

## Development Project Management Institute Plus Deliverable

From: Ben Nebo

To: Dr. Beryl Levinger

Subject: Facilitation Plan—Camp GLOW

Date: August 2010

DMPI Module: Three—Facilitating Participatory Development

---

*[The following report contextualizes the attached Facilitation Plan. First, the report provides background information on the organization that asked me to facilitate an assessment training, Camp GLOW—Malawi. Next, the report summarizes the facilitation session. Last, the report evaluates the facilitation session and connects it to development project management concepts.]*

### Organizational Background

In 1995, Peace Corps—Romania ran a women's empowerment camp. Entitled Camp GLOW (Girls Leading Our World), the camp aimed to remove gender barriers to success. After witnessing Romania's improvements in gender development, Peace Corps—Washington encouraged other Peace Corps countries to implement women's empowerment camps. In 2003, Peace Corps—Malawi began running Camp GLOW. Since then, Camp GLOW—Malawi has helped empower over 300 young Malawian women.

Health data suggest that young Malawian women need empowerment programs like Camp GLOW. The average Malawian woman's life expectancy is 39 years. A maternal mortality rate of 510 maternal deaths per 100,000 live births<sup>1</sup> and an HIV prevalence rate of 17 percent in young women (15-24 years)<sup>2</sup> drive this low life expectancy. Women's large genital mucosal surface and their lack of power to negotiate for safer sex are some biological and cultural factors that drive this high female HIV prevalence.

Along with having a shorter life expectancy and a higher disease burden, Malawian women also bear the burden of care. This burden begins during pregnancy, with the average Malawian woman experiencing six live-births, and continues during child-rearing. Early marriages and negative cultural practices such as initiation ceremonies, which encourage premarital sex, drive high birth rates. These two factors also force young women out of school and, consequently, suppress female literacy. A 54 percent female literacy rate further degrades Malawian women's status and forces women to rely on men for their economic needs.<sup>3</sup> Women's over-dependence on men for their economic needs reinforces the low social status that Malawian culture ascribes them. Power, then, is consolidated in male hands. The ratio of female to male held parliament seats, at one to four, is just one example of male dominance.<sup>4</sup>

---

<sup>1</sup> United Nations Development Program (UNDP), "Malawi: Country Profile and Human Development Indicators" 2010 Report, <http://hdrstats.undp.org/en/countries/profiles/MWI.html>.

<sup>2</sup> UNDP, "The Malawi Human Development Report" (2005), p. 8

<sup>3</sup> UNDP, 2005

<sup>4</sup> UNDP, 2010

Camp GLOW—Malawi combats these vicious, pernicious, and cyclical drivers of stunted female development. Camp—GLOW Malawi gives young women the knowledge, skills, and attitudes needed to be agents of change who will help develop their nation. With the theme “I’m Gonna Stand,” Camp Glow—Malawi 2010, which ran from August 8 to 14 at the Malawi Entrepreneurial Development Institute, strengthened the self-awareness and self-esteem of 70 young Malawian women. Camp participants also improved their leadership and goal-setting skills. Additionally, the camp provided critical life-skills training that imparted young women with health education and career knowledge.

Camp GLOW—Malawi 2010 also connected participants to local career resources and invited prominent female politicians and business leaders to interact with participants. Most notably, the Vice President of Malawi, Joyce Banda, closed the camp with a motivational keynote address. The camp also provided ample opportunities for cross-cultural exchange between young Malawian women and Peace Corps volunteers.

### **Rationale For Facilitation Plan: Community Assessment Training**

As a member of Peace Corps—Malawi’s Health sector, I helped run Camp GLOW—Malawi 2010. My main contribution to the camp was training six Junior Counselors in community assessment. Instead of simply lecturing participants about participatory assessment tools, I followed DPMI Module Three’s example and led participants through a simulation.<sup>5</sup>

The simulation, which took place on 12 August 2010, created an enabling environment for six young women to use participatory assessment tools. The six participants (1) prioritized a problem from the myriad issues young Malawian women encounter; (2) analyzed the said problem; and (3) designed a project that would help alleviate the problem. During the simulation, participants learned to use the following participatory assessment tools: Three-Four-Three, Card and Chart, Problem Identification and Ranking Matrix, Pair Wise Ranking, Problem and Solutions Trees, and Voting Beans.

