

PART IV - TRAINING FOR WOMEN

The purpose of any training is to change the behaviour of the people being trained in certain specific ways. A crucial part of designing any training activity is the establishment of the objectives (short-term, long-term and hidden) of those doing the training.

The Women and Development Programme gave a great deal of thought to the training courses we developed. As we particularly wanted to place the training within the philosophical framework of training for development of self-reliance, self-sufficiency and change, we included several information sessions which attempted to point up the broader "political" implications of training for women. We particularly wanted to give trainers an opportunity to evaluate their programmes' past impact on women's lives, reflect on changes in direction to meet the development needs of women and their own role as agents of change.

We include in this section the objectives, agenda, learning reviews and various information sessions we used to add the extra dimension to our training courses for women trainers.

1. OBJECTIVES FOR WORKSHOP *

- a) To bring together professional and/or experienced trainers who are or will become responsible for training personnel working in Women and Development Programmes, especially front-line workers.
- b) To enable participants to assess the effects of the training programme they are already involved in and to share their experience with that of other trainers.
- c) To develop individual work plans for implementing in their country training programmes.
- d) To help participants to identify, investigate and practise training styles and skills which will be appropriate for use in their work in their own country.
- e) To help participants to acquire a deeper understanding of the role of training in ensuring that women are able to play a full part in the development of their countries.
- f) To ensure that trainers are aware of the need to place training in the context of local cultures, national development strategies and pan-Commonwealth policies.
- g) To extend participants' knowledge of teaching/learning aids and to enable them to choose and test the application of new training techniques for their own work.

* The content of this page also forms Paper 8, "Objectives for Workshop".

2. PROGRAMME

WEEK 1

DAY 1 : MONDAY	DAY 2 : TUESDAY	DAY 3 : WEDNESDAY	DAY 4 : THURSDAY	DAY 5 : FRIDAY
Learning reviews				
Opening ceremony 1. Training in the context of Women and Development issues	5. Skills needed by trainers 6. Assessing training needs and designing programmes	8. Group projects Assessing training needs and designing programmes	11. Objectives	13. Case studies 14. Discussion-leading
L U N C H				
2. Sharing work experiences 3. Hopes and fears 4. Contracting	7. Influence (1) gaining entry	9. Selecting your training method 10. Using training methods	12. Influence (2): flexibility of influence style	FREE
Learning reviews - small groups				

WEEK 2

DAY 6: MONDAY	DAY 7: TUESDAY	DAY 8: WEDNESDAY	DAY 9: THURSDAY	DAY 10: FRIDAY
Learning reviews groups				
15. How groups work: Fishbowl exercise	17. Practical session: Presentations	19. Participant presentations	20. How adults learn 21. Learning by doing 22. Negotiating	24. Building self-confidence (2) 25. Community mobilisation
L	U	N	C	H
16. Influence (3) Being influential in a group	18. Facilitating, counselling and non-directive work	FREE	23. Building self-confidence (1)	26. Field trip
Learning reviews - small groups				

WEEK 3

DAY 11: MONDAY	DAY 12: TUESDAY	DAY 13: WEDNESDAY
Learning	reviews - small	groups
27. Regional and other training agencies	30. Using training manuals 31. Report writing	33. <u>PLANNING NEW TRAINING</u> Applying principles learnt on course to work at home
28. Training policy and costing		
L	U	N C H
29. Influence re-runs	32. Evaluation techniques 33. <u>PLANNING NEW TRAINING</u>	34. Workshop review
Learning	reviews - small	groups

3. LEARNING REVIEWS

As already mentioned in the Training Notes, we found regular learning reviews very useful for three reasons:

- a) they reminded us of what we had learned;
- b) they indicated new learning goals; and
- c) they proved useful in dealing with any problems which arose during the workshop.

We held learning reviews at the end of each day in short courses, with a brief report back from each group at the beginning of the following day. In longer courses, we held daily learning reviews until the pattern was established, then every second day as convenient.

There will be few problems in scheduling a learning review in a course where everyone is staying in the same place. Difficulties can arise where some participants or tutors are not resident, and some compromise will be necessary. We sometimes held the learning review at the end of the afternoon session, not a good time for tired trainees, but better than no learning review!

The other important factor is that learning reviews should be held in the same groups throughout the course. This means that the tutors' decisions in allocating participants to groups on the first day of the course need to be taken carefully, with a view to balancing different factors within the groups (such as nationality, skills, language, etc.). The idea behind keeping the same learning review groups is that:

- a) the trust which begins at the contracting stage on the first day continues to grow throughout the course; and
- b) that participants have one group which is stable for the duration of the course whereas their other working groups will often be changed.

