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Project Evaluation Report:

WID WORKSHOP
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Section 1
Evaluation: The Theoretical Framework

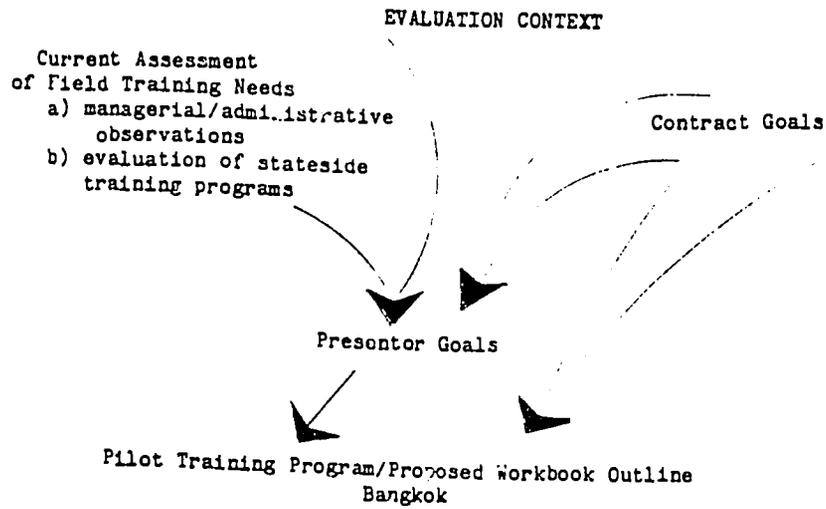
The evaluation design for the Bangkok workshop drew extensively from recent developments in several disciplines concerned with social program evaluation. These developments depict evaluation as a series of interconnecting feedback loops, which provide decision makers with updated information at a number of critical points in an evolving series of the developmental phases of a project. As such, each evaluation is "final" only with respect to a specific sequence of steps toward a general goal. At their most useful, formal evaluations provide an increasingly sophisticated information base around which goals can be refined and future interventions can be more appropriately designed. (A more extensive review of these concepts is provided in Appendix I).

Clearly an evaluation of this nature must take into account certain features of the context in which it is conducted. At a minimum this would include consideration of:

1. the extensiveness of assessment data around which the program is designed;
2. the degree of refinement of program goals;
3. the length of time this program, or similar programs, has been operating.

Our construction of specific evaluation tools, as well as our interpretations and recommendations were influenced by contemporary concepts within the fields of educational psychology and professional training. The outline of these concepts which served as our working model, and major sources from which it was derived is contained in Appendix II.

A model of the Bangkok evaluation is presented on the next page. Arrows indicate relationships between various design components. More detailed explanation is provided in the following two sections.



BUREAU OF APPLIED RESEARCH EVALUATION DESIGN

MAJOR EVALUATION TASK	FOCUS	EVALUATION DEVICE
Formal Assessment of Overseas Training Needs	* Job context	-->
	* Target group background	-->
	* Target group attitudes	-->
Impact of Workshop	* Participant reaction to: Clarity of goals and presentations Workshop organization Training methods Time allocation Usefulness to job	--> Written evaluation Likert-scale questions Open-ended questions Presenter observations Conversations and phone calls with presentors
	* Changes in participant attitudes	--> Post-questionnaire
	* Participant reaction to: Importance of major sections Usefulness for job Usefulness for training	--> Written evaluation Likert-like scale Open-ended questions Presenter observations Conversations and phone calls with presentors

RECOMMENDATIONS INVOLVING MAJOR AREAS OF CONCERN

1. Guide to future workshop design
2. Guide to modification of workbook
3. Identification of gaps in assessment data

EVALUATION REPORT

- Effectiveness of Completed Training Interventions
- Clearer Resolution on Field Training Needs
- Effectiveness of Feedback Mechanism

Section 2
The Bangkok Evaluation Context

a) Overview.

The major features of the Bangkok training program which provided the context for our evaluation design were:

1. This was the first training program of this type to be conducted in an overseas arena, and the first to be presented to a group composed totally of individuals who were currently responsible for developing and implementing USAID projects.

2. There had been no formal assessment of target group characteristics, or of the job context in which participants would be expected to apply training materials.

3. A proposed workbook outline was to be included as a training intervention distinct and separate from the workshop presentations, but introduced within the workshop setting.

4. There were no clear, measurable, participant-centered goals formulated for the training program.

Each of these features had broad implications for the evaluation design, for the process of data interpretation, and for the formulation of report recommendations.

b) Target Group and Job Context Considerations.

Job context has two important implications for the training evaluation process. First, organizational factors and job conditions affect job performance independent of what is learned in a training process. Second, participant awareness of the operational conditions under which they must apply training materials frequently has a critical effect on their receptivity to training in general, as well as on their reaction to the specific content and methodological focus. It was anticipated that the job orientation of overseas staff would be a major factor affecting their reactions to both workshop and workbook

design. Specifically, we expected that the Bangkok workshop participants, in contrast with stateside audiences, would most likely manifest:

1. a more critical appraisal of the potential usefulness of materials intended for the job setting;
2. a higher level of concern for specific, concrete, step-by-step formulas for application to serve as a bridge between theory and practice.

Since time and resource limitations precluded any extensive investigation of these operational considerations prior to delivery of the training, it was clear that the workshop would have to carry a greater than usual burden for collecting target group assessment data for use in subsequent training design. In this light it made sense to conceptualize the workshop itself as a pilot project whose contribution to the assessment process constituted an important part of its overall impact.

c) The Workshop

WID office personnel selected the National Education Foundation (NEF) as subcontractors to assist them in the design and presentation of the workshop, and the preparation of materials to be used as a supplement to the presentations. The training design included several activities generally structured around the Harvard case study model. Topical areas included: a) an analytical framework; b) case studies involving projects in Indonesia and Thailand; c) a computer simulation model of a project in Yemen.

BARA's role included responsibility for design of the workbook outline, design of the workshop evaluation tools, and writing the evaluation report based on the written evaluations.

The WID/NEF presentors were also responsible for introducing the proposed workbook and the evaluation tools, and for forwarding the completed evaluations to BARA.

d) The Proposed BARA Workbook

The workbook concept itself was related to the overseas context in which the training was to be conducted. BARA anticipated that:

1. Within a training context involving a subject as broad and complex as gender-sensitive development issues, there is a need to include meaningful materials for participants concerned with widely diverse developmental contexts. Existing materials used in training on this subject were by different people, pitched toward a variety of audiences, and focused around different, but not necessarily mutually exclusive, problem areas. Use of these materials provides in-depth coverage of some aspects of the development process and of some project types, while coverage of others is incomplete or totally excluded.

2. For participants, the emerging picture lacks a clear focal point for on-the-job use. The likelihood is also high that participants will be confused about the relationship between materials, overlapping semantic categories, and widely varying uses of identical abstract terms.

3. These complex issues might be more readily addressed by providing, as a workshop supplement, a comprehensive list of questions related to specific developmental contexts and organized around specific project types.

4. Overseas trainees would have a greater need than stateside audiences to utilize workshop materials in a comprehensive fashion, as well as a greater need for a quick and systematic way to analyze their projects or proposals.

The finalized outline of the workbook as presented in the workshop, is included in Appendix 3.

From an evaluation standpoint, the presentation of the workbook proposal was significant in several respects. It necessitated the design and administration of a second evaluation

tool. It gave us an opportunity to gather additional information on participant reactions to different, though not mutually exclusive, training methodologies. A potential disadvantage was that the workbook package was also likely to place further strains on the workshop time frame, and an additional burden on workshop presentors, both factors which will be addressed later in this report.

e) Training Program Goals.

Each of the workshop goals specifies what "process" will occur, (i.e. certain materials will be presented by the trainers), rather than designating measurable changes in the ability of participants to apply what is presented. The contract goals called for:

1. the presentation of a workshop which could demonstrate the manner in which to integrate gender-related issues in the design and implementation of development projects;

2. the demonstration and implementation of a set of programs and tools designed for AID personnel that would assist such personnel to measure and evaluate the successful integration of WID issues in development projects.

Goals designated by the workshop presentors (NEF subcontractors) exhibited a similar process-orientation. The fact sheet handed out to participants restated a PPC/WID Goal that:

these workshops will significantly address the lack of practical knowledge on how to approach women in development issues in project design and implementation.

Though not identified as a goal per se, the statement of "workshop purpose" ran somewhat parallel to the goals identified in the contract:

The training will provide AID personnel and private development practitioners with a new set of conceptual perspectives and analytical skills for dealing with women-related issues in a broad spectrum of development projects.

The use of process rather than specific participant-centered goals removed the possibility of measuring knowledge or skills the participants had acquired in the workshop. Consequently, we constructed an indirect tool for measuring program effectiveness, based on the fashion in which participants evaluated various workshop components.

The Workbook was a proposal, presented in outline form, intended to:

- 1) determine the extent of target-group interest in a more detailed product;
- 2) and to gather suggestions regarding content and organization of materials.

As such, goals for this part of the training program were deliberately set up to gather participant reaction.

f) Other Evaluation Considerations.

Optimally, an evaluation of the training program impact would also include appraisal of:

- a. the degree to which on-the-job performance may have changed as a result of training;
- b. changes in development program effectiveness which might be attributable to training;
- c. cost-efficiency comparisons.

A further review of the evaluation context, however, made it clear that these were inappropriate considerations for evaluation at this stage of overseas training program development. Aside from the lack of trainee-centered goals, measurements to

determine changes in job performance would require work product observations conducted before and after training, a process for which we lacked sufficient funds under the current contract arrangements. In any case, the cost of obtaining such data would have been quite prohibitive at this point, given the small sample size and the pilot nature of the program.

Evaluating changes in development program effectiveness was also eliminated from the current focus because of the time lag necessary for changes to occur, and because of the multiplicity of factors which might confuse the training impact.

Finally, the lack of target-group-specific data and the design of the evaluation around a single workshop made any cost-efficiency comparison irrelevant at this point of program development. It is hoped however, that the collected data may form some basis for comparison should subsequent training programs be delivered.

The final section of this report will address the potential for developing any of the above areas in evaluations of future workshops.

Section 3 Bangkok Evaluation Design

a) Major Areas for Focus.

The above noted considerations suggested that the current evaluation should most appropriately focus on:

- a) participant reaction to workshop and workbook;
- b) job-context and target group assessment data;
- c) changed perceptions of participants with respect to "gender-sensitive" issues (job related training issues);
- d) the value and comprehensiveness of the evaluation mechanism itself.

To collect important data on workshop participants we added a pre-and-post assessment questionnaire to the more traditional evaluation package. (see Appendix IV). This determination necessarily affected our construction of all the evaluation mechanisms. Particularly we needed to give extensive thought to the amount of workshop time spent on the evaluation process. To some extent, the need to combine evaluation tasks within the workshop setting imposed a limit on the amount of detail we could structure into each evaluation tool. We also had to make some decisions regarding the significance of evaluating subsidiary elements which fell within the parameters of each major evaluation task.

b) Pre and Post-Workshop Questionnaires.

Both administrative emphasis and general operational conditions affect attitudes regarding the relative importance of tasks and the sense of responsibility an individual brings to these tasks. As noted earlier, these attitudes may in turn affect receptivity toward training. If job conditions are not

conducive to the application of training-acquired skills, or if organizational factors don't consistently emphasize importance and responsibility, training on the issues can be viewed as a waste of time. Additionally, trainers may be viewed as representatives of "central office" policies, and subjected to general complaints about the work environment over which they have no control. Thus, the questions on job-related training issues were constructed to elicit participant perceptions of job conditions, and general "sensitivity" to development related gender issues. The specific purpose of these questions was as follows:

- *to acknowledge to participants that we recognized the importance of job context factors, and valued their perceptions of those factors;

- * to establish a basis for structuring and limiting the expression of job related concerns which are outside the control of workshop presentors;

- * to suggest where administrative interventions might be most needed in order to maximize the value of training, and

- * to identify areas of attitudinal training which are most needed and which might be most effective.

The "background" section of the pre-questionnaire focused on those target group factors most likely to correlate with differences in information needs and receptivity to training.

It was anticipated that when responses to the job context questions were cross-referenced with background questions and the post-workshop questionnaire, they could help identify those sub-groups which might need the most attitudinal training, as well as those who might be most receptive.

Finally, the combination of background and job-context information would then provide a solid basis from which to:

- * evaluate the workbook proposal, and the workshop itself;

* plan future training programs, and revisions to the workbook.

