

WorldWID Fellows Program
Final Forum Report

Women In Community Development:
From Learning to Action
Exploring Common Ground through
International and US Experience
Focus on Gender

June 26-29, 1999
Bennett College
Greensboro, North Carolina

Compiled by the WorldWID Fellows Program
University of Florida
August 1999

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Forum Report

Women In Community Development:
From Learning to Action
Exploring Common Ground through International and US Experience
Focus on Gender

Day One, Saturday June 26, 1999
Fellows' Workshop" "Sharing the WorldWID Experience"

Day Two, Sunday June 27, 1999
Field Trip and Reception

Day Three, Monday June 28, 1999
Open Workshop: Women in Community Development: from Learning to Action,
Exploring Common Ground through International and US Experience,
A Focus on Gender

Day Four, Tuesday June 29, 1999
Fellows' Workshop: Facilitation Strategies

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The WorldWID Fellows Program is administered by the University of Florida,
with its partners Bennett College, Center for PVO/University
Collaboration in Development, and Datex, Inc.

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The Women in Development Fellows Program (WorldWID) is administered by The University of Florida in partnership with Bennett College, the Center for PVO/University Collaboration in Development at Western Carolina University, and Datex, Inc. in Falls Church, Virginia. Funded by the United States Agency for International Development's Office of Women in Development in the Global Bureau, the program was designed to expand the pool of Women in Development (WID) experts within the United States Agency for International Development (USAID) and the institutions with which it collaborates. WorldWID has provided a unique opportunity for U.S. Citizens who are technical experts to increase their understanding of WID, gender issues, and gender analysis and to apply this knowledge to the performance of WID-related tasks in a USAID office, field mission or funded programs.

Over the life of this three-year program, twenty-four Fellows with differing areas of technical expertise received training in Gender and Development and the application of gender analysis. They then worked with programs and issues as varied as law, girls' education, health, economic development, communication, environmental planning, and citizen participation. Each Fellow spent approximately one year with a USAID Mission or Partner Organization and carried out a scope of activities that addressed gender issues in their area of technical expertise. They have worked in Africa, Europe, Asia and Latin America. An important element of the fellowship, is a consideration of the "back-home application.

The WorldWID Fellows Program is a key element of the USAID Gender Plan of Action. The Fellows, through the fellowship program, contributed significantly to the goals of the Office of Women in Development (USAID/G/WID). One of G/WID's goals is to continue the expansion of a cadre of field-experienced technical experts committed to enhancing women in development activities that will allow women to participate fully and benefit equally in the economic and social development processes in their countries. It is also to increase the number of people with gender expertise working in the field.

The WorldWID Fellowship Program has provided a unique opportunity to US Citizens as well as the Agency itself to access a broader understanding of gender issues. The fellowship placed an emphasis on training and orientation, an emphasis on gender analysis, and served many Missions and bureaus through the office of G/WID. The Fellowship was also unique in that we took advantage of an opportunity through a “Final Forum” to bring the Fellows back together to continue the dialogue, and to form new linkages.

The WorldWID Fellows Program recently sponsored a “Final Forum” at Bennett College in Greensboro, North Carolina. It was a four-day series of workshops that provided WorldWID Fellows the opportunity meet other Fellows, share their fellowship experiences, and discuss lessons learned and future actions. The program brought returned Fellows back together to discuss their field experiences, and most importantly to think about those experiences and lessons learned in terms of potential for application in the United States and their own communities. Some Fellows had been back well over a year, and others were just returning, while one of the Fellows returned to the field after the forum.

The various workshops provided Fellows with opportunities to share experiences, evaluate the program, meet and network with people who are confronting similar challenges with gender issues in the US, and increase their understanding of facilitation skills. In the workshop on Saturday, Fellows revisited and discussed their WorldWID experiences and shared many of their adventures, challenges, frustrations and successes. They also candidly discussed the program and provided feedback for future programs of this nature. Sunday provided an opportunity for Fellows to connect on a more personal basis and many took advantage of the field trip to the Reynolda House Museum and Gardens. In the evening, an open reception attracted many local guests including the Mayor of Greensboro. The Fellows provided an excellent and entertaining slide show coordinated by Karen Loreno and included presentations by Neema Caughran, Kathleen Graham, Elizabeth Duverlie and Kim Medley. On Monday there was a one-day workshop that linked the Fellows and their international and domestic experience with people who are working in similar areas in the United States. That is, linkages were made between people addressing gender issues in the United States in a variety of fields and the Fellows' international experiences. The final workshop on Tuesday morning, focused on discussing a wide range of facilitation situations and facilitation skills. This report includes brief summaries of each of these workshops, and the comments and recommendations from each workshop.

WorldWID Fellows Program
Final Forum
Saturday, June 26, 1999
Fellows' Workshop: Sharing the WorldWID Experience

Objectives

1. Reflect on and share personal lessons learned as Fellows
2. Discuss challenges faced and approaches used during the fellowship
3. Recognize contributions made by Fellows in their field site
4. Provide suggestions for improving future WID Fellows programs

Program

8:30	Welcome and Introductions
10:30	Break
10:45	Personal Lessons Learned
11:40	Challenges, Approaches and Successes as WorldWID Fellows
12:35	Lunch
2:00	Challenges, Approaches and Successes as WorldWID Fellows (continued)
3:15	Break
3:30	Contributions as WorldWID Fellows
4:00	Suggestions for Training, Backstopping and Re-Entry
5:00	Closure

Introduction:

During the fellowship, each Fellow was in a unique situation that varied by place, culture, job, social situation, intensity and duration. Since many Fellows were dealing with some similar issues throughout their fellowships, our goal for this workshop was to create an environment to help them share those situations, issues, successes, challenges and ultimately, lessons learned.

Each Fellow faced change in different ways every day throughout their fellowship. During initial training and orientation at the University of Florida, Fellows were introduced to the concept of working with gender issues as being fundamentally a challenge of bringing about change. A framework outlined by Rani Parker in a training manual (*Parker, R. et. al., 1995, Gender Relations Analysis: A Guide for Trainers, Save the Children*), was used as the basis for helping to understand change. In particular, in understanding the need for change in working with and addressing gender issues at several levels: personal, institutional and methodological. The personal refers to individual's ability to recognize and address changing gender roles and relations, the institutional refers to organizations' systems available to support gender sensitivity, and the methodological level has to do with access to and creation of tools to achieve those goals. This framework was introduced once again at the beginning of the workshop, and Fellows were asked to keep in mind each of the levels as they discussed their experiences throughout the day.

Personal Lessons Learned:

Fellows and WorldWID Partners spent some time in small groups reflecting on and discussing personal lessons learned during the time they were in the field. Many found that they had entered the fellowship program with certain expectations and came out with others. Generally, Fellows focused on challenges of working with gender and development, working in USAID, and trying to understand how this experience translated to them personally. Fellows commented on some of the contradictions in working in development, the frustrations of working in a “different culture” both USAID and the host country, and adapting to new and different, often, lonely lifestyles. Some personal lessons learned are noted below:

Personal Lessons Learned

1. Challenge of Working with Gender and Development

- The importance of a holistic systems approach and being able to see the broader picture
- Learning what working in development really means as opposed to what they thought it meant
- Coming to terms with what development really means in the context that we were working
- Getting hooked on development. After this experience you go out again and again
- Looking at gender/feminism as an export industry
- Addressing gender power, racial power relationships (personal—professional)
- Breaking down barriers to stereotypes
- Applying newly-learned techniques
- Communicating gender issues and concerns and integrating gender into the development agenda/programs
- Confronting the reality that gender is often viewed as a programmatic requirement to be met rather than an integral part of program planning and implementation.

2. “Myth of Sisterhood”

- Encountering women who are hostile/indifferent to gender issues
- All female office failed expectation of women for women, was not always true
- Women use gender/beauty to manipulate men and exclude women
- Under-representation of minority/local women in development programs

3. Challenge of working at USAID: Looking at USAID as a different culture?

- How to function in a bureaucratic structure such as USAID
- USAID has its own agenda, not sure of Fellow fit?
- Importance of resilience
- Importance of diplomacy at different levels
- Negotiating the political waters “swimming with the sharks”
- Coping with differences at Headquarters and at the community level
- In some Missions, found that emphasis was most often on practical gender needs rather than strategic
- In field research found that survival takes precedence over ideology
- People in the field can be opportunistic
- People understand their own needs but not the big picture
- Difficult to fit in
- High rate of staff turnover
- Less than participatory/protracted decision making process

Personal Lessons (continued)

4. Mentoring

- Mentoring was one aspect of the fellowship most emphasized in training, but found it often took different forms, not necessarily well developed or even present
- Faced role reversal where the Fellow was the mentor, not the reverse
- Necessary forms not necessarily well developed, or even present

5. How does this experience translate to us personally?

(Who we are? How we can contribute? How did we integrate? How did we fit in? How do I fit in/or not to the Ex-Pat, USAID or local communities?)

- Coping with international citizenship syndrome
- Frustration with language
- Cultural baggage
- Not really part of USAID, didn't fit in too much
- Tried to get away from ex-pat community, weren't used to it
- Living overseas with the ex-pat. community creates a new form of aloneness
- Importance of social life:
- Personal contacts important in sustainability
- Families/family separation/growing up
- Sometimes felt isolated
- Have to be adaptable, learning self-empowerment and resilience
- Learn to be alone, do activities alone
- Inner strength gained, deactivate the panic button, flexibility, going with the flow
- Little access to/contact with communities we serve and work with

WorldWID partners also discussed and shared their personal lessons learned throughout the project. They noted that this experience reinforced the belief that gender issues are as prevalent in the United States as in developing countries; in essence that gender issues are everywhere. Several partners noted that they want to learn how to work differently where they are living, not just internationally, and to strike a personal and professional balance. The importance of local communities and a focus on the United States was clearly an issue of concern. They emphasized that communication is key to good programs and development and that teamwork and collaboration are critical. Although several partners felt a little burned out in some ways, there are new passions developing. With an emphasis on still making a difference, a new focus will be put on taking lessons and passing them on to the next generation of professionals working in development.

