

PN-AAX-558

ISN= 50878

Peru

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The Centre for Population Activities "CEPPA"  
in collaboration with  
Association for the Development and Integration  
of Women "ADIM"

FINAL REPORT

OF

"Women in Management" Workshop I  
January 14 - February 1, 1980

Lima, Peru Women in Development  
Agency for International Development  
Room 3243, New State  
Washington, D.C. 20523  
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Date of Acquisition \_\_\_\_\_

Source \_\_\_\_\_

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## SPONSORING AGENCY

In 1979, the Agency for International Development, through the Program Policy and Coordination Division, awarded a two-year grant to the Centre for Population Activities (CEFPA) so that 11 seminars-workshops on "Women in Management" could be conducted in Africa, Asia and Latin America. Its objective was to provide training opportunities and mechanisms for networking among Third World women in management positions, in accordance with the goals set forth in the United Nations' Decade of Women (1975-1985).

This Final Report deals with the first in-country seminar-workshop carried out in Peru from January 13 to February 1, 1980, organized by CEFPA with the collaboration of the Asociacion para el Desarrollo e Integracion de la Mujer (ADIM), a private, non-profit, Peruvian institution founded by women from various professional fields interested in contributing towards the promotion of the Peruvian women.

In implementing these workshops, CEFPA continues to view training as a dynamic process which must constantly undergo reflection, revision, and evaluation. The participants, in better understanding their own needs and those of other women in their countries, and by interacting with women from diverse social, economic, and cultural contexts, can later project themselves in their own communities, and thus assume more effective action roles in the fields of development, family planning, and health.

This Final Report reflects the efforts of CEFPA in its first in-country experience with Women in Management workshops. We thank AID for its technical assistance during the planning and implementation stages in Lima, Peru.

## INTRODUCTION

The Centre for Population Activities (CEFPA) was founded in 1975 as a non-profit, independent, educational organization. Its main objective is to implement management workshops for administrators working in Third World development, health, and family planning programs.

By August of 1979, 601 persons from 57 countries had been trained in CEFPA workshops. Funding for the participants was provided by various agencies, such as AID, UNFPA, Pathfinder Fund, Development Associates, Ford Foundation, Asia Foundation and Church World Services.

In 1978, CEFPA began its Women in Management seminar-workshop series for women working in the planning and implementation of programs in family planning, health and development. In two years CEFPA conducted four WIM programs in Washington, DC, each with an average of 39 participants who came from very diverse countries in Africa, Asia and Latin America. It should be emphasized that five Peruvian participants, specialized in the areas of Business Administration, Psychology, Family Planning, Education and Economics attended the Washington WIM programs.

In 1979, CEFPA received a grant from AID to conduct in-country training programs for women to thus reach a much broader group and focus more succinctly on the specific concerns of that country. The countries that were chosen were Peru, Indonesia, and Egypt, where the first three of the eleven seminar-workshops programmed for two years were to be carried out.

The initial experience in Lima, Peru, was completed February 1, 1980. The Peru "Women in Management" Workshop gathered 30 Peruvian women, 15 of whom came from the various departments in the Republic and 15 from the Capital. All the participants were working with, or were motivated towards working with, programs designed to benefit the Peruvian woman, especially those women in the more marginalized sectors of the society; i.e., peasants and urban poor. The participants work directly with State agencies or private institutions and some are also involved in voluntary organizations. Whether in a paying or voluntary capacity, their efforts center mainly in the fields of community development, family planning, health, education, income generation and others.

Careful attention was paid to adapting the Seminar-Workshop to the Latin American reality and, more specifically, to the Peruvian reality. In this way, the content dealt with the problems of Latin American development, providing a historical overview of the factors that have impeded development in the past. A diagnosis of the situation facing the Peruvian woman followed, analyzing her needs and the cultural myths and barriers which she must

face. The subsequent sessions provided information on what it means to manage programs, placing special emphasis in implementing service delivery to the community.

In the pleasant environment of the Hostal Villa Belvedere in Chaclacayo, the participants focused on clarifying their individual goals which helped to better define women's roles in their society. The participants discussed and reflected on the behavior and decisions needed to fulfill personal objectives. The sessions that followed focused on group development--stages of group growth, role group members play and maintenance of groups. Also discussed in depth were community organization skills, with special emphasis on the concept of change and strategies necessary to accomplish it, especially in regards to its benefit to the female population.

The participants received ample information about the distribution of services to the community. Emphasis was placed in three areas: (1) the national health system, its organization and support structure; (2) family planning, with an exposition of the different delivery systems; and (3) non-formal education and its importance as a vehicle for reaching the community, especially on issues such as health and family planning. Finally, attention was given to the planning, implementation and evaluation of a project. This information was practiced through the elaboration of individual blueprints for projects prepared by the participants. Also, the learning was complemented through visits to on-going projects and contact with representatives of funding agencies.

The participants evaluated the seminar-workshop by units and also completed a final evaluation of the three weeks. The results of the evaluations are summarized in this report (see Appendix C). Thus, the Peruvian WIM program was concluded, one which we are sure will encourage Peruvian women to participate in action and decision-making at all levels.

#### ACKNOWLEDGEMENTS

PERU-WIM I, CEFPA and ADIM thank the following people and institutions for the collaboration provided in the development of this Seminar-Workshop:

- The work groups which worked in the planning stage of PERU WIM I.
- The training team:  
Maria Isabel Miyan de Chiabra  
Elizabeth Dasso  
Blanca Figueroa  
Carmen Masias de Salinas  
Maria Otero Fletcher  
Gabriela Perez-Albela
- The resource persons
- The administrative support committee:  
Beth Craig - CEFPA  
Petronila Diaz - ADIM
- Blanca Figueroa and Carmen Masias de Salinas who wrote this Final Report with the assistance of Maria Otero Fletcher.
- Those institutions which provided us with the use of their facilities to conduct this Seminar-Workshop:  
Touring and Automobile Club of Peru, in Lima; and  
Villa Belvedere, in Chaclacayo, Lima.

THE SEMINAR-WORKSHOP

- Training Team
- Resource Persons
- Advisory Committee
- Objectives
- Methodology
- Content
- Schedule

TRAINING TEAM

BETH CRAIG: North American. Has a degree in International Studies specializing in Administration. CEFPA Representative.

MARIA ISABEL MIYAN DE CHIABRA: Peruvian. Specialist in Projects, Vocal Department and Integration of ADIM. Consultant to various companies. Has worked since 1969 in the Ministry of Agriculture (Agrarian Reform, Agrarian Planning Sector and Support to Small Farmers' Organizations).

ELIZABETH DASSO: Peruvian. Sociologist, Specialist in Educational Research, in the problems of Education and Jobs and occupational projections. Member of PERU-MUJER, developing a project of non-formal education for women.

PETRONILA DIAZ: Peruvian. A secretary with experience in personnel administration. Previous work experience as a secretary includes conferences on international tourism and automobilism.

BLANCA FIGUEROA: Peruvian. Psychologist. Feminist. Member of PERU-MUJER. Participates in community development projects with emphasis on women's participation.

CARMEN MASIAS DE SALINAS: Peruvian. Psychologist (degree from Universidad Nacional Mayor de San Marcos). Research Coordinator for a training project for marginal women; training for technical professions, consciousness-raising and family planning. Assistant to various women's organizations. Trainer for Programs for the Integral Development of Women. Group Therapy with Women. Training promoters of Family Planning. Has done two research papers on women: "Educational Level and Perception of the 'Ideal' Male" and "Social Class and Perception of the 'Ideal' Male".

MARIA OTERO FLETCHER: Bolivian. CEFPA Representative. Specialist in International Studies. Experience in developing and evaluating community development projects. Has worked with development in Brazil, Uruguay, Paraguay, Bolivia and Central America.

GABRIELA PEREZ-ALBELA: Peruvian. President of the Asociacion para el Desarrollo e Integracion de la Mujer - ADIM. Public Accountant. Degree in Economics. Graduate studies in International Development and Business Administration. Experience in the identification, elaboration, administration, monitoring and evaluation of development projects. Works with a number of women's organizations.