Appendix V contains a more detailed explanation of the rationale and interpretation of each of the questions included in this questionnaire.

c) The Workshop and Workbook Evaluations.

With respect to the workshop portion of the evaluation, our guiding assumption was that content and methodology considerations would provide the most usable feedback for a training program whose applicability for overseas audiences was being tested for the first time. It seemed likely that its current focus might undergo considerable revision following the acquisition of assessment data specific to the target group. On the other hand, explicit questions regarding presenter effectiveness, training "climate", and workshop program facilities might provide interesting, but less useful feedback for a pilot project.

Question selection involving the workbook evaluation presented fewer problems due to the relatively limited number of dimensions under consideration. However, in case any factors not directly addressed by the questionnaire turned out to be of considerable importance in the eyes of the participants, the standard open-ended questions were included in the workshop and workbook evaluations.

The focus of content and methodological questions was also affected by job-status considerations. Questions on the workshop and workbook evaluation forms were constructed emphasizing on-the-job applicability to a greater extent than would have been relevant had the target group resembled more those stateside audiences for whom similar training had been delivered.

d) Effectiveness of the Evaluation Mechanism.

Due to the importance of the evaluation feedback mechanism in generating a picture of the target group, we felt the report should address the possibility and need for gathering additional assessment data to bring the target group into clearer resolution. The evaluation was also expected to serve as a guide for the design of future training programs, and to provide suggestions for amplification and modification of the workbook outline. These then, became the important considerations for addressing the effectiveness of the evaluation design itself, and for uncovering recommendations for changes which might provide more comprehensive or valuable feedback, or enlarge the scope of future evaluations in light of evolving program sophistication.

Section 4

Procedural Considerations:

Introducing the Workbook Outline and the Evaluation Package

Because we felt that greater participant understanding of the evaluation mechanism would encourage candor and thoroughness in responses, we designed a written cover sheet to be handed out with the first Questionnaire. This cover sheet identified the major evaluation components, gave a general explanation of what each component was designed to do, and stressed the importance of participant feedback. A copy of this cover sheet is included along with the complete evaluation package in Appendix IV. A similar participant-oriented introduction to the workbook was also provided in written form to each participant. (see Appendix III)

Optimally, at least one person who had participated in the design of the workbook outline and the evaluation package would have attended the workshop in order to introduce both, and to provide further amplification in the event of questions. Since no money had been budgeted for this, a cover letter explaining administrative procedures for each was forwarded to the workshop presentors. Phone calls preceeding and following the receipt of this package provided further coordination on these matters. Additionally, BARA proposed sending a Bureau staff member to the NEF office to assist in incorporating the workbook and evaluation package into the overall workshop training materials. Though NEF felt that such a trip would be unnecessary, three BARA staff members did meet with one of the WID workshop presentors in Phoenix just prior to his departure for Bangkok. The agenda for

this meeting included: explanation and rationale for the workbook design and for the evaluation package components; review of the written comments introducing participants to the evaluation package and to the workbook; review of administrative procedures.

The disadvantages of these procedural arrangements were considerable, and will be specifically addressed in the findings and recommendations section of this report.

Section 5
Summary of Findings

a) **Introductory Comments**

Before we enter into a discussion of the statistical results of the evaluation, several caveats should be mentioned.

The first, of course, is the small population size (35). Because of this attribute of the population, at times some of our percentages* may appear large when in fact the actual frequencies are small. This problem was even further exacerbated by several factors:

1. With the exception of the pre-questionnaire, numerous evaluation tools were missing from the package NEF sent us after the workshop. From phone calls to presentors we learned that part of the problem was the difficulty of setting aside time from the crowded agenda to ensure that evaluations were filled out.

2. Since the questionnaires were not collected by the BARA evaluation team we have no way of knowing if we received all the evaluations which were handed in by participants.

3. The questionnaires arrived at BARA unstapled and without any method to insure the integrity of individual evaluations.

4. Except for the initial pre-questionnaire, there were numerous blanks on the evaluations tools we did receive (see Table # 1). The combination of non-responses and missing evaluations meant that in some cases we had as few as 19 usable cases.

Additionally, despite the relatively large sample size in many cases, results of statistical analyses cannot be viewed in any way as conclusive either because:

1. use of certain statistical tests violates initial test assumptions (e.g. use of non-random samples in chi-square);

*Due to rounding off, percentages do not always total 100%. Therefore, we cautiously present any patterns in the data as tendencies.

Table #1

Number of Evaluations Received and Frequencies of Non-Responses

	EVALUATION TOOL			
	Pre- Questionnaire	Post- Questionnaire	Workbook Evaluation	Workshop Evaluation
Total # Evaluations Received:	34	28	21	28
Mean # of Non-responses:	4	12	14	8
Standard Deviation:	1.55	1.98	1.01	1.64

or 2. statistical tests specifically designed for small sample size generated no significant results.

Most of the questions within the evaluation package were to be answered according to a Likert-type scale of five possible responses. Coding and key-punching of numerical responses were conducted by three of the BARA staff who had assisted in the design of the evaluation instruments. Analyses were performed using the Statistical Package for the Social Sciences. Items from the job-related training issues, workbook evaluation, and Bangkok workshop evaluation section were disaggregated by other variables such as sex, years of development experience, employer, etc. as indicated at the outset of each section. It was our anticipation that these factors would influence the pattern of responses. Most of the breakdowns, however, yielded inconclusive results, probably because of the small data base. In this summary section we present only those results which are significant enough to suggest recommendations.

Open-ended questions included in the workshop and workbook evaluations asked only for the participants' comments regarding strengths and areas for improvement. The non-specific nature of these questions gave participants an opportunity to provide us with feedback on things they considered most significant. Responses to these questions were candid and rich in detail, and there were several types of comments which surfaced repeatedly in spite of the non-directed nature of the questions. We have used the more frequently recurring of these responses in the following summary to provided an additional dimension to the picture presented by the forced choice items.

Further details of all findings are contained in Section 6 of this report.

As a final prelude to the following discussion it is critical to note that the workshop did not follow the planned agenda. The Indonesia case study was omitted on the second day to allow time for participants to air concerns about administrative matters, and problems they were experiencing in the field.

b) Results of Pre- and Post-Workshop Questionnaire

Table #2 presents a profile of the Bangkok workshop participants. The group was mostly female, young and very well-educated. The majority of respondents had worked for their respective agencies and in development work for more than five years. The group brought a the high level of educational and professional experience to the training situation. Additionally, the data suggest that the workshop target group tends to be relatively stable in their job positions, and that job turnover is not likely to interfere with on-the-job use of skills learned in training.

The number of information sources used by participants in the course of their job performance was low. Respondents indicated an average use of four primary sources (standard deviation + or - 2.8). However, the use of at least one document, the AID/WID policy statement, is very encouraging, as is the use of project reports on the part of USAID staff (see chart below). This suggests that attempts to familiarize individuals in the field with WID issues can be highly effective.

Table # 2

Profile of Workshop Participant's Background Characteristics

Gender: Male 11 (32%) Female 23 (68%)

Age: Average 40 Range 32-62

Education:

Secondary diploma	1	(3%)
College diploma	6	(18%)
Some graduate work	2	(6%)
Master's degree	19	(56%)
Ph.D	6	(18%)

Organizational Affiliation:

USAID	16	(47%)
PVO	12	(35%)
Other	5	(18%)

Official Responsibility for WID:

Yes	21	(62%)
No	13	(38%)

Length of Time with Agency:

Average = 18 years

Range = 1 to 30 years

Less than 2 years	4	12%
2-5 years	11	32%
6-10 years	12	35%
More than 10 years	7	21%

Time in Development:

Average = 12 years

Range = 2 to 33 years

Less than 3 years	1	3%
3-5 years	2	6%
6-10 years	15	46%
More than 10 years	15	45%

Undoubtedly, such efforts are in part responsible for the high sensitivity to WID issues demonstrated by workshop participants. On the other hand, it is important that more use be made of AID/WID officers as resources and as presentors of gender-related briefing materials. Both can be important sources in providing field staff with what they feel they need most: specific information and guidance in how to apply concepts to their own projects. Additionally, there could be more AID/WID focus on furnishing information to PVO's.

	Use by USAID <u>Participants</u>		Use by non-USAID <u>Participants</u>	
AID/WID Policy Statement	12	80%	6	32%
AID/WID Officers	4	27%	2	11%
Project Reports	11	73%	5	26%
Briefings	4	27%	1	5%

Sources checked by more than half of the participants were Intra-agency colleagues (19 respondents, 54%), and Women's organizations (22 respondents, 63%).

For the 13 statements in this section of the questionnaire, participants were asked to check one of five categorical responses on a Likert-like scale. The specific rationale for each set of Questions is provided in Appendix V. We cross-tabulated the responses by sex, age, education, organizational affiliation and years of experience in development work. For age we created two categories, according to whether the respondent's age was below or above the mean. We did the same thing for development

experience. Because of the small data base, when disaggregating data, we combined the frequencies of categories at either end of the scale. Uncombined responses were compared pre/post with both a Spearman's S and Kendall's tau which yielded comparable results. Tables of Likert responses are presented in disaggregated form, with the exception of Table #4 which involves a breakdown by organizational affiliation.

The responses to the job-related training issue questions demonstrated a considerable degree of gender-sensitivity among workshop participants. The results in Table #3 show that respondents consistently rated WID issues important across all "modifying" statements. An additional dimension of this sensitivity is indicated by the low percentage of participants (N=3, 9%) who perceive WID duties as the primary responsibility of the WID officer (Question 16), in spite of the fact that WID duties were not officially specified for nearly 40% of the group. Moreover, as shown below, respondents overwhelmingly recognized the benefit of training for improving their knowledge of gender issues (Question 14).

Strongly agree	12	36%
Agree	15	45%
Undecided	4	12%
Disagree	2	6%
Strongly disagree	0	0%

Responses to those five questions dealing with standard job conditions suggested that the group was largely unfamiliar with these aspects of USAID operations. As can be seen in Table #4 there were a significant number of "no opinion" responses on questions having to do with AID office organization. As might be expected, this reticence was somewhat higher on the part of Non-

Table # 3

Responses to Questions about Importance of WID Issues

	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
(Raw numbers are presented first. Percentages are written in parentheses.)					
Question 12					
Consideration of women's social and economic roles is an important part of development efforts.	24 (71%)	5 (15%)	2 (6%)	2 (6%)	1 (3%)
Question 17					
USAID projects can be highly effective even without specific consideration of women's issues.	1 (3%)	8 (24%)	3 (9%)	15 (46%)	6 (18%)
Question 18					
Because of my host country's attitudes toward women, USAID projects are more likely to be effective if they <u>do not</u> address women's issues.	1 (3%)	2 (7%)	5 (17%)	11 (37%)	6 (37%)
Question 20					
Given limited USAID resources, it makes more sense to orient projects toward men because they are more likely to be in control of existing resources.	1 (3%)	2 (7%)	2 (7%)	12 (41%)	12 (41%)
Question 21					
In the country where I am working, because of women's lack of involvement in economic matters, women's issues are inconsequential to project effectiveness.	0 (0%)	1 (3%)	2 (7%)	11 (37%)	16 (53%)

Table # 4

Responses by Employer to
Questions on Standard Job Considerations

	Agree		No Opinion		Disagree	
	No.	%	No.	%	No.	%
Question 11						
Within the mission in the country where I work, there are adequate USAID staff to permit the incorporation of women's issues into development projects.						
USAID	9	56%	2	13%	5	31%
NON-USAID	3	20%	7	47%	5	33%
Question 15						
USAID-WID guidelines make it clear what project efforts are expected in relation to women's issues.						
USAID	5	31%	6	38%	5	31%
NON-USAID	5	31%	10	63%	1	6%
Question 19						
Proposed USAID projects are likely to be approved whether or not they address women's issues.						
USAID	11	73%	1	7%	3	20%
NON-USAID	8	53%	6	40%	1	7%
Question 22						
In the absence of WID staff at the mission level, consideration of WID issues requires more effort than we have time to pursue.						
USAID	5	31%	4	25%	7	44%
NON-USAID	2	14%	9	64%	3	21%
Question 23						
In the country where I am working, we have sufficient information on women to design projects that are responsive to women's needs.						
USAID	7	44%	1	6%	8	50%
NON-USAID	8	53%	2	13%	5	33%

USAID personnel than for USAID staff. When the responses were broken down by employing organization non-USAID participants tended to answer "no opinion" more often than USAID staff. For both groups there was a notable lack of certainty regarding clarity of job expectations with regard to women's issues, and the likelihood of projects being approved whether or not they address women's issues. These, then, are the job conditions least likely to provide support for the application of skills acquired through training.