Challenges Approaches and Successes as WorldWID Fellows:

The majority of the time during the workshop was spent on several sessions focusing on discussing the challenges that Fellows encountered, the approaches that they found useful in addressing the challenges, and their successes. Once again, an effort was made to address these areas at all levels: personal, institutional, and methodological.

Challenges:

The specific challenges faced by Fellows varied by situation, but overall, many of the Fellows shared similar issues. Every Fellow faced the challenge of finding a niche, personally and professionally. Some entered situations that were more open to a “Fellow” and others found themselves being neither an insider or an outsider, and addressing the complexities that arise from being in that situation. Addressing gender and Women in Development within an institution in which these issues are generally marginalized also complicated the “insider/outsider” perspective. Struggling with getting gender on the agenda and incorporating the issues into strategic planning was seen as key for ensuring sustainability, and many Fellows tried to contribute in this area by performing necessary tasks, although often outside of their scopes. Again institutionally, there seemed to be a “culture of discontinuity” in how the organization was managed. The staff turnover was rapid and staffing needs were very high, often requiring Fellows to carry out tasks outside of their scope of activities. Crisis oriented management and responding to political agendas also affected their ability to make long-term contributions, in some cases, positively.

Many Fellows agreed that there seems to remain a superficial commitment to gender, only to “meet the requirements.” Also noted were often vast differences between stated and existing policies and the implementation of those policies. In practice, gender is marginalized and it would help to take a strategic approach to integrate gender in programs and activities as part of an overall strategy. However, often the Fellow is not in a position to assure this.

Personal Challenges

- Not being taken seriously as a female (young/or old)
- Not being listened to
- Not being taken seriously about gender
- Not knowing whether I made a difference
- Feeling frustrated when other colleagues were too busy to show concern or support
- Work did not fit in and feeling disconnected from institutional culture

Institutional Challenges

1. Marginalization of Gender Issues and Fellows

- Gender commitment is superficial
- Gender is marginalized; Fellows were marginalized
- WID issues did not fit the agenda
- VIP interest factor instantly converted interest to gender, but for how long? (The Hillary Clinton Factor)
- Being a Fellow created awkward situation –not in. but not out
- No one listening or only listened to when the conclusions were what they expected

Institutional Challenges (continued)

2. Lack of Sustainability: discontinuous agency culture and staffing

- Process of institutional change is often imposed by a change in personnel
- Disconnect in programs due to people leaving/on the move/personnel changeovers
- Physical disconnect following fellowship
- No process for insuring institutional memory
- Information not being shared
- Communication not crossing over from program to program
- Missions short staffed—reliance on partnership with NGO's and contractors
- Disconnect with contractors; Consultants hired with irrelevant results

3. Crisis Oriented Management

- USAID too busy to be concerned with issues or Fellows
- People in authority extremely busy (institutional culture of busyness)
- Lack of up front attention to issues and approaches because so busy
- Too many meetings- a culture of meetings
- Dealing with VIP visits –time/issues/priorities
- Staff routinely have to deal with important/urgent matters as priority
- Lack of AID responsiveness

4. Mandate, Policy and Practice

- Political pressure from U.S. Congress influences agenda, things get on the agenda for political reasons
- Institutional interest in avoiding challenges to existing structure
- Translating policy into practice is difficult
- Policy and field disconnect
- Agency not strategy oriented
- No integrative strategy
- Evaluation and follow-up
- Wasteful and inefficient
- Dealing with “macho” organization

Methodological Challenges

1. How to get gender on the agenda

- How to integrate gender as a strategy
- Integrate WID work with missions on-going strategy/work
- Incorporation of WID is lacking on the ground
- Lip service only
- “Either/or” approach is a challenge (in contrast to “both/and”)
- No place for participation to fit in overall strategy
- No \$ to integrate (Would it take money? Or rather a different priority or sense of strategy?)

2. How to integrate practice into overall strategies

- Plan/ideas do not fit into mission's strategy
- Will work be implemented into mission and their strategies?
- How to integrate the lessons learned into strategy

Methodological Challenges (continued)

3. Access to and benefitting from communication

- Communicating priorities/workplan and secure support
- Getting USAID to listen
- Studies/info not accessible
- Information reports are not read or disseminated to build on
- Many methodological tools but no one listening
- If people don't understand what you are saying they don't listen

4. Ensuring Sustainability

- No process for ensuring institutional memory and or dissemination
- USAID wasteful of human resources, \$, etc.
- Unorganized agency and yet held responsible by legislature
- Field level evaluation and assessment
- VIP support for issues (for example, Hilary Clinton) and visit makes all the difference, but will the ideas be implemented?
- No process strategy
- No follow through

Approaches:

After discussing the challenges that Fellows were facing during their fellowship placements, they turned their attention to discussing some of the approaches that they had used to address the challenges. Over and over again, the importance was expressed of entering into a situation with technical credibility, and building from there to address more sensitive gender issues. Another point made was the importance of making continued, although often very small steps toward your goal. Many Fellows shared experiences, in which they felt the major impact was made through personal connections, the willingness to work hard and contribute to the overall needs of the office, and being a team player. Another approach was trying to get gender into reports and making sure to get the language into the documentation machine in USAID. Some Fellows noted that the longer you are there, the more you become part of the picture and they do not question you as much. It is important to recognize that time is a potent weapon (seniority), and you will have more of an impact. Consider doing participatory appraisal with the mission/in a workshop, training when we enter USAID culture and create opportunities to show gender as a win-win situation.

A very intriguing, and somewhat disturbing, question was raised during this discussion. "Are we 'subordinating gender' again by using the back door to get to the main point? This theme arose again during the Monday Workshop.

Personal Approaches

- Our personal presence alone may be the most sustained result
- Blurred line between personal/professional. “Plant” sound bites in everyday ways.
- Personal contacts are very important
- Personal relationships build sustainability
- Facilitate connections
- Find cooperative agents for information transfer
- Keep perspective –small changes possible
- Realistic expectations
- Change approaches, strategies, set realistic expectations
- Assess the climate, then act
- Present expertise first
- Playing a “fit-in” role in the missions—not doing what we expected to do, but doing what was needed
- Contribute to strategic planning process by just being helpful

Institutional Approaches

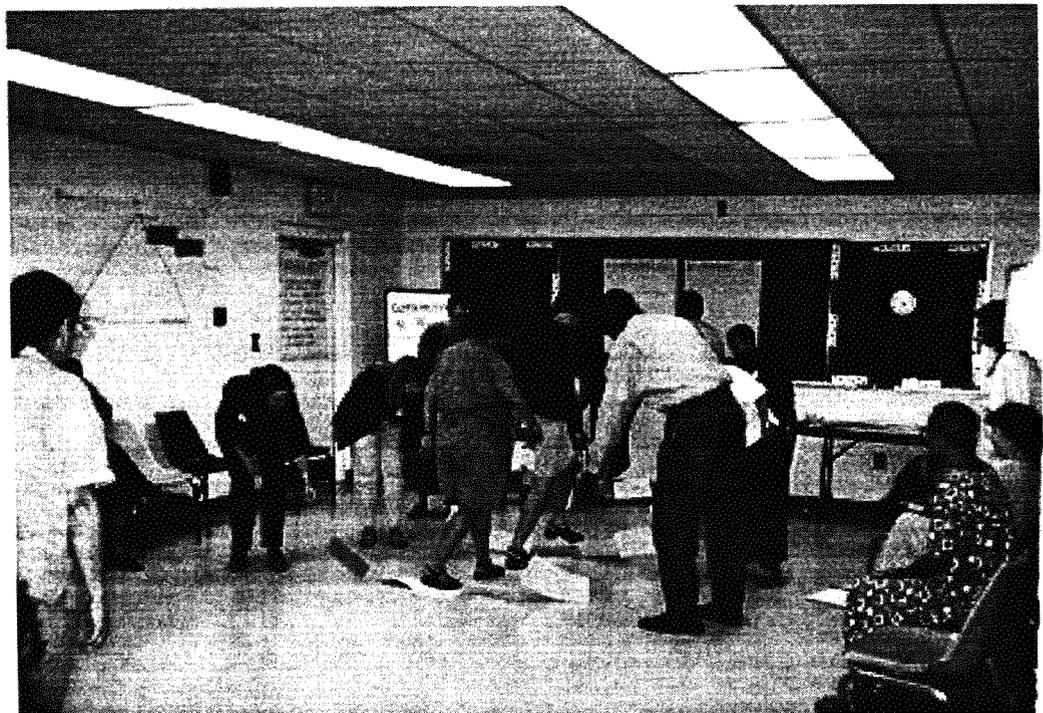
- To establish technical credibility and avoid institutional, anti-WID bias present self as content area specialist with WID awareness and relevance to technical area (not as a WID specialist)
- Is this subordinating “gender” to other areas of competency (strategy or tumble? Legitimizing marginalization?)
- Re-aligning expectations to fit into the reality of the Mission.
- Put gender language in wherever possible (policy, strategic plans, RFP/RFA., training, sound-bites)
- Institutional review process—put WID pieces in as an after thought
- Work through local NGOs as agents of change
- Using the mainstream to streamline gender

Methodological Approaches

- Offer technical expertise first, then gender expertise
- Be helpful and insert gender when and where possible; slip in gender issues
- Take balanced approach- address guilt and urge be helpful but not always with a gender focus
- Become a part of the team; use your presence as a model
- Establish commitment through contributing to the needs of the office
- Focus on agency/mission priorities; integrate gender into work the Mission really wants (grants, projects, etc.)
- Find window of opportunity
- Infuse gender as “help”; teach WID by infusion of Florida ideas, training/modeling
- Identify people with interest or good will and work with them—take baby steps, be quite and subtle
- Foreign Service Nationals (FSNs) did want to learn about gender analysis
- Find local consultants in gender for potential hiring and input to USAID
- Personal connections, personal commitment, personal example
- Create informal/individual opportunities for training (mentoring, modeling)
- Seek out people who share a spark of interest- identify those who are sympathetic and work with them



Fishbowl activity: inner circle is discussing challenges they faced as Fellows while outer group is tasked with listening for personal, institutional or methodological challenges.