DAY 1

30 mins

LEARNING REVIEW

Remain in the same subgroups as for contracting, and when the contracts have been established move into the learning review.

Tutors explain the purpose and method of the learning reviews:

- for individuals in each group to identify (and re-identify throughout the course) their learning needs;
- to share these learning needs with the rest of the group and to keep a note of them (on newsprint or blackboard if they can stay in the same syndicate room for the whole course);
- to meet every evening to review their personal learning during the day, particularly in the light of the learning needs;
- to present this learning to the whole course at the plenary learning review first thing the following morning;
- to give feedback to the tutors on the impact, effectiveness and relevance of the course during that day.

The subgroup then carries out these aims.

In this learning review, the groups should also discuss approaches to handling feedback after the role-playing exercises, basing the discussion on reactions from participants to the way the tutor handled feedback during the day's exercises.

Keep it light, supportive and brief. This is really still contracting and it's best to discuss it briefly and then get on with it to dispel remaining anxieties by demonstrating that it doesn't hurt too much!

The tutor keeps a running note on each individual throughout the course.

DAY 2

30 mins

LEARNING REVIEW

Short presentation from a spokeswoman from each subgroup on the main points of their learning review the evening before.

Brief general discussion chaired by the course director.

4. INFORMATION SESSIONS

TRAINING IN THE CONTEXT OF WOMEN AND DEVELOPMENT

Some issues

30 mins

After the official opening session of the workshop, a brief outline of the issues facing women in the Commonwealth and in the wider global sense is given to the participants, emphasising the importance of the societal and community roles and needs of women.

The importance of the trainer's role as an agent of change should be brought out here, as well as the desirability of building self-reliance and independence.

The paper on "Issues" in the Tutor's Manual - Influence Skills for Women, also published by the Commonwealth Secretariat, may be a helpful basis for this session.

COMMUNITY MOBILISATION

Objectives

Tutors:

1. To draw out participants' experiences in motivating and encouraging women's groups and individual women to participate in and contribute fully to community projects and activities.

Document

Paper 42: "Methods of Assessing the needs and Improving the Impact of Women in Developing Projects".

Time

1 hour 30 minutes

Method

Presentation and discussion.

A woman with experience in community work, in planning and establishing projects and working with women in a variety of groups, talks about the principles of successful motivation and mobilisation of community projects and invites comments (and shared experiences) from participants.

Principles:

1. Use of examples so that comments are relevant to participants.
2. Methods of including women in all projects and initiating new projects.
3. Identification of wants and needs: who does it and how.
4. Importance of not imposing ideas on women.
5. Relevance of projects to women's lives.
6. Knowledge of principles of communication and how to use them.
7. Sharing of experiences.

DISCUSSION PAPER: METHODS OF ASSESSING THE NEEDS AND IMPROVING THE
IMPACT OF WOMEN IN DEVELOPING PROJECTS

1. INTRODUCTION

Although a definite relationship should exist between assessing needs, developing, implementing, monitoring, evaluating and subsequently improving projects (see the chart on page 237), in practice this is rarely the case. Despite the lip-service often paid to communal considerations, to the social economic and political relationships in village society and to the roles of women and men within those relationships, the application of development strategies in general and projects in particular are generally based upon a set of premises outlined and developed by members of developed nations, international organisations or funding agencies - invariably men - that are completely alien to the society where the programmes and projects are being introduced: i.e. "this is not what you need but what we think you need." Further, although such terms as "planning from below" and "real needs" are frequently used in development plans in recognition of the need for villagers of both sexes to have a say in their own development, most programmes and projects implemented thus far are not free of the biases of the policy makers and planners from outside the region, with the result that projects developed and implemented tend not to be the work of women and/or men clamouring for development but are rather the stereotyped responses to problem solving. In an attempt to redress the balance partially this discussion paper looks at a possible framework that could be used in assessing the needs of women in development projects, as well as examining methods by which the impact of women in development projects can be improved.

2. ASSESSING THE NEEDS OF WOMEN IN DEVELOPMENT PROJECTS

A framework for assessing the needs of women in development projects is given in the table on page 238. The same framework can be used in evaluating the effects of development projects on women. The direct target group are those to whose needs a project would directly cater, while the indirect target group are those whose needs may also be affected through the implementation of a project.

A. Physical needs

(1) Access to food, water and fuel This category must also include the traditional role played by women in agricultural production, processing and distribution to prevent unintended consequences in preparing projects.

(2) Housing Because in most societies women spend more hours per day on average in the home than away from it, any positive or negative change in housing quality is likely to affect them intensely. For example, any housing construction resettlement scheme must take place following consultation with future residents, notably in respect of design and location.