Question 13 read, "Within the USAID mission in the country where I work, issues related to women in development are given adequate attention." As indicated in Appendix V, this question was included to ascertain whether participants would concentrate responses at either end of the scale. Our anticipation was that if a large percentage of respondents feel strongly that adequate attention is already being given WID issues, they are likely to perceive training as redundant. Responses along this line could also suggest that they do not perceive WID issues consequential enough to merit further attention. On the other hand the target group is likely to be more open to training if the feeling is uniform that the issues do not get adequate attention. As shown below, actual responses were very mixed, suggesting that feelings regarding these field conditions are not likely to affect training receptivity one way or another.

Strongly agree	0	0%
Agree	8	25%
Undecided	13	41%
Disagree	10	31%
Strongly disagree	1	3%

Unquestionably, the most significant difference between the pre- and post-questionnaires was the increased number of non-responses. Table #1 shows that the mean number of non-responses tripled on the post-questionnaire. This makes it difficult to separate those few differences we can find in the data from self-selection factors affecting the respondents.

Statements which demonstrated a difference between paired responses on the pre- and post-tests posed some interesting interpretive problems. The respondents tended to rate the importance of the consideration of women's issue less in the post-test than in the pre-test, a result which runs counter to the intent of the workshop. In contrast, the workshop may have effected a positive change in helping some of the respondents appreciate the usefulness of workshops for training as indicated by the pre/post responses to this item.

c) Results of Questionnaire on Proposed Workbook

In this section we broke the Likert-type response sets down by employer and length of development experience. We used the nominal responses to the first statement, "The purpose and structure of the proposed workbook are clear" to disaggregate the subsequent response sets. Again extreme responses on the scale were collapsed with moderate ones due to small sample size. At the end of this section, three open-ended questions were included and we summarize the responses below.

The low response rate for this section had important implications for data interpretation and for the overall evaluation design. Only 21 of 35 respondents completed

workbook evaluations. Out of the 17 respondents who answered the first question, only nine indicated that the purpose and structure of the proposed workbook were clear. It seems very likely that the lack of funding to allow for one of the workbook designers to be at the workshop to explain and field questions accounted for the confusion indicated in the initial question.

Of those responses we did receive, the results were highly favorable.

As indicated in summary Table #5, despite the equivocal response to the initial question about their understanding of the proposed workbook, the respondents considered all of the workbook sections to be important, especially the systematic questions about projects.

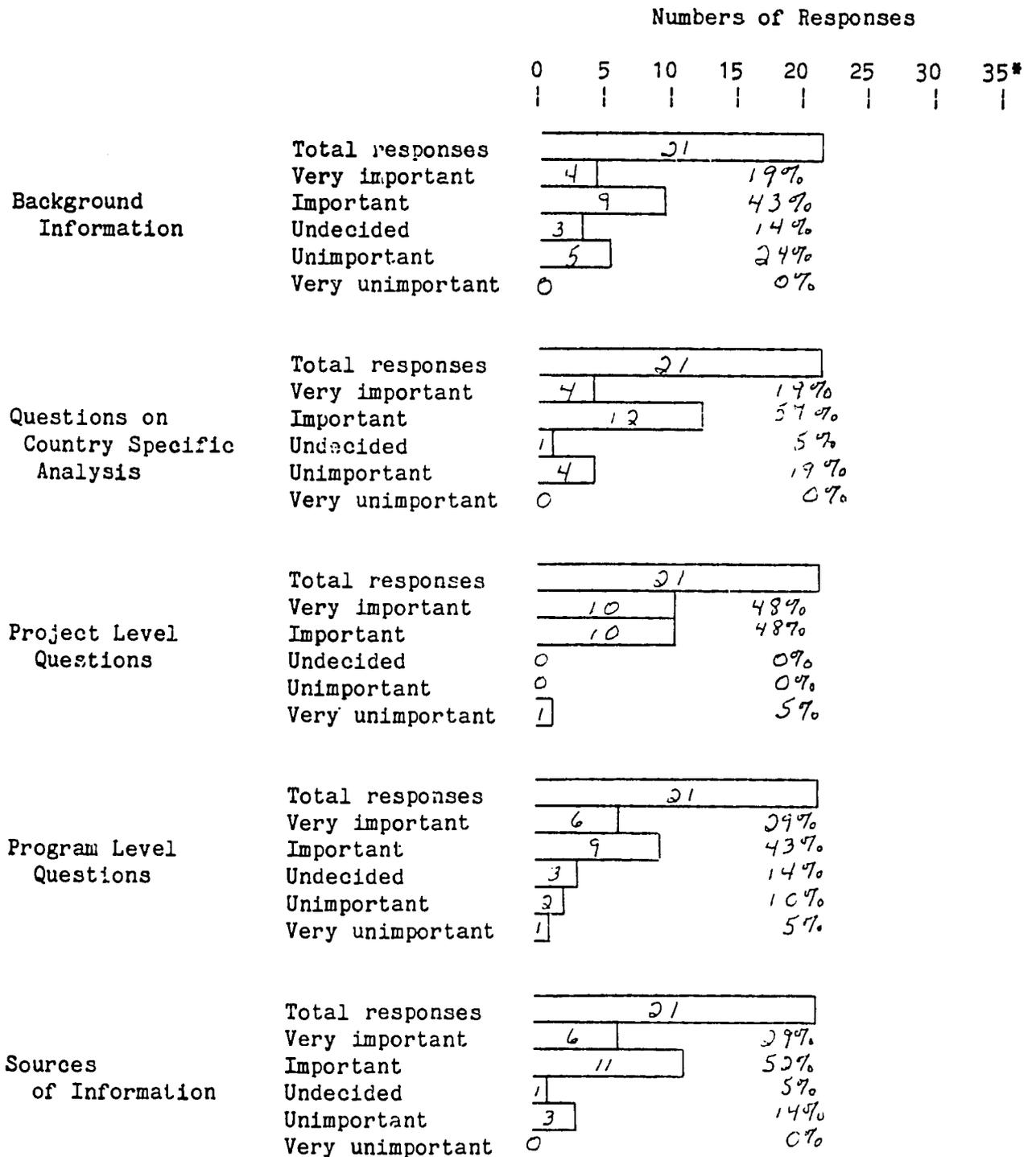
In addition, a majority of the respondents thought the workbook might be important on the job and a large percentage felt that the workbook had promise as a training tool. Respondents who were undecided on these two issues were largely those who were unclear about the purpose and structure of the workbook (Question 1).

Further indication of positive response to the workbook proposal came in the form of comments made in open-ended questions.

Multiple comments were received expressing enthusiasm for: the use of questions, the comprehensive nature of the workbook, the systematic approach, and the potential "handiness" for field use. Further positive interest in the workbook showed up in responses to our request for suggestions to increase the usefulness of the proposed workbook. Several participants voiced

Table # 5

Importance to Job of
Different Sections of Proposed Workbook



* Number of participants in attendance.

the opinion that the workbook should be funded, completed and distributed as soon as possible.

Breakdowns of responses by developmental experience and organizational affiliation indicated some differences in the perceived criticality of the various workbook sections. The less experienced respondents were more undecided on the importance of the background information and the program question sections, as opposed to the more experienced who more frequently rated both as important. The USAID people were more undecided about the section on program questions than the non-USAID personnel. Non-USAID rated the sources section of the workbook less important than USAID staff. A number of other differences in orientation showed up in responses to the second open-ended question ("Is there something else you feel should be included in the workbook which is not specifically mentioned in the outline?"). Of 15 separate types of suggestions 13 concerned the inclusion of questions around a different content area. The only suggestion which was mentioned by more than two people was to "include all possible questions". This lends support to our initial assumption that the workbook should respond to information needs which are highly varied.

Three participants made the most of their opportunity for input by including extremely specific suggestions. One gave us a list of questions to be included, and one suggested use of a loose leaf format to facilitate updating by the user. Another gave us a list of offices to which the workbook should be distributed.

Finally, four respondents indicated a preference for the workbook questions to be formulated around specific project types. Comments made by the presentors indicated that this feeling was pretty much a consensus among participants.

d) Results of Workshop Evaluation

Responses to the first two sections of this evaluation were disaggregated by employer and development experience. Again, for these breakdowns, extreme responses on the scale were collapsed with moderate ones due to the small sample size. Due to the nature of the questions, breakdowns were not done for responses regarding adequacy of time (Questions 24 - 30).

One of the most significant factors in interpreting the following data is the change in the workshop agenda on the second day. One of the case studies and the plenary session designed around it was dropped completely in order to respond to participants' concerns regarding administrative matters. To some extent the need for this type of information might have been predicted from responses to the five pre-questionnaire items concerned with job conditions (see p. 18). This interest in policy matters was also reinforced by comments made in response to both open-ended questions. Four positive comments mentioned the clarification of WID and the modification of the workshop to accommodate discussion of participant concerns. Three suggestions for improvement concerned inviting policy makers to the workshop. Unquestionably, many of the suggestions for improvement were an outgrowth of this unanticipated disparity between planned workshop goals and the target group's perception

of its own needs. Presentors also reported that participants expressed concern that the use of some of the training materials, most notably the analytical framework, was a prelude to increased administrative pressure. This type of anxiety is not uncommon when individuals are uncertain about job expectations related to the training materials, and can have a dramatic effect on their readiness to accept new materials.

Comments on the open-ended questions as well as responses to the forced choice items indicate that the workshop was appreciated, but with some reservations. As can be seen in Table #6, a majority of the respondents disagreed that the goals of the workshop were clearly explained, that the agenda was logically organized, and that the expectations of their participation in the small group-study sessions were clearly laid out. They were equivocal about whether the presentations were well-organized and presented, and whether the plenary sessions helped in understanding how to apply materials which had been presented. Table #7 shows that they were also equivocal about the usefulness of the Thailand and Indonesian cases studies, though they found the analytic framework to be useful. The computer simulation received numerous favorable ratings. The respondents felt that more time was needed in the introduction and the study groups sessions; they felt that adequate time was spent in the plenary sessions, on the computer simulation, and in informal discussions; but they were unsure about the amount of time spent on the analytic framework and for reading workbook materials. Finally, a slight majority of participants felt that overall, the

Table # 6

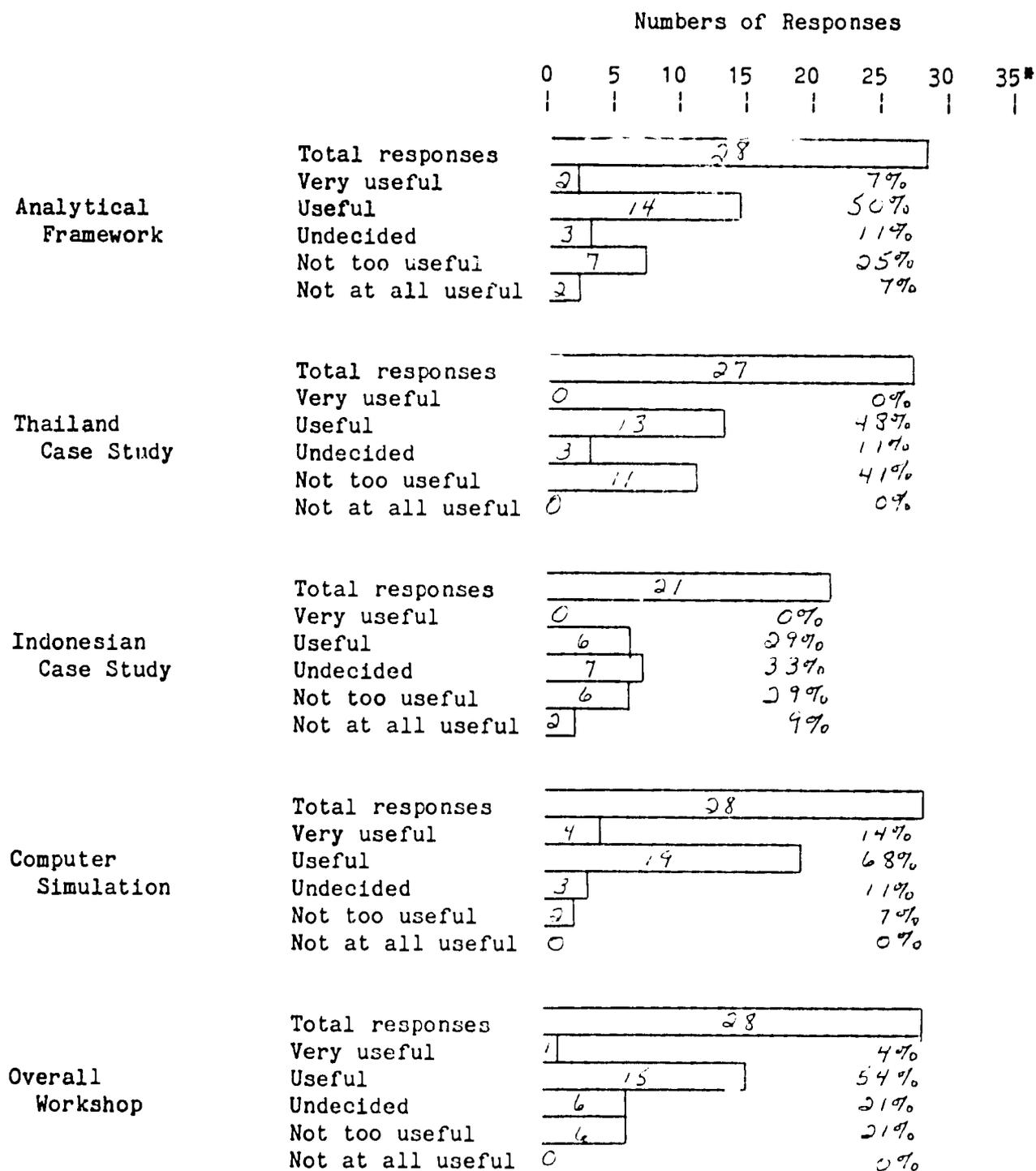
Frequencies of Responses on Bangkok Workshop Questionnaire
Methodological Issues

