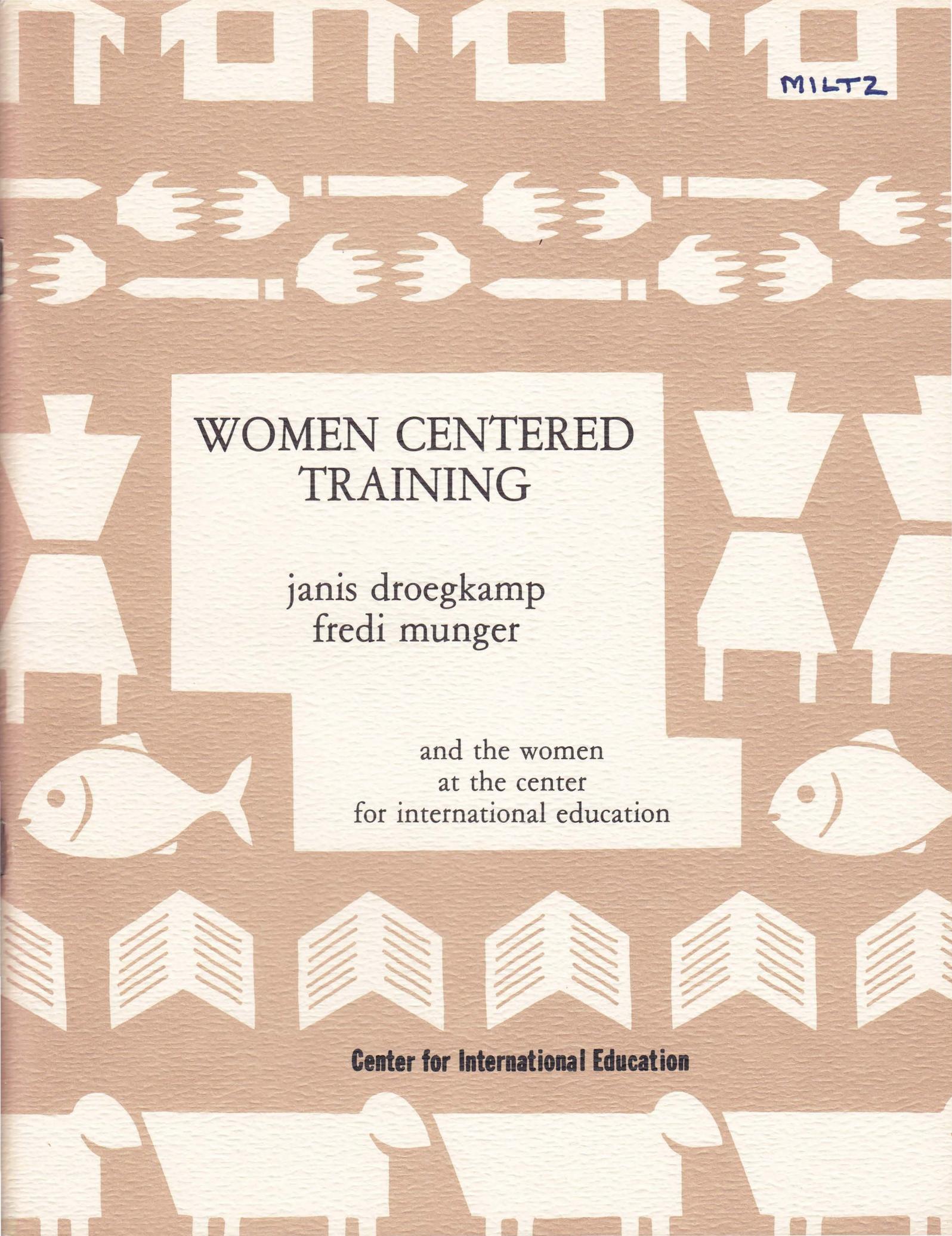




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## Women Centered Training

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WOMEN CENTERED  
TRAINING

janis droegkamp  
fredi munger

and the women  
at the center  
for international education

**Center for International Education**

WOMEN-CENTERED TRAINING:

Responding to Issues and Ideas for  
Women in Development

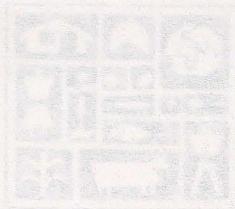
by

Janis Broekamp

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Center for International Education  
University of Massachusetts  
Amherst, Massachusetts  
01003

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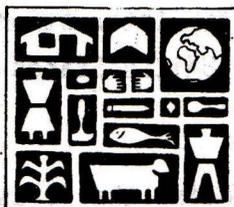
by

Janis Droegkamp

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with the help of

The Women at the  
Center for International Education



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Illustrations: Kathleen Cash and Fredi Munger

This book is dedicated to Linda Abrams, the  
Women at the Center for International Education,  
and women everywhere for the contributions each  
has made.





WOMEN-CENTERED TRAINING:  
Responding to Issues and Ideas for Women in Development

Introduction

There are numerous books, articles, conference papers and reports on the issues and policies regarding women and development. Even a superficial examination of this literature reveals a subject characterized by ideological rifts and lacking solid consensus on many critical issues. Accompanying the materials documenting ideological and policy debates are reports on scores of action projects intended to "improve women's lives" or "integrate women into development." These projects indicate two fundamental areas of agreement in the concerns and positions surrounding women's place in planned social change-- first, that women are a neglected resource and second, that women are an important element in the success of human development schemes.

Recently, there has been a world-wide increase in the number of serious efforts to research women's needs and to design women's programs. Many of these efforts begin with the ambition of designing a project centered on women's problems and defined from women's perspectives. The desire not to "re-invent the wheel" encourages researchers and program designers to borrow or adapt methods, strategies and instruments from previous, and hopefully successful, development endeavors. It is unclear though, whether the borrowed "wheels" are suitable for programs inspired by women's views and responsive to women's needs.

It is this question of suitability which defines the intent and focus of this paper. Current research and action projects require new, women-centered development technology to accomplish their goals. And, as training constitutes a critical component of nearly every development enterprise, the design of women-centered training models offers a logical place to begin.

The goal of this paper is to define, generate and present for discussion a general women-centered training design model. Such a model could be used by trainers to create local workshops, skills building projects, seminars, con-

ferences or other training programs which would be women-centered, responsive to specific objectives and in keeping with local customs, resources and constraints.

The paper is divided into two sections. In the first section, general principles and assumptions influencing the thinking of the authors regarding women-centered training are presented. After a brief explanation, these assumptions guide a first attempt at defining purposes, perspectives and rationales for women-centered training. In the second section of the paper, a training design model is presented. This general model provides the guidelines and structure for the concluding sequence, a composite example of how the general model might be used to produce localized and specific training programs. The reader will note throughout this document that the authors chose to replace the plural noun "women" with the singular pronoun "her." This bending of the rules of rhetoric was deliberate as the grammatically correct pronoun did not seem to express the thoughts and sentiments of the authors accurately. Therefore, the repeated inclusion of this error is intentional and not due to editorial oversight.

The expertise required for the writing of this document was provided by the Women at the Center for International Education, many of whom have worked in women's programs and training situations in their own countries, as well as in other nations. In particular, the authors are indebted to Linda Abrams, whose continued guidance, support and occasional prodding proved invaluable in keeping the authors to task. Dialogues and discussions with Linda and with other colleagues have guided and inspired this paper from its initial conceptualization to its present state. We would like to extend participation in these conversations to you as well and encourage you to communicate and correspond with us. Included in this paper are several pages on which you, the reader, are asked to be the author. Please let us know what your responses are as we are interested in seeing both what you have written and drawn. Also, we would ask that you share with us any other comments, advice or criticisms which you may have about this document.

