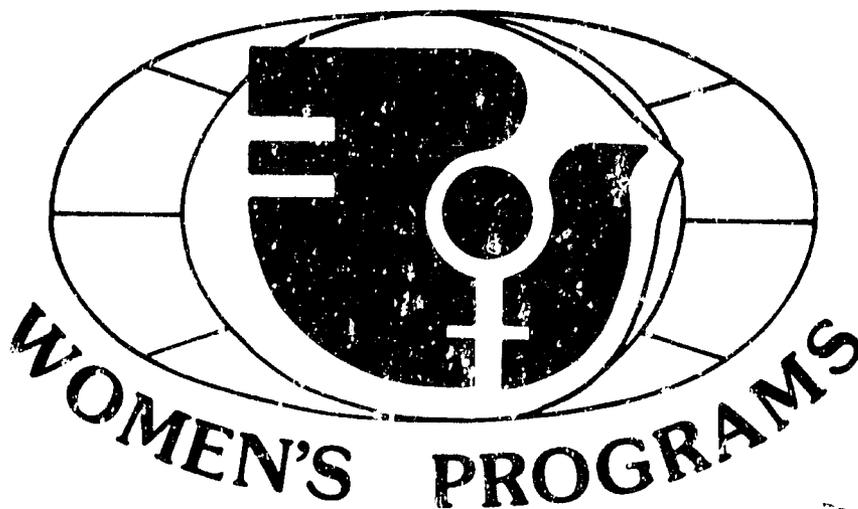


CEFPA



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Women in Management Seminar-Workshop

on

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

June 12 to July 14, 1978

CEFPA'S WOMEN IN DEVELOPMENT PROGRAM

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

Management training for women is at the core of CEFPA's strategy. The training consists of specially designed five week seminar-workshops on "Planning and Management of Service Delivery Programs in Family Planning, Health and Development". The seminar-workshops, held in Washington, D.C. and nearby sites, are conducted by CEFPA staff and selected resource specialists. The content has five major units: self-actualization skills, management tools, community organization, technical management skills and information about development programs and agencies. The training methodology employs lectures, group dynamics and individual task instruction.

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

Support networks already exist in the development programs of most countries but few women have access to these systems. The development of post-training activities such as a Women in Management (WIM) data bank and a network of Technical Co-operation among Women's Programs (TCWP) is part of CEFPA's comprehensive training approach.

Project Staff

<i>Kaval Gulhati</i>	Project Director	<i>Beth Craig</i>	Project Secretary
<i>Peggy Curlin</i>	Project Coordinator	<i>Ronald Cooksey &</i>	
<i>Molly Mayo</i>	Project Associate	<i>Robert Nothstein</i>	Fiscal Admin.
<i>Maria Waters</i>	Administrative Assistant		

Staff Associate

Jackie Rumley, Consultant, Project Associates, Inc., Washington, D.C.

Program Advisors

Phyllis Piotrow, Ph.D., Director, Population Information Program,
Baltimore, Maryland
John Scottice, Director, The Centre for Population Activities,
Washington, D.C.



John P. Scottice
President
Kaval Gulhati
Project Secretary
Robert L. Nothstein
Project Treasurer

John H. Romani, Ph.D.
Chairman
Rolf P. Lynton, Ph.D.
Phyllis T. Piotrow, Ph.D.
Samuel M. Wishik, M.D.

The Centre For Population Activities

1717 Massachusetts Avenue, N.W., Suite 202, Washington, D.C. 20036
Telephone: (202) 667-1142 Cable: CEFPA

August 1, 1978

Ms. Freya Bicknell and Ms. Judith Helzner, The Pathfinder Fund
Mr. Erich Hofmann and Ms. Anne Terborgh, Development Associates
Ms. Mehri Hekmati and Dr. Nafis Sadik, United Nations Fund
for Population Activities
Ms. Kee Kee Minor and Dr. Daniel Weintraub, Family Planning
International Assistance
Dr. Harald Pedersen and Dr. Reimert Ravenholt, United States Agency
for International Development
Ms. Illuminada Rodriguez, Church World Service

Dear Sponsors:

We are pleased to submit the Final Report of the first seminar-workshop for women on "Planning and Management of Service Delivery Programs in Family Planning, Health and Development", June 12 to July 14, 1978. The seminar-workshop, announced as a pilot effort in February 1978, was made possible through the fellowship grants provided by the sponsoring agencies.

The first seminar-workshop had an overwhelming response from Third World women resulting in 150 applications. CEFPA stretched its resources and expanded the project staff in order to enroll 36 women from 23 countries. Each of the women selected had a high level of motivation and determination to avail of the training opportunity. CEFPA announced a second seminar-workshop for the fall of 1978 to meet the unprecedented demand. Our grateful thanks to the sponsors who agreed to expand their commitment at this early stage of endeavor.

By all standards the calibre of the women professionals was outstanding. Of course, there were individual variations in experience, skills, and interests, but as a group they demonstrated an exceptionally high quality of intellect, involvement and dynamism. The report reflects the impact of the program design on the participants and the assessment of the program content and methodology by the participants.

We acknowledge the valuable help provided by you personally, your agencies, and your staff in the development and implementation of the program.

Any comments will be appreciated by the staff and we look forward to your continued guidance and support of our efforts in this important area of women and development.

Sincerely,

Kaval Gulhati
Kaval Gulhati
Project Director

Peggy Curlin
Peggy Curlin
Project Coordinator

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OVERVIEW OF THE SEMINAR-WORKSHOP

On July 14, 1978, The Centre for Population Activities completed its first five week seminar-workshop for women on, "Planning and Management of Service Delivery Programs in Family Planning, Health and Development". The program was funded on a tuition basis with six agencies providing fellowship grants for the participants: United Nations Fund for Population Activities 11, Pathfinder Fund 8, Family Planning International Assistance 5, Development Associates 1, Church World Service 1 and USAID field missions in eight countries 10. In addition, the Pathfinder Fund provided the initial grant for the development phase of this new endeavor. The pre-training development activity funded by the Pathfinder Fund focused on four key areas, namely, a three day specialists workshop, curriculum planning and development, needs assessment in the field and, criteria for selection of participants.

The seminar-workshop had 36 women from 23 countries chosen from among 150 applicants. The backgrounds of the participants were diverse but all of them were actively involved in programs benefitting women. One-third represented government agencies and two-thirds were affiliated with women's organizations. About fifty percent of the women came from the health and family planning field and the other fifty percent worked in areas relating to integrated women's development programs. Their collective experience comprised a unique resource pool for each individual participant.

During the five week period, the participants were immersed in an intensive program geared to the management needs of professional women. The content emphasized technical and community organization skills, health, family planning and development delivery systems and human organization skills. A special session was devoted to the development of self-actualization skills for women managers. The use of participative methodology encouraged active involvement and direct feedback. No major changes in the seminar-workshop design were suggested by the participants, however, some improvements will be made in response to the participant evaluation, sponsors and comments by resource specialists and CEFPA's own assessment of the program.

The first seminar-workshop for Women in Management (WIM), intended as a pilot effort, exceeded all expectations in demand, implementation and participant evaluation of the results. The overwhelming positive response by the participants at every stage pointed to the need for such a program to continue. Of course, the impact of the training on women's action projects or on job advancement can only be assessed at a later date, in the field, through post-training follow-up activities. Nonetheless, the continuation of the seminar-workshop in the United States and/or in-country overseas will provide the extension of training opportunities to more women and generate the necessary catalytic effect upon women's participation in the management of development programs in their own communities.

THE SEMINAR-WORKSHOP

Objective

The seminar-workshop had four primary objectives:

1. To explore ways in which programs can be developed and implemented which identify and serve women's priority needs so that women can become participants and not "targets" of programs.
2. To identify and understand the problems which women managers encounter and to examine ways in which they can be more assertive in coping with such problems.
3. To acquire the necessary technical skills essential for initiating and implementing community based programs in family planning and development, and 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, geared to the four objectives, was developed around the premise that action programs require management skills which women often do not have because of lack of opportunities and training. Curriculum development therefore focused on the two key components of the program effort: 1) management training and 2) action projects, specifically community based delivery systems managed and run by women for women. To meet the objectives of the seminar-workshop five major content areas were identified and explored in-depth: development delivery systems, introduction to management skills, technical components of action projects, role of funding agencies, and community action skills.

