, Prerana-Associate CEDPA, New Delhi.

INDONESIA

Sjarmeini (Mimmy) Harjono, Executive Secretary, MELATI
Foundation, Jakarta.

JORDAN

Maysoon Issa Abu-Joudeh, Health Educator, Health
Section, The Soldiers' Families Welfare Society,
Amman

KENYA

Susan Musangi Mbiti, Programme Secretary, Young Women's
Christian Association (YWCA), Mombasa.

Litha Mumbua Musyimi, Assistant Secretary, Office of
the Vice President and Ministry of Home Affairs,
Nairobi.

Juliet T. N. Makokha, Energy Programme Officer,
Maendeleo Ya Wanawake Organization, Nairobi.

Mary Wanjiku Kairu, Hospital and Health Services
Administrator, Ministry of Health, Kenyatta
National Hospital, Nairobi.

NEPAL

Saraswati Manandhar, Executive Secretary, Business and
Professional Women's Club, Kathmandu.

Bimala Sharma, Technical Officer, Department of
Agriculture, Kathmandu.

Sita Mishra, Monetary Section Officer, Agricultural
Development Bank of Nepal, Kathmandu.

NIGERIA

Mfon U. Uboh-Ezima, State Chief Nursing Officer,
Ministry of Health, Calabar, Cross River State.

Phebean M. Ajayi, Chief Community Development Officer,
Ministry of Local Government and Chieftaincy
Affairs, Akure, Ondo State.

Veronica Kehen Umaru, Principal Education Officer,
Ministry of Education, Jos.

Comfort I. Ikuomola, Chief Health Sister, Ministry of
Health, Akure, Ondo State.

Faith Ekwempu, Assistant Chief Nursing Officer,
Community Public Health, Ahmadu Bello University
Teaching College, Zaria.

PAKISTAN

Qamrun-Nisa Aftab Khan, Chair, Education, All Pakistan
Women's Association (APWA); Treasurer and Honorary
Project Director, Pakistan Voluntary Health and
Nutrition Association (PVHNA), Karachi.

Farhat Zaman, Lecturer - Child Development, Federal
Government College for Women, Islamabad.

Hashmat Anwar Khan, Chairperson, All Pakistan Women's
Association, Peshawar.

SUDAN

Samira Mohamed El Habib, Data Coordinator, Sudan
Fertility Control Association, Khartoum.

SWAZILAND

Nomakhosi Mlambo, Manager, Women in Development
Project, Ministry of Agriculture, Mbabane.

TANZANIA

Evelyn Warioba, Refugee Counsellor, United Nations High
Commissioner for Refugees, Dar es Salaam.

TONGA

Iunisi Fiefia, Former Project Director, Tonga Family
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WESTERN SAMOA

Tautinoga Chu Ling, Chief Nursing Officer, Health Department, Western Samoa National Hospital, Apia.

ZAMBIA

Theresa Meamui Mainga, Tutor-In-Charge, Family Health (MCH/FP) Project, Lusaka.

ZIMBABWE

Edna Mdawarima, Provincial Nursing Officer, Child Spacing and Family Planning Council of Zimbabwe, Gweru.

Ida Phyllis Mafethe, Principal Matron, Community Health and Health Education, Rural Health Services, Ministry of Health, Harare.





The Centre for Development and Population Activities

certifies that

has completed

a Seminar-Workshop on

“Planning and Management of Service Delivery Programs

in Family Planning, Health and Development”

conducted in

Washington, D.C.

May 6 - June 7, 1985

A handwritten signature in cursive script, appearing to read 'Kasabulhan'.

President

A handwritten signature in cursive script, appearing to read 'R. L. P. Jones'.