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(\*)order of appearance

ADVISORY COMMITTEE

The following people made up the Advisory Committee which provided assistance during the preparation stage of the seminar-workshop:

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Ginecologist - Obstetrician. Ministry of Health.

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Sociologist. Asociacion Multidisciplinaria de Investigacion y Estudio de Poblacion (AMIDEP)

## OBJECTIVES

The seminar-workshop had four primary objectives:

1. To explore ways in which program 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 service delivery programs in development, health, and family planning, and to offer the opportunity to practice some of these skills.
4. To study the need for "women-to-women" delivery systems and to learn how organization skills can be applied in the development of such programs.

## METHODOLOGY

The training methodologies used were adapted from standard management training methodologies to meet the objectives of the seminar-workshop. The chosen methods were the following:

1. Presentations:

Lectures given by specialists were utilized because of its effectiveness in synthesizing ideas and providing information. This method was also utilized by the participants who made short presentations of their projects.

2. Brainstorming:

The participants verbally expressed the first idea and/or feeling about the topic being discussed. The trainer wrote these on a flipchart and then, based on these ideas, further discussion was carried out. This method served to facilitate expression and verbalization of ideas as well as to discard biases, since it suspended criticisms and justifications.

3. Individual or Group Work:

Individual tasks were usually assigned to the participants which were later resolved in small groups. This methodology also included practice at explaining concepts in an adequate manner by rehearsing working in groups, and then analyzing personal and group behavior.

4. Drama:

Primary feelings such as hostility and affection, along with situations faced during daily living, were dramatized by the participants. This method facilitated the spontaneous expression of emotions leading to further reflection on the messages we transmit through verbal and corporal language.

5. Role Play:

The participants assumed pre-determined roles in order to critically observe the management of adequate behavior. Playing out real life situations, trying to evaluate how to act before authority figures in activities which are normal to managers were the major elements in this role play exercise.

6. Dyads and Triads:

Exercises to practice communication skills with emphasis on how to communicate verbally, how to listen and how to observe. In this way one exercised auto-criticism and learned how to give as well as to receive emotional support.

7. Visits to Projects:

Visits were made to various projects thus achieving a direct contact with work in the field. Projects visited were family planning, maternal child care, community development and others.

8. Slides and Films:

Slides and films were utilized to clarify content and to motivate discussion.

Many of the training methodologies were new to the participants. Also very new for them was a management training course that place emphasis on the analysis of personal emotions, the acknowledgement of different modes of thought, and the appreciation of solidarity as key elements in the advocacy of project work, and emphasized that management must be seen in the context of human development.

CONTENT

UNIT I: Women in Development

Overview of Development in Latin America (Fernando Lecaros):  
The speaker expressed the view that although there have been advances in Latin America, these have not affected all of the population, the majority of which continues to live in poverty.

The slow rate of economic growth, combined with the prevalent high rate of open and hidden unemployment, continues to hinder development. Furthermore, the poorer a country is, the greater the concentration of wealth and the difference between its social classes. Also important is the fact that under-developed countries continue to be dependent and unable to solve their economic problems alone.

With respect to the situation of women in Latin America, their position is a subordinate one, and their relationships with males are conditioned by the lens of "machismo". This dependent portion of women only increases as we move further down the socio-economic scale.

Peruvian Women and their Situation (Violeta Sara-Lafosse):  
Dr. Sara-Lafosse utilized data from the last National Census of 1972 in order to evaluate the employment status of Peruvian women. Peru has a female population that is slightly larger than the male population, but inequality is most notorious when we compare the educational and occupational levels between sexes. Out of the two million illiterates in the country, 70% are women. Of the 4,800,000 people who make up the Economically Active Population (EAP) only 16% are women, who work principally in the rural areas and the service sectors (as domestics) or in part-time jobs such as street vendors.

Two and one-half million women are housewives and they are not included in the EAP. The "economic dependence" of the housewife, who considers herself to be "totally" kept by another person, is one of the factors that contributes to the poor sense of self-esteem prevalent among women.

The speaker expressed the view that although housewives should be counted in the EAP, one must keep in mind that this will not necessarily mean that she will be liberated.

The Peruvian Woman and Health Services (Hilda Mercado): Dr. Hilda Mercado based her lecture on research made about women in the Cayetano Heredia University which conducts an innovative program of preventive medicine and health care for mother and child. The actual content of the theoretical lecture was based

on an analysis of the role women among the poorer sectors of society play in the home.

This study showed the correlation between the family authority structure and the educational level of the woman, and pointed to the correlation between the types of family authority structures and the number of children in the family. The results reveal the significant relationship between a patriarchal family structure and a large family and suggests that the variable "children" influences the opportunity - or lack of - that the woman has in opting for a higher educational level. At the same time, the study also shows a significant correlation between a democratic family structure and a family with "few children".

The data presented by Dr. Mercado revealed that the number of children that women consider as "ideal" is much lower than the average number of children in the households studied.

Cultural Myths and Barriers (Hilda Araujo): The presentation of Dr. Araujo dealt with the myths and barriers that prevent women from achieving a greater level of development and which therefore make their effective participation in society that much more difficult.

The speaker made an analysis of those communication methods which contribute, for the most part, towards the maintenance of myths which keep the so-called "feminine ideal" alive in the system. Working in small groups, the participants identified indicators of cultural diversity in Peru and analyzed how this factor affects the communication process between women, making solidarity among them only more difficult.

This topic was complemented by the film, "A Primera Vista", (At First Sight), produced by Cine-Mujer, Bogota, Colombia.

What is Management? (Norma Sanchez de Lanz): The speaker identified and defined key management concepts and listed some of the specific functions that must be carried out by those in management positions. She reviewed various management theories, giving at the same time an historical overview of management, making reference to Taylorism, to the bureaucratic model and to Fayolism.

An assessment was made of the various theories, emphasizing the difference between those that underline efficiency and those that place greater priority on the human factor. The speaker also defined a "system", explained its components - environment, materials, products and organizations - and gave examples of both open and closed systems. The participants developed, through consensus, a group definition of management: "Management is a

dynamic process which proposes a group of activities and methods of utilization of human resources and materials, keeping in mind the accomplishment of joint objectives".

## UNIT II: The Professional Woman Understanding Herself

The general objectives of this part of the workshop were:

- To explore individual behavior and identify the adequate behavior for management.
- To allow for the establishment of goals, discovering the individual's potential, and having a vision of how the past and the present affect the woman of today.
- To help the participants distinguish between adequate behavior (assertive) and aggressive behavior.

The content and the methodologies:

Self-Actualization Skills: (Carmen Masias de Salinas): The "feminine ideal" of yesterday and today and the change which women experience was analyzed with an emphasis on the following:

- A. Motherhood and the right to decide upon it.
- B. The various roles that women exercise in addition to those of "wife" and "mother".
- C. The need for having women themselves create services and structures which permit them to reach greater development.

The method "Brainstorming" was introduced to the participants to facilitate the expression of expectations and feelings with respect to the above mentioned themes.

Defining Roles and Objectives: (Blanca Figueroa): The participants set goals for themselves based on the themes treated in the first section, Self-Actualization Skills. Attitude scales as well as group exercises were utilized and the film, "Joshua in the Box", was shown and discussed. Also a slide shown on "feminine stereotypes" was shown and discussed.

Assertive Behavior (Carmen Masias de Salinas): The participants identified differences between assertive and aggressive behavior, and explored the importance of non-verbal communication through the execution of assigned tasks and observation.

Visualization of Self and Decision-Making (Blanca Figueroa): Work was done based on an Inventory on Self-Actualization Characteristics and on a presentation of Maslow's hierarchy of needs theory.

Role-Play Exercise (Carmen Masias de Salinas and Blanca Figueroa): Role-play was utilized through group exercises in which the participants had the opportunity to act out roles and compare them with their own roles in life.

This unit ended with a FEEDBACK SUMMARY given to the participants who analyzed their own responses and drew conclusions on the material presented.