## SECTION I: Assumptions and Principles

This paper and the concept of women-centered training is based upon four assumptions, each of which is presented in the paragraphs below.

1. That women constitute a separate class or "set."

This paper recognizes that for the overwhelming majority of women worldwide the most influential factor in determining individual opportunities, status, activities, power, options, finances, etc. is her sex. Hence, biology establishes the identifying boundary for a group, "set," or class of people; a boundary which is reinforced by the needs of family, particularly of dependent children, and by the cultural, social and economic privileges and constraints incurred by women which direct and limit her individual activities in ways that transcend her particular politics, class, nationality, race and religion. As Devaki Jain wrote in her article "Women are Separate" in Development Forum (August, 1978),

The majority of women are undeniably linked to children--to being responsible for their sustenance, and also that of the family, its food, health, even shelter. This has very serious consequences on a woman's health, her use of time, her mobility, her nervous system. Men, by the very nature of their biology, do not experience these consequences.

As women's allegiance is increasingly claimed by "larger" national, ideological or class issues, the salience and impact of the biological boundary becomes blurred. But, on a global level, women's similarity in terms of her employment patterns, her unequal (relative to men in parallel positions) economic, social and political status, disregard for her labor and contributions as daughter, mother, home maintainer, asserts the pervasiveness and importance of this biological boundary. It is this similarity in relative condition despite significant regional differences in politics, policy, development, custom which supports the notion of women as a separate class or "set" whose most relevant boundary is her biology.

2. That women-centeredness is an important training design perspective for development programs.

Contemporary changes in women's roles, activities, expectations and environment can be used to trace the penetration and impact of development in many societies around the world. These changes have not been necessarily or unilaterally beneficial to the women they affect. As women's social context has changed, her traditional roles and production skills have become, if not entirely obsolete, less than valuable in a household economy newly centered on a salaried or cash income. Those development programs teaching the skills needed to thrive in modern society--e.g., vocational and industrial skills, new agricultural technology, and even formal schooling--have for decades been designed for and attended overwhelmingly by men and boys. Women and girls have, by and large, been taught information and skills intended to improve homemaking and childcare abilities. Yet, this traditional and nurturing role has a reduced value by the standards of the modern society. This debasement may be due, in part, to a change in the function of the homemaker from coordinator of household production to consumer of wage income.

Regardless of the cause, women's lives have been doubly affected by development: first, by her deliberate exclusion from wage-oriented training and second by the devaluation of her traditional role and subsistence level domestic contributions.

Over the past few years development planners have become increasingly aware that their decades old view of women was unbalanced. There has been an increased recognition, for example, that many women are income providers as well as homemakers and that many households are either headed by women or dependent upon women's earnings. Planners are also increasingly sensitive to women's contributions and labors in the domestic sphere. These changing perspectives have resulted in an increased number of programs responsive to the need to develop and rediscover women's skills in both the wage earning and home maintenance spheres. Hence, women-centeredness provides a perspective for training design which mandates programs that are both responsive to women's dual role as income provider and homemaker and sensitive to the historical impact of development on her traditional status, roles, and responsibilities.

3. That training should be tailored to the specific needs, resources and constraints of each situation.

A "formula" approach is to be avoided. Instead, attempts should be made to design each training situation in response to specific needs of the organizations or individuals who are the recipients of the program. Organizations may be, for example, primarily interested in working to integrate women more fully into existing development projects, while others are exploring possibilities for creating new programs focused on women. In each case, training should be designed to assist organizations or individuals in accomplishing their goals within their own unique operational modes and conditions.

Such an approach emphasizes the rooting of each training program in local resources, goals, and cultural values. This incorporation of local resources and goals can take various forms. For example, women's organizations and other development institutions in a country might become collaborating partners in development. With national development goals as a framework for program planning and decision making, program development and training for women would then become central to the achievement of overall development goals. In instances where out-side assistance occurs, stress should be placed on designing from the perspective of the host country thus respecting that culture and its values as they affect women and as they are traditionally preserved by women.

4. Training should result in concrete plans or products that include clear indications of the next action steps.

Too often, training may appear worthwhile at the time it is being provided, but in reality have limited results due to lack of a specific action-oriented focus. Agreement should be reached between the collaborating organizations, individuals and trainers at the outset as to the specific plans/products to be developed including tasks and schedules that will give guidelines for action in each phase of project development. At the same time, the training design should anticipate new needs which may arise as the result of actions taken.

These principles and assumptions limit any attempt to present a single, centralized or definitive women-centered training program. For these reasons,

the next section of the paper provides an opportunity for trainers and program planners to express their concepts of women-centered training before presenting our ideas. The concepts expressed by the reader are then used to form the basis for definitions, purposes, and rationales for women-centered training. In the final section of this document, trainers, planners, and programmers will again have the opportunity to refer back to their definitions and rationales in suggesting a design for their own idea of a women-centered training program.

Purposes, Definitions and Rationales  
for Women-Centered Training

In this section the purposes, definitions and rationales for women-centered training are generated and explored. As this paper has been developed by advocates of an interactive approach to training, an attempt has been made to use a format which encourages readers' active participation with their ideas and information. This interaction is intended to help make the material more relevant to the readers' needs, resources and constraints and also to alter or enrich the content according to its suitability in each specific situation.

\* \* What is Women-Centered Training?

1. Before presenting our ideas, we would like you to take a few minutes in which to formulate your own response to this question. Please think about your experiences, both professional and personal, and try to formulate a short response to the question posed above.

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We will return to your preliminary definition of women-centered training from time to time throughout this section.

2. For us, the phrase "women-centered training" is a thought and emotion provoking concept. The phrase stimulates a rush of ideas and possibilities and evokes both positive feelings and concerns. The following pictures represent two images of women-centered training. These visual images elicit some of our positive feelings and suggest some definitions expressive of the positive aspects of women-centered training. Please look at each drawing and using the space below each, articulate the message each holds for you.



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3. Reflect upon your experiences as a professional and think about the phrase "women-centered training." Please draw an image which expresses your positive feelings, ideas, and views that the phrase evokes for you.



4. Please articulate what this image means to you.

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5. Now, please review the phrases and images you used to express your positive feelings about women-centered training. Can you find a few key words which sum them up? Please make a list of these words.

LIST #1

Keywords: Positive impressions of women-centered training

_____	_____
_____	_____
_____	_____
_____	_____

6. We know that for many people the phrase "women-centered" training evokes mixed feelings. The topic is highly emotional and symbolic to many other issues in women and development. The words "women-centered" often bring out fears about divisiveness, separateness, and imposition of foreign issues. Rather than enter into a debate regarding potential costs and benefits of women-centered training, we will explore these concerns and try to incorporate them into the process of definition. Please articulate your concerns about women-centered training. If your ideas are not yet completely formulated, write down a few key words which express your concerns.