Chair of the Board

APPENDIX B

THE SEMINAR-WORKSHOP

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

PLANNING AND MANAGEMENT OF SERVICE DELIVERY PROGRAMS
IN FAMILY PLANNING, HEALTH, AND DEVELOPMENT

May 6 - June 7, 1985

	FIRST WEEK	SECOND WEEK	THIRD WEEK	FOURTH WEEK	FIFTH WEEK
	May 6 - 12	May 13 - 19	May 20 - 26	May 27 - June 2	June 3 - 7
M O N D A Y	WELCOME - Introduction to Workshop/Program Overview/ Valenzuela - Training Continuum - Getting to Know You - Administrative Information - Bank Activities	RESIDENTIAL WORKSHOP at Easton, Maryland ----- - The Professional Woman Understanding Herself/Rumley	Introduction to Project Design - Needs Assessment/ Wilber & Ghanma ----- - Problem Identification/ Howard	RESIDENTIAL WORKSHOP at Port Deposit, MD - Managing Change/Curlin	Mini-Workshops: Blueprints for Action 1) Primary Health Care/ Taylor
T U E S D A Y	- Role of Women in Development/Thapa, Camp, Davis ----- - What is Management?/Gulhati 5 - 6pm Computer Session	- Self Actualization Skills - Role Clarification - Responsibilities - Visualization of Self as Power Source - Personal and Professional Alternatives/Rumley	- Project Objectives/ Howard ----- - Project Description/Howard	- Training of Trainers/ Rumley	2) Training 3) Income Generation/ Wilber FAREWELL LUNCHEON 4) Community-Based Family Planning/Huber
W E D N E S D A Y	MEETING WOMEN'S NEEDS - Relationship between Fertility and Health/ Contraceptive Technology/Ghanma ----- - Primary Health Care & Nutrition/Taylor	- Participant Presentations/Valenzuela ----- - Human Organization Skills/ Leonhardt *International Night.	- Recordkeeping and Evaluation/Huber & Kabir	- Training of Trainers/ Rumley ----- Departure for New York City (evening free)	- Report of Mini- Workshop Projects/ Participants ----- - Overall Evaluation/Kirby
T H U R S D A Y	- Service Delivery Systems/Taylor ----- - Integrated Family Planning Programs/Curlin & Kabir	- Leadership - Motivation - Group Dynamics - Human Resource Development/ Leonhardt	- Budgeting and Fiscal Management ----- BOOK FAIR ----- - Fundraising and Public Relations/Brown & Burch	New York Field Exercises - Forum I - Pop. Council PACT, AVS, UNFPA, Path- finder Fund ----- - Forum II - International Women's Tribune Center	- Training Continuum/ Gulhati ----- - Re-entry Issues/Gulhati ----- FAREWELL DINNER
F R I D A Y	- Women Generating In- come: Coops, Credit & Loan Schemes/Pezzullo ----- - Cultural Myths and Barriers/ Valenzuela - Briefing for Residential/Favor & Noel	- Understanding Small Groups/Leonhardt ----- Return to Washington, D.C.	- Interaction with Donor Agencies/ADF, OEF, IAF, PCC ----- - Matching Needs with Resources/VITA, APHA, PCS/ PIS	United Nations Tour (Fee \$3.00 per person)	FINAL DAY ----- - Relay Back of Evaluation/Kirby - Certificate Presentation
A T	SIGHTSEEING	FREE	FREE	Return to Washington, D.C.	
I N	Depart for Easton, MD	FREE	Depart for Donaldson Brown	FREE	

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SEMINAR-WORKSHOP STAFF

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Taly Valenzuela, Project Coordinator
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 Terrence W. Jezowski, Director, International Programs
 Beverly Ben Salem, Program Manager

The Ford Foundation

Franklin Thomas, President
 Goran Hyden, Representative, Kenya

The Inter-American Foundation

Deborah Szekely, President
 Julie Sutphen, Representative
 Jamaica, Eastern Caribbean

International Women's Health Coalition

Joan Dunlop, President.

The Jessie Smith Noyes Foundation

Dan Martin, President
 Marilyn Gross, Program Officer

The Pathfinder Fund

Daniel E. Pellegrum, Executive Director
 Pamela Holbrooke, Assistant Regional Director
 South Asia and the Far East

Public Welfare Foundation, Inc.