### UNIT III: Human Organization Skills

The general objectives of this workshop were:

- To understand the problems facing groups.
- To identify the different stages through which a group evolves.
- To identify the different roles that members of a group assume.
- To understand the best way of planning.
- To analyze the different levels of communication existent within a group and realize how much these affect a group's planning process.

The content and methodologies:

Understanding Small Groups (Gaby Perez-Albela): Using "Cog's Ladder", information was presented with respect to the different stages of group growth and development. Through group exercises the participants were able to identify the different roles which they assumed during the exercise. After the exercise was over, they were able to analyze the manner in which their conduct reflected the roles they normally assume when interacting in group situations.

The Management of Agreement (Maria Otero Fletcher): After utilizing a participatory exercise to experience the feelings of inclusion and exclusion in a group, the participants analyzed the control felt by individuals while they work in groups. Emphasis was placed on the following aspects related to the formation of groups:

- Why are groups formed?
- How a sense of "belonging" is generated by a group.
- Identify inside the work groups.
- Strategies used for the manipulation of groups.

Team Work (Maria Otero Fletcher): Using "The Hollow Square Game", this session sought to demonstrate the distance which at times exist between planners and implementors of a task, and how this lack of communication represents one of the greatest

obstacles to achieving cooperation in the work group and to accomplishing the task.

This section emphasized the importance of participation of the members of a group in the planning process of activities and programs.

#### UNIT IV: Service Delivery Systems: Health, Family Planning and Development

Overview and Limiting Factors (Maria Tello): Mrs. Maria Tello presented ample information on the national health system and expressed her view that educational and housing aspects are intimately interrelated to problems of population growth. She also highlighted the influence of political and economic factors on decisions made in the health arena. In her presentation, Mrs. Tello placed emphasis on the training of promoters and in the use of available community resources.

Extending Family Planning Services (Lucy Jefferson): Dr. Jefferson covered all the problems facing women in relation to family planning. She talked about the high birth rates, correlating them with the high illiteracy rate in the female population. Dr. Jefferson placed emphasis on the macro-social and on the micro-family aspects, on the need to reach the masses with family planning programs and to educate couples to have the freedom to elect the number of children they want to have. Even then, this freedom could not exist without the access to information. This is why there is such a need for massive programs.

Dr. Jefferson provided statistical data and first hand experiences obtained through her work experience in the Loayza Hospital. The significant data for Peru which she highlighted was:

- 39% of women start their sexual lives before they are 18 years old.
- Peruvian women from popular sectors continue to have children after they are 35 years of age, even though when polled they declared (at a rate of 62%) that they do not want any more children.

There is a high correlation between women who have more than five children and diabetes. There is also a high correlation between cancer of the uterus and a large number of children. Also, the fact that pregnancies are not far enough apart contributes to the greatest incidence of cancer of the uterus.

She also placed emphasis on the possibility of genetic advice through family planning programs. She also gave ample information about contraceptive technology, its delivery and the role of the promoter.

Non-Formal Education or Popular Education (Rosa Dominga Trappasso): The discussion focused on how historically formal education has not reached the vast sectors of the population. The national census shows us that Peruvian women in the popular sectors have suffered the most from this lack of formal education. The low level of income is related to the poverty situation. The majority of the adult population needs non-formal education which should focus on vital problems: housing, health, and family relations and seek to find practical solutions to these problems. The speaker showed the participants various examples of non-formal education, stressing the need to use simple language and visual presentations, preferably through pamphlets. The relationship between non-formal education methods and providing information on health and family planning was also discussed.

Case Study: "Asociacion para el Desarrollo Integral de la Familia" (ADIFAM) (Irma Subiria): A training project for women in non-traditional occupations utilizing family planning components while working through a community distribution system was the focus of Ms. Subiria's case study. The project has been taking place in Chosica which is located 34 kilometers from Lima.

The speaker summarized the development of the project since its inception. The first steps taken were:

- Contacting the civil authorities in Chosica
- Studying the local reality, placing emphasis on information about women in childbearing ages.
- Training family planning promoters and distributors.
- Organizing a system of distribution of birth control methods for the community.
- Establishing a program to motivate women participants.

This included a variable of 'consciousness-raising' of the woman who received information on family planning and her personal rights. The project has a research component which studies whether training and consciousness-raising influence women into not only entering but continuing with a family planning program.

The case study was presented with the use of slides taken by Mrs. Kathleen Vitale, who works in the health field.

Case Study: "Movimiento Derechos de la Mujer" (MDM) (Adela Angosto de Munoz): Ms. A. Angosto, Executive Director of the "Movimiento Derechos de la Mujer" talked of the history of the organization which originated thirteen years ago as a product of the unequal treatment of men and women under Peruvian law.

Recently MDM received funding from AID to carry out a project of Legal and Social Services in Lima. It will be conducted with the assistance of the Overseas Education Fund of the League of Women Voters.

## Field Visits to Projects

Asociacion de Laboratorios Farmaceuticos Peruanos (ALAFARPE) (Alfredo Brazzoduro, Alfredo Gusman): A group of seven participants and a member of the training team visited two maternal-child care centers in two slum areas: Jose Carlos Mariategui and Maria Isabel de la Villa, in Lima.

"ALAFARPE" offers delivery of services in family planning and health care for children through these centers. A doctor, nurse and various community health promoters work at each center.

Asociacion para el Desarrollo Integral de la Familia (ADIFAM) (Irma Subiria): A group of participants, team members and Mrs. Irma Subiria visited the "pueblo joven" "El Planeta". An interview was conducted with a group of women leaders of the Mothers' Club in this community. ADIFAM's motivation process could be observed in the implementation of a community distribution program of family planning services.

Maternal-Child Care and Family Planning Projects in the Municipality of San Juan de Lurigancho (Maria Tello): A group of participants and a member of the training team visited two health and family planning centers in the localities in Caja de Agua and Zarate. Through this project, the municipality of San Juan de Lurigancho, in collaboration with these communities, offers services dealing with an integral approach to health falling within the regulations of population programs. These centers are staffed by one doctor, one nurse and four health promoters from the community who specialize primarily in children's health.

Hogar de la Madre: Matazango Project (Josefina de Villaran): The participants visited the "pueblo joven" of Matazango, in the Surco district, where an integrated program for the homemaker is being developed. Matazango is made up of persons who had worked previously on a farm by the same name. The women in the program are between the ages of 20 and 45. The program consists of:

Health services; which involves the following:

- Family planning and responsible parenthood. The women receive care in an office of a community center where services are provided by the doctors of SECIGRA because the program receives the support of the Ministry of Health. Contraceptives are provided to women desiring them. This is an integrated service which provides sex education also.
- Dental care
- Nutrition programs
- First aid
- Environmental hygiene

While providing the previously mentioned services, the following services are also implemented in:

- Sewing
- Adult literacy

At the same time, there are a number of children who benefit from the program: "A Glass of Milk". It is the mothers themselves who are responsible for its daily distribution. The Hogar de la Madre coordinates its activities with the leadership of the Social Projection (Proyeccion Social) of the University of Lima. It also receives educational services/funds from the Colegio Santa Maria Eufrasia, two educational centers neighboring Matazango.

Asociacion de Instituciones Privadas (Carmen Munoz): The participants visited the institutional location of "Accion Comunitaria". Reports on the various activities were provided, such as the basic infrastructure development in the marginal areas (water pipes, electricity, and in many cases housing), a program of arts and crafts in Ayacucho, and others. Accion Comunitaria makes the necessary technical studies acting as an intermediary for the financing agencies which also provide funding and technical assistance.

#### UNIT V: Community Organization Skills

This unit covered the following subjects:

The Concept of Change (Elizabeth Dasso): The presentation focused on the different types and levels of influence social change and the real dedication that every person who works with community action projects must have in order to accept change as a real and on-going process. This was done with individual and group exercises identifying changes occurring in the community and the role of each participant in the change process.