Confronting challenges: Fellows symbolically overcome the challenges they identified in the previous fishbowl activity. Once through the challenges, they then shared the contributions they made as WorldWID Fellows.

Contributions made as a WorldWID Fellow

The Fellows were asked to briefly think about the following question. “What contributions did you make as a WorldWID Fellow?” They then had a few minutes to write these on a flipchart and share with others in brief presentation. The range of activities, projects, and overall contributions by the WorldWID Fellows to the Missions and Partner Organizations in which they were placed, were significant. The following is a brief indication of the extent of those contributions, offered in the order shared at the Forum.

Bob Jackson (Egypt, Democracy and Governance): Developed an anemia reduction project for adolescent girls (6 million), and helped to infuse gender sensitivity. He also assisted the USAID/Cairo WID Officer with the task of completing the Mission WID Guidelines. He gave lectures on nutrition related risks of family planning practices (i.e., iron deficiency resulting from oral contraceptive pill use). He joined with a scientist from the National Nutrition Institute of Egypt to develop research related to adolescent obesity and body image. His work benefited USAID, the Egyptian Health Insurance Organization, and the Egypt National Nutrition Institute. The anemia project is ongoing and data from the adolescent obesity study is being analyzed this summer at the University of Maryland by Dr. Jackson and Dr. Rashed. Dr. Rashed received a three month fellowship from the International Center for Research on Women to complete analysis on the adolescent obesity data set and to develop an intervention to lower obesity among Egyptian adolescent girls.

Joan Harrigan-Farrelly (PPC/USAID, Environment): Helped to develop a training program that included a gender component.

Kim Medley (Madagascar, Environment): Developed some R4 performance indicators, including a biodiversity indicator, and the environment program received the highest review on R4. Responsible for data collection. Produced economic and ecological monitoring support package. Participated some on the food security package (very much geared towards women)

Karen Loreno (Peru, Economic Growth). Made revisions on sampling frame, framework to include women’s voices in baseline data for an alternative development project.

Shelby Lewis (USAID/OTI, Democracy and Governance): Developed new approach to analyzing women’s roles in transitioning societies. Completed applied research. Asked to look at a number of cases OIT involvement in war torn societies and to come up with a strategy of dealing with these issues. Came up with typology to analyze the nature of struggle. Collaborated on selection of new program areas for the office.

Lisa Waugh (Guatemala, Support and Implementation of Peace Accords): Helped draft certain sections of the R4 while she was there. Personal and professional actions supported making the office women friendly in terms of work policies. For example, she brought kids into office to work and supported other women who did that too, also, made it easy for women to have privacy for pumping breast milk while at the office.

Shari Bryan (Malawi, Democracy and Governance): Helped increase the number of women parliamentarians in Malawi through the Women in Politics program. Mentored FSNs/young women employed by local contractor. Program to get more women to run for office. Survey about “system elite” perception.

Karen Green (Russia, Democracy and Governance): Affirmed that Russian women have a wide variety of interests and that NGO grant opportunities need to reflect this. Karen wrote a document, along with Ginny, indicating NGO grants need to reflect effort being made to meet gender needs.

Donna Nails (Ukraine, Economic Growth): Assisting with Integrating Gender Initiative within the Mission, making the effort of getting everyone involved, creating something sustainable.

Sharon Phillipps (El Salvador, Democracy and Governance): Worked on a program with women who had been elected as legislators, most were split even by party, AID couldn't fund it, Women's caucus did.

Elizabeth DuVerlie (Romania, Democracy and Governance): Introduced participatory approach in three rural towns. It was very different there with challenges such as a sense of not sharing and no organized way to meet their own needs. Gained for USAID a reputation for having someone who listens and does not condescend or dictate. Instrumental in getting 20 articles published related to women's health.

Kathleen Graham (Uganda, Economic Growth and Democracy and Governance): Could relate to FSNs at the Mission, could listen not dictate about role of women, gender. Mentored a number of FSNs, took baby steps with FSNs, helped to draft contract that hired Ugandans to work (young women), and set high standards for them.

Neema Caughran (Nepal, Democracy and Governance): Designed an orientation program for Nepali families of Women's Empowerment Program trainees. Introduced more positive approaches to problem solving within a very contentious work environment.

Nina Etyemezian (Morocco, Girls' Education): Had an extraordinary mentor and director and ambassador. Brought the Moroccan's women's movement to USAID's attention from Mrs. Clinton's visit. Lobbied to get feminists at the table, embassy comes to her now for advice. Succeeded in integrating gender sensitive training for teachers. Drafted R4 and country strategic plan (CSP) education sections. Reviewed CSP for gender content.

Anne Scheinberg (Honduras, Democracy and Governance): Showed/modeled that USAID had some gender interest. Recognized that certain kind of services might be more than what women are willing to pay for (in direct contribution) and introduced the idea that women should be consulted in determining service and fee levels in municipal services. Left behind a strategy document. Brought waste/recycling into focus. Gathered data for an email discussion on gender and waste.

Suggestions for Training, Backstopping and Re-entry:

There has been a commitment to a follow-on WID Fellows program by USAID and the G/WID office evidenced in the published Request for Applications (RFA). The RFA had a submission deadline of June 21, 1999 (one week prior to this meeting). This commitment is encouraging and reflects the value that the Missions and G/WID have attributed to the contributions that have been made by the Fellows participating in the WorldWID Fellows Program. USAID can get various types of technical assistance through a variety of mechanisms (eg. WIDTECH), many of which are short term. WorldWID Fellows, however, were there every day for up to a year and a half, and that is a really significant contribution. A long-term Fellow, with the right strategy, can have a great impact on helping G/WID achieve their strategic goals.

We know, and the Fellows know, that things can always be better. So for this portion of Saturday's program, we opened a discussion of suggestions that Fellows would have for a future program. The Fellows were very willing to provide feedback, in particular to help other potential Fellows have an enjoyable and effective fellowship. These comments are very helpful and should be considered in the formation or administration of any follow-on project. Some recommendations follow (see box for details).

1. Strengthen and improve the relationship with the G/WID office both for the overall program and for the Fellows directly.
2. Emphasize and support a sector focus with out losing the cross-cutting nature of addressing gender.
3. Establish and develop a better understanding of Mission and Mentor relationships with both the program and the Fellows.
4. Work to ensure appropriate Mission placements.
5. Coordinate closely with the Mission to link Fellows to relevant bureaus and agencies in Washington DC.
6. Refine and clarify the WorldWID focus, approach and objectives and better address Fellows' concerns for adequate support.

Recommendations

1. Strengthen and improve relationship with G/WID for Program and Fellows

- Encourage and develop increased participation and presence of G/WID
- Understand more clearly the relationship the program has with GWID. Some Fellows had a lot of interaction with GWID because the sector officer was very involved, and others had none.
- Identify who the GWID “insider” is for the project and who is advocating WWID within Agency
- Increase GWID support (not just \$) for Fellows.
- More marketing is required, why isn’t GWID marketing the result? G/WID could take advantage of Fellow work/products and contributions by having Fellows debrief at GWID and other parts of USAID/Washington.
- Have a GWID mentor, along with sector mentor, assigned to work more closely with each Fellow
- Cluster Fellows by sector with GWID person

2. Emphasize and support a sector focus without losing cross-cutting nature of gender issues

- For training, try to focus on gender within particular sector
- For training, cluster Fellows by sector or region (still recognizing that gender issues cut across sectors)
- Identify a GWID mentor along with sector mentor for each Fellow (understanding time constraint)

3. Develop a better understanding of Mission and Mentor relationship with Program and Fellows

- Fellow and mentor attend conference (or some other activity together—during training)
- Mentors were unaware of role as mentor and unclear on relationship
- Explain WWID to Missions better, both for “marketing” program and encouraging support of the Fellow
- Have TDY while Fellows are in the field so that each Fellow is visited
- Work on ensuring appropriate Fellow/Mission fit
- Beware of “employment agency” mentality. Need to find balance of meeting Fellow and Mission needs
- Engage the Mission in the selection process and have mentor/Mission interview and pick the Fellow
- Encourage opportunities for the Fellow and the mentor go to a conference together while they are in the field so there is some independent relationship to the issues in the office (recognizing time constraints)
- Mission director be involved in setting goals for the WorldWID Fellows activities in the Mission

4. Ensure appropriate Mission placements

- Mission Director should be involved in defining Fellow activities
- Introduce office to Fellows (and Fellows to office) before arrival by providing an information packet on office people and on Fellow
- Missions should interview Fellow
- Improve Mission application for Fellow process by including \$ commitment, etc. Otherwise, Fellows are seen as free skilled labor
- Need Mission \$ commitment and recognition
- More marketing required. Take advantage of Fellow work/products, contribution by having Fellows debrief in WDC.
- Every Washington, DC placed fellowship must include Mission work/visit
- Need to improve finding a Fellow matched to what their mission needs is most important
- Would have been good to have a leading application process forcing them to confront practicalities of hiring somebody

5. Link Fellow to relevant WDC bureaus in coordination with the Mission, etc.

- There is a disconnect between DC and the missions
- Debrief with DC contacts
- Important to have Fellows “connected” to people at WDC bureau through the Mission
- Market Fellow accomplishments

6. Refine WorldWID focus and better address Fellows’ concerns for adequate support.

- Should WWD focus change? or Broaden? or Narrow? from providing “fellowship” experiences to “consulting services?” Original objectives were good. Now have moved more toward “specialized consultants”.
- This was one of the cheapest ways USAID to “hire” therefore it is not surprising that they want to take advantage of this.
- No requirement to spend any mission \$\$ to get a Fellow, usually there is a mission buy-in. Requires a different mindset and approach
- Fellows need to earn a living wage (various levels of expense of living), and you should analyze structure of other Fellowships to look for models
- Because of growing consciousness of the programs, some of the later Fellows got better benefits.
- Some feel like they were under paid and did not receive other appropriate compensation
- Budget was missing for those that were not at a Mission (i.e., those in DC). Should provide some money for those who would need at least one trip to go see a Mission
- Share feedback Request/Evaluation form used for Missions with the Fellows up front during training
- Ensure gender diverse staff in training
- More men as Fellows (at least 20 – 30 %)
- Mixed teams (male/female)
- Emphasize that gender is not a women’s issue alone

From the overall discussions several issues have been outlined. However, we would like to emphasize a general conclusion. Future WorldWID Fellowship Programs need to recognize the site-specific nature and context of each fellowship experience, and recognize the shared challenges that Fellows face. The fellowship training, orientation and backstopping efforts need to provide support to Fellows to help them be better able to: 1) establish a clear role and valuable relationships within the social and professional settings, 2) enter through their technical competency without subordinating gender, and 3) ensure they can make relevant and useful contributions to the office/mission without keeping them from reaching their fellowship goals.