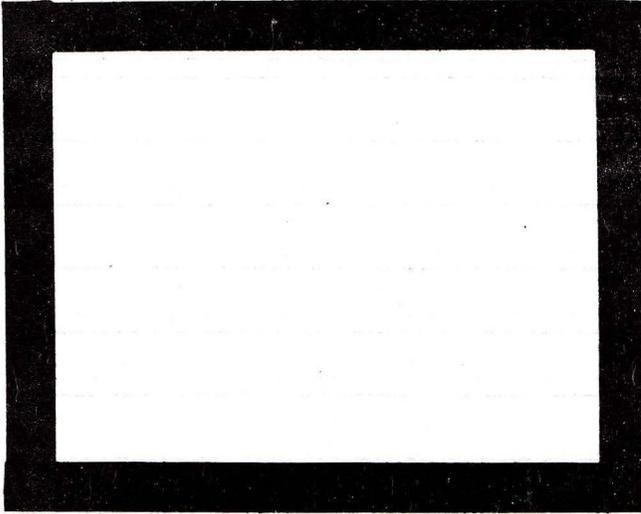
LIST #2

Key words: Concerns about women-centered training

_____	_____
_____	_____
_____	_____
_____	_____



8. Are there any other negative impressions or concerns you have about women-centered training? Can you make a drawing or image which expresses these concerns or impressions? Please draw that image below and explain what the picture represents to you.



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9. Think of these images and pictures as glimpses of situations or outcomes to avoid. Try to think of strategies, methods, approaches, values, goals and/or techniques which could be used to prevent these negative outcomes from occurring. Please list them below and remember to consider or incorporate them into your training model.

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10. As you reflect upon your work and personal experiences, can you think of situations where women-centered training would have been appropriate? Can you think of groups of people that you know or with whom you have worked who might benefit from training developed from a women-centered perspective? Please describe these situations or people.

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11. Review LIST #1 (positive key words), LIST #2 (negative key words), and the situations or groups you described immediately above. From the three lists, can you now generate two or three purposes/goals for women-centered training as the concept relates to your geographic region and your professional area?

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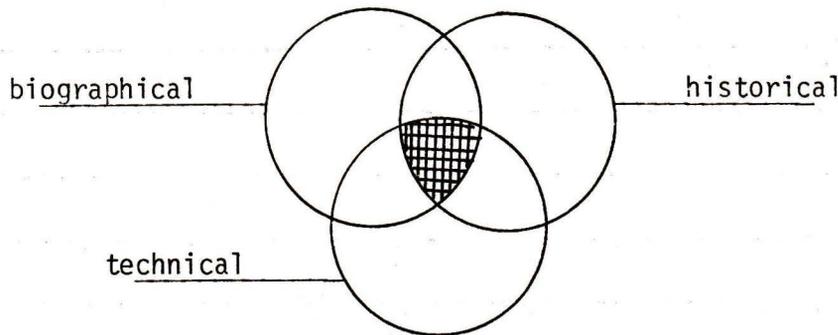


So far, the purpose and meaning of women-centered training has been explored from the perspective of individual experiences and circumstances. For the next few pages the emphasis shifts to a more general and abstract point of view. Our tentative definition of women-centered training examines the subject from three perspectives: biographical, historical, and technical.

### Three Perspectives on Women-Centered Training

A definition: Women-centered training is an educational approach which derives its objectives, methods and techniques from women's strengths, perspectives and needs. Women-centered training has as its purpose 1) redressing a current imbalance between men's and women's benefit from development (an imbalance caused in part by a systematic rewarding of men's efforts while women's contributions go unrecognized and unacknowledged) and 2) the preparation of women for new tasks and responsibilities within their traditional roles and the provision of skills and psychological support for women who assume unaccustomed roles and/or professions.

This definition is a point of view derived from an examination of the interface of three perspectives



The shaded area in the above diagram represents the interface of what we shall call the biographical, historical, and technical perspectives.

#### Biographical Perspective:

This viewpoint brings to the definition of women-centered training a

recognition of the changes in duties, responsibilities, obligations, and expectations which women experience in their lifetimes. Women's crucial roles as daughter, homemaker, provider, mother, farmer, worker, healer and educator are a social and economic sine qua non which collectively demand an elaborate and varied set of competencies. The knowledge and skills needed to perform these roles have been changed by the process of social and economic development. Concurrent with these changes has come a decrease in the respect and recognition given by modern society to women for their essential contributions. The gap between the knowledge, attitudes, and skills passed informally by one generation of women to another and the competencies and awareness needed by their daughters in order to thrive in today's world is not adequately filled by contemporary education, rural development schemes or formal training programs. In addition, economic pressure and the breakdown of traditional society has caused more than one woman to assume roles for which her fore-mothers cannot prepare her. Female income providers and heads of households need training in technical and skill areas in order to sustain themselves and their dependents. This training must take into account women's on-going responsibilities as daughters, mothers and homemakers and be provided in such a way that women are not overburdened by a double or triple set of obligations.

Hence, the biographical perspective reveals a need for women around the world to receive preparation for both her altered traditional tasks as well as for her unforeseen and entirely new roles.

#### Historical Perspective:

Examinations of women's roles throughout history (Pomeroy, 1975) show that from ancient to modern times women's collective health, vulnerability, mobility, social esteem, influence, wealth, productivity and power have fluctuated drastically as compared to their male counterparts. This fluctuation in physical and economic conditions continues into contemporary times. Many recent studies indicate that planned social change such as colonial and post independence development schemes in the so-called third world have had a profound negative effect on women's well being, livelihood and status.

This historical perspective delineates the need for considerations of the implications of development efforts on women's lives and upon the societal attitudes towards women.

Technical Perspective:

Training is a technology which is often used to accomplish the purposes of human development. Other development technologies include, for example, the so-called high technology of mining, construction, road building, fuel refining. These enterprises involve a low percentage of women in any capacity besides clerical and maintenance roles.

A counter trend promoted in poor and rural areas is low-level or appropriate technology. Such activities seem to involve more women in the production and distribution of products and services.

Education also has its "high" and "low-level" dichotomy. Parallel to other forms of technology, the highest levels of formal education in poorer countries are populated almost exclusively by men. The counter trend in education involves appropriate or village level technology such as nonformal education and localized training programs. These projects are less dominated by a centralized curriculum and are more responsive to the learners and participants.

Parallel to other forms of technology, appropriate level educational technology involves a higher percentage of women as trainer/facilitators and as learner/participants.

Methods of low-level appropriate educational technology involve responsiveness to learner-defined needs, shared decision making and authority and an emphasis on active learner involvement. These approaches seem an appropriate place to begin an exploration for women-responsive training designs.

We would now like to use these briefly explained three perspectives in a more concrete way.



2. In what ways has your life (of the lives of women you know) been like the life of the woman you just described?

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3. What problems do you (or the women that you know) have in common with the woman you described?

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4. Why do you think these problems exist?

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5. What can you do about these problems?

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6. Would women-centered training help accomplish this? If so, how?

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Historical Perspectives

Choose one of the women in this picture and describe how history and development have affected her choices, protections and constraints, activities, roles, production activities or opportunities.

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2. What skills or attributes did the grandmother need to be a valuable and productive member of the household?

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3. If you were the child's mother what skills, knowledge, opportunities or values would you try to teach or obtain for her to prepare the girl for her future?