Managing the Change Process (Maria Isabel Miyan de Chiabra): The film "Refiner's Fire" was presented which deals with the various ways change can be introduced in a community, the "risks" involved, and the ways to cope with change attempts that fail.

Force field analysis exercises were carried out to help identify forces for and forces against the changes in the community, and the necessary elements needed for planning change.

Change Strategies (Elizabeth Dasso): Participants became aware of the need to utilize a strategy so that the change is successful in the community through action projects.

The following steps were taken:

- Diagnose the problems of the community.
- Identify the necessary conditions for change.
- Identify the role to be played by the "action project" in the community.
- Organize the change.

Guidelines were distributed to aid in the development of the strategies, as well as individual and group exercises dealing with this theme.

#### UNIT VI: Technical Skills

Management by Objectives (MBO) (Norma Sanchez de Lanz): The speaker gave an overview of what it means to be a manager, introducing the basic concepts of "Mission", "Goal", and "Objective". Management by Objectives (MBO) was defined, utilizing a group exercise that clarified these concepts and emphasized management through specific and strategic objectives.

Finally, there was a discussion on the application of Management by Objectives to non-profit organizations. A test was provided and a list of limitations to its application was developed.

Project Planning and Implementation (Maria Otero Fletcher): The speaker offered a comprehensive discussion on the significance of a project, identifying the differences between project process and activity. She indicated how a project is more a process which involves people than just an activity. The speaker also differentiated between development and assistentialism and later described the different types of projects. She emphasized that a project should evolve from the reality of the community and out of its own needs. She explained the different stages of project development from the point of entry into a community until completion (although she emphasized that this last stage is only an expression because the actual process of change is never ending). Project was defined as "a process of social change which emerges and responds to the needs of a community as it attempts to solve its own problems and thereby increases its control over its own life". With respect to discovering the needs of the community, she spoke of the importance of addressing the non-quantifiable needs that exist but which are often not incorporated into a project. The speaker also expressed the importance of considering and utilizing the resources available in the community.

Introduction to Proposal Writing (Aurora Rivas): Ms. Rivas provided information on the best way to elaborate a project explaining each stage and the importance of meeting those requisites that are indispensable for its successful presentation. She also described the type of information which should be included at each stage of the proposal and substantiated this with examples from various types of projects.

Budget and Fiscal Management (Jesus Tay): A brief presentation was made on budget management and the phases of the budgetary cycle. A Case Study was presented as a way to clarify the basic concepts, and a second case study was worked on individually by the participants to distinguish the different stages of the budgetary cycle.

Evaluation as a Management Tool (Isabel Acevedo de Davila): The speaker introduced and clarified evaluation concepts and explained their importance as management tools in the implementation of a project. She examined various levels at which evaluations need to be carried out and how they should be conducted, placing emphasis on the definition of regulations that need to be created with the goal of improving social programs. Ms. Acevedo de Davila described norms and positive characteristics that should exist for an evaluation to be valid. She also explained the different stages of the evaluation process, aspects that need to be taken into consideration, questions to be asked, and background information that needs to be gathered for an evaluation.

Panel of Representatives from Funding Agencies: Representatives from various funding agencies were invited to the seminar-workshop to give the participants precise information on their requirements for funding. The representatives were:

Mr. Hector Almendrades, The Canadian Development Agency (CIDA/ACDI): Mr. Almendrades spoke of this agency's programs emphasizing projects whose execution and results have an economic impact on the greatest number of people, including the creation of new job opportunities.

Ms. Janice Kissig, Development Associates, Inc.: Ms. Kissig spoke of the training programs in the areas of education and technical assistance which have been financed by her organization.

Ms. Genny Martinez, Office of Health, Education and Nutrition and Ms. Isabel Rodriguez, Special Programs Office, Agency for International Development (AID): Both speakers presented an overall view of the activities carried out by USAID/Peru. They explained the different types of funding granted and gave a clear picture of the priority programs with respect to women.

Mr. Walter Mertens, The Ford Foundation: This representative talked generally of the institution's activities and also placed emphasis on the research and development related to women's issues.

Ms. Maria de Tanco, The Pathfinder Fund: Ms. Tanco provided ample information on the projects which are of most interest to the Pathfinder Fund, those which focus on women. She also talked of the necessary information needed in project proposals.

Re-Entry Issues (Carmen Masias de Salinas): The speaker compared the participants with a "small society" with different positions, ages and problems but with a common goal: to have women examine their own behavior and understand that their solidarity is essential to make changes. She also summarized the significance of work and motivation of the human person not only in economic terms but also under diverse difficulties which constitute a challenge. The speaker ended by emphasizing the work done with marginal groups and the creativity needed for maximum use of resources.

Sunday	13	<p>Welcome to Peru WIM I</p> <ul style="list-style-type: none"> <li>• Orientation and Objectives/Team</li> <li>• Getting to Know Us/Team &amp; Participants</li> </ul> <p>WELCOME DINNER</p>	<p>20 • The Management of Agreement</p> <hr/> <ul style="list-style-type: none"> <li>• Team Work and Decision-Making</li> </ul> <p>Participant Presentations/Lizzy Dasso</p>	27	FREE DAY
	Monday	14	<p>Overview of Development in Latin America/ Fernando Lecaros - Film: "Double Day"</p> <p>Peruvian Women &amp; Their Situation/Violeta Sara-Lafosse</p> <p>The Peruvian Woman &amp; Health Services/Hilda Mercado --Briefing on Residential Workshop</p> <p>COCKTAIL RECEPTION</p>	<p>21 • Conflict in Groups</p> <p>Partial Evaluation III/Participants</p> <p>Conclusion Residential Workshop II</p> <p>1:30 p.m. - Return to Lima</p> <p>Free Afternoon</p>	28
Tuesday		15	<p>Cultural Myths &amp; Barriers/Hilda Araujo</p> <hr/> <p>What is Management/Norma Lanz</p> <p>Partial Evaluation I/Participants</p> <p>6:00 p.m. Depart for Chacacayo - Villa Belvedere</p>	<p>22 Free Morning</p> <hr/> <p>Service Delivery Systems: Health, Family Planning &amp; Development</p> <ul style="list-style-type: none"> <li>• Overview &amp; Limiting Factors/Maria Tello</li> <li>• Extending FP Services/Lucy Jefferson</li> <li>• Non-Formal Education/Rosa Dominga Trapasso</li> </ul>	29
	Wednesday	16	<p>Residential Workshop I: The Professional Woman Understanding Herself/Training Team</p> <ul style="list-style-type: none"> <li>• Self-Actualization Skills</li> </ul> <hr/> <ul style="list-style-type: none"> <li>• Defining Roles and Objectives</li> </ul>	<p>23 Case Studies:</p> <p>Family Planning Project "ADIFAM"/Irma Subiria</p> <hr/> <p>Women's Organization "MM"/Adela Angosto</p> <hr/> <p>Field Visits to Projects</p>	30
Thursday		17	<ul style="list-style-type: none"> <li>• Assertive Behavior</li> </ul> <hr/> <ul style="list-style-type: none"> <li>• Visualization of Self and Decision-making</li> </ul>	<p>24 Field Visits to Projects</p> <hr/> <p>Partial Evaluation IV/Participants</p> <p>Workshop III: Community Organization Skills/Training Team</p> <ul style="list-style-type: none"> <li>• The Concept of Change</li> </ul>	31
	Friday	18	<ul style="list-style-type: none"> <li>• Role Play Exercise</li> </ul> <p>Partial Evaluation II/Participants</p> <p>Conclusion of Residential Workshop I</p> <hr/> <p>Participant Presentations/Gaby Perez-Albela</p>	<p>25 • Managing the Change Process</p> <hr/> <ul style="list-style-type: none"> <li>• Change Strategies</li> </ul> <p>Partial Evaluation V/Participants</p> <p>Conclusion Workshop III</p>	1
Saturday		19	<p>Residential Workshop II: Human Organization Skills/Training Team</p> <ul style="list-style-type: none"> <li>• Understanding Small Groups</li> </ul> <hr/> <p>Free Afternoon</p>	<p>25 Workshop IV: Technical Skills</p> <ul style="list-style-type: none"> <li>• Project Planning &amp; Implementation</li> </ul> <p>MBO/Norma Lanz, Maria Otero Fletcher</p> <hr/> <ul style="list-style-type: none"> <li>• Introduction to Proposal Writing/Aurora Rivas</li> <li>• Budget &amp; Fiscal Management/Jesus Tay</li> </ul>	