1. Development Delivery Systems

Some basic needs of women were identified as health, family concerns, economic opportunities, education, and self-identity. These needs were discussed in the context of national economic and social development or the process through which people acquire the skills and the means to understand and control their environment. One of the contributors to the development process is the delivery system which processes inputs and converts them to outputs under the control of management.

Different non-clinical distribution systems were described along with their particular management needs and skills:

- a) Commercial distribution with marketing and advertising needs;
- b) household distribution with supervisory needs in the field; and
- c) community based distribution with specific community organization and leadership needs.

A case study of Concerned Women for Family Planning was presented as a model of a household distribution system organized in Dacca, Bangladesh to be responsive to identified needs of urban slum women for family planning services. A framework for assessing the effectiveness of delivery systems highlighted the importance of policy, technology, program implementation, training, staff development, and intervening variables such as cultural, religious, social and economic factors. The extension of clinical services through paramedics and auxiliary health workers was discussed in an attempt to "explode the myth" that a doctor or nurse must always be present to delivery family planning and other medical services. A restructuring of medical standards, especially in the area of MCH and family planning was suggested by a) the identification of allies in medical schools who support alternative systems of health delivery; and b) the exploration of what is possible at the village level and in urban slum areas. A thorough understanding of the delivery program's manager of commodities technology, storage, supplies, safety, and distribution checklists was emphasized. As family planning and health programs were the focus for the discussion on delivery systems, attention was given to contraceptive technology and issues related to the distribution of contraceptives by non-medical personnel.

2. Introduction to Management Skills

Viewing management as a process of delegation, decision-making, and communication there was an attempt in the three day residential workshop at the Donaldson Brown Center, Port Deposit, Maryland, for women to begin to get in touch with their feelings about themselves as individuals, as a group member, and as a member of the total organization. Individual tasks, groups of two, triads and groups of six provided the structure for working through a women's concept of self in present day societies and setting goals for individual and group growth. The professional woman's understanding of herself focused on reinforcing already existing skills and increasing confidence in personal abilities. This was achieved through exploring and practicing self-actualization skills

with the help of a consultant/observer. Exercises in sender-receiver-observer roles helped to clarify the understanding of roles and illustrated the kinds of supportive behavior - verbal and non-verbal - that can be manifested in human relationships. An important clarification was made between assertive rights (achieving but protective of rights of others) and aggressive behavior (achieving but violating the rights of others). Understanding power and its use in organizations was the link to practicing group consensus skills of goal clarity, trust and openness, empathy among members, leadership needs, decision-making, and a sense of belonging.

Later at a two and a half day workshop at Harper's Ferry, West Virginia, further attention was given to understanding the small groups, group membership, and the stages of group growth. Group task skills and group maintenance skills were illustrated, as were the characteristics of individuals in groups, the roles people tend to take in groups, and the characteristics of groups. Communication techniques and guidelines were reviewed as were the major reasons for good communication. Four communication systems were discussed: formal, work relationships, informal, and external. These systems were related to how group members communicate in meetings and what constitutes an effective meeting. Motivation of self and employee behavior modification were discussed as key ingredients of job satisfaction. The decision-making process was reviewed for individual and for group decisions.

3. Technical Components of Action Projects

The major focal points for building up technical skills for action programs were project planning, proposal writing, program evaluation, and training. Guidelines for planning were: a) identify and define the problem precisely, b) collect the data, c) develop alternative courses of action, d) select one alternative for implementation, e) implement the action selected and f) get feedback, evaluate the feedback and modify the plan accordingly. The planning process requires a financial plan (the budget) which sets the limits for a program. The project plan and the financial plan are formalized in a project proposal which outlines a problem statement, objectives of a plan, the procedure for operationalizing the objectives, the personnel involved, the fiscal management of the plan, and the method of evaluating the program's effectiveness. Evaluation methods of measuring how well a program is meeting the purposes for which it was established is built into the original planning process and techniques of monitoring, record keeping, and data collection become essential tools of program management. Recruitment and supervision of personnel, staff

development and staff training are techniques which help answer the question, "how do we help people to do a more effective job". Reviewing specific technical skills related to these four areas with resource persons and then allowing participants an opportunity to apply them to their particular needs in a mini-workshop with CEFPA staff and a few others, resulted in blueprints for a project plan, proposal, evaluation design, and a training program. Reports of four blueprints, one from each mini-workshop, were made to the entire group giving all participants an opportunity to see a pragmatic demonstration of "how to" apply technical skills to a specific problem area. (See Appendix E).

4. Role of Funding Agencies

All development programs and especially women's programs are constrained by the availability of financial resources. Therefore, it was felt that interaction with representatives of funding agencies was an essential part of the development of technical and managerial skills and political consciousness.

A field exercise at the offices of the United Nations Fund for Population Activities (UNFPA) in New York enabled participants to a) meet with women within UNFPA who support women's programs and b) meet with country representatives and discuss specific population program concerns. Also the meeting allowed a clarification of the kinds of programmatic activities UNFPA will support and how women within individual countries can approach UNFPA for assistance. An orientation visit to the Margaret Sanger Center of Planned Parenthood of New York City provided the opportunity to observe how a voluntary agency in the United States has been able to become a force in establishing policy guidelines and alternative models of service delivery in family planning. Representatives from several funding agencies met with the participants in Washington, D.C. to share their agency's program objectives and procedures.

Specific attention was given to the area of proposal writing. Clarification of the kinds of projects each funding agency would be likely to support was done in a free-form question and answer exercise. The agencies represented were: the Pathfinder Fund, Family Planning International Assistance, United States Agency for International Development, International Planned Parenthood Federation and Population Crisis Committee. Representatives of the Population Council and Population Crisis Committee helped to place the women's programs into the broader context of development policy by discussing with the participants the political, international and financial realities influencing development policies and programs.

5. Community Action Skills

Communication within societies is a tool of management. Understanding the constraints of effective communication between groups in societies is felt to be a critical part of managing the change process. A two and one half day residential workshop at Harper's Ferry, West Virginia, addressed management of the change process by focusing on three key questions: a) how do I gather support for my change effort?, b) how do I analyze the constraints in effecting my change?, and c) how do I get others to promote my change effort? Group work to clarify planned and unplanned change in community organization was done. Individual work required each participant to diagnose a change effort they were trying to introduce in their particular setting. Analyzing the change effort with the help of two observers/consultants helped each manager of change to apply force field analysis, that is, identify the key forces for and the key forces against achieving changes and to develop realistic strategies for implementing their change process. Emphasis was placed on personal motivation for change, the need for allies and supportive networks for change, and the management of differences that impede change. Training others to become part of the change effort was discussed as a valuable managerial technique for community action programs.

Training Methodology

The training methods used were adapted from standard management training methodologies to meet the objectives of the seminar-workshop. Essentially, four participative methods of instruction were employed to maximize coverage, introduce management concepts, facilitate understanding of new approaches and simulate real life situations. Within each method different techniques utilized included special training films, case studies, role-playing exercises, triads, lectures, and individual task assignments. In addition to the methods of instruction, group maintenance and evaluation/feedback techniques were used by CEPPA staff in order to monitor the program and provide an appropriate learning environment for women from a mix of cultural backgrounds. The four instructional methods used in the program were:

1. Seminar Session (basically a content method)

The objective of the seminar session was to provide content on a specific subject by one or two specialists. The usual format was a 2 1/2 or 3 hour session consisting of:

- introduction and linkages with foregoing units of the program
- lecture presentation

- questions and roundtable discussion
- conclusion and linkages with forthcoming units of the program

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

2. Workshop Session (content combined with participative methodology)

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

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

3. Residential Workshop Module (group dynamics)

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

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

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

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

Note: For more details see Appendix B.

