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EVALUATION OF USAID/TUNISIA'S SILIANA RURAL DEVELOPMENT PROJECT,
AND THE SAVE THE CHILDREN FOUNDATION PROJECT

Prepared for:

JSAID/Tunisia

By:

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Under Contract:

AID/SOD/PDC-G-0190

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I. INTRODUCTION

A. Scope of Work

Under Indefinite Quantity Contract No. AID/SOD/PDC-C-0190 Practical Concepts Incorporated was hired to evaluate USAID/Tunisia's:

- Siliana Rural Development Project (664-0285); and
- Save the Children Grant (AID/NE-G-1438).

B. Evaluation Team

The team PCIchose to do the work in Tunisia consisted of Tom McKee and Roger Popper. The Tunisian team referred to in Article II of the Scope of Work consisted of the following employees of Tunisia's Centre National d'Etudes Agricoles (CNEA): Mohamed Echebane, M'hamed Zeghidi and Sabah Mtibaa.

C. Work Schedule

Week One: Tom McKee arrived in Tunisia on September 17th, and spent the first week training the Tunisian team in the Logical Framework (See Article II of the Scope of Work) and interviewing people connected with the project in Tunis.

Week Two: Roger Popper joined Mr. McKee on September 24th, and on September 25, in the company of Arthur Dommen (the project's on-site manager) traveled to Makthar in Central Tunisia. Then, together with the Tunisian team, McKee and Popper spent a day with the staff of Save the Children, and two days in the field visiting 6 Save the Children projects, and talking with project participants and beneficiaries.

Week Three: After a week-end in Tunis the team returned to Makthar and spent 3 days visiting sub-projects of the Siliana Rural Development project, and talking to participants and beneficiaries.

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EVALUATION SCOPE OF WORK

ARTICLE I - TITLE

Evaluation of the Siliana Rural Development Project. 664-0285 and Save the Children OPG Grant AID/NE-G-1438.

ARTICLE II - OBJECTIVE

To provide technical guidance in the field of evaluation to a team of Tunisian officials and USAID/Tunisian direct-hire personnel which will be conducting a completion of project evaluation for the Siliana Rural Development project and a mid-term evaluation of the Save the Children Community-Based Integrated Rural Development project.

ARTICLE III - STATEMENT OF WORK

In accomplishment of the above, the Contractor shall provide two members of an evaluation team, the team leader an evaluation generalist, which shall conduct the above evaluation.

A. The purpose of the evaluation is threefold:

1. To fulfill a requirement for a final project evaluation of the Siliana RD project and an evaluation to determine whether or not a requested extension of the SCF project is justified.
2. To investigate whether these projects are making progress toward achieving the goal of increasing incomes and generally improving the quality of life of the rural poor in the three delegations of Makthar, Kesra, and Rohia.
3. To determine whether these projects are making progress toward achieving the purpose set forth in the AID Fiscal Year 1978 sub-mission to the Congress, namely:

QUOTE: To promote change and improvement in a rural region of Tunisia, and to develop local institutional capabilities for sustained self-development which are replicable in other rural areas of the country. The project will stimulate agricultural and small industry activity in Siliana province and, at the same time, extend to the population selected social and other governmental services. In seeking to increase productivity and in improving the quality of life in remote rural areas, emphasis will be placed on involving the indigenous population.

B. Areas of Investigation:

The evaluation will study the two core projects (0285 and 0307) and their adjuncts designed from the start to be integral components of USAID's rural development effort in the project area. Such adjunct projects are: 0296 - rural community health; 0299 - Care/Medical Wells OPG; 0305 - roads and bridges (loan T-052).

TABLE 1 (Continued)

C. Measurement:

Progress will be measured by the objectively verifiable indicators listed in the project paper, in the case of the Siliana RD project, and in the referenced grant, as amended, in the case of the OPG; by those indicators that the evaluator deems relevant; or by the indicators in a logical framework, in preparation, on the basis of experience gained in these projects.

The two questions to be asked are:

- . Are outputs being produced as indicated?
- . Are the projects cost-effective?

In determining the above, the evaluation team will take note, among other things, of the following:

1. Techniques used or steps taken that were particularly noteworthy, and should be publicized because they are worthy of replication, with or without adaptation, or should be changed because they are counter-productive and wasteful.
2. Problems encountered in project implementation, and ways of avoiding similar problems in the future.
3. Potential opportunities for success in rural development project opportunities, in line with the intention of the designers of the project, to make it a pilot project in rural development in an especially disfavored region.

D. Strategy:

The team will make use of basic documents in USAID files and such reports he or she requests. The team will make use of interviews and discussions with USAID staff, the SCF project director, and GOT personnel at the regional and local levels, with individuals and families among the target population, and with others having knowledge of the project operations and impact.

The team will spend as much time as is feasible in the project area since that is the location where he/she will gain the most accurate idea of project operations and effects on the target population.

ARTICLE IV - REPORTS

The Contractor will complete a draft final report of the project before his/her departure from Tunisia. This report will be furnished in five (5) copies to USAID. One copy of the final report shall be delivered to each of the following AID/W offices: DS/RD and DS/DIU/DI.