We trust that any future WorldWID Fellows Program will find this information useful and hope that the recommendations will be considered.

Women in Community Development: from Learning to Action
Exploring Common Ground through International and US Experience
A Focus on Gender

A report on a workshop
held during the
WorldWID Fellows Program Final Forum

Monday, June 28, 1999

Women around the world face similar problems and challenges in terms of the institutionalized concepts about gender that create barriers to their full participation in economic and community development and community action. During a one-day workshop held at Bennett College in Greensboro, North Carolina, WorldWID Fellows and partners, community development practitioners, scholars and interested individuals shared their experiences in addressing gender issues internationally and in the United States. This exchange of domestic and international experiences illustrated many of the challenges and opportunities involved in incorporating gender considerations programs and activities at the local, regional, and global level. Through panel presentations and open discussion sessions the participants explored the importance of understanding and considering the context in which development activities take place, shared tried and tested approaches to gender sensitive community development and discussed networking activities and opportunities.

Objectives

1. Explore similarities and differences between international and US experiences in addressing gender issues by sharing personal and professional experiences
2. Discuss issues and approaches, and explore remaining challenges
3. Discuss opportunities for collaboration

Program

Introduction and Welcome
The WorldWID Context
Learning from US Programs – panel presentation
Learning from International Experiences
Identifying Gender Issues: Recognizing Common Issues in Different Contexts
Exploring Gender Issues: International and US Contexts
Addressing Gender Issues: Strategies and Approaches
Opportunities and Next Steps: From Learning to Action

The program began at 8:30 with an introduction that made reference to the World Cup Champion “Women’s Soccer Team” and reached closure by 4:30 with the symbolic formation of a “participant web” linking everyone together in commitment to gender issues. The day included interactive activities, panel presentations and group discussions to encourage interchange by individuals addressing gender and development issues in the context of their local communities, and, when relevant, drawing on international experiences.

Welcome and Introduction:

This workshop was part of the WorldWID Final Forum, a three-day set of closure activities that provided WorldWID Fellows the opportunity meet other Fellows, share and compare their fellowship experiences, discuss lessons learned and plan future actions. The Women in Development Fellows Program (WorldWID) is administered by The University of Florida in partnership with Bennett College, the Center for PVO/University Collaboration in Development at Western Carolina University, and Datex, Inc. The program was designed to expand the pool of Women in Development (WID) experts within the United States Agency for International Development (USAID) and the institutions with which it collaborates. The Program has provided a unique opportunity for U.S. Citizens with technical expertise to increase their understanding of WID, gender issues, and gender analysis and to apply this in a USAID office, field mission or funded programs. Over the life of this three-year program, 24 Fellows with differing areas of technical expertise received training in Gender and Development and the application of gender analysis. They then worked with programs and issues as varied as law, girls' education, health, economic development, communication, environmental planning, and citizen participation. Each Fellow spent approximately one year with a USAID Mission or Partner Organization and carried out a scope of activities that addressed gender issues in their area of technical expertise. They have worked in Africa, Europe, Asia and Latin America.

Participants*:

Thirty-six people participated in the workshop including fourteen WorldWID Fellows, eleven participants from the U.S., ten WorldWID partners, and one USAID representative. See attached participant list.



* Note: Seven high school girls participating in the TeensLead Program at the Women's Leadership Institute, Bennett College, attended the morning session. Many Fellows commented on the importance of access to these types of leadership programs for young women, particularly in terms of addressing the lack of leadership skills through training and education. TeensLead 99 is a program offered to high school girls designed to foster leadership development. The theme of the 1999 program was "We're All Connected: Girls Around the World". Nina Etyemezian, WorldWID Fellow in Morocco, spent some time with them prior to the WorldWID Forum.

The WorldWID Context:

The following is a summary of the presentation made by Dr. Virginia Seitz, former Director of the WorldWID Fellows Program, and currently Executive Director of Community Partnership Center, University of Tennessee.

About 25 years ago, academic and professionals who were working in international development – mostly women – began to meet to talk about the gendered consequences of our foreign assistance programs both on “third world” people and within the international development institutions. What they were seeing overseas as well as within their working environments were the reflections in policy and practice of the unexamined assumptions of white men in positions of power. In the practice of development, women’s lives were being ignored and development policies impacted them and their children in a negative way. One glaring example from this era was that agricultural technical assistance was being offered to men when women were responsible for the vast majority of food production.

This was the time when the women’s movement was new and exciting and the “myth of sisterhood” was a reality. It was a time of commitment to social change, and the field of “Women in Development” was launched to make visible women’s realities and to change development interventions.

In 1973 the Percy Amendment was passed to the U.S. Foreign Assistance Act, assuring in law that women would be both the agents and beneficiaries of development. At first, the problem was seen as one of exclusion: we needed to target women separately and give them specific attention in the development community. Economist Ester Boserup, Irene Tinker and Jane Knowles were early leaders in this new field. There were also changes in development agencies and USAID started an office for women in development. This reflected a great interest in understanding women and incorporating women into development projects.

From the mid-1970s, in the context of the women’s movement, there was an explosion of research about women in developing countries. Early Women in Development efforts targeted women in their productive as well as reproductive roles, recognizing the extent of women’s contribution to household subsistence. The discovery of women’s labor in sustaining households and communities led to new projects for women in developing countries that targeted their productive capacity. (This was the beginning of interest in women in the micro-enterprise sector.)

The international debt crisis of the 1980s impacted the field with the “discovery” of women’s capacity to assume collective responsibilities that we normally associate with the public sector. Much was made in the WID literature, for example, of communal kitchens and self-housing in Latin America. The resulting development policies seemed to assume that women’s time was “elastic time,” that is, women can take care of families, households, work for an income, and also provide services to their communities.

The mid-80s began a period of self-reflection in the women’s movement that affected the field of Women in Development as well: How do race/ethnicity and class influence the

commonalities among women? Are we all sisters? What is our relationship to women in our own country as well as others who are very poor? This era of questioning has had a positive impact on our field: it has focused our efforts in the development community to truly work on making development empowering.

We are considering the negative as well as positive effects of globalization, issues of dichotomy between rich and poor in all countries, more complex interrelationships between North and South regarding the coincidence between the development of market economies and the oppression of women. For example, one need not look far to see how sexual exploitation of women and girls is linked to the development of capitalism in the new market economies of the former Soviet block.

We are exploring how we are directly connected to those we claim to serve: For example, where were your clothes made? What about the food you eat? We are beginning to understand that you don't have to go to Romania to see issues of sexual exploitation: there are advertisements for lap dances in our conference hotel magazine!

As those who have gained at least as much as we have given in our international work, we have a real responsibility to pay something back, to share what have learned overseas. We have lots to offer, but also lots to learn. In coming back to work in the U.S., several questions have become important:

- 1) How do we understand other women's struggles? It's not just women in developing countries suffering from low pay with no income security or benefits, but women right here in our own communities. To what extent do micro-loans provide an answer? How do you talk to the person who cleans your office? Understand her needs? Her barriers?
- 2) Can we promote participatory approaches that came out of Farming Systems and participatory research internationally? One important contribution to be made from international experience is promoting participatory monitoring and evaluation: that is what the University of Tennessee Knoxville Community Partnership Center is doing in the context of development in the United States.
- 3) We also need to explore opportunities for new partnerships for sharing and building on US and international experiences. You have the capacity, as WorldWID Fellows, to promote this communication and the practice of Women in Development across boundaries, and we all look forward to our future collaborations.

Learning from U.S. Programs--Panel Presentations:

Whether we are working in community-based or non-profit organizations, state or local government or the private sector, we are all working as agents of change for the betterment of the communities where we live and work. As such, we share an interest in creating and employing positive approaches to address diverse situations. Each of us in our own fields and in our own ways, are working towards increasing peoples' abilities and skills, developing positive attitudes, and encouraging an environment that uses these skills and attitudes to address problems

recognized by the community. Four panelists from different programs and sectors in the US were invited to give brief presentations regarding their work and focus on, or experience with, gender issues in the United States

The panel included a grassroots community activist, a community planner, a lecturer in public management and government, and a representative of Grameen Foundation USA. Each discussed some of the challenges of working in local communities and some of the differences in working toward change in an international environment and at home. They explored international models being applied in the U.S., and experimenting with old models in new contexts. The panel emphasized that there is more than one road to change, and that we must continue to guard against becoming complacent and idealizing some paradigm presented to us. We need to take a critical view and be analytical in our approach.



From left to right: Julia Escalona (USAID), Nina Etyemezian (Fellow-Morocco), Jon Dain (Facilitator), and the panelists: Geoffrey Willett, Leslie Enright, Franki Patton Rutherford and Anne Davidson.

Geoffrey Willett works as a community planner for the North Carolina Department of Commerce, Division of Community Assistance with community planners and economic development specialists in a 23 county area of western North Carolina. His personal/professional focus is to help strengthen communities by balancing the need for economic development, environment quality and social equity, which includes gender issues. He is also a Fellow in international community development and works with partners of Americas through the Kellogg foundation. He has noted some similarities in his international work with Western North Carolina as well as Appalachia, and he discussed some examples during his presentation. His T-shirt "Sensitive but not Wimpy" was a huge hit with the Forum participants.