4. Mini-Workshops (individual task work)

Scheduled for the last week of the program, the aim of the mini-workshops was to give the participants the opportunity to draw upon four weeks of seminar-workshop learning by concentrating on a specific management element of immediate importance in their work. The methodology consisted of:

- Individual instructors
- Preparation of "blueprints" for action

Note: For more details see Appendix E

The other two training techniques utilized were essentially group maintenance and feedback/monitoring methods.

- Information Feedback (group maintenance)
 - four teams with a staff team leader
 - four teams with elected team leader and staff advisor
 - elected participants' coordinating committee
 - information retrieval forms
 - informal sessions with individuals
- Continuous Evaluation (monitoring)
 - daily evaluation form
 - overall evaluation form
 - relay-back of feedback

Note: For more details see Appendix C

The program had 131 hours of instruction distributed among the four training methodologies as follows:

	<u>Hours</u>
Seminar Sessions	57
Workshop Sessions	19
Residential Workshop Module	43
Mini-Workshops	12

An additional 65 hours were devoted to group maintenance functions and feedback processes such as evaluation and interaction, orientation, administration, planned extra-curricular activities and individual appointments. In terms of CEFPA staff input, every hour of instruction was matched by one-half hour of maintenance and feedback.

PARTICIPANT PROFILE

It is difficult to generalize about women, especially 36 exceptional women representing 23 diverse cultural backgrounds. The commonality they shared are their experiences as women which motivated them to attend this seminar-workshop and share these common bonds with other women.

The ages of the participants ranged from 23 to 63 providing generational as well as regional differences among the women. For a detailed list of participant names, countries and job titles see Appendix A.

Background information on participants:

Mean age: 36

Marital Status:

- Single 13
- Married 20
- Widowed 3

Children: 63 for 23 ever married or 2.7/23 ever married

Organizational Affiliation:

- Government 12
- Private 24

Professional Background:

• Family Planning	9
• Health	10
• Development	5
• Education	3
• Social Work	4
• Integrated Women's Programs	<u>5</u>
	36

Region*:

• Africa	15
• Asia and the Pacific	13
• Latin America and the Caribbean	<u>8</u>
	36

The diverse professional backgrounds and interests of the participants turned out to be a positive input to the total program. Early in the seminar-workshop the participants identified each other as resource persons who could be called upon in learning situations. There were several Medical Doctors, and some nurses and midwives, but the group of health

*Countries represented: AFRICA: Egypt, Kenya, Liberia, Nigeria, Tunisia, Upper Volta, Zambia; ASIA AND THE PACIFIC: Bangladesh, India, Indonesia, Nepal, Pakistan, Philippines, Sri Lanka, Thailand; LATIN AMERICA: Brazil, Colombia, Dominica, El Salvador, Haiti, Jamaica, Mexico and Peru.

professionals represented only 27% of the total participants. Another 25% worked as nonmedical professionals in family planning organizations, while the remaining 48% worked in areas relating to integrated women's programs, national/rural development schemes, education and social work. Employment varied from paid to volunteer, full-time to part-time, and the length of time worked varied with age. The participants included women lecturing in political science at a national university and working on a voluntary basis in a women's organization to women holding positions of responsibility in Ministries of Health. The experience and insights brought to the total group by women who were doing diverse jobs, many with a specific focus on problems of women, enhanced the formal and non-formal work and raised the awareness level among the participants of what could be done. One specific example of a woman doing an activity that seemed beyond the realm of possibilities to many participants at the onset, was a single woman who was the manager of a social marketing scheme for a nation wide condom distribution program. Her knowledge, poise, and confidence in discussing the product was gratifying and educational for the others to observe.

The ratio of private to governmental affiliation was 2:1 which provided an interesting perspective since many of the women from private organizations felt free to articulate viewpoints from their programmatic experience in the field that did not reflect any official policy. An important myth about women being able to cooperate and listen to each other was dispelled as women worked together in groups, often regional groups, in an atmosphere of trust and understanding.

In general, all participants shared the motivation to learn more from the experience of women in other developing countries and organized their personal and professional lives in such a way that for five weeks they were able to leave other responsibilities behind to work on developing their own potential and capabilities to do the best job possible in whatever they do.

EVALUATION OF THE SEMINAR-WORKSHOP

Introduction

Evaluation of the seminar-workshop was conducted by the participants themselves and by the project staff. The purposes of the evaluation were 1) to determine whether or not the four objectives of the seminar-workshop had been met and 2) to obtain feedback for improving and restructuring future programs. An analysis of the participants' evaluations indicated that the majority were fully satisfied with the overall seminar-workshop experience, felt it had expanded their horizons as WOMEN managers, and exposed them to new concepts of service delivery systems in health, family planning, and development. The project staff felt that almost all the participants were conscientious, eager to learn and supportive of the other group members.

There was a quickness to perform individual and group tasks productively and well, and to apply specific learning situations to individual country programs. Perhaps the greatest endorsement of the group's determination to participate fully in the first seminar-workshop in "Women in Management" is the fact that all 36 participants selected did attend, marking the first time there was 100% attendance at a CEFPA training program.*

The positive trend of the evaluation was satisfying to the project staff, but did not create a false sense of complacency with the seminar-workshop. Indeed, CEFPA project staff was aware that the self-administered evaluation methodology was a subjective one and may be further biased by the fact that many participants were "too polite" in their evaluations. To encourage objectivity of the evaluation and to ensure anonymity of the respondent, no identification of the participant or her country was made on the evaluation form.

The real evaluation of any training program must be done months or years later when outcomes of change projects can be measured in terms of changes in behavior, practices, and attitudes in a community. It is the continuity of technical assistance in the field and support for the change projects being developed by the participants that need to be an ongoing part of CEFPA's project staff's long-term evaluation of this particular seminar-workshop.

The present evaluation does, however, serve an immediate and valuable purpose. Daily evaluation and information retrieval as a recurring part of the seminar-workshop methodology, 1) permitted the participants to be as fully involved as they care

*One participant left the program in week four due to a major medical problem.

to be in the evolution of the program, and 2) provided the project staff valuable reference points for knowing what should be done differently and better in subsequent sessions and future seminar-workshops.

The Participants' Evaluation of the Workshop

Two kinds of forms were used for the written evaluation: 1) a short evaluation questionnaire for each seminar-workshop session and 2) a more comprehensive evaluation questionnaire of the seminar-workshops and overall program experience. The responses to these two questionnaires were tabulated and analyzed by the project staff. See Appendix C.

The daily evaluation questionnaire had four questions that asked the participants to rate the helpfulness, understanding of content, relationship to objectives, and learning experience of the individual seminar session. There was room for open-ended comments if desired. This written instrument supplemented the verbal evaluations given to project staff by participants and provided a daily assessment of how the session had been perceived by the participants in terms of clarity, relevance, and value.

The overall evaluation form reviewed the entire five week program as a whole. It had the respondents rate objectives, content, and methodology and provided opportunity to comment open endedly on all aspects of the seminar-workshop. The tabulated response of both evaluation methodologies were shared with the participants in a free-form session on the final day of the seminar-workshop. This "relay-back of feedback" demonstrated the use of evaluation as a management and training tool, and was genuinely appreciated by most of the participants. They saw how evaluation methods could be used over time to measure how perceptions change, for example, to compare how immediate reactions on the daily evaluation varied from the overall evaluation. Together the two evaluations provided vital feedback both to the participants and project staff in their daily assessment of the program and later to the project staff in their debriefing and critical review of the entire seminar-workshop. Many of the participants asked for a personal copy of the evaluation which they could keep as part of their training materials from the program.

The trends established in the daily evaluations of seminar-workshop sessions were consistent with the results of the overall evaluations. Thirty-two of the participants completed the overall evaluation form for a 91.4% response rate. The CEFPA project staff felt the non-responses were due to difficulties of some participants to write in English and the fact that not enough time was allowed for the evaluation task. The responses returned represent what must be assumed to be the majority view point of the participants. According to the participants, the objectives of the seminar-workshop were satisfactorily met, but

some indicated they would like more development of 1) technical skills for community based programs and 2) "Women to Women" delivery systems organizational skills.