WORKSHOP PARTICIPANTS

Socorro Barrantes Zurita	Cajamarca
Mafalda Bogdanovich Porturas	Lima
Pilar Bolvarte Cipriani	La Oroya
Gabriela Carbajal Chirinos	Huancayo
Marta de Olarte Beteta-Munoz	Lima
Isabel Espinoza Pena	Lima
Gracciela Garcia Rivarola de Gustin	Lima
Amparo Ismodes Aguilar	Arequipa
Julia Jara Salcedo	Chancay
Patricia McKay Jimenez de Roeder	Trujillo
Ida Mendoza Delgado	Lima
Consuelo Montanez Luna de Castillo	Chincha
Norma Montezuma Hurtado de Noriega	Lima
Consuelo Montoya Franco de Solar	Lima
Celia Morales Chavez	Ayacucho
Haydee Obando Vizcarra de Gonzalez	Cusco
Juana Palacios Chumioque	Chiclayo
Gilda Ramirez Flores	Tarapoto
Maria Victoria Roman Sandoval de O'Connor	Lima
Tania Ruiz Gonzalez	Lima
Nelly Rumrill Lozano de Rojas	Lima
Maria Elena Santiago Ventocilla	Lima
Pilar Saravia Alvarez	Huancayo
Lucila Maria Seminario Raborg de Arias	Lima
Esther Silva Marzal de Ghersi	Lima
Cecilia Testino Puppo	Cajamarca
Teresa Torres Camacho	Puno

PARTICIPANT PROFILE

Fifteen women from places as far away as Tarapoto, Oroya and Cusco met with an equal number of women from Lima in order to participate in the seminar-workshop entitled "Women in Management" in the capital of Peru. All stages of the program were attended by twenty eight participants whom we describe in the following paragraphs:

Age:

Range	23 to 55
Median	31
Average	34

Number of Children:

Average	4
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Only three have children less than a year old. Most children are between the ages of ten to fifteen years of age.

Civil Status:

Single	13
Married	14
Other	1

Formal Education:

Complete Elementary School	1
Incomplete Secondary School	1
Complete Secondary School	3
Incomplete College	3
Complete College	17
Graduate Work	3

Seminars, courses or workshops on women's issues attended by the participants:

Peru-WIM I is the first experience	19
One more course besides Peru-VIM I	7
Two or more courses	2

Types of institutions in which they work:

Education (formal and non-formal towards the training of women)	14
Community development (including health, family planning and child care)	9
Administration	1
Research	1

Occupations:

Sociology/Anthropology	7
Housewives	6
Family Education/Social Worker/ Family Orientation	5
Education	3

Obstetrician	2
Lawyer	2
Secretary	1
Public Accountant	1
Administration	1

Membership in Women's Organizations: 12

Types of activities which they are interested in working with:

Training	11
Family Planning	9
Income Generation	5
Child Care	4
Primary Education	1
Nutrition	1
Maternal-Child Care	1
Community Development	1
Literacy	1

APPENDIX A

Participants Introduce their  
Projects and Experiences

## Participants Introduce their Projects and Experiences

On two occasions during the seminar-workshop, several participants gave brief presentations on their current work in projects. These presentations are summarized below:

Magdalena Alvarado, "Center of Promotion and Family Welfare"

Project in Ventanilla, 27 kilometers from Lima.

The project's objectives are:

1. To raise the standard of health of the family, especially during the reproductive stages of the woman.
2. To contribute towards the well-being of the family through sex education and family planning.

The center has answered more than 3,000 inquiries dealing with: primary health, family planning and follow-up on family planning acceptors. They are staffed by health promoters who make house calls and cooperate with the training of women from the communities.

Gabriela Carbajal, "Asociacion para Cooperacion con la Mujer Campesina" (ACOMUC) - "Training of Peasant Women"

The project has as its objectives:

1. To improve the organizational skill of ACOMUC.
2. To apply and develop a pilot training project for women in the agrarian region which would serve as a model at the national level.

The stages of development are:

1. Train the ACOMUC volunteers.
2. Carry out training seminars for peasant women.

Pilar Saravia Salazar, "Instituto de Estudios Andinos", Huancayo - "Training Project for Women in Community Development".

The project objectives are:

1. To train peasant women so they actively participate in decision-making.
2. To train health promoters.

Work is done with the Mothers' Club of the Changos Altos rural community, giving talks, preparing pamphlets and teaching small courses on topics dealing with agriculture and nutrition.

Consuelo Montanez, "Family Integration Program in Chincha Baja"

The project objectives are:

1. To conduct courses on sex education and responsible parenthood for couples.
2. To promote family education work.

Many couples have been trained through this program and will assume the training role in future courses.

Teresa Torres Camacho, "Experimental Pilot Project on Non-Formal Initial Education" in Puno

The project objectives are:

1. To raise the socio-economic standard of communities in the area of Puno.
2. To provide initial education services to rural children.

This program has serviced 17,000 children to date in its seven years of existence.

Tania Ruiz, "Carmen de la Legua Maternal-Child Care" in Lima

The objectives of the project are:

1. To provide medical assistance services in family planning.
2. To train the women in nutrition, health, responsible parenthood and sex education.

This service is provided at the level of the District of Carmen de la Legua.

Gilda Ramirez, "Comite de Lucha Pro-Damnificados del Centro Poblado Juan Guerra"

The project objectives are:

1. To promote the development and well-being of the residents of Juan Guerra in the areas of housing, populational integration and community promotion.
2. To provide equipment for a medical post.

The committee services 340 families which suffered from the flooding of the Huallage River.

Maria Elena Santiago, "Project of Development of the Towns of Rajanya and Virunhuaina"

The project objectives are:

1. To decrease the migration of the youth population through the development of the town.
2. To foster economic development of the community by marketing those products produced in the area.

The project is at the service of both communities for one year and a half.

APPENDIX B

Additional Background and Support Material

## Additional Background and Support Material

As part of the first Peru Women in Management Workshop, the training team considered it useful to provide participants with additional background and support material on issues of particular relevance to the program's content and interest to the participants. Emphasis was placed on practical material that would serve in the implementation of action programs at the community level, and on theoretical material that addressed topics related to women's personal growth and awareness. Participants were given an opportunity to review all the books, reprints and pamphlets available and choose the ones they wanted.

### Books

1. Maruja Barrig, Cinturon de Castidad (Chastity Belt), Lima, Peru.
2. David Werner, Where There is No Doctor, Spanish edition, Mexico.
3. Boston Women's Health Collective, Our Bodies, Our Selves, Spanish Edition, Mexico.
4. Esther Gally, La Educadora del Hogar (The Educator of the Home), Mexico.
5. New TransCentury Foundation, Financial Resources for Women in Development Projects, Latin America, Spanish edition, Washington, D.C.
6. Esther Andradi and Ana Maria Portugal, Ser Mujer en el Peru, (To Be a Woman in Peru), Lima, Peru.
7. Yolanda Contreras de Wilhelm, Trabajo Social de Grupos, (Social Work with Groups), Mexico.

In addition eighteen pamphlets were available published by "Creatividad y Cambio", a Peruvian center for development of materials on women and popular education. Among the subjects treated were the following:

1. "Sexual Education: Birth Control Methods"
2. "Machismo and the Latin American Culture of Poverty"
3. "The Peasant Woman: Her Contribution to the Family's Income and her Social Participation"
4. "Women and Modernization: Access to Technology"
5. "How to Work in Groups"
6. "What is Planning?"