Davis Haines, President

United Nations Fund for Population Activities

Rafael M. Salas, Executive Director

United States Agency for International Development

M. Peter McPherson, Administrator

APPENDIX C

SEMINAR WORKSHOP EVALUATION

- o **Participant Daily Evaluations**
- o **Overall Evaluation**

WEEK ONE: PARTICIPANT DAILY EVALUATIONS OF SEMINAR SESSIONS

	Usefulness of session to present/future work	Relationship of content to your factual and problem-solving skills	Value of training methodology in learning	Session as an overall learning experience	Total Mean
SESSION TITLE					
Role of Women in Development	7.3	7.6	7.6	7.4	7.5
What is Management?	9.5	9.1	9.1	8.6	9.1
Relationship between Fertility and Health	8.5	7.9	8.3	8.3	8.3
Primary Health Care and Nutrition	7.2	8.6	7.3	7.4	7.6
Delivery Systems	7.7	7.4	6.8	7.4	
Integrated Family Planning Programs	8.1	8.2	8.5	8.1	8.2
Women Generating Income: Coops, Credit & Loan Schemes	8.4	8.3	8.1	7.9	8.2
Cultural Myths and Barriers	8.6	8.5	8.1	8.1	8.3

SCALE; 10 highest, 1 lowest

WEEK TWO: PARTICIPANT DAILY EVALUATIONS OF SEMINAR SESSIONS

	Usefulness of session to present/future work	Relationship of content to your factual and problem-solving skills	Value of training methodology in learning	Session as an overall learning experience	Total Mean
SESSION TITLE					
The Professional Woman Understanding Herself	8.4	8.2	8.2	8.4	8.3
Self-Actualization	8.3	8.4	8.4	8.3	8.4
Personal and Professional Alternatives	9.1	9.0	9.1	8.9	9.0
Leadership	9.5	9.1	9.4	9.1	9.3
Understanding Small Groups	8.8	8.5	8.6	8.7	8.6

SCALE: 10 highest, 1 lowest

WEEK THREE: PARTICIPANT DAILY EVALUATIONS OF SEMINAR SESSIONS

	Usefulness of session to present/future work	Relationship of content to your factual and problem-solving skills	Value of training methodology in learning	Session as an overall learning experience	Total Mean
SESSION TITLE					
Introduction to Programming/Needs Assessment	8.2	8.2	8.3	8.3	8.3
Objectives/Proposal Writing	8.6	8.5	8.4	8.7	8.6
Recordkeeping and Evaluation	8.0	7.8	7.5	7.8	7.8
Budgeting	9.0	8.4	8.7	8.5	8.6
Fundraising and Public Relations	7.8	7.6	7.5	7.8	7.7
Interaction with Donor Agencies	7.6	7.5	7.4	7.5	

SCALE: 10 highest, 1 lowest

WEEK FOUR: PARTICIPANT DAILY EVALUATIONS OF SEMINAR SESSIONS

	Usefulness of session to present/future work	Relationship of content to your factual and problem-solving skills	Value of training methodology in learning	Session as an overall learning experience	Total Mean
SESSION TITLE					
Managing Change	9.3	8.8	8.8	8.9	9.0
Training of Trainers	8.7	8.5	8.6	8.5	8.6

SCALE: 10 highest, 1 lowest

OVERALL EVALUATION

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

	(Number of Respondents)		
	Fully Agree	Partially Agree	Do not Agree
o To improve management skills (non-specific)	16	4	0
o To develop program planning and implementation skills (including needs assessment).	8	2	0
o To improve personal management skills (including leadership, delegation, discipline).	10	2	0
o To be able to design projects, write proposals, and generate support for projects.	7	2	0
o To improve evaluation skills.	5	2	0
o To learn from other participants.	5	2	0
o To design a training program	4	2	0
o To better understand family planning and service delivery.	5	3	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**.

	Rating
o Role of Women in Development	7.1
o What is Management?	9.0
o Relationship between Fertility and Health	7.6
o Primary Health Care/Nutrition	7.2
o Delivery Systems	7.2
o Integrated Family Planning	7.6
o Women Generating Income	8.0
o Cultural Myths and Barriers	7.5

Please identify the sessions that you found especially informative and valuable to your work:

	Number of Responses
o What is Management?	24
o Relationship Between Fertility and Health	3
o Primary Health Care/Nutrition	5
o Delivery Systems	4
o Integrated Family Planning	7
o Cultural Myths and Barriers	6
o Role of Women in Development	6
o Income Generation	13
o Project Design	4

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

	Number of Responses
o Cultural Myths and Barriers	2
o Relationship Between Fertility and Health	2
o Role of Women in Development	6
o Delivery Systems	3

Comments:

Too much family planning oriented	4
More on management	3
Too much content within a short time	5

WEEK TWO: Easton, Maryland**Management Workshop I - "Self Actualization Skills: The Professional Woman Understanding Herself"**