		Numbers of Responses							
		0	5	10	15	20	25	30	35*
Question 14 The goals of the workshop were clearly explained.	Total responses	27							
	Strongly agree	0							0%
	Agree	5							19%
	Undecided	3							11%
	Disagree			15					56%
	Strongly disagree	4							15%
Question 15 The agenda was logically organized.	Total responses	28							
	Strongly agree	0							0%
	Agree		11						39%
	Undecided	3							11%
	Disagree			14					50%
	Strongly disagree	0							0%
Question 16 Presentations were well organized and clearly presented.	Total responses	28							
	Strongly agree	0							0%
	Agree		11						39%
	Undecided	6							21%
	Disagree			11					39%
	Strongly disagree	0							0%
Question 17 Expectations of my participation in the small-group sessions were clearly laid out.	Total responses	27							
	Strongly agree	0							0%
	Agree	3							11%
	Undecided	6							22%
	Disagree			13					48%
	Strongly disagree	5							19%
Question 18 The plenary sessions helped in understanding how to apply materials which had been presented.	Total responses	28							
	Strongly agree	0							0%
	Agree		11						39%
	Undecided	6							21%
	Disagree			10					36%
	Strongly disagree	1							4%

* Numbers of participants in attendance.

Table # 7

Usefulness to Job of Parts of Bangkok Workshop
Content Areas



* Number of participants in attendance.

workshop provided them with information which would be useful in their job setting.

Breakdowns by employer indicated that the non-USAID personnel tended to be less critical in responses to questions about the workshop. This was also true of participants with less developmental experience. Some of these tendencies showed up in an increased use of no-opinion responses. More frequently, however, the differences showed up in a greater number of positive ratings.

Some of the responses to open-ended questions were predictable from the information presented above, but others contributed valuable data which would have been overlooked by the use of a forced-choice questionnaire format only.

When asked what the strong points of the workshop were, the participants overwhelmingly expressed appreciation for the chance to interact with colleagues, both from within their agencies and others (10 cases!). There were also a good number of comments oriented around the theme that "just holding the workshop" was appreciated: it demonstrated a commitment to addressing gender issues, to getting feedback from the field, and to addressing cross-cultural differences; it also indicated an effort on the part of AID/WID to institutionalize consideration of women's issues and to clarify WID concerns. Of the contents, the computer simulation (2 individuals), and the discussion of the workbook (3 comments) were considered to be the strongest points.

Eight individuals reinforced the Likert-response concerns about goals by emphasizing the need for more clarification and greater specificity of workshop goals. Three individuals also

suggested a change in focus from "sensitization" to practical application. The overall gender-sensitivity of the group demonstrated in responses to the pre-questionnaire lends a good deal of credence to the latter concern.

The overwhelming majority of suggestions for improvement centered around workshop methods. These included:

1. requests for more examples (3),
2. emphasis on practical materials which are relevant to the job (8),
3. the opportunity to apply materials in class (8), and
4. increased use of input from other participants (9).

Possibly related to the above, 3 participants made general suggestions regarding better selection of materials and case studies.

Participants seemed well aware that the current workshop time frame constrained opportunities for application and discussion. Many of those who suggested changes in regard to these two factors also recommended increasing the overall length of the workshop. With the kind of administrative sophistication that might be expected given the levels of education and experience, several even tied the idea of a longer workshop with cost-effectiveness. Five requests were made to send out the workshop materials in advance of the workshop to allow for more reading time.

Eight individuals expressed a concern for including materials more relevant to non-AID as well as AID staff, and/or drawing more upon the experience of PVO's.

Comments about the presentors indicated the group appreciated their flexibility in adjusting the agenda, but felt that an expert in facilitation skills may have been useful in drawing upon the input of participants in discussion and application exercises.

Section 6 Findings*

a) Participants' Background Characteristics

The group (n=34) was two thirds female (68%) and one third male (32%).

It was a relatively young population (n=33). The average age was 40 years with a range was 32 to 62 years of age.

It was a well-educated group. The formal education of the population (n=34) broke down as follows:

Secondary diploma	1	3%
College diploma	6	18%
Some graduate work	2	6%
Master's degree	19	56%
Ph.D.	6	18%

In terms of organizational affiliation, USAID accounted for slightly less than half (47%) of the participants (n=34). The rest came from private voluntary organizations (35%) and other sources (18%).

More than half (62%) of the group (n=34) claimed women in development as part of their job. Thirty-eight percent had jobs with no official responsibility for WID.

Approximately two-thirds (68%) of the population had been working for their agencies or institutions for more than five years. The average length of work time was 8 years with a range of from one year to 30 years. The distribution of time working with an agency broke down as follows:

< 2 years	4	12%
2-5 years	11	32%
6-10 years	12	35%
11-15 years	3	9%
16-20 years	1	3%
21-25 years	1	3%
26-30 years	2	6%

A very small number (6%) of the population (n=33) had been working in development less than five years. The group average for time in development work was 12 years with a range from two to 33 years. The distribution for years of development experience appeared as follows:

< 3 years	1	3%
3-5 years	2	6%
6-10 years	15	46%

*Due to rounding off, totals do not always equal 100%.

11-15 years	7	21%
16-20 years	6	18%
21-25 years	1	3%
25-30 years	0	0%
31-35 years	1	3%

d) Sources of Information

While only slightly more than half (51%) of the group had read the WID Policy Statement, most of these were from the Non-USAID agencies. A breakdown shows that 32% of non-USAID participants had read the WID policy statement, and 80% of USAID staff had done so. The percentages of participants claiming use of other information sources are listed as follows:

AID/WID officers	6	17%	UN publications	13	37%
Project reports	16	46%	Professional journals	15	43%
Briefings	5	14%	Books	13	37%
Intra-agency colleagues	19	54%	Women's organizations	22	63%
WID working papers	8	23%	Other	10	29%
AID publications	16	46%			

Despite the percentages above, in reality the number of additional sources of information on women in development checked off by individual participants was low. The average number of sources checked was 4.4 with a standard deviation of 2.8. The range went from 0 to 11 sources.

c) Job-Related Training Issues

Question 11. Within the mission in the country where I work, there are adequate USAID personnel to permit the incorporation of women's issues into program and project development. Of the respondents, 39% agreed, 29% had no opinion and 32% disagreed with the statement, (n=31). With age, sex and education there did not appear to be any significant differences between categories, however, employer and development experience showed some slight, but not statistically significant, differentiating tendencies. USAID personnel tended to agree more (56%) with the statement than those from other agencies (20%). This may have to do with their intimate familiarity with their missions. As for development experience, those with less experience tended to disagree (47%) with the statement more often than those with more experience (14%). Perhaps the newer people feel WID is more important than the older ones. There was no significant difference between the range of responses in the pre/post comparison.

Question 12. Consideration of women's social and economic roles are an important part of development efforts. To this statement, the overwhelming majority of respondents (n=34) agreed (85%), while six percent had no opinion and nine percent disagreed. Differences in responses according to sex, age, education, employer, or development experience were not significant. However, there were some changes in the responses between the pre- and post-tests. The general trend was for less enthusiastic responses on the post-test. It is difficult to say what may have precipitated this change.

Question 13. Within the USAID Mission in the country where I work, issues related to women in development are given adequate attention. Responses to this statement were mixed, probably due to the specificity of the statement about a particular USAID Mission. Thirty-four % of the respondents disagreed, 41% had no opinion and 25% agreed (n=32). Interestingly enough there was a slight tendency for the females (33%) to agree more than the males (9%). Other breakdowns revealed no differences. No significant differences existed between the pre- and post-responses.

Question 14. USAID personnel can benefit from training which would help them incorporate information about women into development efforts. To this statement, the initial response was clearly positive. While six percent disagreed and 12% percent had no opinion, 82% agreed to this statement (n=33). Disaggregating this variable by sex, age, education, employer, and development experience yielded nothing of interest. On the other hand, the comparison between the pre- and post- responses showed a marked differentiation. Of the 20 paired responses we could compare, six were more enthusiastic about training on the post-test, while only two were less enthusiastic.

Question 15. USAID-WID guidelines make it clear what project efforts are expected in relation to women's issues. Responses to the statement demonstrated the majority of the respondents (50%) to be undecided. Nineteen percent disagreed and 31% agreed (n=32). This configuration no doubt had to do with the high numbers of non-USAID personnel in the group. This supposition is supported by the fact that the non-USAID people responded "no opinion" more frequently (63%) than did the USAID people (38%). If the "no opinion" responses of the USAID people are considered "disagree" type responses than a majority (69%) of th USAID people disagreed with the statement. Other differences appeared in relation to sex and education. Females agreed (43%) more often with the statement than males (9%) and master's degree holders answered "no opinion" more often (61%) than other degree or diploma holders (26%). No significant difference existed between the pre- and post-test responses.

Question 16. The responsibility for women in development issues rests primarily with the WID officer within the mission. The majority (73%) disagreed with the statement. Eighteen percent

had no opinion on this question and nine percent agreed with it (n=33). While disaggregating the responses by age, education, employer, and years of development experience yielded nothing of interest, it appears that more women (27%) had no opinion on the matter than men (0%). As for the pre/post test comparison of responses, no significant difference appeared.

Question 17. USAID projects can be highly effective even without specific consideration of women's issues. To this statement the majority (64%) disagreed. Nine percent had no opinion and 27% agreed (n=33). With this variable, disaggregation by education, employer, or development experience yielded nothing, however, age and sex produced some interesting results. More men (72%) agreed with the statement than women (5%). In addition, more young people (42%) agreed with the statement than old ones (7%).

Question 18. Because of my host countries attitudes toward women, USAID projects are more likely to be effective if they do not address women's issues. A majority (73%) of the respondents also disagreed with this statement. On the other hand, in comparison with the previous item more participants had no opinion (17%) and fewer agreed (10%) with this statement (n=33). When disaggregated by age, older respondents tended to agree (21%) more often than younger ones (0%). Other breakdowns yielded no significant differences. The comparison between the pre- and post- test responses revealed that in the post-test respondents were more likely to respond with no opinion than in the pre-test.

Question 19. Proposed USAID projects are likely to be approved whether or not they address women's issues. The responses to this statement tended to demonstrate an agreement (63%) with the statement. Twenty-three percent had no opinion and 13% disagreed (n=30). Regarding further breakdowns, sex, age and education yielded nothing. A breakdown by employer demonstrated that the non-USAID people were more likely to answer "no opinion" (40%) than were the AID people (7%). Years of development experience showed that the older hands were more likely to agree (84%) with the statement than the newer ones (47%). This may reflect a jaded attitude towards the development bureaucracy on the part of the more experienced people. A comparison of the pre- and post-responses to this statement demonstrated no essential difference.