Seminar sessions that ranked highest in the participants ratings were:

- What is Management
- Funding Agencies/Proposal Writing
- Mini-workshops on Planning, Proposal Writing, Evaluation and Training
- Women to Women Delivery Systems
- Staff Development and Supervision
- Use of Paramedics and Auxilliaries

Workshop sessions that ranked highest in the participants ratings were:

- Film: "Joshua in a Box" - Brainstorming
- Assertiveness: "Don't Say Yes When You Want To Say No"
- Decision-making
- Management by Objectives
- Motivation: Job Enrichment

The three residential workshops were rated high with a range of ratings all between 7.4 to 8.1. The mini-workshops held in Washington were cited favorably as something that could last longer so there would be an opportunity to participate in more than one, thereby enhancing the total learning experience. The field visit to New York City, especially UNFPA was mentioned as educational and valuable; however, some participants felt that better organization on the part of the host agency would have resulted in greater benefit for the participants.

The overwhelming feeling was that the seminar-workshop had been a very stimulating and educational experience and one for which all the participants were most appreciative. While each individual session was not 100% satisfactory to each participant, every session had value and specific significance to some participants. The intense motivation of the participants to build on the sharing experience begun during the five weeks together June 12 to July 14, 1978, gave strong support for a network of women managers to continue their professional and personal commitment to the work begun and to share their experiences through a newsletter coordinated by the CEFPA project staff. The warmth and sincerity of the appreciation felt for this period of growth and learning was beautifully expressed by one of the participants and whole-heartedly applauded by the others: "You have given us a dream of happiness and for every tomorrow a VISION OF HOPE." The conclusions reached unanimously by participants and project staff was that this time together had been an extraordinary experience and one that had changed everyone involved in the most positive of ways.

APPENDIX A

A. Workshop Participants

- participants
- group photo
- copy of certificate

PARTICIPANTS

Women in Management Seminar-Workshop on

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

AFRICA

Egypt

Amal Fouad Abdel-Aziz, Director, Federation for Social Services,
Bacous-Alexandria

Hanem Ahmed, M.D., Family Planning Department, Ministry of
Health, Cairo

Doreya Selim, M.D., Director, Health Services, East Zone, Cairo

Kenya

Miriam Chege, Chief Community Development Officer; Assistant
Director, Housing Department, City Council, Nairobi

Angela Kamau, Planning Officer, Ministry of Housing and Social
Services, Government of Kenya, Nairobi

Cornelia Muga, Supervisor, Maternal Child Health/Family Planning
Clinics, City Council, Nairobi

Asenath Murunge, Senior Field Educator, P.C.E.A. Chogoria
Hospital, Chogoria-Meru

Wilkista Onsandu, Executive Officer, Mandeleyo Ya Wanewake, Nairobi

Liberia

Mae B. Keller, Nurse/Midwife, JFK Medical Center, Family Planning
Association of Liberia, Monrovia

Lucy Kortu, Midwife, Ministry of Health and Social Welfare, Monrovia

Nigeria

Grace Delano, Health Sister and Family Planning Instructor,
Department of OB/GYN, University College Hospital, Ibadan

Folasade Scott, Branch Secretary, Family Planning Council of
Nigeria, Lagos

Tunisia

Najoua Rebaaoui, Project Chief, National Office of Family Planning and Population, Tunis

Upper Volta

Fati Ouedraogo, Assistant to the Director of Training, Inades National Institute for Economics and Social Development, Abidjan

Zambia

Ireen Saboi, Midwife, Ministry of Health, Ndola

ASIA

Bangladesh

Suraiya Ahmed, Administrative Supervisor, Concerned Women for Family Planning, Mohammedpur, Dacca

Hasmat A. Begum, Project Director, Bangladesh National Women's Organization, Dacca

Hasina Begum Khan, Project Director, Bangladesh National Women's Organization, Dacca

India

Geeta Verma, School Social Worker, Bharatiya Vidya Bhavan, New Delhi; Member, "Prerna", Women's Village Development Group

Indonesia

Imalia Komalo, Assistant to the Secretary, Department of Service and Development, Council of Churches, Jakarta

Nepal

Lajja Karti, Project Director, Women's Family Planning Project, Nepal Women's Organization, Lalitpur

Sulochana Lawati, Branch Chief, Agriculture Development Bank, Kathmandu

Madhuri Mathema, Lecturer, Institute of Education, Tribhuvan University, Kathmandu

Pakistan

Sajida Wasti, Teacher, International School of Islamabad

Philippines

Zenaida Ravanera, Project Coordinator, Commission on Population,
Cagayan de Oro City

Sri Lanka

Somadeir Kannangara, Vice President and Chairman, Lanka Mahila
Samiti, Colombo

Thailand

Siriyong Ruewiwat, Manager, Social Marketing Unit, Community
Based Family Planning Services, Bangkok

Penpan Rugsanoh, Nurse, Ministry of Public Health, Family
Health Division, Health Department, Bangkok

LATIN AMERICA AND THE CARIBBEAN

Brazil

Eluid Lucia Madurios Guerreiro Britto, Coordinator, Social
Work Section, Rio de Janeiro

Colombia

Yolanda Giron, Nurse, University de Valle, Nursing Department,
Cali

Dominica

Rita Thomas, Executive Director, Dominica Planned Parenthood
Association, Roseau

El Salvador

Miriam Navarrete, M.D., Chief of Gynecology, ADS, San Salvador

Haiti

Marijosette Gaillard, School Secretary, Women's College,
Port-au-Prince

Jamaica

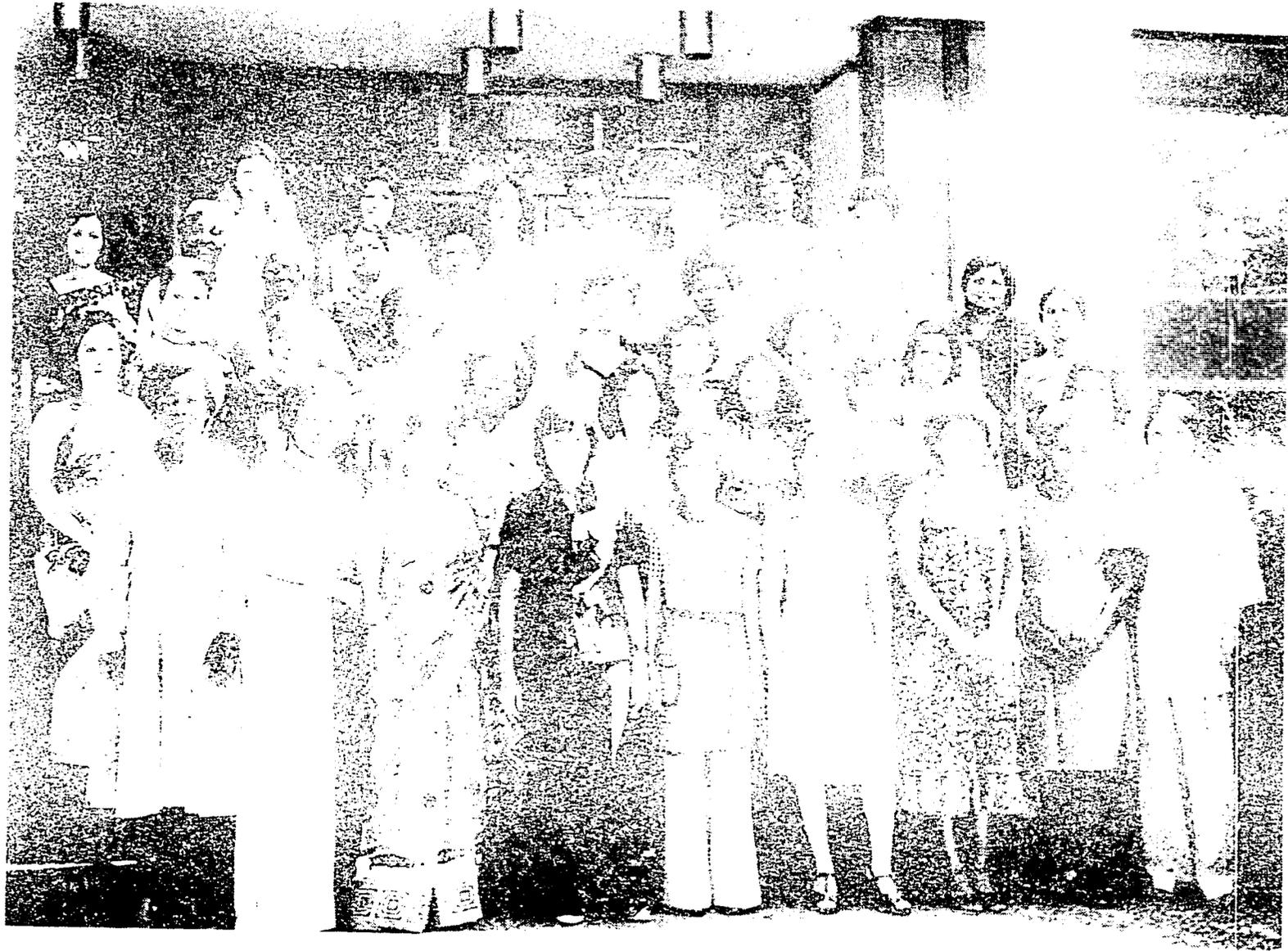
Minion Anderson, Training Officer, Personnel Branch, Ministry
of Health, Kingston