Also provided were:

1. International Women's Tribune Centre, "Women and Food Production"
2. Listing of the Centers of Social Research and Non-Formal Education active in Peru
3. Listing of Women's organizations active in Peru
4. Bibliography of studies and research done on women with brief summary of the content of each entry.

APPENDIX C  
Evaluations

## EVALUATION

The participants to PERU-WIM I completed six partial evaluations of the training program--one at the end of each unit--and one final evaluation during the program's last week. The results of these evaluations reflect varied opinions of a training program that gathered participants with very diverse viewpoints, backgrounds and experiences.

The partial evaluations required that the participant respond to six series of questions about the particular unit of the program being evaluated. First, using a scale from A to E, with A as highest, the participants assigned each session in the unit a letter to signal the level of interest or impact of each session. This letter scale helped the participants make clear decisions about the relative value for them of each session, since each letter could only be used once.

Next the participants, using a scale of 1 to 5 with 5 as highest and 1 as lowest, evaluated each session in terms of the following points:

(1) Clarity with which material was presented, that is, whether the language utilized by the trainer was appropriate to relay the content of the session. This question was considered relevant because of the disparate educational levels and professional backgrounds of the group;

(2) Degree to which the session represented a learning experience for the participant. Varied responses to this question were anticipated because of the participants' work experiences and background in a wide range of fields.

(3) Degree to which the session had fulfilled the objectives established, and if the session was considered useful and relevant to the participants' work situations. Finally, the evaluation included space for comments and suggestions on the unit being evaluated.

The final evaluation more comprehensively covered the three weeks of the program, asking the participants to assess the relative merit of all the sessions, in content and methodology. The format of the final evaluation asked the participants the following items:

- Assess if the workshop's established overall objectives had been met,
- Assess if the workshop had met the objectives of each participant,

- Use a scale of 1 to 5 with 5 as highest to rate each session and give a brief explanation or comment on the session,
- Identify those content areas that should be included in future workshops, and those that should be deleted,
- Degree to which participants felt there had been open communication with members of the training team, resource specialists, and with other participants,
- Assess whether another training course would benefit Peruvian women and assist them in their work. If they recommended that another program be organized, then they were asked to suggest criteria for participant selection.
- Record the most salient positive and negative aspects of the training program and elaborate these and any other topic in a final commentary.

Partial Evaluation

Unit	Level of Understanding of Contents	Contents as a Learning Experience	Contents in Relation to the Unit Objectives	Usefulness of This Unit in Relation to this Problem
I Women in Development	4.2	4.5	4.0	4.3
II The Professional Woman Understanding Herself	4.3	4.8	4.7	4.5
III Human Organizational Skills	4.4	4.5	4.4	4.6
IV Service Delivery Systems: Health, Family Planning and Development	4.3	4.3	4.2	4.1
V Community Organization Skills	4.4	4.4	4.6	4.4
VI Technical Skills	3.2	3.9	4.4	4.7

5 = Excellent or up to 100% adequate  
 4 = Very good or up to 75% adequate  
 3 = Good/Regular or up to 50% adequate  
 2 = Mediocre or up to 25% adequate  
 1 = Deficient or inadequate

### Final Evaluation

Seminar Objectives:	Rating
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.	3.5
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.	3.5
3. To acquire the necessary technical skills essential for initiating and implementing community-based service delivery programs in development, health, and family planning, and to offer at the same time the opportunity to practice some of these skills.	3.6
4. To study the need for "women-to-women" delivery systems and to learn how organization skills can be applied in the development of such programs.	3.7

Individual Seminar Objectives:	No. of Participants
● Learn about planning, implementing and evaluating projects	16
● Learn how to work at the community level (with an emphasis on women)	14
● Women's issues from diverse viewpoints and methods for addressing these	12
● Exchange of experiences with other women	12
● Strengthen current skills	3
● Learn about management	6
● Gain more self-knowledge	5
● Learn group dynamics techniques	3
● Other	5

### Content

Using a scale of 1 to 5 with 1 as lowest and 5 as highest, rate the following content areas:

#### Unit I: Women in Development

Sessions:	Rating
1. Overview of Development in Latin America	3.3
2. Peruvian Women and Their Situation	3.7

	Rating
3. The Peruvian Woman and Health Services	3.8
4. Cultural Myths and Barriers	3.6
5. What is Management?	4.2

Unit II: The Professional Woman Understanding Herself

Sessions:

1. Self-actualization Skills	4.1
2. Defining Roles and Objectives	3.6
3. Assertive Behavior	4.1
4. Visualization of Self and Decision-Making	3.8
5. Role Playing Exercise	3.9

Unit III: Human Organizational Skills

Sessions:

1. Understanding Small Groups	4.0
2. The Management of Agreement	4.4
3. Team Work and Decision-Making	4.1
4. Conflict in Groups	4.0

Unit IV: Service Delivery Systems: Health, Family Planning and Development

Sessions:

1. Overview and Limiting Factors	3.6
2. Extending Family Planning Services	3.9
3. Non-formal Education or Popular Education	3.3
4. Case Study: "ADIFAM"	3.3
5. Case Study: "MDM"	2.4
6. Field Visits to Projects	3.5

Projects:

No. of Participants

Hogar de la Madre	3
Asociacion de Instituciones Privadas	4
ADIFAM	8
ALAFARPE	7
Proyecto Integral de Salud Maternal-Child Care	6

Unit V: Community Organization Skills

Sessions:

1. The Concept of Change	4.0
2. Managing the Change Process	4.4
3. Change Strategies	4.0

Unit VI: Technical Skills

Sessions:	Rating
1. Project Planning and Implementation	3.9
2. Introduction to Proposal Writing	3.6
3. Budget and Fiscal Management	3.5
4. Evaluation as a Management Tool	3.6
5. Panel of Representatives from the Financing Agencies	3.9
6. How to develop a Training Program	4.4

Comparative Evaluation by Units

Using a scale from A to F with A as the highest and F as the lowest, rate each of the program's six units in terms of the impact and interest they held. You must assign a different letter to each unit.

Using a scale of 1 to 5 with 1 as the lowest and 5 as the highest, rate each of the six units using the criteria outlined at the beginning of this evaluation.

Unit I	F	Women in Development	3.0
Unit II	D	The Professional Woman Understanding Herself	3.7
Unit III	B	Human Organization Skills	4.1
Unit IV	E	Service Delivery Systems: Health, Family Planning and Development	2.8
Unit V	C	Community Organization Skills	3.9
Unit VI	A	Technical Skills	4.0

Methodology

Lecture by a speaker or resource person	3.9
Brainstorming	4.5
Individual work	3.7
Psyco-drama (hostility, affection, etc.)	3.7
Role playing	3.8
Group exercises	4.2
Participant presentations	4.2
Dyads	3.5
Case studies (ADIFAM, MDM)	2.8
Triads	4.0
Project visits	4.7
Slides	4.2
Films	4.5



Positive aspects of the seminar:	No. of Participant
- organization/planning/administration	15
- pleasant environment	12
- concern of training team for the participants	7
- exchange among participants	7
- human interaction	6
- content	3
- materials	3
- Unit I	3

Negative aspects of the seminar:

- not enough on project development	8
- communication among participants	6
- little time for the content	4
- partial communication within training team	4
- lack of homogeneity	3
- some of the resource persons	3

Final Comments

"In summary, this has been a very gratifying experience for me because it is the first time that I attend a training program, and because it has filled my expectations.

I have been able to understand with more depth the problems and issues that concern women. I am aware that I must continue helping women. I will continue working to help improve the status of mother and children. I will include family planning in my work.

This seminar has helped in my personal development, I have gotten to know myself better and this will permit me to work on my negative aspects. It has helped me to work better in groups because I understand better the problems I have to confront.

I am happy to have participated in the seminar. Thank you."

---

"Many thanks to the training team that has given me the opportunity to participate and know the other participants. This experience is very valuable for me and I have enjoyed the warm environment. I think I have received a great deal.