### **Simulation Reflection: Connections to Development Project Management**

I used these assessment tools and DMPI Module Two’s concept of the group decision making process to transition participants from divergence to convergence. After introducing myself and stating the training’s three objectives, I gave participants the “3-4-3” paper matrix and had them brainstorm prevalent problems young Malawian women face. One participant then read the responses written in the “3-4-3” matrix while another wrote two-word-problem-summaries of each response onto index cards. I then lead participants through a “Card and Chart” activity that combined similar cards while eliminating irrelevant ones.

Next, yet another participant categorized the remaining index cards with problem statements into three categories: “most serious,” “serious,” and “less serious.” All participants then voted on whether each card was placed in the correct category. Those dissenting from the original categorization were allowed ample opportunity to change the status quo. After hearing dissenting opinions—there were many—the group revoted.

---

<sup>5</sup> See the Facilitation Plan in Appendix A

Having established each problem's level of severity, the group had a different participant categorize the same cards with problem statements into three categories: "getting worse," "staying the same," and "getting better." Again, participants had ample time to adjudicate minority reports. They then revoted on the categorization of each card. When this process ended, participants had successfully decided which problems were "most serious" and "getting worse." Participants, thus, achieved the session's main objective: to create a "Problem Identification and Ranking Matrix." This process ran thirty minutes over its allotted time, and thus reminded me of DMPI Module Three's emphasis on the importance of time management.

When participants completed the said matrix, I helped them further narrow down the remaining problems. These problems were closely related. A few participants, however, wanted to select the problem that they had originally proposed. To avoid a stalemate, I advised participants to find the best entry point for their proposed intervention. To do this, I led participants through a "Pair-Wise Ranking" of the "most serious" and "getting worse" problems against each other.

After participants selected a priority problem, I helped them construct a problem tree to analyze the problem: young women's poor educational performance. I first asked participants to explain the various parts of a tree: trunk, fruits, and roots. I then made DMPI Module One's analogy of comparing a priority problem to the trunk of a tree; if participants wanted to cut down the tree, they then had to attack the roots that nourished the entire tree. Before participants could work on cutting down the tree, they had to first identify its' roots. Participants, thus, identified the roots that nourished the priority problem. As noted in DPMI Module One, many of the priority problems that were not selected returned as root causes of the chosen priority problem. Next, when participants restated root causes, such as poverty, as consequences, I helped them reframe these as "falling fruits": matured consequences.

After completing the "Problem Tree," participants converted it into a "Solutions Tree." They did this by writing the future positive state of each statement found at the root, fruit, and trunk levels of the "Problem Tree." Participants then used bans to vote on which root cause, and its corresponding positive outcome, they (a) had the capacity to change and (b) saw as the main driver of the problem. Using just ten minutes of discussion, participants voted for the root they felt best met this criteria: young women receive additional tutoring. During the session's final thirty minutes, participants created a work plan that stated the tasks they needed to complete to achieve their chosen positive outcome.

## **Appendix A**

### *Community Assessment Training Facilitation Plan*

*Date:* August 12, 2010

*Location:* Malawi Entrepreneurial Development Institute

*Participants:* Six Camp GLOW Junior Counselors

*Facilitator:* Ben Nebo, Peace Corps volunteer—Health 2009

#### **Objectives:**

By the end of this three hour session participants will have:

- Selected a priority problem they would like to address;

- Analyzed some of the causes of the priority problem;
- Designed an intervention to help alleviate the problem;
- Learned to use seven community assessment tools; and
- Understood community assessments from a participant’s point of view.

Activity (Minutes)	Description
Introduction (5)	Review objectives and create group norms
3-4-3 Matrix (15)	Brainstorm problems
Card and Chart (20)	Group and “eliminate” problems
Problem Identification and Ranking Matrix (10)	Select “most serious” and “getting worse”
Pair Wise Ranking (10)	Select priority problem from
Snack Break (10)	Rest and recharge
Problem Tree (30)	Analyze the priority issue.
Solutions Tree (15)	Identify desired positive change
Voting Beans (10)	Select entry point to combat problem
Action Plan (30)	Identify tasks, people, and materials