Mexico

Maria Borrego, Chief of Social Work, General Bureau of Maternal
Child Health/Family Planning, Mexico City

Peru

Gabriela Perez-Albela, Assistant Family Health Officer, USAID
Mission, Lima



The Centre for Population Activities

has completed

a Seminar – Workshop on

Planning and Management of Service Delivery

Programs in Family Planning, Health

and Development

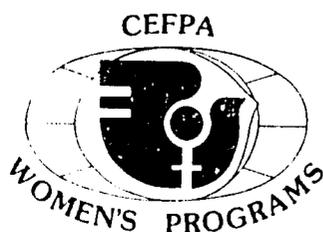
conducted in

Washington, D.C.

June 12 – July 14, 1978

President

Secretary



APPENDIX B

B. The Seminar-Workshop

- five week schedule
- the residential workshop -
sample schedule
- seminar-workshop, staff,
resource specialists, and
staff associates
- sponsoring agencies

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

	FIRST WEEK	SECOND WEEK	THIRD WEEK	FOURTH WEEK	FIFTH WEEK	
	June 12-18	June 19-25	June 26-July 2	July 3 - 9	July 10 - 14	
M O N D A Y	Welcome 12 Orientation Introduction to seminar-workshop/CEPPA Staff/Participants	Residential Workshop at Donaldson Brown Center Port Deposit, Maryland 19 MANAGEMENT WORKSHOP I - The Professional Woman: Understanding of Herself	"How To" Exercises/Reuson/Carter 26 Evaluation as a Management Tool/Reuson	Depart for Residential Workshop at Hilltop House Conference Center Harper's Ferry, W. Va. 3 MANAGEMENT WORKSHOP II Human Organization Skills:	Political Realities in Women's Prgrms Brice/Camp 10 Re-entry Problem • roles/Ronley • strategy/Gulhati • goals/Scottie	M O N D A Y
T U E S D A Y	"Overview: Women's Programs Needs/Piotrow 13 Ident. Women's Needs in the Third World/Wanda Problem Identification What is Management?/Scottie	• self-actualization skills • self-direction role clarity • awareness of personal & professional alternatives • responsibilities 20	Monitoring 27 Luncheon/Ravenholt Data Collection and Record Keeping/Reuson	• dynamics of group process • leadership styles • delegation and roles • planning skills and techniques • understanding change • decision making tools 4	Presentation by Participants 11 MINI-WORKSHOPS: I Project Planning/Kaufman/Nothstein/Faipmeir	T U E S D A Y
W E D N E S D A Y	What are Delivery Systems? & Limiting Factors in Health & FP Delivery Systems/Ruhati 14 Women to Women Delivery Systems & Concerned Women: Case Exercise/Curlin	• change process • visualization of self as power source/Ronley/CEPPA Proj. Staff 21 Depart for New York City Field Exercise: UNFPA, Shah Nohmati, Coordinator	Budget and Fiscal Management/Quason 28 Legal Aspects/MacMahon/Kar Eason	Management By Objectives/L. This/Staff 5 MANAGEMENT WORKSHOP III Community Organization Skills:	II Proposal Preparation/Anderson/Bicknell 12 III Evaluation/Curlin/Mayo FAREWELL LUNCHEON/Epstein IV Training/Scottie Gulhati	W E D N E S D A Y
T H U R S D A Y	Extension of Clinic Services: Use of Paramedics & Laypersons/Rosenfield 15 Commodities Technology/Hassman Evening Reception	Overview: UNFPA 22 • women's program needs • women in development • funding for women's training projects	Interaction with Women from Funding Agencies and "How To" Proposal Preparation/Reizner/Mayans/NoIndira Weinstein 29	• training of local women • surveying constituencies • developing support networks 6	Reports and Review of Mini-Workshops Gulhati/Curlin/Mayo 13 Administrative Support Waters/Craig	T H U R S D A Y
F R I D A Y	The Organization: Communications & Support/Ronley 16 Extending Development Services to Women/Turbitt Briefing for Management Workshop I	UNFPA: region/in-country meetings 23 Margaret Sanger Center/Lezer Janda Individual Appointments	Recruitment, Training and Staff 30 Development of Project Personnel Case Exercises/Kochik	• understanding constraints 7 • communication skills Ronley/Project Staff Return to D.C.	Final Day: 14 • review of seminar evaluation • certificate presentation	F R I D A Y
S A T	Sightseeing Tour 17	Return to Washington 24	Free Day 1	Free Day 8	15	SAT
S U N	Depart for Port Deposit, Maryland 18	Free Day 25	Free Day 2	Free Day 9	16	SUN

RESIDENTIAL WORKSHOPS: SAMPLE SCHEDULE

I. The Professional Woman: Understanding of Herself

- Monday, June 19
 Afternoon ● Commitment Contract
 Evening ● The Helping Relationship
- Tuesday, June 20
 Morning ● Brainstorming "Joshua in a Box"
 Afternoon ● Assertiveness: "Don't Say Yes
 When You Want to Say No"
 Evening ● Power
- Wednesday, June 21
 Morning ● Role Play Exercise

II. Human Organization Skills

- Monday, July 3
 Afternoon ● Understanding Small Groups
 --Five dimensions of
 group growth
 --Group task and group
 maintenance functions
 --Individual roles we take
 in groups
 --Characteristics of groups -
 role play
 --Small groups - evaluation
 of my group's performance
- Evening ● Understanding Communications
 in the Organization
 --Organization communication
 systems
 --The medium of one's behavior
 is often the message
 --Small group work
- Tuesday, July 4
 Morning ● Conducting More Effective Meetings
 --How to conduct more
 effective meetings
 --The role of the meeting
 leader
 --Seating arrangements to
 expedite meeting purposes
- Afternoon ● Motivation & Internal
 Politics & Power
 --How to motivate employees
 more effectively
 --How to use power and internal
 politics to get a job done

Evening

- Decision-Making
 - Presentation:
 - "Decision-making steps"
 - NASA exercise
 - a) individual decision-making
 - b) when to make decisions alone or with a group
 - Management of agreement

Wednesday, July 5
Morning

- Four Management In-Sights
 - Innovation & creativity
 - Organizational unwritten laws
 - Trapezoid window - insight into perception
 - Practical management guides

III. Community Organization Skills

Wednesday, July 5
Afternoon

- Management of Change Process
 - Managing systems
 - Designing change process
 - Planned & unplanned change
 - Film "Refiner's Fire"