I know that as an individual I am not important but I sincerely wish that I had contributed in some manner with my experience and work with women. There were, among the participants, different viewpoints and perceptions; but we share a common objective that unifies us: liberation, in all its facets, for women and I hope that from our different positions and levels we will contribute to this effort and thus complete this objective.

I only want to suggest something: that in everything that we do, be it at the base, that organizations not use the poverty of the people to learn more, but that in everything they do, they seek to benefit the masses and to give priority to their basic needs."

---

"I don't want to begin like Domitila saying 'If they let me speak,' because I think I have written a lot...

I want to thank you but these words sound inadequate....

I only want to tell you that this experience has been very gratifying for me in every sense, even though at a given moment I considered withdrawing from the seminar (I was overwhelmed by the ambiance and I thought we weren't going to accomplish anything), but now I am convinced--and much more than before coming to the seminar--that our work lies where there exists the greatest resistance to change, where a clear perspective of the struggle to liberate women is lost, where we permit our 'personal' or 'group' interests to prevail, and not those of the oppressed majority; where we think 'a priori' that we have discovered, when there is so much to be done.

I am aware that things don't change immediately, but I do think a time will come when women will be valued for what they are, not for what society imposes that they be; I think that the struggle of men and women is the same and only thus will we move towards a new society; I believe this, I have worked for it and I will continue to work for it.

Fraternally, thank you."

APPENDIX D

Mini-Workshop Project Blueprints

Mini-Workshop Project Blueprints

Esther Silva, "Day Care Center", Pamplona Alta: This project will assist children whose mothers receive elementary education; it will include food and clothing for the children.

Luma Seminario, "Community Development Center": This center will offer information, assistance and motivational talks on Villa Buenos Aires. This is a pilot project and after it is evaluated, it will be extended to other areas.

Consuelo Montanez, "Family Health": This project will train promoters who will provide family counselling and orientation on sex education. It will train twelve couples, and will include an evaluation plan.

Consuela Montoya, "Evaluation for the Project Training of Obstetricians": Evaluation design for training course with emphasis in the fields of population, gynecology, social and group work.

Gabriela Carbajal, "Spinoff to ACOMUC Project": Focusing on the promotion and organization of peasant women and strengthening her capacity for decision-making, leadership training will be carried out for women from 300 peasant organizations through participation in ten events having a duration of ten days each.

Graciela Gustin, "Integral Project of Family Planning and the Creation of Small Workshops for Women": The project will promote talks on nutrition, responsible parenthood and child care. The creation of small workshops for women will have as its objective to increase family income and provide sex education for young women.

Patricia MacKay, "Project of Nursery School and Office in Monserrat": This project aims to train parents in day care center skills through orientation talks on motherhood which will be accompanied by a literacy program.

Norma Montezuma, "Program of Assistance and Promotion of Workers Families in the Area of Lima": The program consists of utilizing the existing infrastructure available in the Lima region to implement an integrated family assistance program to serve workers and their children in the areas of: nutrition, maternal-child formation and recreation.

APPENDIX E

Examples of Exercises Carried Out  
and their Results

Exercise: MY "BOXES" AND MY GOALS

1. The "Boxes" that most bind me are:	Frequency
- Character faults . . . . . (Examples: intolerance, selfishness, not knowing how to express oneself, fear of failure, insecurity, instability, etc.)	17
- The present societal conditions . . . . . (Examples: prejudices, ideologies, etc.)	15
- The family . . . . . (relationship with parents and/or children)	14
- Work problems . . . . . (Examples: subordinate situations, lack of jobs, etc.)	8
- Economic problems . . . . .	7
- The religious tradition . . . . .	4
- Marriage problems . . . . .	4
- The law . . . . .	2
- Other problems . . . . .	3
2. The roles I play and like the least:	
- Domestic chores . . . . .	23
- Roles that imply dependence or a subordinate position . . . . .	7
- Being in confrontation or situations of hostility . . . . .	6
- Labor roles . . . . .	6
- Other roles . . . . .	8
3. In ten years time, I hope to have achieved these goals:	
- Be involved in a task which implies a certain responsibility towards society . . . . .	18
- Be self-fulfilled . . . . .	12
- Be economically independent . . . . .	8

- Be more capable professionally . . . . . 8
- Be fulfilled as a woman and/or mother . . . . . 8
- Travel, meet different people . . . . . 8
- Work with other women . . . . . 7
- Become a professional . . . . . 5
- Have prestige . . . . . 3
- Other goals . . . . . 10

4. To achieve what I consider to be my goals, I should use these strategies:

- Change my personality . . . . . 28  
(Examples: be more tolerant, flexible, persistent, secure, etc.)
- Study and prepare myself . . . . . 20
- Create communication and/or support networks . . . . . 13
- Work . . . . . 10
- Other strategies . . . . . 17

Exercise: MY IDEAL OF MYSELF

The participants answered in writing questions about their long-term goals and how they saw their strengths (qualities) and weaknesses (limitations). All participant comments are quoted below:

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  - What kind of person would you like to be?
  - Exactly the person I am but having a husband who is less attached and who lets me be.
  - I still need to learn to be understanding.
  - I think I can give a lot but I must still learn how to direct these goals.
  - Limitations?
  
- \*\*
  - I would like to be a more tender mother, less preoccupied with perfection in my children in my attempt to make them more useful to society.
  - Be able to work so that my family and those who surround me understand me better.
  - I consider myself fair, honest and capable but I would like to be even more so on certain occasions.
  - I work without limitations but would like to learn to be more methodical and more organized so I can better distribute my time so I can also fit in a little rest while accomplishing my basic obligations so as to not risk my good health. I need to learn how to say "no" when others try to take advantage of my desire to serve and my love for my work.
  - Organization and method.
  - Express my tenderness.
  - Be understood.
  - Get more training.
  - Not lose my enthusiasm and desire to serve my fellow men.
  - Conserve my health.
  
- \*\*
  - I would like to be brave enough to accept everyday realities without despairing, be tolerant when meeting people who haven't developed their faculties well, understanding that it's probably because they haven't had the opportunity to do so.
  - I would like to have the ability to orient my children so they discover themselves and achieve their development as people who behave adequately.
  - I'd like to see integration as the basic element of any project.
  - Be understood and understand.
  - Be constant.
  - Accomplish.
  
- \*\*
  - Keeping in mind a series of obstacles as I mentioned in yesterday's session, which have basically to do with my not knowing myself, I'd like to be more tolerant. I believe that I am self-sufficient and that is the defense mechanism that deals with my insecurity. I need to value myself more and stop always thinking that others are better. I'd like to have more discipline in my tasks (at all levels).

- Feel deep down that what I do is to the benefit of others.
  - I'd like to be a university professor or social investigator and write about research being done or that I myself have done (better). I'd like to be respected as a researcher and that others come to me for answers that are within my reach.
  - I'd like to write well.
  - Be very organized.
  - Be able to synthesize my thoughts well.
- \*\*
- A person who can depend on herself, with education, work, health, to be able to help my family and others better.
  - To accomplish this I need to study and have a profession-- knowledge, ability. And persist in the fight for the liberation of the people--the popular class.
- \*\*
- I'd like to be more constant in my actions, in the short run I'd like to become independent in an economic way and in terms of family.
  - Actually be able to become a guide to those women who follow me, meeting the proposed goals.
  - Persistence.
  - Tenacity.
  - Psychologically strong.
  - Organized.
  - Systematic.
- \*\*
- I'd like to be a bit less weak, be able to confront strong situations or problems with courage, as far as feelings as well as decisions go, and be satisfied with the results accomplished.
  - Be strong and have excellent memory.
  - Decisive and constant.
  - I still have time to learn and teach.
- \*\*
- I'd like to be an intelligent woman, with clear concepts, sure of herself, know fully about politics, be a mother, and continue to work for the good of popular groups. I'd also like to be a lawyer and in my spare time dedicate myself to the theater and music.
- Qualities:
- Have a firm and mature personality.
  - Express oneself in a clear and precise way
  - Intelligence
  - Easiness in relating to others
  - Be practical and not as sensitive.
- \*\*
- I would like to be:
    - Intense in trying to accomplish my goals
    - Sensible when dealing with human situations
    - Calm or serene while analyzing situations
    - Somebody more "likeable" ("angel"), who attracts friends as easily as a magnet attracts metals
    - More simple in my actions
    - Less aggressive towards other things