Leslie Enright is working at Grameen Foundation USA in Washington, DC (the U.S. arm of the Grameen Bank in Bangladesh), where she assists practitioner agencies in bringing access to credit and business training to low-income women throughout communities in the U.S. She discussed the challenges of applying lessons learned from a methodology that we have taken from a developing country and are using nationally. Grameen Foundation was started in Washington, DC two years ago and reaches out to many women- including single mothers, immigrants, and low income groups.

Franki Patton Rutherford, is a lifelong citizen of Caretta, McDowell County, West Virginia, in the heart of the Appalachian coal fields. She is now the Executive Director of the Big Creek People in Action—a grassroots community action center started by a group of community people (predominantly women) to become a community-driven economic and community development force. She discussed the importance of understanding historical and cultural contexts of communities and taking action toward socially just, economically vibrant communities by bringing all to the table in a united force. Participatory processes and politicians can mix, with help.

Anne Davidson is a lecturer in Public Management and Government at the Institute of Government, The University of North Carolina at Chapel Hill, and a consultant with Roger Schwarz & Associates. She is currently involved in assisting eleven small towns in western North Carolina with community development and revitalization initiatives. Anne discussed the issues affecting women's under-representation in government. She has found one of the greatest challenges to be that women have not had access to leadership skill development.

Learning From International Experience--WorldWID Fellows:

In this activity, Fellows were asked to very briefly share their WorldWID experience (location and scope of work) and then mention what they are doing now, and how they are applying any lessons learned from their Fellowship to their current work. The following is a brief summary of the discussion, offered in the order shared during the session.

Karen Loreno: (Peru, Economic Growth) Currently working with projects in cooperative extension in Washington State through Washington State University. Using a community based approach reducing teen pregnancy with a strong focus on young women.

Neema Caughran: (Nepal, Democracy and Governance) Currently working with participatory research with women coming off welfare in Pima County, Arizona. Hoping to launch a program for girls at risk and struggling for funds. Did a conference for service providers for immigrant women on domestic violence.

Nina Etyemezian: (Morocco, Girls' Education) Will be returning to Morocco and is employed again through a contractor for USAID. She will work on International Girls' education system. She is encouraged by the emphasis being put on local management of projects including technical and support staff.

Donna Nails: (Ukraine, Economic Growth) Will complete her fellowship in August. Currently coordinates an effort to integrate gender initiatives in the USAID Mission in Ukraine. Also is working on two WID specific projects.

Karen Greene: (Russia, Democracy and Governance) Researched women's organizations on two different fellowships, including WorldWID. Looked at why they formed and what projects they were doing. Women were involved in lobbying for social services whereas men were not.

Sharon Phillipps: (El Salvador, Democracy and Governance) Currently working in government-in DC. Concerned about the impact of globalization on women all over the world.

Elizabeth Duverlie: (Romania, Democracy and Governance) Worked with communication as related to women's health and used community participation. Now at Johns Hopkins, Africa Division. Involving men in reproductive issues in a program called CUPS "Caring Understanding Partners."

Kim Medley (Madagascar, Environment) Worked with ecological performance monitoring. Currently, academic work is in research/teaching and service. Offers classes in conservation.

Joan Harrigan-Farrelly: (USAID/WDC, Environment) Currently at EPA, planning and developing a strategy for safe drinking water for the next century (next 25 years). Looking at sensitive populations (including women, infants, AIDS patients...).

Anne Scheinberg: (Honduras, Democracy and Governance) Currently living in Bulgaria and working as a freelance consultant on waste.

Lisa Waugh (Guatemala, Democracy and Governance) Currently is the evaluation coordinator at La Raza, Boulder, Colorado. Manages 5 or 6 different contracts including education, housing, health projects, criminal justice system, and issues of entitlement.

Kathleen Graham (Uganda, Economic Growth and Democracy and Governance) Currently in Minnesota, and will be teaching at a law school human rights center.

Shelby Lewis (USAID/WDC, Democracy and Governance) Researched women in war torn/transitional societies. Currently manages two linkage grants: global, and US and South Africa.

Identifying Gender Issues:

There were many gender issues identified in the panel presentations and many others noted in subsequent presentations and discussions. These issues were related to roles, relations, identity and community, to politics, participation and home/work. The importance of understanding the context (historical factors [*positive/negative*], cultural, other) was a crosscutting theme in most discussions. It was also recognized that there is still a strong need for gender awareness and sensitivity in community development work. Follow-up discussion emphasized understanding and dealing with power relationships including gender, race, class and geography.

Other related issues included the myth of sisterhood and the under representation of minority/local women in development programs. The assumption that women, in general, hold monolithic opinions about gender and related issues was discussed. A number of participants voiced their concern of lack of closer cooperation among professional women.

Another key issue emphasized was the need for developing leadership skills among girls and women and the importance of opening doors for young women in their communities. It is clear that there is a need to further diversify the ranks of professional women in international development and to work on developing leadership skills early. The lack of leadership skills and under representation of women at leadership and decision making levels deserved longer discussion and attention.

Gender and related issues are often considered to be women's issues and a woman's topic. This was even evident in the composition of the participants, the vast majority being female. WID and GAD as fields of research and practice would benefit by diversifying and building a broad-based network of support of both men and women.

Gender Issues

1. Gender Roles and Power Relations

- Power can corrupt women. They become "one of them" under stress and threat, and adopt non-participatory approaches. Re-creation of power relations; misappropriation of power as we try to structure those relationships
- Secular view of law EXCEPT when gender issues involved
- Women's income can be threatening to men (spouse)
- Men don't think of gender issues in terms of "gender issues"
- Men supportive of gender issues (sensitive) often "judged" stereotyped as a wimp
- Issue of access to credit and economic empowerment
- Women as pioneers as non-government service providers
- Women juggling many roles
- Assumptions, stereotypes, invisibility
- Us/them language—is "submerging" identity valid?
- Battle with male power structure
- Women, war and gender roles
- Negotiation as a key concept

2. Politics, Participation and Leadership

- Political glass ceiling: political challenges for women and difficulty getting elected
- Women as leaders are more accepted in small communities than large
- Voting (rights vs. reality); women's participation in electoral system: challenges in political participation
- Leadership credibility for women, in economic development depends upon leaving community then returning
- Women under represented on county boards (politics) and local governments
- Self-sustaining loop—"no qualified women" due to lack of leadership skills training, or access to it
- Women leadership skills undeveloped (finance and accounting)
- Impact of globalization on women (NAFTA has no anti discrimination clause)
- Focus on participatory approaches to women's health
- Clean water and marginalized populations (women, minorities, etc)
- Women's rights in international law—human rights
- Help those volunteering overseas understand context (including gender)
- Influence of congress on policy and action. Focus on getting into positions of power

3. Identity

- Importance of personal focus on gender –family, professional, supporting others speaking out
- Importance of other social variables (age, ethnicity, class, etc) in identity as economy and communities change
- Us/them language—is “submerging” identity valid? Negotiation is key
- Cultural differences between race and class
- Owning your own identity; vs. submerging your own identity
- Difficulty in “speaking for” or being an advocate for somebody else- undermines their own position/identity

4. Gender as inclusive/exclusive

- Involve men in reproductive issues along with women. Engage them together
- Gender includes men, should hear more females clarifying this

5. Education and training

- Important role of training in facilitating change, learning to dialogue in communities
- Importance of working with youth, the future of change
- Women as role models for youth who have to face the same challenges
- Importance of mothers/grandmothers as role models
- Debate of importance of MEN and WOMEN focus in teen pregnancy
- Girl’s education- importance of increasing local management of local projects
- Incorporating international WID experience into teaching, advising, etc. Focus on gender themes in conservation, introducing WID/GAD to women’s studies
- Negotiation as a key concept
- Access for women to education, health care, justice around world
- Showcase broad issues of women
- Identifying “glimmers of hope” and how we can learn more and tell more about them

6. Challenges in home and workplace

- Gender roles in workplace expectations (varies by internal US culture)
- Flexibility in work place hours- cooperatives and cooperative approaches—balance family and work
- Challenges for single mothers
- Stereotypes of women/people on welfare
- Funding for work with poor women
- Violence and immigrant women
- Challenge of working with people who advocate in word not action—lack of sensitivity
- Have foreign institutions set linkage agenda—partnerships must be mutual: monitoring by whom?
- Constituencies around work cycles of empowerment and dis-empowerment
- Field indicators for gender in small scale projects
- Gender sensitivity in office and institution and analysis

7. Community

- Important role of training in facilitating change, learning to dialogue in communities
- Women support networks—peer groups, accountability and pressing. Marginalize people support networks, as a wedge to open space for addressing other issues
- “Invisible” community strength/cooperation
- Need to value families and communities
- Impact of global economy on local communities
- Feeding families unrecognized as productive activities
- Micro- enterprise- women artisans, link between contributing to family and to community
- Importance of partnership with community development groups in income generating projects
- Understanding assumptions that communities and individuals operate under
- Group formation among women and what they do in community organizations or cooperatives

Addressing Gender Issues: Strategies and Approaches:

The workshop participants worked together in small groups to explore in greater depth some of the gender issues identified. Each group selected one specific issue and discussed approaches used to address it. They also explored similarities and differences in national and international approaches relative to the issues and approaches. The major issues that arose as a result of the group discussions were: 1) Change; 2) Power; 3) Leadership; and 4) Indicators. Once again, participants emphasized the importance of understanding the context, and getting a full picture of the site and situation in which one works.

Gender Issues and Approaches

1) Issue: Making change

Approaches:

- Take steps toward effective change
- Identify who controls the change
- Practitioners should be facilitators of change
- Requires effective communication within community
- Recognize that development is personal.