(3) Environmental quality Included under this category is the need for sanitary facilities, adequate drainage, the degree of air and water contamination and the prevalence of environmentally based diseases.

(4) Medical care Because access to medical resources is usually distributed unevenly within and across households in addition to cultural restrictions on women's access to medical care, the development of any health project must have a clear woman's component.

(5) Personal safety One cannot stress this component enough. It includes the degree of exposure to, and protection from, personal violence, accident and injury. Land clearing and agricultural extension, for example, often take place a long way from the village across difficult terrain, exposing women to even more hardships.

(6) Rest and leisure This category can be measured by the energy needed and time of labour required for production for household consumption, or for sale or exchange as well as by the number of hours available for rest, leisure and sleep. Projects which may be developed to satisfy other needs, i.e. to increase agricultural production, often fail, because the amount of time already devoted by women in agriculture is not taken into account.

B. Economic needs

(1) Income in cash, kind or trade in relation to the cost of living In addition to the level of household income, the question of who earns the income and in what proportion to the total is crucial to the understanding of the domestic economy, and to project preparation. Often projects increase women's unpaid labour but not their paid labour.

(2) Access to credit Most projects designed to provide new sources of credit consider the household as a unit and the male as its head, with the result that while women do the work they are unable to control the financial decisions necessary for successful implementation.

(3) Land and water rights Traditionally, little attention is given in projects concerned with land redistribution to the distribution of land rights within the household.

(4) Technology and technical assistance Women are usually omitted from participating in technologically biased projects, in part because, as workers, they are concentrated in sectors of the economy such as subsistence agriculture, handicrafts or small-scale marketing that are bypassed by most technical assistance programmes. One way to begin to correct these inequities would be to train women in all aspects of technical assistance in order to reach women producers with the appropriate technical information.

(5) Other assets in relation to debts Women rarely have control of assets, even in projects which are ostensibly women-orientated.

C. Social needs

(1) Knowledge This component includes skills specific to the performance of certain tasks, as well as more general knowledge. One must ensure that any educational and vocational schemes benefit women to the same extent as men.

(2) Power This component includes autonomy, participation in household and community decision making, and mobilisation for group action. Projects must be developed to enhance all these components.

(3) Prestige "We have no special skills; nothing we do is worth selling" is a typical response of women which must be changed. Projects designed should attempt to change the self-deprecating value judgements.

3. IMPROVING THE IMPACT OF WOMEN IN DEVELOPMENT PROJECTS

The framework outlined above for assessing and evaluating needs of women in development projects can be used in improving the impact of development projects in two major ways. Regarding the assessment component, the framework can be incorporated into the project identification stage (see the chart on page 237) in order to make sure that better projects are developed in future. With respect to the evaluation component, this can be used to modify and improve the project that is being implemented.

In addition, the impact of development projects can be aided in the following ways:

A. Increased participation in project decision making

Four areas can be isolated.

(1) Increased administration of projects through women's sections of government ministries, through women's Private Voluntary Organisations and through national women's associations rather than through general PVOs or government agencies.

(2) Less affiliation of women's programmes with larger, male-dominated institutions, since in large institutions decision making on major policy issues tends to be transferred to men.

(3) Increased location of projects in communities with indigenous formal or informal women's associations and in communities where there is a strong tradition of community self-help.

(4) Increased activity of poorer families in group discussions which set the project priorities since they are the most likely to identify their most pressing needs.