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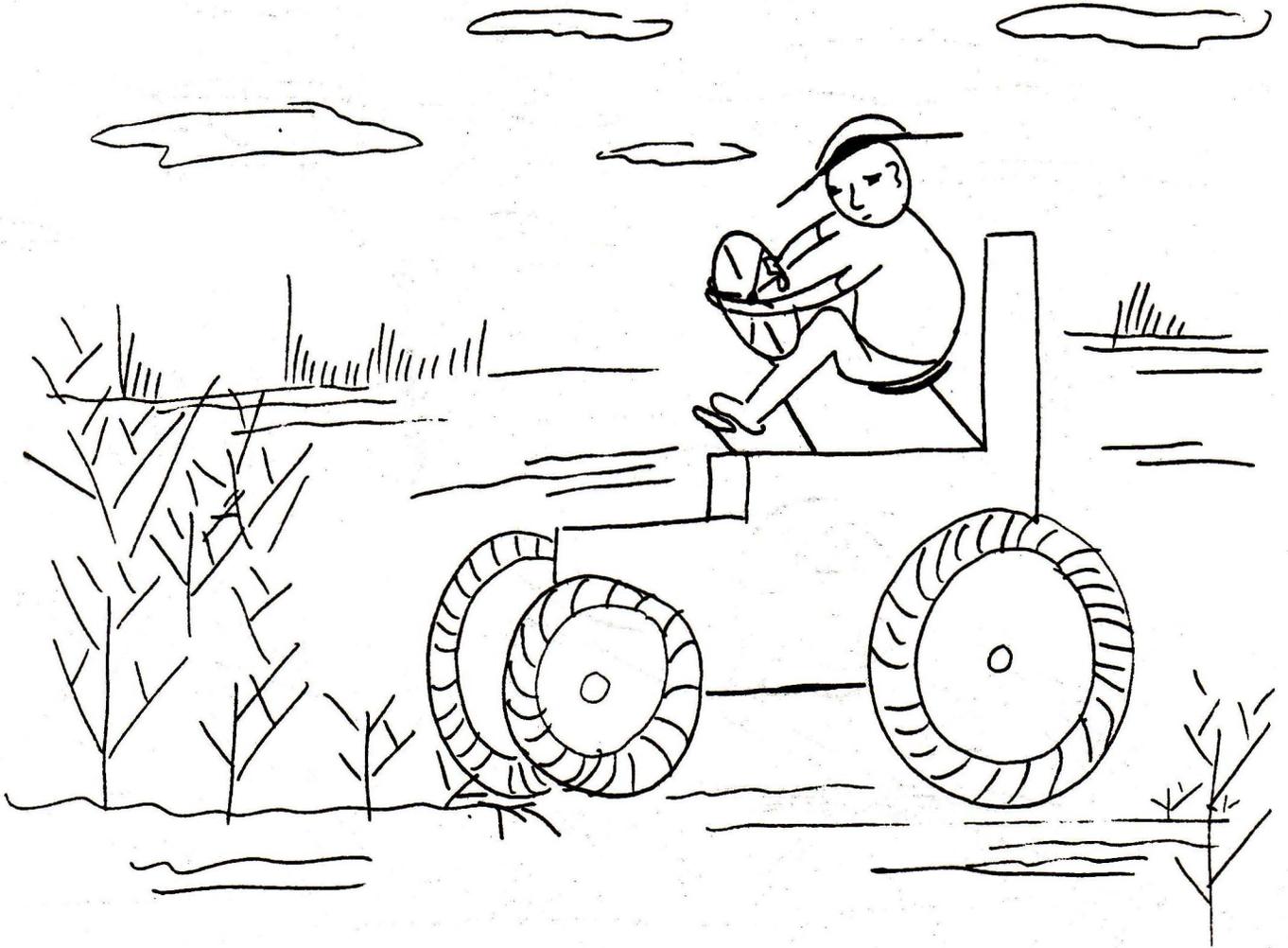
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Training Perspective:

We are all trainers and we have all done training throughout our lives: parent to child, sister to sister, friend to friend, colleague to colleague. Situations continually arise in which we help someone learn a skill, change an attitude or assist someone in obtaining information.

What is the method that you use when you train someone? Do you use a planned formal process or does most of your planning happen ad hoc? Each individual has her/his own particular means and style of training individuals and groups. The following three stories will help in the examination of your individual training style and methods.

Your bicycle has broken down after a long trip to the market and upon your return you repair it in the yard in front of your home. Maria, who lives next door, observes this, and asks you to teach her how to repair her bicycle.

What steps would you follow in planning to teach your next door neighbor Maria about bicycle repair?

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_

Did you include any of the following in your planning process?

- \_\_\_\_\_ goal statement
- \_\_\_\_\_ sense of time
- \_\_\_\_\_ limitations
- \_\_\_\_\_ content of training

Maria has bragged about your ability in the town. Five other girls have asked you to teach them how to repair bicycles.

What steps would you follow in planning the training of five girls?

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_

What, if any, are the differences between planning for training one girl and planning for training five girls?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Did you include any of the following in your planning?

- \_\_\_\_\_ Why do the girls need or want the training?
- \_\_\_\_\_ Did the girls have any prior skills or experience in repairing bicycles?
- \_\_\_\_\_ Where will you get the space or equipment to do the training?
- \_\_\_\_\_ How does this work affect your status in the community? How does the work affect your other responsibilities?

Your reputation as a trainer has spread! The YWCA has given you a grant of money to train girls for a bicycle repair co-operative in your town.

What steps will you follow in planning this training?

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_

What are the differences, if any, between planning for five and planning for a larger group of trainees?

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Did you consider any of the following in your planning?

- How will you motivate girls to join?
- How will participation in this program affect the girls?
- Has the content of your program become more "formalized?"
- Do you have any means of evaluating your program?
- If some girls drop out due to pregnancy and/or marriage how will that affect your on-going program?
- What new skills will you need to develop in order to manage this project?

Please review the planning steps you used for all three stories. Has a pattern emerged of a sequence of steps you use in planning for training? If so, please list your sequence or pattern below.