2) Issue: Power

Approaches:

- Should be Institutional, Personal, and Political, recognizing that culture and context make a difference.
- Education/understanding
- Negotiation/position
- Take it (grab power, use it)
- Learn to play the game
- Make up a new game

3) Issue: Systems of power replicate approaches that pacify poor people and has impact on macro-analysis

4) Issue: Glass ceiling on women's leadership

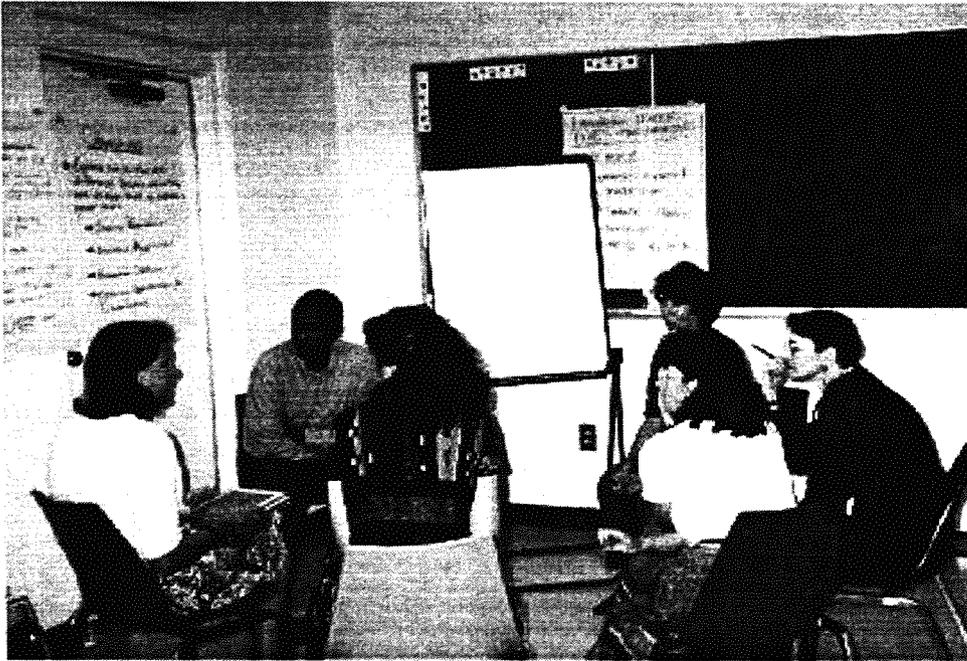
Approaches:

- Change perceptions that no qualified women are out there
- Look at required vs. assumed qualities for leadership
- Shift to gender approach rather than gender only
- Mentoring, are women mentoring other women? Are we doing it effectively?
- Identify structural, technical, and perceptual barriers to women's leadership

5) Issue: Technical issue of gender indicators

Approaches:

- Who is your audience? Politically, how do they like to hear it?
- Who implements the program/project?
- Need initial assessment/research: cultural competency
- Establish a reasonable goal
- Set clear objectives within this goal



Small-group work. From left to right: Kim Medley, Rashid Hussein, Kathleen Graham, Karen Greene, Beth Miller (behind Karen) and Anne Davidson.

The general discussion following the group work emphasized that there were no significant differences between local and international issues and/or approaches. However, there were key factors that are needed to work with gender issues both in the U.S. and internationally. These key factors include understanding the context, and using a participatory, local (self) monitoring approach. One approach suggested was to begin with an analysis of community participation in order to understand the diversity of group/women's groups in the community and identify what groups are doing what, and who influences or controls each group's goals. There is also, clearly, a need for more Women's Leadership training. Participants also stressed the importance of following through, for example, seeing if laws on paper are actually recognized and enforced. Providing community access to the legal system is as important as making new laws. Another important avenue for change is the local media. Participants encouraged each other to use TV/radio and local newspapers to express opinions and comments on events and challenges.

In conclusion, participants noted that we have more in common than we think. In the U.S., we need to develop a unity of purpose to address issues that we share in common. We must look at our communities, note those in trouble, and work with them at the grassroots level, i.e., the everyday woman in her home and in her community.

Opportunities and Next Steps: From Learning to Action:

Many participants linked with each other throughout the day and made individual connections. During the final brief session of the day, several participants expressed interest in following up with others on various activities and interests. The ideas discussed are noted below. Feel free to contact each of the persons noted if you are interested in following up on any of these ideas. The participant list is attached with contact numbers.

Anne Davidson: In November there will be a conference called Vision to Action. Need for thought leaders for discussion sessions. Would like to keep the international and domestic exchange.

Ginny Seitz: There is Spring 2000 workshop on model for participatory monitoring and evaluation. The intention is to take it beyond the M&E for participatory community planning. Funded by Ford Foundation. Ginny will send out information on the workshops, including a training of trainers. Wants to merge international and national focus.

Franki Patton Rutherford: Development of International Participatory Monitoring & Evaluation center in W. VA

Cherreka Montgomery: Everyone invited to participate in feminist conference in the year 2000, Expo 2000 for women's empowerment. Anticipates about 7,000 attendees, interested in student representation.

Karen Loreno: Looking for connection and any materials that can be used with non-literate audience. Not looking for adult literacy materials, but rather, how to do adult non-formal education on concepts with out having to go through adult literacy.

Beth Miller: Heifer Project International wants to collaborate in Appalachia, deep south in agriculture. Case studies in Zambia, Nepal, UF, gender different impacts of agricultural. Heifer projects. There is a conference in fall in the Netherlands on women in agriculture. The meeting is October 14-17, in Wageningen, the Netherlands. The name is "conference on Gender and Rural Transformations in Europe", the email address is gender.conf@alg.vsl.wau.nl and the web site is http://www.sls.wau.nl/crds/congr_gs.htm. Another interesting meeting is the AWID Conference (Association of Women in Development) from November 10 – 14, 1999 in Washington, DC. HPI will facilitate a workshop with InterAction on "overcoming male resistance to gender sensitivity training."

Anne Scheinberg: Interested in connecting with anyone travelling to Eastern Europe and interested in participatory work.

Kathleen Graham: Would like to know of organizations in developing countries for food companies to partner with to solve problems or use existing technology to bring to developing countries. She is associated with a group called Compatible Technologies. Compatible Technologies is 10 years old and is formed of groups like Pillsbury, etc. wanting to adapt technologies for developing countries. Would like to know of any organization that they could partner with and share technical expertise.

Shelby Lewis: Encouraged participants to take advantage of Fulbright scholars. both those who are American and international. Invite them out. There is \$ for them to come. List is available on the web site (CIES- council international exchange scholars).

Elizabeth Duverlie: Try to be advocates for what they are doing, keep congress people in mind

Franki Patton Rutherford: Posed the question, is the goal of participatory evaluation equality or equity for women? That is something we need to talk more about. Cost benefit analysis can't be done without a participatory element because it doesn't ask who pays cost and who benefits.

Anne Scheinberg: Need to look at the relationship between cost benefit analysis and participatory evaluation.

Potential Resources Suggested:

- Heiffer Project .Manual www.heifer.org (contact Beth Miller)
- www.ra.utk.edu/cpc/ (contact Ginny Seitz)
- www.usda.gov/cyfernet (contact Karen Loreno)
- www.epa.gov/OGWDW (contact Joan Harrigan Farrelly)
- www.jhucep.org (contact Elizabeth Duverlie)



Group discussion with all participants.

WorldWID Fellows Program
Final Forum
Tuesday, June 29, 1999
Fellows' Workshop: Facilitation Strategies

Objectives

1. Share personal experiences with situations requiring facilitation
2. Review various facilitation techniques
3. Address questions about facilitation and briefly review key concepts.
4. Share additional resources

Program

Introduction
Facilitation Situations
Facilitation Techniques applied during Forum
What do you do if...?
Resources

Introduction:

Throughout the WorldWID Fellowship Program, Fellows were often asked to provide training in the areas where they were working. In some cases, Fellows were able to work with others to ensure that the training was provided, and in other cases, Fellows developed various training interventions. These of course varied depending on the experience and skills already developed by the Fellow. In some cases, having been through the WorldWID training that modeled participatory methods, Fellows were able to develop and deliver training programs. It was clear, however, from the beginning of the program, that WorldWID was not able to provide "training for trainers," and this was not incorporated as part of the overall training program. In working with the field of gender, there is clearly a strong need for good communication skills and understanding of interactive participatory approaches. There is a need for good trainers, good managers, and good communicators with basic facilitation skills to help people come together and address some often significant differences and strong opinions. Due to the recognized need for this type of training and the interest of the Fellows in such training, we incorporated a brief workshop in the final forum to explore experiences, share techniques, and give access to resources.

The morning session was spent exploring, discussing, exchanging ideas, telling stories and imagining situations related to facilitation. Most of the Fellows that attended the forum were able to be present at this workshop. Facilitation was seen as a way of helping something happen. Making things happen may include a combination of actions and attitudes, an appropriate environment, and a way of keeping things on track in order to guide a process. As one Fellow commented, "...facilitation is the lubricant but not the main focus...."

Facilitation Situations:

Fellows were asked to briefly share the types of situations that they experienced during their fellowship that required some form of facilitation. There was a wide range of situations mentioned. Several concerns were discussed including being in a position of needing to “facilitate” even when you do not have the responsibility or authority to facilitate. That is, being able to make things happen discretely during a meeting. One Fellow raised a concern that sometimes meetings are presented as participatory, and facilitated, when in fact, the meeting is being “directed.” All agreed that during meetings and other group activities, it is important to have someone lead the group, and that “lead” can be defined in many ways. There are issues of control, who has power, and how the balance power established. A good facilitator should have the skills to balance power, bring all the voices to the table, and help the discussion progress and meet its' goals.