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

	Rating
o Professional Woman Understanding Herself	9.3
o Self Actualization Exercise	8.4
o Personal and Professional Alternatives	7.9

Overall Experience:	Number of Responses
Excellent	17
Good	19
Fair	3
Poor	0

Comments:Content and Length

Topics good but schedule tight, needed more time
Very useful session

Learning Experience

Excellent, very good
Increased self-awareness
Excellent opportunity to participate, share

Training Methodology

Very good, stimulating
Interesting, effective approach

Management Workshop II - "Human Organization Skills"

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

	Rating
o Leadership	8.7
o Understanding Small Groups	8.8

Overall Experience:	Number of Responses
Excellent	21
Good	12

Fair	2
Poor	0

Comments:

Content

Excellent session
Leadership session was motivating and useful

Learning Experience

Very good learning experience
Educative, stimulating, rewarding
Good interaction among participants

Training Methodology

Very good exercises, especially role play
Stimulating, fantastic

Additional comments:

We were overworked
It was a lovely week; useful and rewarding. We all had such a good time.

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

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

	Rating
o Introduction to Project Planning/ Needs Assessment	7.6
o Writing Objectives	8.2
o Budgeting	8.0
o Recordkeeping and Evaluation	7.2
o Fundraising and Public Relations	7.8
o Matching Needs with Resources (APHA, OEF, Population Communication Services)	7.0
o Interaction with Funding Agencies (Pathfinder Fund, the Asia Foundation, AAUW, Population Services International, Population Crisis Committee)	7.4

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

	Number of Respondents
o Needs Assessments	2
o Writing Objectives	10
o Recordkeeping and Evaluation	2
o Budgeting	6
o Resources/Funding	3

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

	Number of Respondents
None	18
Recordkeeping and Evaluation	3
Matching Needs with Resources	1

Additional Comments:

We need to start working earlier on our proposals to develop good projects.

In the future, the recordkeeping session should cover more general fields besides the medical one, so as to let other participants benefit.

I found all the sessions interesting, valuable and educative.

WEEK FOUR: Donaldson Brown Center and New York Field Exercise

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

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

	Rating
o Managing Change	8.3
o Training of Trainers	8.0

Overall experience:

	Number of Responses
Excellent	25
Good	9
Fair	3
Poor	0

Comments:

Content

Very good, educative, no change	8
Content good, time short	6

Learning Experience

Excellent, good, no change	9
Excessive contribution from participants	4

Additional comments:

Managing Change

Brainstorming was a new concept for me, it's a very useful method in training.

Have some outdoor sessions.

Training of Trainers

This offered new insights into conducting training programs at all levels.

The set-up of the session was too technical as not all deal with highly qualified people.

NEW YORK FIELD EXERCISE

Forum I: Did you find the session with representatives of the Population Council, AVS, PACT, UNFPA useful to you as a learning experience?

Yes 25

No 3

Comments:

A good learning experience, useful and informative

Time was insufficient; more time for New York

Representatives could meet individually with participants after the session.

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

Yes 27

No 1

Comments:

It is indeed very comforting to know that women all over the world have a meeting point at the Women's Tribune Centre.

We could be a whole day at the Tribune, there were so many things that we couldn't talk about because of time.

The best way to expose us to all that is happening throughout the world is access to all information available for women.

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

o Family Planning	11
o Income Generation	10
o Training	10

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

	Rating
o Overall Mini-workshop	8.1
o Content presented	8.2
o Individual work	8.2
o Handouts	8.7

Comments:

Communication and interaction with staff and resource persons was excellent.

Groups needed more time to consult.

Training Methodologies

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

	Rating
o Lecture by an expert	8.1
o Group discussion	8.3
o Individual task work	8.2
o Case study	8.0
o Film exercise	7.7
o Mini-workshop	7.5
o Role play	8.0
o Participant presentations	8.5
o Learning retrieval diary	8.0
o Triads	8.0
o Dyads	7.6
Other - Brainstorming	2
Flipcharts	2
Group work	2
Computer	1

Comments:

Assessing needs then developing a module to suit the trainees' needs.

Lectures, case study exercises, role playing will all be used in my education experience.