Evening

- Change Analysis Form
 - individual work

Thursday, July 6
Morning

- Force-Field Analysis
 - Understanding the concept
 - Film "A Future for Ram"

Afternoon
Evening

- Individual Force-Field Analysis
 - Step one: review change project
 - Step two: identify strongest forces against change
 - Step three: assign point strength

Friday, July 7
Morning

- Strategizing
 - What are best roles to play
 - What has to be done
 - Sequencing
 - Setting target completion date
- Training of Trainers
 - Model "Definition of Training Need"
- Summing-Up
 - "What special kinds of things do women of our day have to cope with in order to create new role models for a new generation?"
 - Brainstorming
 - Use of volunteer recorders
 - Participant as facilitator

SEMINAR-WORKSHOP STAFF, RESOURCE SPECIALISTS
AND STAFF ASSOCIATES

Seminar-Workshop Staff and Staff Associates:

Project Staff

Kaval Gulhati, Director
Peggy Curlin
Molly Mayo

Administrative Support Staff

Maria Waters
Beth Craig
Ronald Cooksey
Robert Nothstein

Program Advisors

Phyllis Piotrow
Harald Pedersen
Mehri Hekmati
Freya Bicknell
John Scottice

Staff Associates

Jacqueline Rumley
Leslie This

Resource Specialists:

Sigrid Anderson

International Development Intern, Family Planning Services
Division, Room 301-RPE, USAID, U.S. Department of State,
Washington, D.C. 20523

Freya Bicknell

Chief, Women's Program, The Pathfinder Fund, 1330 Boylston
Street, (Chestnut Hill), Boston, Massachusetts 02167

Christine Brinkley-Carter

Research Associate and Assistant Professor, Center for
Population and Family Health, Columbia University, 60 Haven
Avenue, New York, New York 10032

Judith Bruce

The Population Council, One Dag Hammarskjold Plaza, New York,
New York 10017

Sharon Camp

Policy Analyst, Population Crisis Committee, 1120 19th
Street, N.W., Washington, D.C. 20036

Arvonne Fraiser

Director, Women in Development Program, USAID, U.S.
Department of State, 3243 New State, Washington, D.C. 20523

Mehri Hekmati

Program Officer, United Nations Fund for Population
Activities, 485 Lexington Avenue, New York, New York 10017

Judith Helzner

Associate, Women's Programs, The Pathfinder Fund, 1330
Boylston Street, (Chestnut Hill), Boston, Massachusetts 02167

Connie Hussman, R.N.

International Training, Johns Hopkins School of Medicine,
615 North Wolfe Street, Baltimore, Maryland 21205

Helene Kaufman

Program Officer, Family Planning Services Division,
Room 301-RPE, USAID, U.S. Department of State,
Washington, D.C. 20523

Elizabeth Keys MacManus, LL.D., M.P.H.

Deputy Director, Near East Technical Support Office,
4443 New State, U.S. Department of State, Washington, D.C. 20523

Elizabeth Maguire

Population Advisor, DS/POP/R, Room 309-RPE, USAID, U.S.
Department of State, Washington, D.C. 20523

Mary Lee McIntyre

Assistant to the National Co-Chairman, Population Crisis
Committee, 1120 19th Street, N.W., Suite 550,
Washington, D.C. 20036

Robert Nothstein

Projects and Operations Officer, The Centre for Population
Activities, 1717 Massachusetts Avenue, N.W., Suite 202,
Washington, D.C. 20036

Connie O'Connor

Family Planning International Assistance, 810 Seventh Avenue,
New York, New York 10019

Agatha Ogazon

International Planned Parenthood Federation, 18-20 Lower
Regent Street, London SW1, England

Katherine Peipmeir

Project Officer, International Planned Parenthood Federation,
18-20 Lower Regent Street, London SW1, England

Phyllis Piotrow, Ph.D.¹

Director, Population Information Program, Johns Hopkins
University, 624 North Broadway, Hampton House, Baltimore,
Maryland 21205

- Reimert Ravenholt, M.D.
 Director, Office of Population, Development Support
 Bureau, USAID, Room 209-RPE, U.S. Department of State,
 Washington, D.C. 20523
- Joanne Revson, M.P.H.
 Assistant to the Director, Center for Population and
 Family Health, Columbia University, 60 Haven Avenue,
 New York, New York 10032
- Allen Rosenfield, M.D.
 Director, Center for Population and Family Health, Columbia
 University, 60 Haven Avenue, New York, New York 10032
- Jacqueline Rumley
 Consultant, Project Associates, Inc., 5605 Lamar Road,
 Washington, D.C. 20016
- John Scottice
 Director, The Centre for Population Activities, 1717
 Massachusetts Avenue, N.W., Suite 202, Washington, D.C. 20036
- Leslie This
 Chairman of the Board, Project Associates, Inc.,
 5605 Lamar Road, Washington, D.C. 20016
- Coralie Turbitt
 President, International Center for Research on Women,
 2000 P Street, N.W., #403, Washington, D.C. 20036
- Roxann Van Dusen
 Near East Technical Support Office, 4443 New State, USAID,
 Washington, D.C. 20523
- Ruth Weinstein
 Training Officer, International Planned Parenthood
 Federation, Western Hemisphere, 105 Madison Avenue,
 New York, New York 10016
- Ieda Wiarda, Ph.D.
 Post graduate, Research Associate, Department of Political
 Science, University of Massachusetts, Amherst,
 Massachusetts 01202
- Samuel Wishik, M.D.¹
 Professor Emeritus, School of Public Health, Columbia
 University, 60 Haven Avenue, New York, New York 10032

¹ Member, CEFPA's Board of Directors

SPONSORING AGENCIES AND REPRESENTATIVES

United Nations Fund for Population Activities

Ms. Mehri Hekmati, Program Officer, New York

Mr. Houzer, UNDP, Nigeria

Mr. R.W. Kitchen, Resident Representative, UNDP, Kenya

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

UNDP Representatives: India, Kenya, Liberia, Mexico, Nigeria, Pakistan, The Philippines, Thailand, West Indies and Zambia

The Pathfinder Fund

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

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

Dr. Marasha Marasha, Regional Representative, East Africa

Mr. Eliot Putnam, Deputy Vice President, Boston

Dr. John Stanbury, Executive Vice President, Boston

United States Agency for International Development

Ms. Sigrid Anderson, International Development Intern

Ms. Mary Bouldin, Development Training Specialist, Population and Health Branch, Office of International Training

Ms. Debbie Currie, Program and Operations Assistant, Population and Health Branch, Office of International Training

Ms. Helene Kaufman, Program Officer, Family Planning Services Division

Dr. Harald Pedersen, Chief, Family Planning Services Division

Population and Women in Development Officers: Bangladesh, Egypt, El Salvador, Jamaica, Nepal, Peru, Tunisia and Upper Volta

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

Mr. Sam Taylor, Deputy Coordinator, Latin America

Family Planning International Assistance

Mr. Anthony Drexler, Regional Representative, South Asia,
Bangladesh

Ms. Kit Leung, Program Officer, New York

Mr. Marc O'Kunnu, Regional Representative, East Africa, Kenya

Dr. Daniel Weintraub, Chief Operating Officer, New York

Development Associates

Mr. Erich Hofmann, Senior Vice President

Ms. Anne Terborgh, Program Officer, Population Program Division

Church World Service

Ms. Illuminada Rodriguez, Director, Family Life and
Population Program

APPENDIX C

C. Seminar-Workshop Evaluations

- participant evaluation
of seminar sessions
- overall evaluation
- individual comments
from retrieval sheet -
Residential Workshop III

OVERALL EVALUATION

Objectives:

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

Objective 1	Fully 27	Partially 5	
Objective 2	Fully 26	Partially 6	
Objective 3	Fully 19	Partially 12	Not at all 1
Objective 4	Fully 22	Partially 10	

2. State your objectives in attending the seminar-workshop. (The most frequently mentioned are listed).

- Learn modern management skills
- Share experiences and interact with women from developing countries
- Learn about women's programs in other countries
- Learn community organization skills
- Improve ability to plan projects, write proposals, design evaluation
- Improve service delivery systems through improved management

Content:

1. Seminar Sessions in Washington, D.C. - First Week

Using a scale of 1 to 9 with 1 as the lowest and 9 as the highest, rate the following content areas in terms of your present work or future aspirations:

--Women's Needs in the Third World	7.2
--What is Management?	7.8
--Family Planning Delivery Systems	7.3
--Women to Women Delivery Systems	7.5
--Use of Paramedics and Auxillaries	7.3
--Contraceptive Technology	6.4*

*M.D. commented this session not valuable to her personally but generally good for rest of participants.