Facilitation Situations that Fellows Encountered

1. Meetings

- Community participation meetings
- Facilitated meetings at government ministry or agencies
- Running or attending public meetings
- Running or attending business/board meetings
- Working with or on teams
- Working with consulting team/consulting clients
- Doing research interviews with individuals and groups

2. Conferences, Workshops

- Organizing and facilitating roundtables
- Participating in pre-arranged workshops within a formal structure
- Organizing, developing and delivering seminars
- Holding workshops in odd spaces
- Training teachers, officials and others in authority role
- Developing and leading field experiences

3. Presentations

- Making presentations to small professional groups
- Giving lectures with demonstrations of techniques

4. Working with diverse and mixed groups

- Groups requiring translation
- Youth groups
- Groups with mixed languages
- Department faculty, dealing with egos
- Hostile and/or disinterested and or passive groups
- Illiterate/mixed literacy and language

Forum Techniques:

The second part of the morning focused on a review of the facilitation techniques that had been employed during the Saturday and Monday workshops of the final forum. Fellows broke into two groups and discussed and listed techniques they saw and experienced during the workshops over the last few days.

Facilitation Techniques

1. Innovative Icebreakers, Energizers, and Introductions

- Autobiographical posters
- Soccer game
- Energizers/stretching
- Cameras for spontaneous picture taking throughout the workshop
- Physical exercises that symbolize or model a point (Web)
- Marking your “place” on the map during introductions

2. Group Formation Techniques

- Titanic- getting in to various size “lifeboats” and forming groups of 2,4,3, etc.
- Lining up and counting off
- Splitting the group by Fellows and non-Fellows
- Pairing up

3. Stimulating Interactive Discussions

- Individual projects to group sharing
- Small groups
- Buzz group, modified buzz group
- Fish bowl
- Focussed listening associated with fishbowl
- Brainstorming
- Write storming
- Panel/lecture
- Demonstrating a point
- Flip charting
- Flip chart page as next discussion starter
- Flipchart writer (volunteer)

4. Establishing a Sharing Process and Learning Environment

- Need assessment done before the gathering
- Agenda and objectives presentation
- Keeping on track, time keeping, time management, adjustments
- Integrating/linking/synthesizing, action-reflection-comment
- Checking in with participants to measure “how we are doing”
- Having fun
- Closure

What do you do if.....?:

The majority of the time was spent on this session in which everyone was asked to write down questions that they would like to discuss as a group. Each person wrote several questions, one on each card, and the cards were distributed among the group. One by one each question was discussed and Fellows and facilitators contributed their experiences and ideas to the discussion. Clearly, much more time could have been spent on this. However, some excellent ideas were shared. The resources provided during this workshop (and listed below) provide insight, suggestions and approaches to many of the questions discussed.

What do you do if.....?

- you find yourself with a lot more people than you planned for or have room for or feel is valuable for your given objective?
- someone asks a question that is not along the lines of the topic (interesting but irrelevant)?
- you have conflicting or opposing groups?
- seemingly hostile, unnecessarily personal comments come forward?
- the group is not engaged?
- there is a person who takes over the session and talks and talks and talks and talks?
- you have a domination person that likes to talk and not listen?
- you are about to get a “boss” who you know will not work out because..?
- the mayor decides to stop participating and instead takes over the occasion to defend his administration and policies?
- some people absolutely, positively hate doing certain activities (e.g. ice breaker, or small group work) and will not participate or who will not do so seriously?
- you have an extremely hostile group when you are facilitating or when there isn't a facilitator?
- strong personalities threaten to derail the meeting?
- your approach and techniques are very visual and focused on movement and you end up with a blind person? Or deaf? Or....?
- a person who is clearly respected and influential to others decides not to play and recruits 2-3 others to her position?
- you have a rigid, fixed physical space, e.g. a classroom with desks and chairs bolted to the floor?
- if you have a participant who is negative/destructive/nay-sayer to everyone else's contributions?
- your co-facilitators are not participatory—very formal?
- the discussion is without substance?
- you understand the point of view of the culture you are living as well as the one in which you are working and you sympathize with both, but you do not think they can meet?
- nobody gets your jokes?
- people are “too shy” or in a very different place culturally and won't participate?
- you have only 3 people show up?

Resources:

Several excellent resources were provided to the participants. Recognizing the importance of facilitation skills and realizing the limited amount of time available for this session, the following documents were provided for their future use.

Gender training: the source book, 1998, Gender, Society and Development, Critical reviews and annotated bibliographies series, Royal Tropical Institute, The Netherlands, Oxfam, Great Britain.

Eitington, Julius, The Winning Trainer, winning ways to involve people in learning, third edition, 1996. Gulf Publishing Company, Houston, TX.

Photocopies of various related articles and items.

APPENDIX 1

Roster WorldWID Fellows Final Forum Bennett College, Women's Leadership Institute June 26-29, 1999

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APPENDIX 2

Facilitator's Guide to Workshop WorldWID Fellows Program: Final Forum

Women in Community Development: from Action to Learning
Fellows Workshop: Sharing the WorldWID Experience
Saturday, June 26, 1999, Bennett College, Greensboro North Carolina

Summary: This one-day workshop was designed to bring together Fellows of the WorldWID program (with expertise in gender-focused international development work) to explore mutually applicable lessons learned in addressing gender issues during their Fellowships. The workshop design emphasized personal lessons learned in the morning and small-group discussions regarding successes, challenges and approaches in the afternoon.

Objectives:

- To provide an opportunity for WorldWID Fellows to network.
- To share, discuss, analyze and compare international experiences in addressing gender issues in community development in a USAID institutional context.
- To discuss and document strategies and lessons learned in addressing gender issues as a WorldWID Fellow.
- To discuss suggestions for training, backstopping and re-entry, for future WorldWID Fellows Programs.

Time: One day (8:30 – 5:30)

Materials: Flipcharts, markers, world map, blank "sign here" arrows, polaroid camera, film, 11x4 cards and masking tape, string,

Activities:

Introduction: (120 minutes)

- Individual Posters and morning mingle. Participants prepare posters with information including name, country, sector, scope of activities, length of time in field, an aspect of the experience they wish to share, and a favorite regional food. In addition, each participant had a polaroid photo taken to add to poster (45)
- Welcoming remarks: from Lea Williams, Executive Director Women's Leadership Institute, Bennett College and Lisette Staal, acting Director of WorldWID program (10)
- Logistics: Explanation of facilities, transportation, payment, meals, etc. (10)
- Participant introductions: Participants introduce themselves while referring to their posters. (50)
- Objectives and Program: Facilitator reviews objectives and program and answers any questions that arise. (5)

Break (15 minutes)

Personal Lessons Learned: (55 minutes)

- Personal reflection: Participants are asked to reflect upon challenges faced as a WorldWID Fellow and record their thoughts on a piece of paper (5)
- Small group discussion: Participants are divided into five groups of three, and asked to discuss personal lessons learned as a WorldWID Fellow. (20)
- Report out: A representative of each small group presents discussion results to the large group. After presentations, similarities and common themes are noted and discussed. (30)

Energizer (5 minutes)

Challenges, Approaches and Successes: (55 minutes)

- Introduction and instructions (5)
- Buzz group: Fellows are asked to turn to the person next to them and discuss challenges faced in their experiences at USAID missions. Only one person is allowed to speak, the other is tasked with listening only. (5)
- Fishbowl activity: Fellows who were "Listeners Only" during the buzz group discussion form a circle and discuss the **challenges** they faced as Fellows. The speakers from the buzz group form an outer circle, and are charged with one of three selective listening tasks. One third listen for personal challenges, one third for institutional challenges and one third for methodological challenges. Challenges noted are written individually on cards. (30)
- Discussion: Note cards are placed on a flipchart drawing of the Rani Parker conceptual triangle (personal/methodological/institutional) and discussed. (15)

Lunch (90 minutes)

Challenges, Approaches and Successes (continued) (75 minutes)

- Review of pre-lunch activity (5)
- Fishbowl: The fishbowl activity is repeated- this time with the inner circle switching to the outside and becoming selective listeners. The inner circle now discusses **approaches** to the challenges previously discussed. (30)
- Group discussion. (20)

Break (15 minutes) and Energizer "Whiz, Bang, Boom" (5 minutes)

Contributions as a WorldWID Fellow (60 minutes)

- Personal reflection: Each participant responds on a card to the question "What contribution did you make as a WorldWID Fellow?" (5)
- Overcoming Challenges: During the break, the cards created by the Fellows regarding challenges in the previous activity are taped along pieces of string. The non-fellow partners form an "obstacle course" by holding onto the strings, and asking Fellows to symbolically step over the challenges on the way to posting their contribution cards on the front wall. The metaphor is overcoming challenges in order to make a contribution. (15)
- Group Discussion: Each Fellow shares their contribution with the group, and provides relevant explanatory information. (40)

Looking ahead: Recommendations for Training, Back-stopping and re-entry (30 minutes)

- Facilitated plenary group discussion: Fellows are asked:
 1. How can the program can be improved?
 2. How can we help future Fellows overcome the challenges and constraints you faced?
 3. How can we better prepare future Fellows?
 4. What would you like to share with the Missions?

During the facilitated discussion of these questions, mention to the group that anything that does not get mentioned or covered adequately can be written on a slip of paper, and dropped in the designated box on the way out.

Closure - (5 minutes)

- Review the day's events, and logistics of upcoming Forum activities.

Comments:

- The poster session worked very well as a colorful and non-threatening way of introducing everyone. It is important to start with someone who will be concise in their comments, so as to set the tone for the poster presentations that follow. It is absolutely critical that everyone-including partners - introduce themselves at this initial Forum activity.
- It was very important to recognize the contributions made by the Fellows, even those considered 'baby steps'.
- The idea for an 'obstacle course' did not really work as it was intended, as the symbolism was lost on the Fellows.
- We originally had planned activities for discussing "Recommendations for Training, back-stopping and re-entry", but realized a more unstructured, open discussion format was more appropriate and desired by the participants.
- Although participants were originally reluctant to permit the agenda to run beyond the established closure time, they later agreed to run over-time due to rich discussion in the "Recommendations" session.

WorldWID Fellows Program: Final Forum

Open Workshop: Women in Community Development: From Learning to Action Exploring Common Ground through International and US Experience A Focus on Gender

Monday, June 28, 1999, Bennett College, Greensboro North Carolina

Facilitator's Guide to Workshop

Summary: This conference/workshop was designed to bring together Fellows of the WorldWID program (with expertise in gender-focussed international development work) and domestic practitioners of community development to explore mutually applicable lessons learned in addressing gender issues. The conference/workshop design emphasized stage-setting in the morning and small-group discussion in the afternoon.