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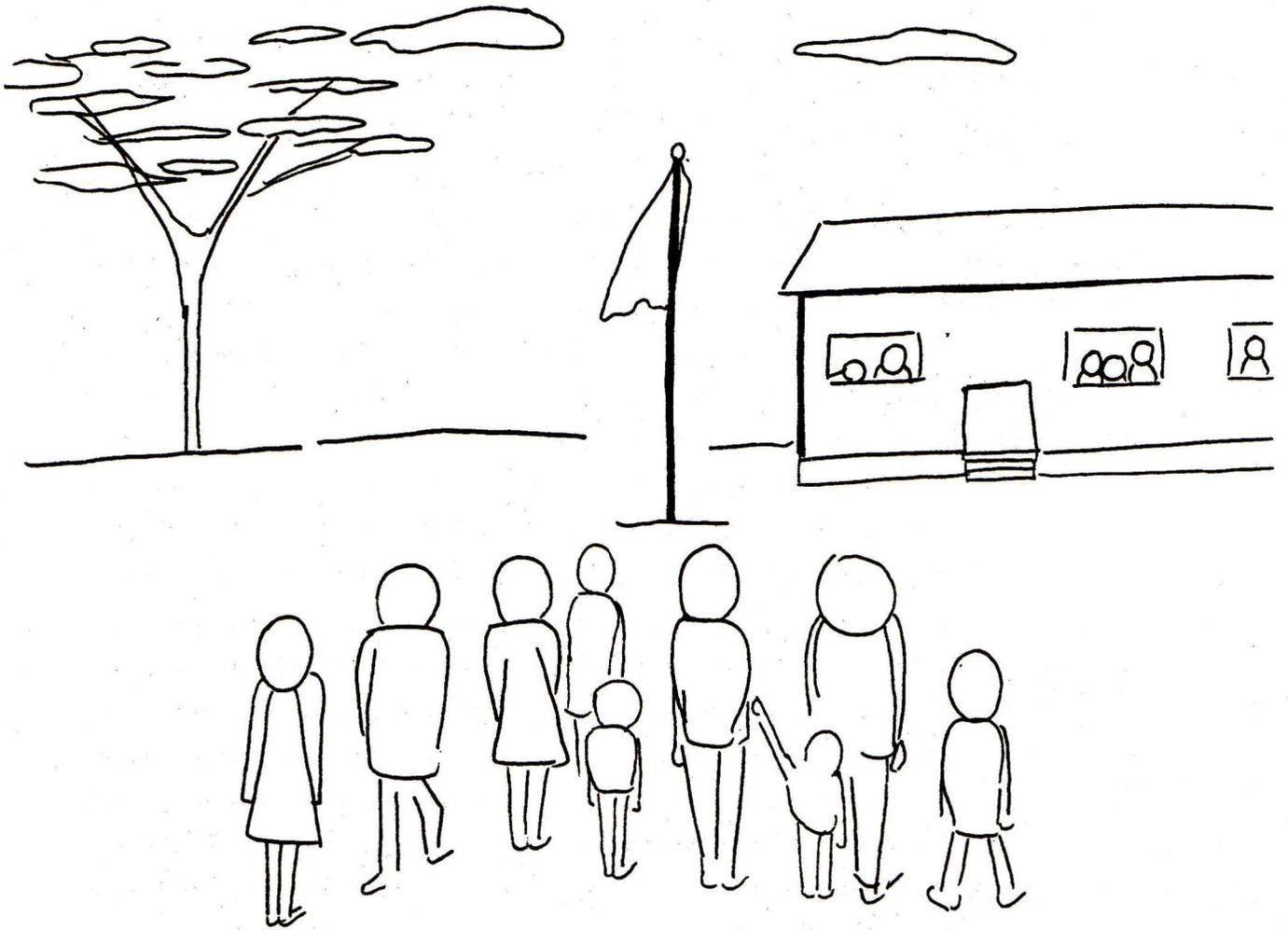
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This pattern is your individual training model. This model, like all others, has its strengths and limitations and reflects your individual experiences and your responses to particular situations.

Before introducing the model we use as the basis for a suggested women-centered training design we would like to have you think over a few questions stimulated by the stories themselves.

1. Do women in your area ride bicycles? If not, why not?
2. Do women in your area repair bicycles? If not, why not? How does bicycle repair add to the status of the woman in her environment? In her family?
3. What kinds of changes in women's lives would the added mobility provided by a bicycle bring?
4. Would the training program result in a female only co-op, which would be in competition with brothers', uncles', etc.' businesses?



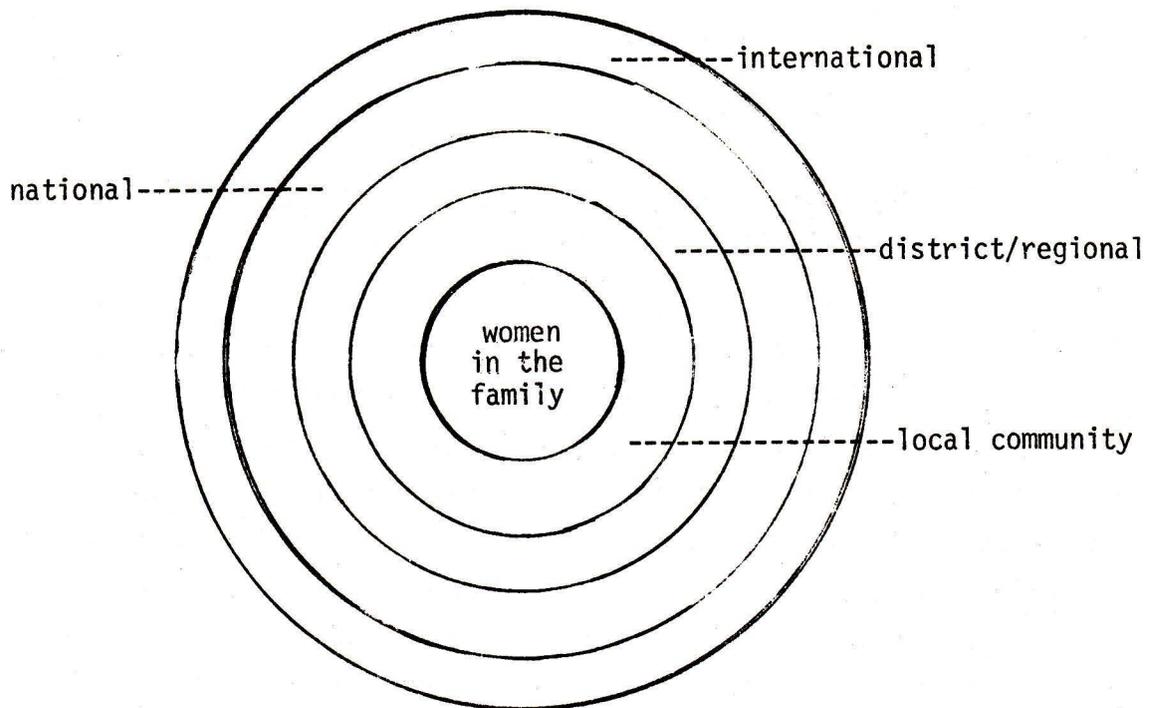


## SECTION II: A General Training Design Sequence for Women-Centered Training

In this section a general training design sequence is used as a format for a discussion of women-centered training. This design is not inherently women-specific; that is, there is nothing in the sequence of steps which restricts their use to female groups alone. The design could be used to develop training programs for any group on nearly any topic.

The issues which are raised and the techniques which are suggested in this section might fit with your own planning model. We encourage you to utilize your own designs and strategies and to use this planning sequence as a means for enriching your approach to women-centered training. The general training design sequence is abstract in that it is not derived from any one specific situation and in that each trainer must interpret the model for his/her particular situation.

The first major consideration in using the sequence to design women-centered training programs is the context within which the training occurs. Even a brief examination of some of the social, cultural, political and emotional factors which influence women and which are influenced by women is invaluable. Women's social matrix can be diagrammed as a series of concentric circles in which each circle interacts with the circles contained both inside it and outside of it. At the same time, each influences, in a slightly different way, both women's expectations and attitudes and choices as well as the attitudes and expectations generally held towards women.



### General Design Sequence

One critical dimension of the general design sequence is the participation of trainees and agency staff in the design and execution of the training program. Joint planning ensures that training programs cover topics which are pertinent to local agency needs and national priorities in a manner reflective of regional cultural values. Participation can occur in a number of ways and is an important part of each step in the general design sequence.

- \* Step 1 Assessment of needs, resources and constraints: In Step 1 program, agency, trainer, and trainee needs, resources, and constraints are examined and become the parameters and focus of the workshop.
- \* Step 2 Establishment of goals and objectives for the training program: By analyzing information encountered in Step 1 general workshop goals and specific trainee achievement objectives are formulated.
- \* Step 3 Development of trainee assessment methods: In this step strategies for assessing trainee entry and terminal skills are determined.