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

Yes 18

No 10

Suggestions:

Psychology and Counselling	1
Supervision	1
Communication	2
More Computer	2
Changing men's attitudes to FP	2

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

Yes	4	No	23
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Suggestions:

Cultural Myths and Barriers	2
Fundraising and Public Relations	1
Fertility and Health	1

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

A. Enough opportunity to interact with resource specialists?

Yes	31	No	3
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B. Enough time and opportunity to discuss problems and issues with WIM team?

Yes	30	No	4
-----	----	----	---

C. Adequate chance for discussion among participants.

Yes	32	No	2
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Additional comments or suggestions regarding exchange of information.

We write to one another.

It was a wonderful global gathering full of experiences and information.

The flow of information has been very superb, this has been open through the workshop seminar.

Communication and interaction with staff and resource persons was excellent.

Trainers, WIM 16 team and participants were all ready to exchange information at any time.

It was fantastic with CEDPA.

CEDPA's newsletter.

Comments on overall WIM experience:

The workshop/seminar has been very interesting., educative and valuable, thanks to the guest lecturers and CEDPA staff.

The workshop was valuable for my work, full of discipline, determination and fun. I personally could have done with the supervision course as well now that I have got used to CEDPA's approach.

After being with a group of people you identify mistakes, but when all is said and done, the CEDPA staff is "together".

Given all the differences among participants I don't think anyone could have done better or even as good. Thanks for this wonderful experience.

Overall wonderful.

APPENDIX D

MINI-WORKSHOP PROJECTS

Examples of Workplans Developed
During the Mini-Workshops

I. Primary Health Care

(Ethiopia) - A project that aims to improve maternal and child health by establishing better techniques for health delivery services. This would be achieved by training 100 traditional birth attendants who will provide the necessary services to 10,000 women who prefer to have home deliveries. Through adequate training, these TBA's will be well-equipped to deliver the women thus reducing the high percentage of neonatal death. They will also provide the women with tetanal vaccinations, as tetanus is one of the major factors causing maternal mortality.

(Bangladesh) - To increase the access of women and children in Bijopur village and the neighboring communities to reproductive and primary health care facilities. Many activities will be undertaken in order to accomplish the goal such as: referring all high risk cases of gynecological problems or malnutrition to the hospital; improving the rate of immunization; increasing the FP acceptance throughout the community with the help of well-trained community-based distributors; and establishing and equipping a health clinic and training its staff.

II. Family Planning

(Nigeria) - A project intended to help reduce population growth rates generally in a Northern state of Nigeria, where families are large with 6 - 8 children. The main objective of this project is to train at least 90 private midwives in delivering family planning services by the end of 1987. This plan will be implemented with some government assistance, where government nurses as well as midwives would be working side by side with the trained private nurses offering FP services at the clinics and health centers.

(South Pacific) - A project to make family planning services available to women in four villages. The purpose is to motivate young girls and mothers to accept FP and provide 50% of the women in the four villages with FP services. Sterilizations will be referred to the main hospital, and two small clinics will be constructed in the center of the four villages.

III. Income Generation

(Zimbabwe) - A plan to improve the deteriorating health conditions of mothers and children through the establishment of two poultry cooperatives where 50 women will be trained to produce and market chickens and eggs. They will be provided with all the technical assistance needed. These women, along with their families, will have access to activities at the health center involving immunization, food demonstrations, health education, and sanitation.

(Kenya) - This plan aims to improve the socioeconomic conditions of 50 low-income women workers in Kenyatta hospital by introducing a garment-making project to provide supplemental income for them. This will be implemented after establishing a production center where the 50 women will receive the necessary vocational training. At the same time, both the women and their children will benefit from health and nutritional services that are offered also at the center. In the long run, at least 20 women are expected to start their own garment making business.

(Dominica) - To establish a bakery in a small village in order to meet the growing demand for bakery products. It will create many jobs and will thus raise the socio-economic status of the community as a whole. The bakery will be erected on a plot of land donated by a villager. With the help and support of the government, the bakery will be built and the produce sold at a small outlet which is an extension of the building.

IV. Training

(Indonesia) - This project is to provide information on women's roles and activities in Indonesia by producing newsletters and radio programs on women's issues, and working through mass media and publications. These publications on women's roles and activities are expected to create an awareness of women's hidden potential so that they can participate more in development. Consequently, this awareness could modify the image of the traditional roles of women in society.