Question 20. Given limited USAID resources, it makes more sense to orient projects toward men because they are more likely to be in control of existing resources. With respect to this statement the overwhelming response (83%) was one of disagreement. Only seven percent had no opinion and 10% agreed (n=29). Further breakdowns resulted in no momentous findings except for the fact that females were more inclined to agree (16%) with the statement than males (0%). The comparison between pre- and post- test responses yielded no significant difference.

Question 21. In the country where I am working, because of

women's lack of involvement in economic matters, women's issues are inconsequential to project effectiveness. This statement similarly evoked an overwhelming majority (90%) of disagreements. Since only seven percent had no opinion and three percent agreed (n=30), breakdowns by other variables revealed nothing. In addition, pre/post scores were significantly similar.

Question 22. In the absence of WID staff at the mission level, consideration of WID issues requires more effort than we have time to pursue. The responses to this statement were equivocal. Thirty-three percent of the respondents (n=30) disagreed with this statement, 43% had no opinion, and 24% agreed. Breakdowns by age, sex and education revealed nothing, but as might be expected non-USAID personnel answered "no opinion" (64%) more often than USAID people (25%). Also, people with less development experience tended to disagree (41%) more often than the old hands (23%). However, pre/post responses were very similar.

Question 23. In the country where I am working, we have sufficient information on women to design projects that are responsive to women's needs. Our final statement in this section also evoked equivocal responses. Forty-two percent disagreed with the statement, 10% had no opinion and 48% agreed (n=31). Further breakdowns yielded no unusual patterns and the pre/post test showed no difference in the responses. Perhaps some countries just have more information on women than others, participants were not aware of the information available, or they might have very high expectations of the information which are not being met.

d) Workbook Evaluation Questions

Findings

Question 1. The purpose and structure of the proposed workbook are clear. To the initial statement the responses split equally. Fifty percent of 18 respondents answered affirmatively and the other half negatively.

Question 2. To the question about the importance of the background information on WID, the majority (62%) of those responding (21 individuals) considered it important. Fourteen percent were undecided and 24% felt that this section was unimportant. When broken down by employer and development experience, the only tendency noticed was that the less experienced participants were more likely (33% or 3 people) to be undecided than the old hands (0%).

Question 3. A majority (76%) of the respondents (n=21) also rated as important the systematic questions for conducting a country-specific analysis of women. Five percent were undecided

and 19% rated these questions unimportant.

Question 4. Respondents rated as important (95% of the 21 respondents) the systematic questions on project analysis. Nobody was undecided in their response to the item and the remaining five percent felt the question unimportant.

Question 5. As to the systematic questions for program analysis, again a majority (72%) of the respondents (n=21) felt them to be important. While fourteen % were undecided, another 14% thought such questions were unimportant. Breakdowns through both employer and development experience yielded interesting tendencies. The less experienced participants were more undecided (30%) than the older ones. Perhaps experience has made the older hands wiser in these matters. As to differences according to employer, the USAID personnel were more likely (30%) to provide an undecided response than the non-USAID participants (0%).

Question 6. The sources of information section of the proposed workbook was similarly rated important (81%) by the respondents (21 individuals). While only five percent responded undecided, 14% felt the sources section to be unimportant. Though a breakdown by development experience yielded nothing significant, there was a tendency for the non-USAID employees (27%) to rate the information on sources less important than the USAID participants (0%).

Question 7. The proposed workbook would be useful as a training handbook. To this statement the responses were equivocal. Of the respondents (n=20) 43% agreed and 43% were undecided. The rest (14%) disagreed. Breakdowns by employer and development experience yielded nothing, but disaggregation on the basis of response to the initial question yielded a very slight tendency for those who were not clear about the purpose of the workbook to disagree (22% or 2 people) with the usefulness of the proposed workbook vs. those who perceived the purpose to be clear (0%).

Question 8. The proposed workbook would be useful for my job. Finally, to this statement a majority (65%) of the respondents (n=20) agreed with the statement. Thirty percent were undecided. The one person who checked disagree on this item indicated that his decision was based on the current form of workbook, not a modified form.

Open-ended questions. These produced some interesting and useful results. At times, more than one participant provided the same response.

To the question, "What do you think were the strong points of the proposed workbook?", the majority of the responses addressed three main points; workbook format, contents and objectives. Of the format, respondents liked the simplicity and flexibility. Participants had more to say about the contents than anything else. One person liked the beginning and another the

bibliography, but most importantly they like the systematic questions sections because they provided guidelines for information gathering and for organizing a country-specific profile of women; they could serve as a handy field tool; they present a macro-overview of the subject; and they can serve as a reference. Finally, participants felt that the proposed workbook would achieve its objectives of being gender-sensitizing, systematic, comprehensive, and of acknowledging the responsibility of WID officers.

The responses to the question, "Is there something else you feel should be included in the workbook which is not specifically mentioned in the outline?" mainly addressed the systematic questions sections. Participants' comments were highly varied and seemed to reflect the differing needs of people involved with different development problems. Participants felt that some mention of cultural constraints, i.e., theory vs. practice; other areas relevant to women's issues like the informal sector, entrepreneurial enterprises, population, irrigation, social organization, health and education; how females participate in the decision-making process; and the basic assumptions behind the questions should be added to the country-specific analysis of women section. While three people wanted all possible questions included, one participant requested a simple pull-out checklist. It was suggested that in the project analysis section some mention be made of the impact that a change in a woman's marital status might have on a project, and a suggestion was made that a long term strategy for WID programs be added to the program analysis section. There was one request for information sources on women in specific countries. Finally, one respondent wanted something added about what would happen if the lessons in the workbook were not heeded.

Three main areas of concern can be recognized in the responses to our last workbook question, "What other suggestions do you have which would increase the usefulness of the workbook?". They are distribution, format and contents. Several participants voiced the opinion that the workbook should be funded, completed and distributed for review by AID\WID personnel, other organizations, or decision makers, or be used immediately. One participant even gave us a list of offices to which it should be sent. Comments about the format included phrasing all questions in a positive, rather than negative, fashion; simplifying the format; use a loose-leaf binding; use only key questions; and give more thought to the audience. The majority of the comments, however, had to do with the contents. Among these was the need for inclusion of education, literacy and demographic data questions on women. Also mentioned was a request that the document be more project-oriented; that examples of successful and unsuccessful project histories be included; and that the sources section be greatly expanded to include all available references to country-specific information about women.

e) Workshop Questionnaire

Question 14. The goals of the workshop were clearly explained. To this statement a majority (54%) disagreed. Nine % had no opinion and 14% agreed (8 missing cases). A majority of both the non-USAID and USAID personnel disagreed. When broken down by employer there was no significant difference between the USAID and non-USAID participants except that more non-USAID personnel (20%) answered "undecided" than did the USAID folks (0%). A similar slight tendency occurred for the breakdown by development experience: the more experienced people were more likely (20%) than the younger ones (0%) to answer "undecided".

Question 15. The agenda was logically organized. A slight majority (50% of 28 cases) disagreed with this statement. A larger portion of the respondents (40%) agreed with this item than with the previous one, while nine percent were undecided. It appears that once again it was the people with more development experience who were responding "undecided" (20%) as opposed to the newer people (0%). On the other hand, the non-USAID were more likely to agree with the statement (53%) than the USAID personnel (25%) were.

Question 16. Presentations were well organized and clearly presented. Responses to this statement were equivocal. Thirty-nine percent of the cases were in agreement, 39% were in disagreement and 22% were undecided (n=28). Some interesting tendencies were evidenced by the breakdowns. The non-USAID personnel were more likely to agree (53% of the time) than the USAID employees (25%). Disaggregation by development experience demonstrated that the newer people were also the most likely to agree (54%) with the statement as opposed to the older ones (26%).

Question 17. Expectations of my participation in the small study-group sessions were clearly laid out. Responses to this statement were clear. The majority (67%) disagreed, 11% agreed, and 22% were undecided (n=29). If we assume the "undecided" answers really indicate "disagree", that a large majority disagreed with the statement. Breakdowns by employer and development experience, however, revealed nothing significant.

Question 18. The plenary sessions helped in understanding how to apply materials which had been presented. This statement evoked equivocal responses. Thirty-nine percent agreed, 39% disagreed, and 22% were undecided (n=28). Further breakdowns on this item also yielded nothing of interest.

Question 19. As to the usefulness of the analytic framework, the majority (57% of 28 responses) felt it was useful. Eleven % were undecided and 32% failed to see its usefulness. Breakdowns by employer and development experience produced nothing of interest.

Question 20. Forty-eight percent (of 27 responses) felt that the Thailand case study was useful, another 41% felt it was not useful and the remaining 11% were undecided. These responses were not quite as enthusiastic as those for the previous item. It appears that the non-USAID personnel felt this section to be more useful (66%) than the USAID people (27%). Breakdowns by development experience provided nothing interesting.

Question 21. Despite the fact that the Indonesian case study was never formally presented, respondents had some opinions about it, probably derived from reading the paper included in their workshop materials. However, the responses were equivocal. Thirty-eight percent (of 21 responses) were of the mind that this case study was not useful, 33% had no opinion, and 29% found it useful. What is more, it appears that the more experienced participants found it useful more often (45%) than the less experienced (10%). Disaggregation by employer yielded no important findings.

Question 22. Overall, the computer simulation demonstration was rated the most useful (82% of 28 responses). Only seven percent did not find it useful and 11% were undecided. Breakdowns by employer and development experience yielded nothing of interest.

Question 23. Finally, the overall workshop was rated "useful" by a majority of the participants (57% of 28 cases). Twenty-two % voted undecided and only 21% did not feel the workshop to be useful. Breakdowns by employer and development experience produced little of interest.

Questions 24-30. Adequacy of time. Due to the nature of the question, breakdowns were not required for the next set of items. The majority felt that more time was needed for the introduction to the workshop (57% of 27 cases) and small group study discussions (65% of 26 cases). They also felt that adequate time was spent on plenary group sessions on cases materials (52% of 27 cases), on the computer simulation demonstration (67% of 27 cases), and on the breaks and free time for informal discussions (74% of 27 cases). The group was divided on time allocation for the analytic framework (26% of 27 cases wanted more time, 30% wanted less, and 44% felt it was adequate) and on reading time for the workbook materials (four % of 27 cases wanted less time, 48% wanted more, and 48% felt the time was adequate).

Open-ended questions. Some responses were predictable from the information presented above, but others contributed valuable data which would have been overlooked by the use of a forced-choice questionnaire format only.

When asked what the strong points of the workshop were, the participants provided feedback on four aspects of the workshop; environmental factors, format, contents, and implicit goals. Concerning the environment or ambiance, one participant appreciated the location, Bangkok, while others (10 cases!) appreciated the chance to interact with colleagues, both within

their agencies and from others. Just holding the workshop was appreciated by one respondent. One participant liked the plenary sessions most because of the opportunity to exchange ideas with others. Of the contents, the computer simulation, the other case studies, and the discussion of the workbook were considered to be the strongest points. Finally, several people thought the workshop's implicit goals such as the demonstration of a commitment to WID and to getting feedback from the field, the sensitization to gender issues and to cross-cultural differences, the approach to the institutionalization of women's issues, and the intention of clarifying WID were the strongest points.

The other open-ended question concerning possible improvements to the workshop elicited a series of varied responses which sometimes contradicted each other and the responses to the previous question. One participant went so far as to submit two pages of comments on a separate sheet of paper. Participant concerns centered around five areas; presentors group, composition, contents, format, and implicit goals.

Positive comments about the presentors indicated appreciation for their sensitivity to WID issues and for the flexibility they demonstrated in adjusting the agenda to meet some of the participants needs (3 cases). Others felt the presentors used too much academic jargon-- especially given the mixed language skills of the audience (3 cases). Three other individuals felt that the presentors were somewhat defensive and lacked the facilitation skills necessary to draw upon the input of participants in discussions and application exercises.

Methods of improving the group composition suggested by the participants included inviting policy makers, selecting participants more carefully, and, despite the appreciation of several participants for the opportunity to communicate with their counterparts from other organizations, one respondent suggested that the NGO's be excluded or separated.

As to the widely-acclaimed computer simulation case study, one person suggested that that part of the contents could be improved by adding more background information and another suggested doing away with the computer altogether and using an overhead projector. Better selection of case studies was suggested by two people and two people wanted materials more pertinent to the job. One participant wanted a copy of the names and addresses of all the participants and another suggested that less emphasis be placed on WID, if PVO's were being invited. One respondent suggested building an ice-breaker session into the agenda and others suggested the use of more case studies and examples.