- \* Step 4 Development and sequencing of the training exercises and preparation of the materials: In Step 4 the actual events of the workshop are planned and sequenced and needed materials are developed or acquired.
- \* Step 5 (Conditional) Training of training staff: If the workshop is not to be led by members of the development team the people who will lead the exercises are trained at this juncture.
- \* Step 6 Workshop implementation: This phase includes a) trainee pre-assessment, b) workshop activities, c) on-going evaluation, feedback, and planning for the training program.

(See chart on following page.)

In this concluding section of the paper we will discuss three of these steps in greater detail: Step 1 - Assessment of Needs, Resources, and Constraints; Step 2 - Statement of Goals and Objectives; and Step 4 - Development and Sequencing of workshop materials.

#### Step 1 - Assessment of Needs, Resources and Constraints

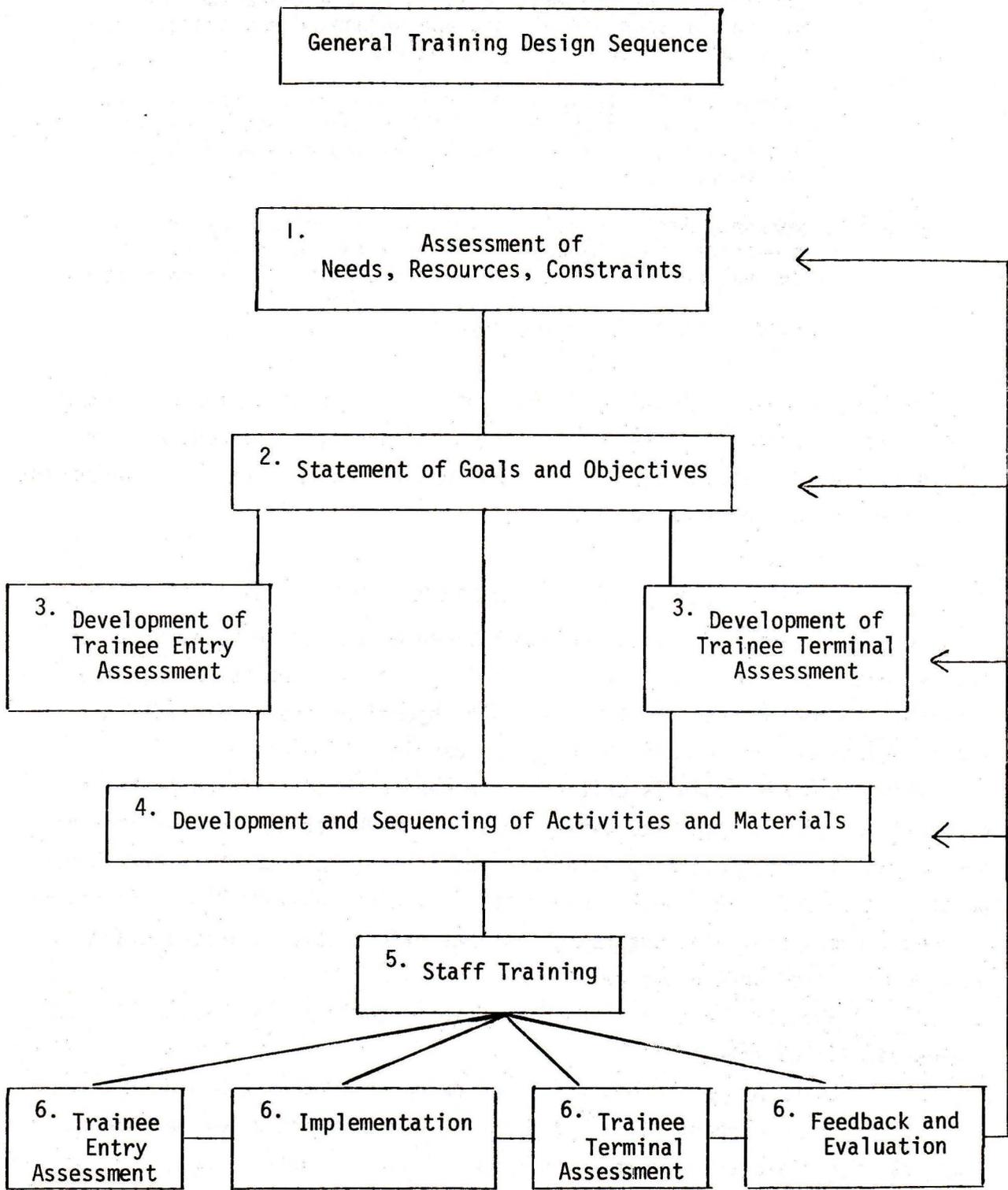
Briefly, a need describes the gap between a desired or ideal state and the current one. Resources are the materials, human energies, and talent available to accomplish specific goals and objectives and constraints are the circumstances and events which act as barriers to meeting goals.

This assessment step is critical to women-centered training programs. For generations women's needs and aspirations have been defined for her, her resources and resourcefulness undervalued and ignored, and the barriers to her participation and growth poorly understood. The discussion of the assessment of needs, resources, and constraints as they affect women-oriented training will be organized around two points:

A. TECHNIQUES for gathering information on women's and trainees' needs, resources, and constraints; and,

B. INTERPRETATION, or how the data collected is analyzed and utilized.

Beginning with point A, let us explore what techniques may be more appropriate for discovering what women need and have to offer. And, once we have identified some techniques, what special considerations should be made





1. Scenario #1

Mpho is working for a private service agency and has been selected from her peer group of field workers to be number two in the department after the recent restructuring. Her employer recommended her for that position. However, the headquarters in the United States is not in favor of a woman assuming that role and is not supportive although Mpho's supervisor feels she would benefit from further training.

Mpho has been having trouble assuming her new position of authority. She still perceives herself as part of a horizontal group and her former peers are hostile towards her because they perceive her above them. They feel she was promoted because she was a woman and not because of her competency although she does have a college degree and they do not.

Mpho feels she was not totally prepared for her promotion. Emotionally she was not ready; she felt she did not have enough experience and she felt she lacked the necessary skills. She has not been able to assert herself over the men below her and the secretaries who work in the office.

Her husband has not been very supportive in this situation either. He comes from a conservative family and feels she should come home and take care of their young son. Sometimes he calls her at work and tells her to come home to take care of their son who he says has fallen ill. Mpho feels guilty about this situation. She also feels she should have more children but because of her high blood pressure she is scared about becoming pregnant. She often becomes sick and has to take time off from her work to see the physician.

2. You have been asked to do a management training workshop for women employees of private service agencies in this area. As the person responsible for assessing trainees' needs, resources and constraints how would you fill out the grid on the following page?

	NEEDS	RESOURCES	CONSTRAINTS
Trainee			
Trainer			
Agency			

3. From your own experiences as an observer, what strengths and weaknesses can you identify for observation as a needs and strengths assessment technique? We have begun the following list with our own responses. Please add your responses to the starter list.

STRENGTHS

1. The trainer can begin to feel/experience what it is like to be a woman in that situation.
2. Technique is independent of trainee's verbal or written skills.
3. \_\_\_\_\_  
\_\_\_\_\_
4. \_\_\_\_\_  
\_\_\_\_\_
5. \_\_\_\_\_  
\_\_\_\_\_

WEAKNESSES

1. Observer uses own biases and background to interpret what is seen.
2. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
3. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
4. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
5. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

4. What implications do you think these factors have for assessing needs for women-centered training?

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Interviews, whether they are casual or structured around a formal set of questions, are another useful technique. Interviews can be conducted with individuals or groups. Discussions can be started by asking open questions or by asking the person(s) to respond to a photograph, drawing, or object.