2. Residential Workshop and Field Exercise - Second Week

Using a scale of 1 to 9 with 1 as the lowest and 9 as the highest, rate the following session in terms of your own personal growth and awareness as a woman and as a manager.

A. Management Workshop I - "The Professional Woman's Understanding of Herself" (Donaldson Brown Center)

--Commitment Contract: Paired Interviews	7.4
--The Helping Relationship: Sender/Receiver/Observer	7.6
--Film: "Joshua in a Box" - Brainstorming	8.1
--Assertiveness: "Don't Say Yes When You Want to Say No"	8.0
--Power	7.6
--Role Play Exercise	7.7

- Overall Experience:

--Excellent 19
--Good 13

- Comments:

--Evening sessions tiring, but enjoyable
--Majority felt very good - no change
--Some uncomfortable with assertiveness exercise

B. Field Exercise - UNFPA, New York City

- Did you find the sessions at the UNFPA useful to you as a learning experience?

--Yes 20
--Unsure 8
--No 3

- Comments:

--Learned about UNFPA's TCDC/self-reliance concept
--Identified UNFPA women to women program
--Felt meetings with country representatives inadequate
--Discussion too general; not country-specific

- Suggestions:

--Discuss "how to" submit proposals to UNFPA
--Get more involvement of UNFPA staff in seminar-workshop
--Relate discussion more to participant's geographical region and areas of work

C. Field Exercise - Margaret Sanger Center, New York City

- How would you describe your experience at the Margaret Sanger Center?

--Very informative 21 --Too brief 21
--Very useful 10 --Educational 4

- Comments:

- Learned about role and function of a voluntary family planning agency in U.S.
- A service delivery model utilizing paid employees and volunteers
- No time for observation of clinic facilities, especially procedure rooms
- Too much discussion by Margaret Sanger Center staff, not enough willingness to share the facility with participants

3. Seminar Sessions in Washington, D.C. - Third Week

Using a scale of 1 to 9 with 1 as the lowest and 9 as the highest, how would you rate the following "technical skills" content areas in terms of their usefulness to you as a manager/professional woman?

--Evaluation	6.8
--Monitoring	6.5
--Budget and Fiscal Management	7.2
--Legal Aspects	6.7
--Funding Agencies/Proposal Writing	7.6
--Staff Development and Supervision	7.4

Comments:

Participants identified the most valuable areas for their work to be budget and fiscal management, staff development, evaluation, and the role of funding agencies. They strongly felt evaluation was inadequately covered although two full days had been devoted exclusively to it. Budgeting and legal aspects were inadequate also because too little time was available.

4. Residential Workshop, Harper's Ferry, W. Va. - Fourth Week

Using a scale of 1 to 9 with 1 as the lowest and 9 as the highest, rate the following sessions in terms of how they helped you gain a) a better understanding of management in an organizational context, and b) insight in improving your "community organization skills".

A. Management Workshop II - "Human Organization Skills"

--Understanding Small Groups	7.9
--Communications: "The Medium is the Message"	7.7
--Meetings: Conducting More Effective Mtgs.	7.8
--Motivation: Job Enrichment	8.0
--Decision-Making	8.1
--Management by Objectives (MBO)	8.1
--Power: Internal	7.8
--Organization: Unwritten Laws	7.9

- Overall Experience:

--Excellent 16
--Good 6

B. Management Workshop III - "Community Organization Skills"

--Management of Change Process 7.9
--Change Analysis 7.6
--Force Field Analysis: Film "Future of Ram" 7.9
--Individual Force Field Analysis 7.8
--Strategizing for the Change 7.6
--Training for Trainers: Model and exercise report back using volunteers for brainstorming and a volunteer facilitator 7.6

- Overall Experience:

--Excellent 16
--Good 15
--Fair 1

5. Seminar Sessions/Mini-Workshops in Washington, D.C. - Fifth Week

Using a scale of 1 to 9 with 1 as the lowest and 9 as the highest, rate the following content areas in terms of value to you as a professional person and a leader in women's programs new or in the future.

--Political Realities 7.0
--Re-entry Issues 7.1
--Mini-Workshops 7.6

Training Methodologies:

1. Every effort was made to use a mix of training techniques. Using a scale of 1 to 9 with 1 as the lowest and 9 as the highest, rate the impact upon you, as a learning experience, of each of the following.

--Lecture by an expert 7.6
--Group dynamics by a trainer 7.9
--Individual task work 7.7
--Film exercise 7.9
--Case study exercise 7.6
--Mini-workshop 7.4

2. If you were running this seminar-workshop which training methodology would you prefer to use most?

--Group dynamics
 --Film
 --Mini-workshops

Comments:

Although most participants expressed a preference for group work, several felt lecture from an expert was more valuable than participant exchange.

General Comments

1. In terms of value to you as a professional woman and manager:

- What would you consider the most important thing(s) you saw or heard during the seminar-workshop? (Listed in order of recurring frequency).

--Assertiveness
 --"Start Small, Think Big"
 --Team Spirit
 --Sharing Ideas
 --Listen More
 --Similarity in family planning and development problems in different countries
 --Non-formal discussions with participants, CEFPA staff and resource persons

- What would you consider the least important thing(s) you saw or heard? (Each response was listed only once; no pattern was established).

--Evaluation and Monitoring
 --UNFPA visit

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

--Yes 8
 --No 14

If yes, please list the subjects and explain why they should be included. (Several suggestions made with no explanation).

--Non-formal education
 --Food production and processing
 --Rural development training

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

--Yes 3

--No 23

If yes, please list them and explain why they were not of value to you.

--Prefer smaller range of technical skills with more in-depth coverage of particular skills (did not indicate which skills)

--Less "propaganda" about organizations

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

- Enough opportunity to interact with resource personnel?

--Yes 22

--No 5

- Enough time and opportunity to discuss problems and issues with CEFPA project staff?

--Yes 29

--No 3

- Adequate chance for discussion among participants?

--Yes 24

--No 4

5. Do you believe that such a seminar-workshop experience would be valuable to other women in your country?

--Yes 26

--Somewhat 2

--No 0

6. Do you wish to make any other comments about any aspect of the seminar-workshop? Please list them.

The majority of the participants volunteered at least one comment, and many offered program suggestions. Several were very congratulatory, citing the seminar-workshop as very useful to their work, and CEFPA's staff as supportive and resourceful throughout the five week program. Suggestions included:

--All more time for individual participants to present their project at home to the total group.

--Make the mini-workshop longer (one participant suggested beginning it at Harper's Ferry).

INDIVIDUAL COMMENTS FROM RETRIEVAL SHEET*
RESIDENTIAL WORKSHOP III

"Managing the Change Process"

1. The session is a "torch light" to show us the real path for development.
2. This session was very helpful in decision-making and determination.
3. It was very encouraging and interesting session. I feel that change is needed but the change should be according to the need of the community and it should be abrupt and sudden.
4. The session gave me more ideas as to how change can be brought without disruption, what the steps involved in the change process.
5. I now realize that many things in my work/life that I thought beyond change can in fact be changed provided proper management of the change process is applied. The timing, clear assessment of forces involved both for and against, degree of motivation, etc. are the crucial elements in effecting change.
6. I feel I am more equipped to deal with changes, to act as a change agent, to be flexible, and to recognize the risk involved.
7. Very good and helpful in introducing new ideas.
8. This session gave me useful skills for my job - for example: the "force field analysis" will be immediately useful to me.
9. I discovered the importance of motivation.
10. Remind me of thinking about human behaviors that concern in changing process which is very important.
11. I now realize that to implement a new program it is most important to introduce your new ideas gradually tactful and taking into consideration the needs of the people that this will affect. A set back should never be accepted as a failure but a challenge.