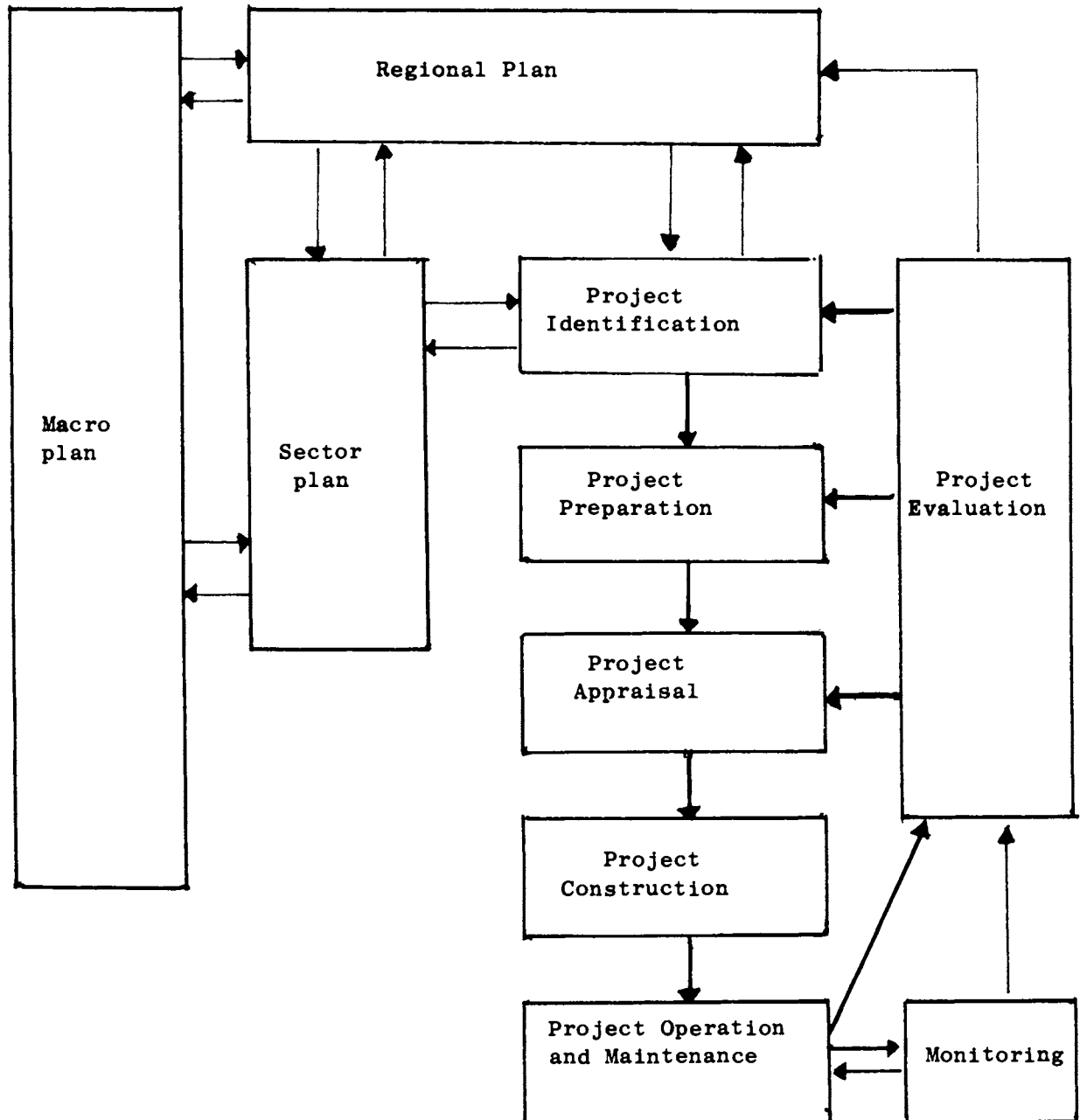
B. Increased access to project activities

- (1) More access to and influence on those planners who explicitly recognise the prevailing sexual division of labour and design activities that build on women's work and enable them to control their earnings.
- (2) Increased activities that fit with prevailing cultural norms and the allocation of household responsibilities, since these reduce resistance from men.
- (3) Less rigid organisation of women's rights to resources such as land, credit or schooling.
- (4) More recruitment of volunteers and trained female staff to development projects.

C. Increased effect of the project on women

- 1) Increased group action by women, especially those who are confined to their households and thus unused to collective activity.
- (2) Increased activity towards co-operative efforts being geared to a single project that carries clear and immediate benefits, rather than diversification.
- (3) More development in projects with a concrete economic benefit, since that appears to be a major motivating factor for maintaining group activity.
- (4) More development in the marketing aspects of projects, since that is one of the most difficult obstacles to creating viable economic enterprises based on the small-scale production of most rural women's projects.
- (5) More specific identification of girls and women in project papers.

CHART: SCHEMATIC REPRESENTATION OF
PLANNING ACTIVITIES



➔ The main project cycle sequence, in theory.

**TABLE: FRAMEWORK FOR ASSESSING/EVALUATING^a NEEDS OF
WOMEN IN DEVELOPMENT PROJECTS**

Resources that determine	<u>Direct Target Group</u>		<u>Indirect Target Group</u>	
	<u>Before Project^a</u>	<u>After Project^a</u>	<u>Before Project^a</u>	<u>After Project^a</u>
A. <u>Physical needs</u> 1. Food, water, fuel 2. Housing 3. Environmental quality 4. Medical care 5. Personal safety 6. Rest and leisure				
B. <u>Economic needs</u> 1. Income/cost of living 2. Credit 3. Land and water 4. Technology 5. Other assets/debts				
C. <u>Social needs</u> 1. Knowledge 2. Power 3. Prestige				

^a Delete as applicable.