Regarding the format, one participant wanted different sessions according to participant's English language mastery and another suggested a session to discuss professional concerns. Four respondents wanted more opportunity to participate, one suggested doing away with the lecture format altogether, and

three wanted more participation from PVO's. One participant suggested that, given sufficient time, the small study groups be allowed to design projects which they could later present in plenary sessions for criticism. A longer, more cost effective workshop was suggested by eight participants. Five people thought that the workbook materials should be sent out in advance of the workshop and another one specified more time for reading.

Finally, eight participants felt that the workshop goals needed clarification and three suggested that the focus be moved from sensitization to the provision of practical tools for the job.

Section 7 Conclusion and Recommendations

a) Introduction

In this section we briefly recap some of the more important target group characteristics along with reactions to the workbook and the workshop as a prelude to recommendations regarding training program design and further development of the workbook. Finally, we address the evaluation mechanism itself in light of its design and administration.

b) Target Group Characteristics

Background characteristics show the participants to be highly educated, and to have considerable experience in development work. Attitudinally, they appear both gender-sensitive and favorably disposed toward training on women in development issues. A large majority of USAID staff and a substantial numbers of non-USAID personnel are familiar with the USAID-WID policy statement. Additionally, most of the USAID staff make use of project reports to gather information about women's issues. Other valuable sources of information, such as AID/WID officers and briefings, seem to be underutilized. An administrative and training push to acquaint staff with the availability of these resources could be beneficial, particularly since both could provide information highly specific to field staff needs.

Regardless of employing organizations, participants were uncertain about USAID/WID expectations regarding how WID issues are to be addressed. Some participants appeared anxious that the materials presented in training would be used to place pressure

on them to perform before they clearly understood either the nature or the magnitude of the responsibilities involved.

Target group differences have their most consistent expression along the lines of employing agency. Non-USAID staff were expectedly unfamiliar with basic operational conditions of USAID/WID. They were also, however, more positive about the workshop overall than were the USAID staff. Several responses in the open-ended questions indicated a need for target group differences to be addressed in either training design or presentation.

c) Workshop Evaluation

Participant reaction to the workshop was uniform in several respects:

Of the content areas, the Analytical Framework received a majority of positive responses, and the computer simulation exercise received highly favorable ratings. Reaction to other content areas was equivocal, however, and only a slight majority of participants rated the overall workshop as being useful for the job. Goals and methodological issues provided a major focal point of participant concern. Unquestionably, much of the lukewarm response to this pilot project and many of the criticisms were due to the wide disparity between planned workshop goals and participant expectations. On the other hand, comments on the open-ended questions of the evaluations indicated that respondents were pleased with several aspects of the workshop which were not part of either planned goals or agenda. Participants perceived the simple fact of holding a workshop as an indication of administrative support for WID issues--

irrespective of criticism about specific aspects of this workshop. Additionally, they valued the opportunity to meet with and exchange ideas with their peers, to air their own concerns about field conditions, and to provide feedback on both training and administrative matters. These comments and responses to other parts of the evaluation design showed strong participant support for training efforts. Specific critique of this workshop highlighted the following:

1. Goals lacked specificity and clarification. Expectations of participants were never clearly laid out, especially within the context of the small group exercises.

2. The content did not provide sufficient "how-to" guidelines. Participants were looking for specific, concrete, step-by-step formulas for application to serve as a bridge between theory and practice. They were also looking for content which threw into high relief the types of problems actually encountered in the field--and some concrete guidelines on how to cope with these problems.

3. The methodology relied too much on lecture format, without sufficient time allowed to apply the concepts which were being presented. In a related issue, participants felt they could gain much from interchanges with their peers, and that peer input should have been encouraged more.

4. The workshop time frame needed to be extended.

5. They would like to see administrative support for training on WID issues extended to include attendance on the part of mission directors, policy makers and other AID-WID personnel

who carry broad jurisdictional authority.

It would appear that many of the above concerns are related to issues of timing, i.e.:

1. The lack of time to gather assessment data prior to workshop delivery meant that the agenda, methods and materials had to be designed without a clear picture of the target group for whom they were to be used.

2. Time limitations within the workshop constrained the time for explanation of the analytical framework, the number and variety of cases to be covered, and the use of application activities.

Further, the adjustment of the workshop agenda to accommodate participants concerns necessitated omitting the Indonesia case study and the second plenary session. This meant that application of the complex issues presented in the Analytical Framework was confined to the single application session involving the Thailand case study.

In this light comments regarding the content and methodology may to some extent reflect the lack of time available to absorb the material, the need for more examples to explain how the materials relate to their own situation, and/or participant reluctance to take responsibility for something which might be used to place administrative pressure on their performance.

d) Workbook Evaluation

Those evaluations we received on the Workbook Proposal showed participants to be highly positive in rating the various sections. Open-ended comments were numerous and expressed a good

deal of enthusiasm for the workbook project. Respondents seemed especially pleased with the comprehensive question format and the "handiness" of the workbook for field use. Several participants requested that the workbook be funded and distributed as soon as possible. The amount of positive responses was particularly noteworthy since there was no member of the workbook design team available to clarify the concept and to answer questions, and since many of the participants were unclear about the structure and purpose of the proposed workbook.

e) **Evaluation Design**

The evaluation design has enabled us to begin establishing a picture of the target population and to identify target group characteristics which are critical to consider in future training design.

The data on the background characteristics, information sources, and job-related training issues were particularly useful in interpreting responses to the workbook and workshop. Participant comments on the open ended questions and observations made by presentors provided confirmation of forced-choice responses to evaluations as well as significant information that would otherwise have been overlooked.

There were several procedural problems, however, which interfered with both the collection of data and the interpretation of evaluation tools. Primary among these was that no money was budgeted for a member of the BARA staff to attend the workshop. This meant that no one who assisted in the design of the evaluation tools was available to oversee their

administration (see p. 13, Introduction to Summary of Findings for a listing of specific problems). Additionally, the subsequent reliance on written materials without the perspective provided by on-site observations was particularly significant in that:

- 1) BARA staff did not receive a copy of the workshop handbook materials until after the workshop, and
- 2) the change in agenda was nowhere recorded on the evaluation tools. Though conversations and phone calls with presentors following the workshop provided us with some insight in this regard, it is likely that independent observations would have contributed a good deal to the final report.

Finally, the lack of measurable participant-centered goals were of lesser consequence for this stage of evaluation, but should be addressed in future workshops in order to continue building on what we have learned so far.

f) Recommendations

General

Many of the following recommendations would benefit from the hiring of a professional trainer/facilitator to serve as a resource on technical training matters. Specifically, this individual could provide valuable suggestions regarding:

- a) design of participant-centered goals;
- b) use of "how-to" activities which incorporate the experience of participants into exercises designed around the application of training materials;
- c) selection of appropriate climate setting activities.

Planning Issues

1. Increase the time frame for workshop delivery.

2. Procure assessment data in sufficient time to incorporate into training design. Appendix II can be used to suggest areas for focus in addition to the information already collected. Although the assessment data provided by evaluation of this pilot project suggest a number of general modifications it is important to verify to what extent this group is representative of the general population who might attend this type of training in the future.
3. Identify workshop goals in participant-centered terms, stating specifically what knowledge and skills they will be expected to demonstrate over the course of the workshop. In this regard it would be useful for presentors and evaluators to coordinate efforts so that the design of the evaluation mechanism would reflect the increasing sophistication of the training program.
4. Plan for additional use of training methods which stress participant application of materials covered in presentations, and provide clear guidelines to govern that application.
5. Include in the training a brief section on information sources. This should highlight specifically those sources which are readily available, and include an explanation of the specific value of these sources to participant job efforts. Additionally, it might prove useful to have on hand copies of important resources for participants to select as needed. Two obvious handouts of this nature would be the WID policy statement and the USAID/WID and Bureau of the Census publication on Women in the World.
6. Encourage attendance of mission directors and USAID

administrative staff. Administrative support of this nature is likely to encourage use of training skills on the job. Moreover, from a training standpoint, the presence of authority figures is likely to assist in responding to and controlling the discussion of concerns not directly related to training. An additional advantage of this type of mixed target group is the facilitation of communication between various staff levels.

7. If possible, plan for a state-side "dry-run" of participant-centered activities in the presence of individuals who have had recent field experience. This can assist in ironing out difficulties related to timing and may generate useful modifications prior to presentation to the actual field audience.

Training Delivery

1. Increase the workshop time allotted for introductory comments to allow for the following:

a) Climate setting activities. Most training manuals include a variety of easily adaptable "ice breaking" exercises which work to facilitate participant introductions, establish rapport between presentors and participants, and set a general tone for cooperation.

b) Explanation of participant-centered goals. This should include a preview of participant activities scheduled for the workshop which will allow for these goals to be met.

c) Review of overall workshop agenda, timelines, degree of program flexibility, and discussion of preferred ground rules involving presenter interruptions. At a minimum, ground rules should address whether questions should be raised during or following presentations, and the time constraints on discussions

of matters not specified on the agenda.

2. Include in the presentations more examples pertinent to specific problems that arise in the field.

Workbook Proposal

Prepare a draft of the workbook to be available at the next training session to gather additional field input. Similarities between the workbook and the Analytical Framework used in the Bangkok workshop suggest that the two could be merged and used as the focal point for participant application activities.

Evaluation:

Budget money for individuals in charge of evaluation to be in attendance at the workshop to oversee the administration of the evaluation mechanism and to make on-site observations.

Appendix I

Recent Developments in the Evaluation of Social Programs

In the 1960's, the wide-spread adoption of a systems approach to the design of social change programs signified a growing awareness of the inter-relatedness and the complexity of social phenomena. At the same time, an overall increase in the amount of money available for social programs spilled over into enthusiasm for programmatic evaluation as a means of determining success. Initially, evaluation mechanisms were adapted from an academic arena where a generally limited focus, experimental design, and control group methods had proved quite useful. Before long however, it was evident that this type of evaluation was wholly inadequate to deal with the complexity of issues involved with large scale social change. Of specific methodological concern were: a) legal and ethical concerns affecting control group design; b) issues of self-selection sample bias; c) frequently uncontrollable variables; and d) the foreshortened time frame allowed for policy relevant research.

There were other events, too, which pointed to even knottier problems of both a theoretical and a methodological nature. Micro-level studies conducted in total institutions, school systems, and a variety of human services programs brought to the attention of both administrators and academicians that stated goals of social programs frequently had little bearing on either implementation or impact. A spate of court cases lodged by client advocates underscored the growing concern for this disparity. Evaluators also began to acknowledge that implicit goals were frequently of more consequence to program delivery

than those which were explicitly stated. Moreover, the goals (whether implicit or explicit) which were of significance for the evaluation process varied according to the needs and perspectives of the "concerned parties". In terms of social programs, the concerned parties included as a minimum: funders, elected officials, administrators/planners, staff involved in delivery, and program clients.

Since stated goals had formed the traditional standard against which progress or efficiency was measured, these findings generated a good deal of controversy regarding the proper focus for evaluation.

Environmental and Social Impact assessment reports highlighted an additional, and largely neglected dimension of social program evaluations: that consequences were effected far beyond a specifically identified target group and frequently far beyond the time frame allowed for study. It was clear that administrative decision making in an ever-shifting social context was not always enlightened by the carefully delimited spacial and temporal spheres which had yielded exemplary results in an academic arena.

The above findings were explained in various disciplines as the results of: inadequate assessment of baseline conditions, goal-function dissonance, goal ambiguity, unintentional consequences, the necessity for program flexibility and for goal evolution. Regardless of explanation however, they drew attention to a number of factors highly consequential for the decision-making process, but seldom addressed by a goal-status

evaluation model. Many evaluations conducted in this era were hampered by the vagueness of program goals, methodological difficulties of assessing the needs of a target group and the difficulties of dealing with multiple concerned parties. The final evaluation focus was thereby confined to documenting the delivery of services (usually in quantifiable terms). However, this type of evaluation, constructed solely to make possible "bottom line" decisions on effectiveness, frequently meant that solutions were arrived at before anyone knew the nature of the problem. The focus also structured out any possibility to use evaluation as a tool to generate candid feedback or improvements, whether such evaluations were targeted at individual performance or at program effectiveness. Frequently, the baby went down the drain with the bathwater.