Objectives:

- To explore WorldWID and this forum within the context of WID and Gender studies and practice.
- To share, discuss, analyze and compare domestic and international experiences in addressing gender issues in community development.
- To discuss and document strategies and lessons learned in addressing gender issues both domestically and internationally.
- To discuss opportunities and next steps in taking WorldWID Fellows and other Forum participants "from learning to action".

Time: One day (8:30 – 5:30)

Materials: Flipcharts, markers, 11x4 cards and masking tape

Activities:

Introduction: (50 minutes)

- Welcoming remarks from Lisette Staal, acting Director of WorldWID program and Lea Williams, Executive Director Women's Leadership Institute, Bennett College (10)
- Logistics: Explanation of facilities, transportation, payment, meals, etc. (5)
- Participant introductions: Participants form a standing circle and kick a small soccer ball to each other (symbolic of Women's World Cup taking place during Forum). The person receiving the ball briefly shares name, home institution and focus of work before kicking it to another participant. (30)
- Objectives and Program: Facilitator reviews objectives and program and answers any questions that arise. (5)

Setting the Context: (35 minutes)

- Introduction of opening speaker and visiting students from local teenage leadership institute (5)
- The speaker (Ginny Seitz – Director Community Partnership Program) reviews the history of WID and GAD and explores current (gender) issues and challenges facing those working domestically and internationally in community development. (15)
- Questions and discussion (15)

Break (15 minutes)

Learning from US Programs: (85 minutes)

- Introduction of panelists (5)
- Four panelists each give a 15 minute presentation on key gender issues in their domestic work in community development. A facilitator captures gender issues mentioned during presentations on flipchart paper. (60)
- Questions/discussion (10)
- Key gender issues: A facilitator asks group to identify gender issues that they heard mentioned during panel presentations and notes responses on flipchart paper. (5)

Energizer: (5 minutes)

Learning from International Experience- WorldWID Fellows and Identifying Gender Issues: Experience Sharing (85 minutes)

- Introduction of activity (5)
- In a seated circle, non-panelist participants are provided two minutes each to explain gender issues addressed in their current (and past) work. WorldWID Fellows speak first followed by invited participants, followed by WWID partners. A facilitator captures noted gender issues on flipchart paper during activity. (50)
- The facilitator notes list of issues and asks participants to suggest other issues that they have been dealing with that were not mentioned. Suggestions are added to list. (10)

Lunch (90 minutes)

Addressing Gender Issues: Examples and Approaches (140 minutes)

- Introduction of activity (5)
- Participants are broken into 5 groups of 6 and asked to: a) select two issues from those identified in the morning sessions and share examples of those issues, b) discuss approaches used to address selected issues, and c) note differences and similarities between domestic and international approaches to those issues. Each group is given a newsprint sheet from the morning session with a list of issues to select from. Groups are also provided with blank newsprint sheets to record discussion. (30)
- Group representatives post flipcharts and summarize their group's discussion points (30)
- Break (15 minutes)
- Facilitator leads plenary group discussion of approaches (discussed in small groups) with emphasis on common threads, lessons learned and challenges remaining (85)

Energizer (5 minutes)

Opportunities and Next Steps (30 minutes)

- Introduction (5)
- In a facilitated discussion, participants are provided space to explain and/or discuss pressing issues and activities from conferences to research projects and to solicit collaboration. (25)

Closure - “The Web” (15 minutes)

- Participants form a circle (standing)
- A ball of string is tossed from participant to participant. The recipient of the ball of string briefly states what s/he is taking away from the day’s activities before tossing the ball to another person across the circle. They must hold onto one end of the string while they make the toss so that they are connected to that person. Eventually all participants are connected by a web of string.
- The facilitator has participants close their eyes and feel the tension on the string before asking them to reflect back on their arrival in the room that morning and their feelings/expectations at that time. Participants open their eyes and note the symbolic connection that links them all together.

Comments:

- The “Working with Gender Issues: Experience sharing” session took longer than expected by 20 minutes and some participants were frustrated at the time limitations imposed on their explanations of work (they were given only 2 minutes).
- Having two facilitators was crucial to many of the activities, particularly when a person was needed to record participant responses on a sheet of newsprint.
- The original session plan was much more structured, last minute changes opened up more time for open discussion.

WorldWID Fellows Program: Final Forum

Women in Community Development
From Action to Learning: Exploring Common Ground
Through International and US Experience

Fellows Workshop: Facilitation Strategies
Tuesday, June 29, 1999, Bennett College, Greensboro North Carolina

Facilitator's Guide to Workshop

Summary: This morning workshop was designed in response to the Fellows' requests for more training in facilitation skills.

Objectives:

- Share personal experiences with situations requiring facilitation
- Review various facilitation techniques
- Address questions about facilitation and briefly review some key concepts
- Share additional resources

Time: Half day (9:00 – 12:00)

Materials: Flipcharts, markers, various bibliographic materials to share, and a copy of the *Winning Trainer* and *The Gender Sourcebook* for each participant.

Activities:

Before session: Set up room in the traditional formal classroom, with chairs in straight rows, and a desk in the front.

Introduction: (20 minutes)

- Welcome. (5)
- Group Discussion: Ask participants "What is facilitation?" (Answers may include things like 'helping something to happen', 'combination of actions and merging energies to let things happen', 'keeping things on track, guiding the discussion')
 - Ask "How does it feel to sit in rows?" (Answers may include: feels rigid; teacher becomes the expert; asymmetrical power relationship)
 - Ask "What contributes to this?" (Answers may include: Facilitator standing behind table, so barrier between facilitator and participants; facilitator standing over participants; lack of eye contact)
 - Then, as you are talking, facilitator moves into the audience, walks around while calling on participants. Then discuss how this changes the relationship. Then ask participants to move chairs into a circle, and briefly conclude by asking how this makes them feel and summarizing the lessons learned here. (10)
- Objectives and Agenda: Facilitator reviews objectives and program for the day, and answers any questions that arise. (5)

Facilitation Situations (30 minutes)

- Introduction and logistics: Introduce session and ask for a volunteer to take notes of this session on flipcharts, making comment that a key part of facilitation is capturing the essence of the discussion on flipcharts. (2)
- Brainstorm: Ask the group to identify all the situations they have encountered as Fellows and in their professional life, where facilitation skills were needed and useful. (Answers may include: formal workshops, small professional groups, research interviews, round tables, seminar and field courses, training of trainers, youth groups, public meetings, departmental meetings, or with faculty, teachers, Ministry officials, illiterate groups, youth groups) (10)
- Group discussion: Note that facilitation skills are used in many, many situations that are encountered in our everyday professional life. Ask, 'So who has received training in facilitation?' Most likely, a small minority will respond, which leads into the discussion that while we recognize the many situations in which facilitation skills are needed, the need for training in these skills is often not recognized.

Discuss issues of:

- Where is attention focused? (on facilitator writing on flipchart, or on each other as equals?)
- Who is controlling agenda? (is the facilitator always in charge of agenda?)
- When do you risk waiting to see if a group will come to answer looking for, and when do you jump in and help out.
- Issue of feeling safe- need to establish ground rules and safe space to work.
- Issue of power, control, and shifting the balance of power to make participants more responsible for their own learning experience. (20)

Break (15 minutes)

Forum Techniques (45 minutes)

- Small group discussion: Divide the group into small groups and have them list the various facilitation techniques that they have experienced throughout the first two days of the Forum. (15) Answers may include: autobiographical posters; creative introductions; identifying objectives and agenda for each day; use of flipcharts; individual and group work; buzz groups; fishbowl; tasking listeners in fishbowl so they are active; energizers; creative group formation techniques; use of cameras; symbolic obstacle course; panel; lecturette; brainstorming; demonstration (like with chairs); and closure activities like the string game and using flipcharts to summarize.
- Group discussion: Have each group report back on the techniques they identified, and briefly discuss the technique and why it was successful or unsuccessful. (15)
- Group discussion: Ask "Why did we use these techniques?" Answers may include: so participants don't get bored, so they pay attention, to facilitate learning, and different learning styles. Focus on this last one, and how different people learn in different ways and we need to be aware of that recognition. Also, we want to recognize the vast knowledge that the participants bring with them into a training, and take advantage of this knowledge. (15)

Energizer (5 minutes)

What do you do if...? (60 minutes)

- Pass around index cards to everyone
- Have each participant write down questions (one question per card) they have regarding facilitation.
- Collect cards and then randomly distribute cards among participants. Take turns reading questions, and discuss possible solutions to the questions. Go around the room, and see if anyone else has a similar question, and proceed until all questions are answered. Expect questions like: What is the optimal group size? How do you deal with someone who dominates a session, and won't stop talking no matter what you do? How do you deal with hostile groups?

Resources (15 minutes)

- Summarize some of the key facilitation concepts that have come up throughout the general discussion.
- Comment that this brief session has only begun to hit upon some key facilitation skills, and point those interested in learning more towards various resource materials. Books and other written materials are placed on a table for participants to review.
- Each participant receives a copy of *The Winning Trainer* and the *Gender Training: The Sourcebook*. Go through the table of contents with them so that they have an idea of what they are receiving.

Closure (5 minutes)

- Review the key points of the day, and of the entire Forum.
- Thank everyone for their participation.

Comments:

- This session was very light, and easy-going. The Fellows were in a good mood, and there was lots of joking. The seriousness of the formal Forum was gone, and the sense that this session was really for the Fellows was clear.
- The impact of setting arrangements was very evident, and changing the layout of the room was particularly effective after two days of sitting in a circle.
- We ran out of time (and interest, to some extent, as the workshop was almost over, and people were antsy to leave) to finish answering all the questions raised in the session "What do you do if....?"
- This session was purposefully designed to promote general open discussion. This was in contrast to the previous two days of structured activities and a response to the participants' desire for open discussion.