(Jordan) - This is an integrated skills training program which combines health and family planning services

with income-generating activities. A workshop will be conducted for women to enable them to produce and market the goods in different regions of the country, for possible export. There are also other services which started two years ago but need to be resumed which include day care, a laundromat, a revolving credit loan program, domestic sewing and literacy classes.

APPENDIX E

PARTICIPANT PRESENTATIONS

PARTICIPANT PRESENTATIONS

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

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

Participants who gave presentations were:

- o Sonia Channi (India): Prerana-Associate CEDPA, New Delhi.
- o Sayeeda Rahman Choudhury (Bangladesh): Bangladesh Women's Health Coalition, Dhaka.
- o Mfon Uboh-Ezima (Nigeria): Ministry of Health, Calabar, Cross River State.
- o Fazilatun Nessa Bably (Bangladesh): Bangladesh Association for Maternal and Neo-Natal Health, (BAMANEH), Dhaka.
- o Sheila Stuart (Barbados): University of the West Indies, Pinelands, Saint Michael.
- o Edna Mdawarima (Zimbabwe): Child Spacing and Family Planning Council of Zimbabwe, Gweru.
- o Qamrun-Nisa Aftab Khan (Pakistan): All Pakistan Women's Association; Pakistan Voluntary Health and Nutrition Association, Karachi.
- o Hashmat Anwar Khan (Pakistan): All Pakistan Women's Association, Peshawar.

- o Susan Musangi Mbiti (Kenya): Young Women's Christian Association (YWCA), Mombasa.
- o Litha Mumbua Musyimi (Kenya): Office of the Vice President and Ministry of Home Affairs, Nairobi.
- o Mary Wanjiku Kairu (Kenya): Ministry of Health, Kenyatta National Hospital, Nairobi.
- o Juliet T.N. Makokha (Kenya): Energy Programme, Maendeleo Ya Wanawake Organization, Nairobi.
- o Doreen Francis (Dominica): Dominica Save the Children, Roseau.
- o Samira Mohamed El-Habib (Sudan): Sudan Fertility Control Association, Khartoum.
- o Farhat Zaman (Pakistan): Federal Government College for Women, Islamabad.
- o Bertha Pooley (Bolivia): Consultora Boliviana de Reproducción Humana, La Paz.
- o Kassech Essaias (Ethiopia): Maternal and Family Planning, MCH, Addis Ababa.
- o Zufan Teweldeberhan (Ethiopia): MCH, Eritria Region, Addis Ababa.
- o Jarrai Touray (Gambia): Medical and Health Department, Government of Gambia, Banjul.
- o Maysoon Abu-Joudeh (Jordan): The Soldiers' Family Welfare Society, Amman.
- o Faith Ekwempu (Nigeria): Community Public Health, Ahmadu Bello University Teaching College, Zaria.
- o Nomakhosi Mlambo (Swaziland): Women in Development Project, Ministry of Agriculture, Mbabane.
- o Iunisi Fiefia (Tonga): Tonga Family Planning Association, Nukualofa.
- o Theresa Meamui Mainga (Zambia): Family Health Project, Lusaka.

APPENDIX F

OTHER ACTIVITIES

- o Press Release**
- o Special Events**

PRESS RELEASE**Top UNFPA Official Inaugurates Lecture Series on Women Managers**

Washington, D.C.: Dr. Nafis Sadik, Assistant Secretary General and Assistant Executive Director of the United Nations Fund for Population Activities (UNFPA), welcomed 37 women from 22 countries in Africa, Asia, Latin America, the Caribbean and the Middle East as participants in The Centre for Development and Population Activities' (CEDPA) sixteenth Women in Management (WIM) Workshop: "Planning and Management of Service Delivery Programs in Family Planning, Health and Development." The five-week workshop takes place May 6 - June 7, 1985 at CEDPA headquarters in Washington, D.C. (See workshop schedule and participant list attached).

Dr. Sadik spoke on "The Role of Women Managers in Family Planning and Population Programs" at the first of three lectures sponsored by CEDPA in its Tenth Anniversary Lecture Series. This lecture series is designed to raise public awareness about the contributions of Third World women managers. The next two lectures, scheduled for the Fall, are entitled "The Role of Women Managers in Primary Health Care," and "The Contribution of Women in Management." Held at George Washington University's Marvin Center, the lectures are free and open to the public and will be published.