These lessons, difficult to assimilate at the time, nonetheless brought together academic and policy makers from a variety of disciplines in a highly productive information exchange. The result, only beginning to bear fruit in the 1980's, has been a substantial change in the way we conceptualize program evaluations. Perhaps the most significant of these ideas was that evaluation design itself needs to reflect the systems approach applied to social planning models. There was minimal value in viewing evaluation as the final step in a linear sequence of program implementation stages. At its most sophisticated, evaluation had potential for providing useful information for management decision making at a number of critical points in the program development process. In the words of Rossi and Wright (1984:349), a comprehensive evaluation would

include all of the following components:

- a) research and development work to aid in the design of social programs (including basic research on the relevant social processes involved);
- b) needs assessment studies where data are gathered on the incidence, prevalence, and distribution in social and physical space of the social problem involved;
- c) implementation research to explore alternative ways of delivering programs to ascertain which are most cost efficient and/or achieve the greatest impacts;
- d) program monitoring research to explore the issue of how well social programs, once enacted, are actually implemented; and
- e) impact assessment, the traditional concern of evaluation research.

Such a comprehensive outlook, however, seldom fits in with the realities of a non-academic environment. Evaluators are confronted with widely varying conditions involving the extent of information available on current conditions, degree of goal refinement and specificity, thoroughness of program implementation and availability of comparative data on similar programs. Clearly, assessment of these conditions is the beginning point in determining the most significant and feasible focus for a given evaluation. Additionally, limitations involving time, space, numbers, and money are as real and applicable to the evaluation design process as they are for program design. Accurate, thorough identification of these limitations is another significant element in an ongoing process

needed to improve both feedback mechanisms and programs around which they are designed. As such, evaluation of the feedback mechanism and the attendant recommendations for its improvement become legitimate concerns for the reporting process.

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Appendix II
Training Program
DESIGN AND EVALUATION

PLANNING QUESTIONS

1. What is the nature of the problem (behavior) which the training program is designed to address?

- WHO (number of people, percent of people, by position of ultimate responsibility, by demographic characteristics, by gender, by length of time on job, etc.)
- WHEN (frequency of behavior, or under what conditions)
- WHAT and HOW (specific behavior, and manner in which it deviates from desired standard)
- WHERE (may differ by geographic area)
- WHY (see #3 below)

2. Who identified this as a problem?

- administrators at AID
- administrators at WID
- target group
- professionals

3. Is lack of knowledge or ability in the specific subject matter the reason (or one of the reasons) which generates the problem behavior?

Other factors frequently encountered:

- inadequacies (or lack of agreement) on standards in state-of-art
- lack of emphasis (promulgated guidelines, sanctions) by administrators to whom target population reports
- low professional requirements for target positions
- lack of resources on job (personnel, time, money, material)
- high staff turnover (in target population or in critical support positions)

4. Are there administrative/standard, professional/target population specifications regarding the nature of the desired behavior?

(to the extent that there are such specifications, the content portion of the program can be designed to meet them; if involved parties are unclear or in disagreement as to what they want, any or all may be dissatisfied with what is delivered)

5. Is there administrative commitment to ensure that the target population comes to, participates in, and applies what is learned in the training program?

MONITORING QUESTIONS

(these vary somewhat depending on whether the program is to be run one time or run repetitively, 'IS IT GETTING DONE' is the focus when the program is part of a series)

1. Is the targeted population participating?
2. Standard questions regarding adequacy of facilities, trainers, organization of material, content, timeliness, usefulness of handouts, etc....

IMPACT ASSESSMENT QUESTIONS

(Standard training evaluation mechanisms we can use to procure the answers:

- A. Reaction evaluation (written) on part of participants, trainers, administrators
- B. Reaction evaluation (phone follow-up)
- C. Demonstration at workshop of knowledge/skills acquired. Trainer review of a participant - designed project based on concepts presented (can be individual or group project)
- D. Monitoring of proposals/reports filed by participants after workshop participation (compared with pre-workshop performance, or against control group)

1. Did the training program achieve the desired results?
2. Can the results noted after the workshop be explained by some alternate process that did not include the training program? (Most frequently those factors noted in section on Planning Questions)
3. Were there differential training program results based on participant characteristics (length of time of job, country of work location, demographic factors)
4. Did the training program have some effects that were not intended? (important to probe for this in reaction evaluation mechanism)

EFFICIENCY QUESTIONS

1. What were costs to deliver program and the benefits to:
 - workshop participants?
 - Administrators?
 - Targeted groups of development project
2. Is the program an efficient use of resources compared with alternative use of resources?

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EXPLANATION OF PROPOSED WORKBOOK

The Bureau of Applied Research in Anthropology at the University of Arizona has proposed a new training workbook for professionals working in development. The purpose of this workbook is to provide you with a set of guidelines for locating, generating, and incorporating information on gender-related issues into development projects. The on-the-job focus of this workbook is designed to help you to:

- * Decide what QUESTIONS to ask and HOW to ask them. Valuable data or reports on gender-related issues which may be critical to development activities are seldom collected in a way which makes them easy to use. The framework in the workbook gives you a systematic way to sort through and organize this information in terms of how it relates to your projects.
- * Know HOW and WHERE to get ANSWERS to these questions. The workbook identifies useful sources of information, and presents guidelines for collecting information about those women's issues which are critical to development planning.

As a potential user of the proposed workbook, your comments would be very useful in helping us to determine its probable merits. The attached materials will give you an overview of the workbook as it is currently planned, and an opportunity to suggest changes which you think will make it more useful. The materials include:

Appendix III - Workbook Outline

- A. A descriptive explanation of the workbook.
- B. An outline of the workbook including sample questions from Part 2 of the workbook.
- C. An evaluation questionnaire.

PART 1

BACKGROUND INFORMATION

In the past decade, development professionals have increasingly recognized the importance of targeting women as participants in and beneficiaries of project planning. This section would provide a brief overview of the growth of interest in gender-relevant issues in development policy. In 1974, the Agency for International Development created a Women in Development (WID) Office. To increase the understanding of the role of this office, the workbook would:

- * Present the AID/WID policy statement
- * Provide an AID/WID table of organization
- * Describe a Mission WID officer's responsibilities.

PART 2

SYSTEMATIC QUESTIONS

The workbook would be designed to provide you with a set of key questions and guidelines for assessing women's roles in your country and in individual projects. The questions will be organized into three sections, described below, which can serve

as a checklist to help you integrate gender-related issues into development planning. Examples of key questions will be provided in the workbook outline (pages 5-8) for each section of Part 2. These questions will be marked with an asterisk (*).

A. Questions for a Country/Regional Specific Analysis of Women

This section contains questions which will enable you to generate an accurate description and analysis of the condition of women in your country. Checklist questions will focus on participation of women in the economy, their domestic roles, and training or education that they are receiving. Guidelines would be formulated to address regional, ethnic, rural-urban, and socio-economic differences among women. The knowledge created by systematically researching these questions would provide you with a data base for integrating women's issues into development planning.

B. Questions for a Project Analysis

This section would provide questions to help you 1) plan projects with gender-related issues in mind and; 2) review individual projects to determine the impact they are having on women. These checklist questions focus on women's issues and are organized to parallel traditional project planning methods. Consequently, you can use the entire set of questions if you are designing a new program, or just look at those questions which apply to a particular stage of a project with which you are involved.

To make it easier to merge women's issues into the development planning process, the questions checklist will be based on existing requirements for proposal writing and reporting.

C. Questions for a Program Analysis

It is important to consider the cumulative impact of all the development projects in a country. Checklist questions for this workbook section would help you to: 1) evaluate the effects of the national development program on women and; 2) identify women's needs that are not being met under the existing program.

PART 3

Sources of Information on Women

This workbook section would enable you to quickly locate resources on women that can help to provide information for answering the questions in Part 2. In so doing, it will be useful for identifying areas where primary research is needed.

Our concern throughout this workbook is to make the materials as comprehensive as possible, yet flexible enough to allow you to select only what you need when you need it. Questions have been selected from a variety of sources, modified and compiled into a tool which encompasses issues applicable to nearly all projects (i.e. legal status), and issues which apply only to specialized situations (i.e. agricultural development).

OUTLINE OF PROPOSED WORKBOOK

Questions preceded with an asterisk (*) are sample questions from the workbook

PART 1 --- AID/WID BACKGROUND INFORMATION

- A. Growth of interest in gender-related research applications for development planning
- B. AID/WID
 - 1. Beginning of the WID Office Inside AID
 - 2. WID Policy Statement
 - 3. Responsibilities of Mission WID Officers
 - 4. AID/WID Table of Organization

PART 2 --- SYSTEMATIC QUESTION FRAMEWORK

A. Framework for a Country Specific Analysis of Women

- 1. Demographics
 - a. Sex/Age population distribution
 - b. Fertility and morbidity
 - c. Population projections

* What percentage of women are rural and what percentage urban? How do these percentages compare to those for men and for the entire population?

* What percentage of households are headed by women? How many women are single parents? How does this differ between urban and rural areas and between agricultural and non-agricultural households?
- 2. Women's Participation in the National Economy
 - a. Urban employment
 - b. Rural employment
 - c. Problems with national data collection on women's labor force participation

* Is the economy of the country growing and becoming diversified? What new or expanded industries are being introduced (i.e. tourism, manufacturing, mining, etc.)? How have they affected women? (Pezullo 1982)

* Have women entered the economy as independent entrepreneurs in the formal sector? The informal sector? What have been the impediments and the results? (Pezullo 1982)
- 3. Women's Participation in Regional Economies
 - a. Agricultural production
 - b. Household production
 - c. Local manufacturing
 - d. Marketing
 - e. Women's income and economic responsibility in the household

* How might the promotion of commercial agriculture affect women's access to land and availability of land for subsistence cropping? (Pezullo 1982)

* Who actually farms cash crops? If women do (or if they help), what proportion of the wages do they receive? How are wages distributed, if at all, within the family or kin group? (Charlton 1984)

* How does women's time allocation for domestic activities affect the amount of time which they have for agricultural and other income-generating activities?.

4. Women's Access to Resources

- a. Environmental (land, water, etc.)
- b. Agricultural (technology, etc.)
- c. Financial (cooperatives, etc.)

* What access do women have to new appropriate agricultural technology?

* How does women's access to collateral affect women's ability to invest in agricultural technology? How has the design of local credit programs (size and time of repayment, hours of operation or location) affected women?

5. Legal Status of Women

- a. Inheritance, marriage, divorce, widowhood
- b. Voting membership in cooperatives and politics
- c. Legal differences in hiring practices
- d. National/governmental views of women and policy directives

6. Women's Involvement in Political Organizations

- a. Indigenous women's political organization
- b. Local women's self-help groups (agricultural, health-related, etc.)

* What is the influence of self-help groups in regard to implementation of new ideas? (Dinnerstein n.d.)

7. Women's Participation in Education

- a. Access to formal
- b. Access to informal education

B. Framework for Project Analysis

1. Women's Component in Project Design
 - a. Matching project objectives to women's needs and potential
 - b. Assessing feasibility of project interventions for women
 - c. Foreseeing project effects on women

* How will the project affect women's access to economic assets and cash incomes in the following areas:

- 1) access to land
- 2) opportunity for paid employment or other income-earning activity
- 3) assistance with economic activities from other members of the household
- 4) control over sale of the product? (Pezullo 1982)

2. Women's Component in Project Implementation
 - a. Personnel recruitment and training issues
 - b. Organizational structure
 - c. Operations and logistics
 - d. Finances

* Are resources adequate to provide specified services for women? E.g., are women extension staff available in sufficient numbers if approach by male staff is not culturally acceptable?

* How does the development project allow for the unique scheduling conditions under which women operate?

3. Women's Component in Project Evaluation and Modification
 - a. Monitoring project impact on women
 - b. Data collection and analysis

C. Framework for a National Program Analysis

1. Program Evaluation
 - a. Assessing coverage of assistance to women
 - b. Identifying contradictory effects among projects

* Have contradictory effects occurred between projects in relation to women and how could they have been avoided?

2. Identification of New Areas for Assistance
 - a. Targeting populations for aid
 - b. Communicating recommendations

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* What female populations in your country are not being brought into development planning and how should they be incorporated in development efforts?

PART 3 --- SOURCES OF INFORMATION ON WOMEN

A. Documents

1. Research Information on Women in Development
 - a. Texts and publications
 - b. Relevant journals
 - c. Bibliographies
2. International Development Organization Reports on Women
 - a. Sources (official reports, publications and newsletters)
 - b. Unpublished documents available by country (Limited Release Project Reports, routine debriefings, etc.)

B. Contacts

1. Formal
 - a. Contacts with local women's organizations
 - b. Contacts with expatriate and local researchers
2. Informal Contacts with Local Inhabitants

C. Other Resources (the media, literature and the arts)

D. Annotated Reading List on Women in Development

E. Abbreviated WID Directory

BANGKOK WORKSHOP
QUESTIONNAIRE and EVALUATION SYSTEM EXPLANATION
prepared by
BUREAU OF APPLIED RESEARCH IN ANTHROPOLOGY
UNIVERSITY OF ARIZONA

Your input is critical.