*This is a compilation of individual comments made at the bottom of the participant learning retrieval sheet in response to the request: "Please write one or two sentences that describe how you feel about this session. Tear off from your retrieval sheet and hand in. Total anonymity is assured."

12. I feel that I have to be more careful of observation and adapt the new idea. Planning before doing.
13. I think it was an excellent seminar; the film was very stimulating and thought provoking. One of the most fruitful seminars we have had uptill now.
14. This session was really interesting. It helped me to develop a better understanding of the change process which I really wanted to do when I go back to my own country. It was informative and helps one to develop thinking in various situations within the society.
15. The session and the movie have been very important on making oneself aware of the different forces which act in favor and/or against a new idea. It requires not only motivation and decision but persistence and perseverance to bring off changes.
16. It is very good to let us discover women power and any person can reach his goal by planning, belief, and hard work.
17. I feel more able to reflect, to think and work in group; I feel more productive.
18. About this session, I feel the rural women need our help.
19. It must be my selfishness that makes me feel I get little for what I give. It was my feeling I gave more in terms of helping the other persons identify their needs than what I got in return. Some people seem to enjoy just listening to others talk their heads off.
20. A useful and interesting session in which theoretical important concepts about planning and change are made meaningful through audio-visual and participatory discussions.
21. I feel I have learned a great deal.
22. Useful. Pace, methodology, and content ok.
23. The session was very useful. The group discussion was extremely valuable but the time was very short, therefore the presentation of the project proposal seemed hurried. I had a chance to sell my plan to people who had no information of my situation. They were curious, and inquisitive. This helped me think constructively.
24. I found it more useful than I expected it to be.
25. I am grateful. I feel I am changing to the better.

26. I feel more secure about myself.
27. I think that I learned a lot about how I can face my problem and how I can plan for my project and how to hold or to reach my goals.
28. I feel that this session has helped me to develop new skills in accepting changes to look at changes with new perspectives, and not to sell my program by sitting in my office and by knowledge alone.
29. With this session I felt I've gained something that I didn't know. I've gathered new ideas, new ways and new methods. It was very educating.
30. The session became very helpful.
31. Crucial for my project. Very helpful and supportive for the change I want to make.
32. I feel more confidence in myself. I am fully convinced of achieving my goal.
33. I discovered that as a change agent I have to be careful, determined and be a part of the change if I expect to achieve my overall goal.
34. Happy to have a good work group - we work quickly and are productive.

APPENDIX D

D. Media Coverage

MEDIA COVERAGE

The Voice of America, Thai Service

The Voice of America, Thai Service, requested an interview with the two participants from Thailand: Ms. Siriyong Ruewiwat and Ms. Penpan Rugsanoh. Our thanks to the Voice of America Thai Service for sending us English transcripts of the interview.

Q. Please tell us about this seminar-workshop; its background and objectives.

Siriyong: This seminar is sponsored by the Centre for Population Activities, a private organization in the U.S. whose concern is to see that women participate and have leading role in all kinds of activities such as family planning and developments in other fields. This is the first time the Centre has organized this kind of seminar-workshop. It sent out invitations and applications to several countries. Thirty-six women applicants were chosen from 23 countries. There are two participants from Thailand, one from Ministry of Health and one from Community Based Family Planning Services.

Q. During the seminar, did you have any chance to travel or did you just work in classroom?

Penpan: We had some sessions in D.C. and some out of town:

- 1st week: lecture on women activities in general;
 general knowledge on administration
- 2nd week: travel out of D.C. - workshop. Visit UNFPA
 in New York - talks about financial aid
 from UNFPA
- 3rd week: back to D.C. - lecture on management, etc.
- 4th week: workshop in Harper's Ferry, W. Va. - group process
- 5th week: wrap-up in D.C.

Q. What did you benefit from the seminar?

Penpan: Beside acquiring knowledge on management, we have learned about how we women should organize community based program; how to stimulate women to think about human rights, for example: how to organize training program which to me would particularly be useful.

Siriyong: The seminar would enable us to go back and work as a manager to start a program which might be about anything; family planning, community development, social or economic development, anything that would improve women's lives in rural areas.

Q. What do you think about women's role in Thailand?

Siriyong: I myself feel that women's role in Thailand is equal to men's. Take me for example, I work on the condom project, we feel that men should be encouraged to participate more in family planning.

Q. How many organizations responsible for family planning programs are there in Thailand?

Siriyong: Family planning is the concern of both the Government and private sections. Beside responsible divisions in the Ministry of Health, there are four or five private organizations which are trying to cooperate with each other.

Q. Family planning is relatively new in Thailand, are there any problems such as cooperation of the people?

Siriyong: At first there were a lot of opposition especially while campaigning on the usefulness of condom. We had to do research on the people's attitude particularly of those in the villages. We found that 2% opposed and 98% wanted it. Then we used certain techniques to persuade people by quoting religious words and inviting Buddhist monks to perform religious ceremonies at our office to show that even the religion accepts the concept of birth control.

Q. How much has been achieved?

Siriyong: After two years since the family planning services started its program, the number of pregnant women decreased by 41%.

Penpan: Our governmental family planning program is very successful. Our goal - to reduce the rate of population increase to 2.5% by 1976 has been met. Our next five year goal is to reduce that rate to 2.1%. As for myself, I have been involved in training programs for all kinds of people from various agencies, for example, border patrol police, teachers for hill tribes, etc. These people will then go out to help educate villagers in remote areas.

Q. What is your plan now after the seminar?

Siriyong: At the seminar, I had a good opportunity to exchange ideas and share experience with other women from 22 countries. I have learned how other countries currently having family planning programs and other development programs are doing in dealing with problems. It sure will be helpful to my work.

Penpan: The experience gained here from the seminar will help me reform our training program, organize seminar-workshop in a better and more effective way.

APPENDIX E

E. Examples of Some Mini-Workshop Projects

EXAMPLES OF SOME MINI-WORKSHOP PROJECTS

Evaluation:

- How to Measure Effects of Development Projects and Convey these to Users of Information.
- The Number of New Acceptors of Family Planning Devices before and after Training Traditional Midwives.

Proposal Preparation:

- Family Planning Services for San Miguel, El Salvador

Training:

- Train Local Women Leaders to Support MCH/FP and be Motivators in their own Communities.
- Train Village Women as Social Workers in their Communities.
- Train 30 Women Living in Two Villages to become Trained Birth Attendants.
- Train Ambulance Attendants to Render First-Aid Treatment to Casualties before and during Transport to Hospitals.

Project Planning:

- To Improve the Status of Women through Family Life Education and Involving them in Income Producing Activities.

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THE CENTRE FOR POPULATION ACTIVITIES
Corporate Description

The Centre for Population Activities (CEFPA) was established as an independent educational, non-profit organization in 1975. CEFPA's primary objective is to improve the management skills of family planning and health administrators from the developing countries through specially designed management training programs. As of January 1, 1978, CEFPA had trained some 302 administrators from 45 different countries. Sponsorship of the trainees were provided by several international and bilateral agencies such as USAID, UNFPA, The Pathfinder Fund, Development Associates, Ford Foundation, Asia Foundation and the Church World Service. In 1977 CEFPA was awarded a three-year AID contract to conduct its management seminar-workshop in selected countries in Africa and Asia. The Centre had adequate physical facilities and a team of experienced trainers/facilitators to conduct and administer training programs. The staffing pattern also draws upon a roster of international resource personnel, including CEFPA Board Members from four major universities, which gives the program a unique faculty network.

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The Centre for Population Activities, Inc.
1717 Massachusetts Avenue, N.W.
Suite 202
Washington, D.C. 20036
Phone: (202) 667-1142
Cable: CEFPA Telex: 440384

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TRAINING

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- TRAINING FOR TRAINERS
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 - FOLLOW-UP
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