"Family planning and population programs started out of concern for women's health and welfare and these programs are today the spearhead of efforts to encourage women's full and complete participation in development activities," remarked Dr. Sadik. "And the woman manager is a logical entry point to shape family planning and health care programs that are best suited to the needs of women. The woman in a mid-level management position can provide valuable input into the planning process. Through her contacts at the community level, she has contributed to the increased awareness of the linkage between population variables and development, and how these linkages affect the lives of families, communities and nations at large."

Dr. Sadik's message was directed to this audience of international women managers who hold mid- to senior-level positions as administrators and practitioners of

health, family planning and development programs. They represent a wide range of professions and experiences. A participant from Pakistan is Treasurer and Honorary Project Director of the Pakistan Voluntary Health and Nutrition Association; a Bolivian woman is Coordinator of International Projects for the Pathfinder Fund in La Paz; from Tanzania is a Refugee Counsellor for the U.N. High Commission for Refugees; and a participant from Zimbabwe is a Provincial Nursing Officer for the Child Spacing and Family Planning Council of Gweru.

The WIM workshop aims to improve the women's skills to plan, implement, and manage projects in family planning, health nutrition, and income generating activities which will enhance the economic and health status of women and children in their communities. Sessions focus on four major areas: Population, Health, and Development Linkages as They Relate to Women; Management Development Issues for Women Professionals; Human and Community Organization Skills; and Technical Skills for Program Development and Implementation. The training methodology is highly participatory, allowing the women to learn from shared experiences. CEDPA also calls upon internationally known experts in management, health and development to share strategies and techniques which can contribute to raising the income level of women in developing countries, ensuring child survival, and lowering maternal mortality and morbidity. Participants also have the opportunity to meet representatives of international development organizations who provide useful information and resources. Nafis Sadik is one such resource who is particularly inspirational to these women managers. As a top executive of the United Nations, she represents the strides women have made in achieving leadership positions, and in turn devotes her energy to empowering other women.

CEDPA is a private, non-profit organization which conducts five-week management training programs in English, French, Spanish and Arabic for family planning, health, and nutrition professionals from developing countries. Since its founding in 1975, CEDPA has provided management training for over 1,800 men and women from 85 countries. Through its alumni network, CEDPA seeks to strengthen women-to-women delivery systems in health and family planning, thereby extending the benefits of development to those in need. As follow-up to the Washington-based training, CEDPA assists alumni to

establish in-country CEDPA associations which conduct in-country training programs and initiate community-based development projects in which women are participants, not merely beneficiaries of development assistance.

Sponsors of CEDPA's sixteenth Women in Management workshop include: the United Nations Fund for Population Activities (UNFPA); the U.S. Agency for International Development (USAID); the Inter-American Foundation; Ford Foundation; Association for Voluntary Sterilization; Public Welfare Foundation; and the Jessie Smith Noyes Foundation.

SPECIAL EVENTS

CEDPA staff planned a variety of special events to encourage a sharing and a deeper understanding of the diverse cultures which the participants represented. Festivities included:

- o On May 8, the WIM 16 participants attended a lecture given by Dr. Nafis Sadik, Assistant Secretary General and Assistant Executive Director of the UNFPA, on "The Role of Women Managers in Family Planning." The lecture took place at the George Washington University and was followed by a reception honoring the participants at CEDPA's sixteenth Women in Management workshop. This reception gave the participants an opportunity to meet informally with Washington-based specialists in the fields of health, population, and development.
- o At International Night, which took place during the residential workshop, participants shared their cultures through music, song, dance and dramatic presentations.
- o CEDPA hosted a farewell luncheon for the WIM 16 participants at its headquarters on June 4. They had an informal luncheon followed by birthday celebrations for two participants and two CEDPA staff members.
- o A farewell dinner was held on June 6 at the home of CEDPA president Kaval Gulhati for participants and CEDPA staff. The participants enjoyed their stay and had a chance to review the experiences they had shared together during the five weeks with the CEDPA staff. The warm hospitality made them feel at home and very much at ease.
- o On the last day of the workshop after the participants were awarded their certificates, the WIM 16 group presented to CEDPA a banner with a drawing of a tree; the branches and leaves representing the participants and the trunk representing CEDPA, which all had autographed.