- Much firmer than I am in my decisions
  - Know how to balance the need for firmness in decisions and feelings.
- \*\* - The type of person I'd like to be is:
- Have a positive personality in everything, in relationship to my goals, my objectives, and as a person
  - Have achieved full responsibility, a good ability to act in all fields offered by life.
- Qualities I'd like to achieve:
- Always maintain myself at a level of preparedness.
  - Know how to build friendships.
  - Be patient and know how to listen to others.
  - Identify myself with problems of others.
  - Try in all possible ways to always improve.
  - Be polite with people who surround us.
- \*\* - I'd like to become a distinguished person in the intellectual circuit, because it would be the culmination of my desires and because culture is the highest scale of the social position; I'd like people to have a positive image of me, uncriticizable, and be popular without having to make fake attempts to be so, do it with the maximum of naturalness. And lastly, that I can be able to give without thinking of receiving.
- \*\* - A partner, wife, mother, capable of loving and being loved in return. A person capable of being good to others, capable of helping others find happiness. I'd like to be understood and that those who surround me feel the same optimism that I do, and that at all moments of my life I have the joy of life to accompany me. I'd like to never feel afraid or fear towards anything, be totally sure of my decisions and lastly, never feel loneliness.
- \*\* - A good lawyer, have a lot of ease in expressing myself, know many countries and the customs of the different human races.
- Be able to solve the problems of those who need it, and be able to help them.
  - With regards to womanhood, I'd like to be the best mother, reach the goal that I've set out for my daughter and make her a professional.
  - Be understanding to all and be patient and firm in all my attempts decisive, happy, and have a beautiful singing voice because I love music.
- \*\* - The right to feel capable and as an adult and not feel like a child. The right to be independent.
- The right to feel free not to offer reasons or excuses to justify my actions.
  - Travel much, interest myself on women's problems at the international level.

- Independent, cultured, have many good acquaintances.
  - Do much research on the problems of women in society and put myself at their service.
  - I'd like to be able to speak English and other languages so as to be able to talk to everyone.
- \*\*
- I'd like to be a careful person, loving, sure of what I do and of what I should do when confronted by situations, competent in accomplishing those tasks and functions that correspond me, stop in front of every situation and analyze it, review it in accordance with the rules of life in society, compare it with what experience has taught me or has taught others in similar conditions and decide and act on the decisions without stopping in front of obstacles, barriers or difficulties, trying not to hurt others or hurt them the least possible without following "the ends justify the means;" I'd like to follow a religion which fits in with my way of being and act without impositions or without exaggerated freedom.
- \*\*
- The person I would like to be:
    - I'd like to be a person who could organize her life in such a way so she can fulfill the best there is inside of her and that this, in one way or another, benefits those who surround her.
    - I'd like to be successful in activities that I choose in the fields of:
      - o intellectual work (personal)
      - o sports
      - o social life (family and community)
      - o artistic
    - Qualities or traits I would like to have:
      - o freer expression of my ideas
      - o good mood at all times
- \*\*
- I'd like to become a person who is totally free of social prejudice
  - I'd like to become a very important leader inside my community and why not of Peru in general.
  - I hope to put all my strength in order to change the society which surrounds us.
  - I want to be totally successful; that is to say, as a woman who does something to increase women's value.
- \*\*
- I find myself almost fulfilled as a professional.
  - The "almost" indicates that I would like to reach better conditions in order to fulfill my professional objectives.
  - As a mother and wife I would like to know if I've acted well.
  - In my job I'd like to break the barriers of a castrating behavior, I feel oppressed.
- \*\*
- What ideal
    - Stable
    - Attractive (in the good sense)

- Qualities:
  - Simplicity
  - Objectivity
  - Flexibility
  - Openness
  
- \*\* - Be widely recognized as a good professional. Have initiative and be creative. Be more sociable and be able to share a good moment with the same feeling.
  - Sociability.
  - Solidarity.
  - Affection.
  - Coldness and rationality.
  - Practical.
  
- \*\* - The ideal I have as a woman is to have an organized life, be it in the home, in the job, and in other social fields which I relate to and for which I'd utilize the necessary qualities to be sociable, polite, and above all, understanding, so as to not cause problems for those who surround me.
  
- \*\* - I'd like to be a competent professional, with total command of expression, have a fluid speaking ability that would allow me to communicate with those who surround me.
  - In the same way I'd like to fulfill my desire of being more comfortable economically which would allow me to have a home with all the comforts.
  - Be able to know more deeply about the problems that face women at the world level and read a lot about all the movements that are emerging trying to re-value women and in this way be sufficiently capable of providing support in one way or another.
  - Command of the speaking language, fluidity.
  - More knowledgeable about socioeconomic conditions and politics.
  
- \*\* - Well I'd like to be more understanding, be able to listen to people better and be able to be continuous in that.
  - Give affection and in that I give, be loved in return..
  - Prepare myself better to carry out my activities so they don't fall by the wayside, but instead so I can give more and those who listen to me can learn and can be aware of my situation.
  - Besides that I am pleased with what I am and what I have done up to this moment and hope that later I can rectify my mistakes through a good critical, reflective attitude.
  
- \*\* - I would like to become a person with whom others can live and share. Somebody who is always fighting to be better and contributing towards the happiness of those closest to me.
  - Professionally I'd like to become efficient and organized, to study and to go forward. In my job be more tolerant and be tactful with those who work with me.

- In personal things be less intellectual, be more spontaneous. This would improve my relationship with others.
  - In reality I don't want to be another, I want to be myself, only better.
- \*\*
- Become close to strangers. Express myself freely without being afraid of hurting or of saying something that my listener doesn't care for. Be more sociable.
  - Fight without fear; not let myself be "Blackmailed."
  - Lessen my excessive sensibility; all the problems of friends and family affect me; and because I think so much about them, I never go out and only end up crying and depressed. My mood is affected when I see a beggar or a handicapped person.
  - Teach children, know them well, be able to go into their world without changing my personality, in respect to language, for example.
- \*\*
- I would not like to be somebody else. I would like to strengthen the personality which I've been developing up to now because I feel immature, which limits my possibilities.
  - I'd thus like to be: sure in all situations, capable of understanding, analyze with clarity each problem.
  - Share freely with others. Be a mother who creates a path towards better things with her partner and her children. Fight with conviction for the social cause. Accept criticisms or know my limitations and confront them.
- \*\*
- Stable in my emotions. I feel sure of myself and know where to go but the road is difficult.
  - I like politics and would like to be a good leader; above all I'd like to learn how to listen and accept ideological differences.
- \*\*
- Understanding, studious, with a positive personality, caring, confront with courage and assurance those problems which emerge.
  - I'd like to be an efficient professional, specializing in work with preschool children and, if I could, go for a graduate degree so that I can achieve a comfortable economic position which would be good for my family and all those who surround me.
- \*\*
- I'd like to be a good intellectual, having more knowledge and knowing how to go forward with experience, learn about the theater and develop myself through means of communication.
  - Be more athletic and have two children.
  - Study abroad for two years but not right away. For now, I'd like to continue working in what I am now, but do it better.
  - Qualities:
    - Systematic
    - Intellectual
    - Organized
    - Efficient
    - Human understanding

- Ability to argue
- Uninhibited
- Good handwriting

- \*\* - I would like to be more stable in the emotional sphere and more rational. Be more secure in expressing any ideas and have simplicity, simpleness. Tolerant in understanding that we are all at different levels of evolution but at the same time firm in not justifying mistakes or injustices.
- Meditate and measure the consequences of what I say and do. Be impulsive and persevere until the end. Be understanding and know how to say things without aggression. Respect the very diverse opinions of others.
- It would be important to cooperate with those who need help, leaving behind exaggerated individualism.