It is important that job-related training programs be designed and evaluated with a solid understanding of the actual conditions on the job. The background of professionals in the job setting, their perceptions of job conditions, and their assessment of training programs are all critical parts of this process.

With this in mind, we constructed a series of three questionnaires to be administered during the course of this workshop. We want to share with you what we see as the importance of each of them.

The PRE-WORKSHOP QUESTIONNAIRE (Day 1) is designed to:

- * provide us with information about the type of individuals for whom the training is designed.
- * help us identify existing perceptions about important job related training issues.

The PROPOSED WORKBOOK EVALUATION (Day 2) is included so we can get your perspective as a field professional on:

- * probable merits of the workbook.
- * suggestions for improvement.

The POST-WORKSHOP QUESTIONNAIRE (Day 3) is designed so you can:

- * let us know if your attitudes about training issues have changed during the course of the workshop.
- * tell us how useful you found the various components of the training you received.

Your responses are completely confidential.

We ask you not to write your name on the questionnaires. We have provided numbered stickers to be placed on the front of each to help us analyze responses across questionnaires. To further ensure confidentiality, reports of responses will be presented in summary form only.

Want to know how your group responded?

If you are interested in a summary of responses to the questionnaire, please contact the WID Office of USAID.

CONFIDENTIAL

I. Background Information

Check appropriate answer:

1. Sex: Male 2. Age: _____
 Female
3. Highest Academic Degree: Secondary/High School Diploma
 College Bachelor's Degree
 Some Graduate Work
 Master's Degree
 Ph.D.
4. Employer: USAID
 Private Voluntary Association
 Other (please specify) _____
6. Are responsibilities related to women in development specified as an official part of your job?
 Yes
 No
7. Years of service in your agency or organization: _____
8. Years of experience in development related activities: _____

II. Sources of Information on Women in Development Issues

9. Have you read the USAID Women in Development Policy Statement?
 Yes
 No
10. Check your primary sources of development related information on women's issues. You may check as many as appropriate.
- | | |
|--|---|
| <input type="checkbox"/> AID WID Officer | <input type="checkbox"/> Professional Journals |
| <input type="checkbox"/> Project Reports | <input type="checkbox"/> Books |
| <input type="checkbox"/> Briefings | <input type="checkbox"/> Women's Organizations |
| <input type="checkbox"/> Colleagues inside my agency | <input type="checkbox"/> Others (please specify): |
| <input type="checkbox"/> WID Working Papers | _____ |
| <input type="checkbox"/> AID Publications | _____ |
| <input type="checkbox"/> UN Publications | _____ |

(cont'd on next page)

III. Job-Related Training Issues

PLEASE MARK THE NUMBER ON THE SCALE TO THE RIGHT WHICH MOST CLOSELY REPRESENTS YOUR EVALUATION OF THE STATEMENT ON THE LEFT.

	Strongly Agree	Agree	Undecided	Disagree	Strong Disagr
11. Within the mission in the country where I work, there are adequate USAID personnel to permit the incorporation of women's issues into program and project development.	5	4	3	2	1
12. Consideration of women's social and economic roles are an important part of development efforts.	5	4	3	2	1
13. Within the USAID mission in the country where I work, issues related to women in development are given adequate attention.	5	4	3	2	1
14. USAID personnel can benefit from training which would help them incorporate information about women into development efforts.	5	4	3	2	1
15. USAID-WID guidelines make it clear what project efforts are expected in relation to women's issues.	5	4	3	2	1
16. The responsibility for women in development issues rests primarily with the WID officer within the mission.	5	4	3	2	1
17. USAID projects can be highly effective even without specific consideration of women's issues.	5	4	3	2	1

(Cont'd on next page)

	Strongly Agree 5	Agree 4	Undecided 3	Disagree 2	Strongly Disagree 1
3. Because of my host country's attitudes toward women, USAID projects are more likely to be effective if they <u>do not</u> address women's issues.	5	4	3	2	1
9. Proposed USAID projects are likely to be approved whether or not they address women's issues.	5	4	3	2	1
0. Given limited USAID resources, it makes more sense to orient projects toward men because they are more likely to be in control of existing resources.	5	4	3	2	1
1. In the country where I am working, because of women's lack of involvement in economic matters, women's issues are inconsequential to project effectiveness.	5	4	3	2	1
2. In the absence of WID staff at the mission level, consideration of WID issues requires more effort than we have time to pursue.	5	4	3	2	1
3. In the country where I am working, we have sufficient information on women to design projects that are responsive to women's needs.	5	4	3	2	1

PLEASE MAKE SURE THAT THE NUMBERED STICKER HAS BEEN PLACED ON THE FRONT PAGE OF THE QUESTIONNAIRE.

WHEN YOU HAVE COMPLETED THE QUESTIONNAIRE, PLACE IT IN THE MANILA ENVELOPE, AND SEAL IT IN.

THANK YOU

WID WORKBOOK EVALUATION
 Prepared by
 BUREAU OF APPLIED RESEARCH IN ANTHROPOLOGY
 UNIVERSITY OF ARIZONA

PLACE THE
 NUMBERED STICKER
 HERE

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1. The purpose and structure of the proposed workbook are clear.
- Yes
 No

In the context of your job setting, what is the importance of the following sections in the proposed workbook?

	Very Important	Important	Undecided	Unimportant	Very Unimportant
2. Background information on Women in Development.	5	4	3	2	1
3. Systematic Questions for conducting a Country-Specific Analysis of Women.	5	4	3	2	1
4. Systematic Questions for project analysis.	5	4	3	2	1
5. Systematic Questions for Program Analysis.	5	4	3	2	1
6. Sources of information on women in the country in which you are working.	5	4	3	2	1

Overall Usefulness of the Workbook:

	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
7. The proposed workbook would be useful as a training handbook.	5	4	3	2	1
8. The proposed workbook would be a useful tool for my job.	5	4	3	2	1

(cont'd on next page)

Comments

1. What do you think were the strong points of the proposed workbook?

2. Is there something else you feel should be included in the workbook which was not specifically mentioned on the outline?

3. What other suggestions do you have which would increase the usefulness of the workbook?

PLEASE MAKE SURE THAT THE NUMBERED STICKER HAS BEEN PLACED ON THE FRONT PAGE OF THE QUESTIONNAIRE.

WHEN YOU HAVE COMPLETED THE QUESTIONNAIRE, PLACE IT IN THE MANILA ENVELOPE, AND RETURN IT IN.

THANK YOU

D POST-WORKSHOP QUESTIONNAIRE
 prepared by
 BUREAU OF APPLIED RESEARCH IN ANTHROPOLOGY
 UNIVERSITY OF ARIZONA

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JOB-RELATED TRAINING ISSUES

EASE MARK THE NUMBER ON THE SCALE TO THE RIGHT WHICH MOST
 CLOSELY REPRESENTS YOUR EVALUATION OF THE STATEMENT ON THE LEFT.

	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
Within the mission in the country where I work, there are adequate USAID personnel to permit the incorporation of women's issues into program and project development.	5	4	3	2	1
Consideration of women's social and economic roles are an important part of development efforts.	5	4	3	2	1
Within the USAID mission in the country where I work, issues related to women in development are given adequate attention.	5	4	3	2	1
USAID personnel can benefit from training which would help them incorporate information about women into development efforts.	5	4	3	2	1
USAID-WID guidelines make it clear what project efforts are expected in relation to women's issues.	5	4	3	2	1
The responsibility for women in development issues rests primarily with the WID officer within the mission.	5	4	3	2	1

(cont'd on next page)

Questionnaire 3, Page 2

	Strongly Agree 5	Agree 4	Undecided 3	Disagree 2	Strongly Disagree 1
USAID projects can be highly effective even without specific consideration of women's issues.					
Because of my host country's attitudes toward women, USAID projects are more likely to be effective if they <u>do not</u> address women's issues.	5	4	3	2	1
Proposed USAID projects are likely to be approved whether or not they address women's issues.	5	4	3	2	1
Given limited USAID resources, it makes more sense to orient projects toward men because they are more likely to be in control of existing resources.	5	4	3	2	1
In the country where I am working, because of women's lack of involvement in economic matters, women's issues are inconsequential to project effectiveness.	5	4	3	2	1
In the absence of WID staff at the mission level, consideration of WID issues requires more effort than we have time to pursue.	5	4	3	2	1
In the country where I am working, we have sufficient information on women to design projects that are responsive to women's needs.	5	4	3	2	1

(cont'd on next page)

THE BANGKOK WORKSHOP

These questions concern the workshop in which you just participated.

PLEASE MARK THE NUMBER ON THE SCALE TO THE RIGHT WHICH MOST CLOSELY REPRESENTS YOUR EVALUATION OF THE STATEMENT ON THE LEFT.

	Strongly Agree 5	Agree 4	Undecided 3	Disagree 2	Strongly Disagree 1
The goals of the workshop were clearly explained.	5	4	3	2	1
The agenda was logically organized.	5	4	3	2	1
Presentations were well organized and clearly presented.	5	4	3	2	1
Expectations of my participation in the small study-group sessions were clearly laid out.	5	4	3	2	1
The plenary sessions helped in understanding how to apply materials which had been presented.	5	4	3	2	1

In the context of your job setting, how useful do you consider information you gained in each of the following parts of the workshop?

	Very Useful 5	Useful 4	Undecided 3	Not Too Useful 2	Not At All Useful 1
The analytical framework	5	4	3	2	1
The Thailand case study	5	4	3	2	1
The Indonesian case study	5	4	3	2	1
The computer simulation	5	4	3	2	1
The overall workshop	5	4	3	2	1

(cont'd on next page)

Time allocated for workshop activities:

TIME NEEDED

	Much More	More	Adequate	Less	Much Less
24. Introduction to the workshop.	5	4	3	2	1
25. Analytical framework.	5	4	3	2	1
26. Small study group discussions.	5	4	3	2	1
27. Plenary group sessions on case material.	5	4	3	2	1
28. Computer simulation demonstration.	5	4	3	2	1
29. Reading time for workbook materials.	5	4	3	2	1
30. Breaks and free time for informal discussions.	5	4	3	2	1

Comments

31. What do you think were the strong points of the workshop?

32. What suggestions do you have for improvements?

PLEASE MAKE SURE THAT THE NUMBERED STICKER HAS BEEN PLACED ON THE FRONT PAGE OF THE QUESTIONNAIRE.

FOLD THE QUESTIONNAIRE, PLACE IT IN THE MANILA ENVELOPE, AND HAND IT IN. THANK YOU.

Appendix V
Rationale for Job-Related Training Issues

Five questions in this section concerned standard operational conditions which can affect job performance, specifically adequacy of staffing patterns (Question 11), clarity of expectations (Question 15), likelihood of administrative approval if a certain task is not performed (Question 19), the time available to perform the job (Question 22), and availability of information (Question 23).

An additional five questions directly concerned the importance participants attached to WID issues. We anticipated that an individual's conviction about importance might be subject to modification based on several specific job situations. Consequently, one question (12) was constructed as a simple statement regarding the importance of WID issues, and the others (Q17, 18, 20, 21) asked for the participants evaluation of importance in light of the various "modifying" conditions. Specifically, these included country specific cultural or economic factors, resource limitations, and the likelihood of program effectiveness without consideration of women's issues.

Questions 14 (Usefulness of training) and Question 16 (perceptions regarding responsibility for WID issues) had important implications for both of the above sets of questions. When usefulness of training is combined with the former set, it provides additional indication of the overall importance participants attach to WID issues. When juxtaposed with the latter set, it can suggest the extent to which training is likely to be effective without additional administrative interventions.

Perceptions which connect responsibility primarily with official designation (i.e. Wid officer), particularly when contrasted with the background question regarding personal involvement due to official designation, can indicate probable training receptivity, as well as suggest possible action.

A final question (13) concerns perceptions regarding the extent to which WID issues currently get adequate attention. Although individual or equivocal responses are not readily amenable to interpretation, responses concentrated highly at either end would provide additional clarification of importance they attach to WID issues and likely receptivity to training.

If a large percentage of respondents feel strongly that adequate attention is already being given WID issues they are likely to perceive training as redundant. Responses along this line would also suggest that they do not perceive WID issues consequential enough to merit further attention. On the other hand, they are likely to be more open to training if feeling is uniformly strong that the issues do not get adequate attention.