Questionnaires can also be used with individuals as well as groups and are useful in collecting reliable basic demographic information about large numbers of people. It is important that questionnaires be well constructed and that those using the questionnaires be versed in collecting the data.

Any combination of these three techniques can help a trainer obtain information about women's and trainees' current and desired situations; materials, talents, energies, and enthusiasms; and the barriers women face in meeting their goals. No matter which technique is used, interpreting the information and deciding how to utilize it in a training program are always areas of concern.

There are several alternatives for sorting information on needs. One example is the grid like the one below.

WHO	NEEDS WHAT	FOR WHAT PURPOSE	ACCORDING TO WHOM
Village Women	Agricultural Information	to improve their garden plots	agricultural extension service
Trainees	Problem-solving skills	to improve their village self-help programs	themselves

After the sorting process has been completed, the next step is for training program designers to take into consideration the set quantity of training resources (including the often overlooked resource of trainee experience) and the situational constraints and make decisions as to which of the needs can best be met by the training program. We strongly urge you to make these decisions, whenever possible, in collaboration with representatives of the organizations requesting training as well as some of the trainees.

Once important needs which can be addressed through a training project have been identified, the next step is to specify how training can help meet that need. As mentioned earlier, one definition of a need is the gap between a desired or ideal state and a current one. Women frequently lack the skills and information needed to fulfill their needs. More importantly, women also often lack the less tangible affective factors--such as the supportive attitudes and emotional climate needed to bridge the gap between the ideal and the current. Training designers must then determine how knowledge and affective factors can best be combined in training services. The culmination of this process is the formulation of general goals and specific objectives for the training program.

NEED	FACTORS	GOAL
Problem-solving skills	Skills Knowledge Attitude Emotional Climate	Provide practice in analyzing situations and problem-solving in a supportive, low-risk climate.

### Step 2 - Statement of Goals and Objectives

Clear articulation of goals and objectives should be a careful and unhurried step in women-centered training design. Training designers often gloss over this step and begin planning training program activities without taking the time to formulate thoughtful and specific objectives. Being conscientious at this point is essential because the goals and objectives statements serve three extremely important purposes. They:

- (1) focus and define the parameters and aims of the program.
- (2) define trainee evaluation criteria
- (3) suggest the training curriculum (sequence of activities)

For example, if you have been requested to do a management skills training workshop for personnel in the Office of Women in the Planning Ministry and if one agreed upon need is for development planners to recognize women's contributions and incorporate women's efforts into their schemes, then one very general theme for your workshop might be the recognition and incorporation of women's efforts into development planning.

Once two or three general goals have been established, training designers must then describe a few specific objectives under each goal. The following will serve to illustrate this point.

**GOAL:** to recognize women's efforts and facilitate women's contributions to development through effective planning.

**OBJECTIVES:** 1) Participants will identify common problems of women in their country and ways development schemes can alleviate them.

- 2) Participants will raise questions relating to the impact of rural development programs upon the lives and values of rural women.
- 3) Participants will begin compiling a list of needs, aspirations, contributions to development and values of women in particular regions of their country.
- 4) Participants will draw up a draft plan for the next fiscal year which specifies ways in which women's efforts will be formally incorporated into overall development schemes.
- 5) Participants will establish an informal support system for people concerned with integration of women into development.

The above objectives are written from the perspective of the trainee. That is, the objectives describe what the trainees will be able to do during and after the training program. It is critical that the objectives describe some behaviors that the trainees will be able to apply immediately upon their return to their work at the office, field, or home. New skills, information and attitudes are reinforced and retained only if they are applicable to the day-to-day life of the trainees.

The scenario which follows is designed as an exercise in which you will be asked to establish goals and objectives for a workshop.

#### Scenario #2 (adapted from Wellin)

You have been requested to do a five day training program with 50 village health educators all of whom are women. As these women have already graduated from the national health agency's two year training program for rural workers, they have the technical information about disease prevention already. Most of the women have already been working for two years and are anxious to participate in a program which will enable them to be more successful in reaching and teaching village housewives to improve their health.

From the national public health service you have learned that they are attempting to encourage villagers to install latrines, burn garbage daily, control house pests, report communicable diseases and boil drinking water. These innovations imply major changes in thinking and behavior for villagers who have little

knowledge of the relationship between sanitation and illness. According to the health department water boiling is a necessary method of preventative medicine for these rural people. Unless they boil water patients who are "cured" of infectious diseases often return to village clinics within the month to be treated for the same illness.

A 2 year water boiling campaign conducted in a rural village persuaded only 50 housewives to boil water. From the agency viewpoint the local village health promoters had a simple task--to persuade the housewives of the village to add the water boiling to their pattern of behavior.

From observing and interviewing the health promoters you have learned that some reasons for the resistance to water boiling have to do with local values, other pertain to home schedules, the environment and the individuals involved. The health promoters identify women's schedules as the single most significant factor in the housewives' resistance to the water boiling campaign. The health promoters realize that women are too busy to adopt the recommended practices. Water boiling is out of the question due to a lack of fuel, hearth space, vessels and time. (The case study which appears on page 42, will provide you with more specific information gained when you follow Mrs. E. through her daily activities.)

The health promoters agree that they need to learn how to teach rural women about health practices. Please, identify or make up some needs, resources, and constraints that pertain to your five-day workshop.

NEEDS	RESOURCES	CONSTRAINTS

Now, please set one or two goals.

GOALS

1. \_\_\_\_\_  
\_\_\_\_\_

2. \_\_\_\_\_  
\_\_\_\_\_

For each goal please set 2-4 objectives. Remember to try to state your objectives in terms of what the trainees will do/be able to do at the end of the program. (If you need more information, see case study p. 42.)

OBJECTIVES

Goal #1

Objective 1 \_\_\_\_\_  
\_\_\_\_\_

Objective 2 \_\_\_\_\_  
\_\_\_\_\_

Objective 3 \_\_\_\_\_  
\_\_\_\_\_

Objective 4 \_\_\_\_\_  
\_\_\_\_\_

Goal #2

Objective 1 \_\_\_\_\_  
\_\_\_\_\_

Objective 2 \_\_\_\_\_

Objective 3 \_\_\_\_\_

Objective 4 \_\_\_\_\_

Case Study: One Day in The Life of Mrs. E  
(from Wellin's classic study  
"Water Boiling in a Peruvian Town")

Mrs. E. rises at 5 am and prepares breakfast, serving her brother and nephews who work as plantation field hands. She eats her own meal and then leaves the house to take breakfast to her aged father who has been working in the fields since 5:00 or 5:30. On her return route, she must collect wood for the hearth and fodder for fowl and animals. If her pre-school child is awake on her return, she dresses her, washes her, and sits her down for a morning piece of bread or cheese and a cup of tea. At some point Mrs. E. manages to shepherd her ailing mother to the breakfast table.

Now she shoos the child out of the way and really goes to work. She must wash the dishes; feed chickens, pigs, and a goat; take two or more trips to the well for water with a long coil of rope over her shoulder, a filler pail and two five-gallon gas cans; wet and sweep the dirt floor and the open sandy area in front of the house; slap and arrange the bedding; check several times on why her daughter is so quiet or why she is crying; listen to her mother complain of the heat as she sits in the sun and hear her deplore the cold when moved into the shade. Mrs. E. also manages to visit the homemade privy in the yard. And during the morning she has the almost daily little argument with her mother, who refuses to use the privy.

Now the sun is climbing high, the day's terrible heat has begun, and Mrs. E. thinks of the midday meal. She must shell corn or beans, grind peppers on a flat stone, pare potatoes, cut up squash, kindle the hearth fire, throw together a soup and make one of the several daily pre-meal trips down the road to the general store. After the others have been served, Mrs. E. sits down to eat.

During the baleful heat of the afternoon, all the dogs and some of the men take siestas, the children vanish, and only the flies and the women are awake. For an hour or more in the afternoon, Mrs. E. relaxes. The local hygiene worker, who knows individual schedules well, may drop in, or the visitor may be a female relative. Mrs. E. may even do some visiting herself to get away from her own kitchen and catch up on gossip.

Later in the afternoon, after one or more trips for additional water, wood, or fodder, Mrs. E. prepares the evening meal in time to serve it soon after sundown. She ends her day by crawling into the pallet beside her daughter once she has washed the meal's utensils, looked after her mother, prodded her daughter to bed, inspected the fowl and animals, and listened to her father's remarks on work and the hard life of the poor.

To generalize Mrs. E.'s daily schedule to other households, one would subtract a little pressure for those with older daughters at home or smaller families, and would add proportionately for those with more small children or larger families. On Saturday or Sunday and on at least one weekday the women vary their routine and wash clothes. On washdays Mrs. E.'s nephews are obliged to relieve her of fetching wood, although she compensates with more trips for water.

If training designers take time and establish goals and objectives carefully and clearly, the three purposes served by goals and objectives can be met. 1) Parameters and focus for the training program can be determined. 2) Trainee evaluation is simplified. If the objectives are stated in terms of the behaviors trainees will perform during and after the training program, evaluation is a matter of assessing whether or not they are able to perform those behaviors. 3) The workshop curriculum is outlined and scheduling becomes that series of activities most likely to result in the behavior described in the objectives.

### Step 3 - Developing and Sequencing of Activities and Materials

In this step, the training curriculum is determined and learning materials are identified, located and/or developed. In general, training designers examine each objective and decide upon a sequence of activities to be undertaken by the trainees. At the end of the sequence the trainees should have accomplished the specified objectives.

Training activities range from lectures (with or without visual aids such as overhead projections, slides, films, etc.), to group discussion in small or large groups, to individual and group skill practice sessions, to simulations, role plays, games interviews and so forth. A solid training program will employ a variety of activities and include several changes of pace.

It is helpful to remember that most adults learn poorly from lectures and other essential passive events and that active learner involvement is one key to successful training.

For women-centered training there are several special considerations beyond the few rules of thumb mentioned above.

### 1. Logistics

If there are women trainees participating in your program the time and place at which your training is held becomes an important factor in determining the women's degree of participation. Logistics become not only a question of holding the workshop at a time when women can attend without penalty, but also a question of not overburdening the women. Most women who work carry a double set of tasks as they have more domestic responsibilities than their male counterparts. It is important not to divide women's energies and tax her resources even further.

Location is a second factor to consider. Transportation can be a problem. And, in many places there are districts through which women may not travel in the evening without damage to reputation. Although it is possible and even desirable for young men to travel from village to village as part of a training program in, say, agricultural extension, there are many regions in which it would be unthinkable for a young girl to so travel. This prohibition does not mean that there is not a need for women agronomists, but rather that their training should take the boundaries created by a combination of culture and biology into consideration.

These logistical considerations can be taken into account by thoughtful scheduling. Training programs, for instance, need not be held at the same time everyday as women's schedules vary depending upon domestic factors (e.g., wash day, market day, etc.). A five day training program could meet at

different hours for three consecutive days, then again for one day the following week, and again for one day at another time.

Please, think of different scheduling options for a five day women-in-development training program for the people in your agency or organization.

Option #1 \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Option #2 \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Option #3 \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

2. Activities

A second consideration has to do with the kinds of activities women participating in your training program will be asked to perform. If group discussion is an important part of your program, and if the trainees are men and women, will the women speak out freely in the presence of men? Will they be under social pressure to acquiesce to men's opinions and defer their own?

In many areas it is considered rude to "put yourself forward" and volun-

teer ideas and opinions. Rules of conduct and etiquette are often stricter and more restrictive for women than for men. Are you designing a training program which expects women to behave rudely?

Designing for the active participation of women in a mixed group can be a difficult dilemma for a training design team. Here is a critical incident describing a training project. Would you have handled the problem any differently?

Scenario #3

Maria has been asked to do a program for administrators who work in an agricultural extension service. The service has a new program which hopes to spread technical information about gardening and animal husbandry to women farmers in the country. Maria has been asked to design a program for the central office administrative staff to explain the scope and purpose of the project and sensitize the staff to the special problems of women farmers. Maria has 30 trainees and two co-trainers. Of the 30 trainees, 10 are women.

Maria has tried group discussion, role plays and even a simulation but nothing seems to encourage the women participants to share their experiences and opinions. In discussing the problem, one of the co-trainers suggests that as women like to gossip, perhaps an activity could be arranged wherein "structured gossip" becomes a vehicle for the 10 silent women to express themselves. Although this suggestion makes Maria uncomfortable she agrees.

The next day Maria has the trainees divide up into groups of three. Being careful that the women are all in women only groups, she gives each group a "neighbor" (who is a woman farmer) to discuss. The groups are to comment on her problems, strengths and weaknesses.

Do you approve of this solution? \_\_\_\_\_

Do you think it will work? \_\_\_\_\_

Do you disagree with this solution? Why? \_\_\_\_\_

What would you have done differently? \_\_\_\_\_

Why do you think Maria felt uncomfortable with the suggestion? \_\_\_\_\_

As trainers and as women we felt uneasy with the complex and competing issues raised by this scenario. Gossip in so many cultures is a negative attribute unjustly used to characterize and ridicule women that we felt it a poor choice as a discussion starting exercise. Yet, it is an important part of most people's social interactions and accepting the negative value assigned to this activity (assigned by whom we wondered) seemed to ignore the several other levels of complexity revealed in this critical incident. We would especially enjoy hearing your reactions to this training exercise.

Hence, activities and materials for women-centered training must be developed with the understanding that to date little is known about how women as a special group or any group for that matter, behave differently and learn. Up to now the assumption has been that the kinds of activities which have helped men to learn new skills, information and attitudes will also be useful in helping women to learn new ideas or behaviors. This hypothesis may or may not be true. But it important to pay attention to women trainees, to observe the conditions under which they learn most freely, and to keep note of the kinds of activities which are successful.

### Conclusion

The concept of women-centered training is relatively new and reliable technology for accomplishing such training is as yet only being developed. In this document, we have tried to present some issues and methods which to us seem relevant to the purposes of women-centered training. In the first pages of this paper, we outlined four assumptions upon which women-centered training is based: that women constitute a separate class or "set"; that

women-centeredness is an important training design perspective for development programs; that training needs should be tailored to the specific needs, resources and constraints of each situation; and that training should result in concrete plans or products that include clear indications of the next action steps. Those assumptions were followed up by activities which were intended as exercises to involve the reader, to encourage you to think about women-centered training--not only silently, but out loud as well.



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