ARTICLE V - LOGISTIC SUPPORT

USAID/Tunisia will provide office space and transportation within the cooperating country (including the use of an official vehicle).

Week Four: On October 5 McKee left for the United States, and Popper stayed on to write this report.

D. Sub-Projects Visited

Sub-Projects Visited include:

- Save the Children:

Ras El Oued	- Residential roof improvement
Beze	- Irrigation and Community Center construction
Oued Ouzefa	- Irrigation
Douar El Achrak	- Irrigation
El Marthoum	- Rug weaving for widows
Djebel/Skarma	- Rug weaving for widows.

- Siliana Rural Development:

Range Management	-Hababsa,
Bee-keeping	-Kesra
Fruit tree nursery	-Makthar
Penetration road	-Makthar-Hababsa
Artificial Catchment Basins	-Several in the Hababsa area
Sheep dipping vats	-Between Makthar and Hababsa
CARE-Medico wells	-Several

E. Evaluation Focus

As a focus for the evaluation, the FCI team concentrated on two action questions of importance to USAID/Tunisia:

1. What aspects of the Siliana Rural Development Project should the Central Tunisia Rural Development project (664-0312) build upon?
2. Should USAID/Tunisia continue to support the Save the Children Foundation project? If so, under what conditions?

Order of the Report

The evaluation report is ordered as follows:

- The Siliana Rural Development project as a whole;
- Agricultural pilot experiments;
- Non-agricultural components of the Siliana Project;
- Save the Children Foundation project;
- Recommendations.

II. THE SILIANA RURAL DEVELOPMENT PROJECT AS A WHOLE

In this chapter the Siliana Rural Development Project is evaluated as a whole. Sections in the chapter are:

- 1) An overall project portrait;
- 2) Measures of Purpose level achievement;
- 3) Relative cost-effectiveness of sub-projects;

In succeeding chapters we evaluate the individual sub-projects in detail.

A. An Overall Project Portrait

The Siliana Rural Development Project is complex and contains over 30 sub-projects. Ways to view the project as a whole are to classify the sub-projects by type (agriculture pilot experiment, potable water, etc.), by budget size, and by geographical location. Table I shows sub-projects classified by budget and sub-project type. And Table II shows sub-projects classified by geographical location and sub-project type.

Things to notice are:

1. The Save the Children component is not just one sub-project, but encompasses 17 of its own sub-projects.
2. Although the Purpose of the Siliana project, according to the Project Paper, was "Study and test selected characteristics of the production-related/social/institutional environment" over 60% of the budget was spent on road construction (primarily a highway between Makthar and Hababsa), and potable water projects.
3. Although the project was meant to "study and test", only \$54,000 (less than 1%) were spent explicitly for data collection and analysis.

SUB-PROJECTS CLASSIFIED BY BUDGET AND TYPE

Project Components Ranked By Budget Size	Roads	Potable Water	Socio- Cultural	Ag. Pilots	Other
1. Roads & Bridges \$3M + \$125,030	x				
2. SONEDE Water \$777,400		x			
3. Save the Children \$617,000			x		
4. CARE/Medico Wells \$316,500		x			
5. Participant Travel \$136,000					x
6. Hababsa Water \$126,000		x			
7. Ag. Equip Depot \$84,725					x
8. Range Management \$78,500				x	
9. Bee-Keeping \$78,400				x	
10. Project Manager \$62,000					x*
11. Artificial Catchment Basins \$59,000		x			
12. Social Projects (Construct- ion) - \$56,000					x

* Shared by several sub-projects.

Project Components Ranked By Budget Size	Roads	Potable Water	Socio-Cultural	Ag. Pilot	Other
13. Data Collection \$54,000				x	
14. Extension Improvement \$21,000 (Landrovers)					x*
15. Genie Rural Wells & Springs \$19,000		x			
16. Fruit Tree Nursery \$17,250				x	
17. Medicago (Alfalfa) \$8,500				x	
	3,125,030	1,297,900	617,000	237,750	359,725

* Shared by several sub-projects.

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B. Measures of Purpose Level Achievement

The Project Paper for the Siliana Rural Development Project contains the following measures of project success (Purpose level indicators):

1. Data developed on most advantageous crops and/or livestock production modes for project area.
2. Non-agricultural, income-generating alternatives identified.
3. Data developed on social cultural factors affecting agricultural and non-agricultural choices, including roles of women and men, adults and children.
4. Determination of desirable, or at least minimal social services necessary for success of rural development in area.
5. Identification of key institutional and governance requirements for RD program.
6. Demonstrated increase in province-central government cooperation in rural development effort.
7. First steps taken by GOT and USAID in Phase II definition and preliminary implementation.

In general, the above objectives were met only very partially because 70% of project resources were spent on building roads, and on providing potable water (See page II-2, II-3)

In the following we will treat the indicators one by one.

1. Data developed on most advantageous crops and/or livestock production modes for project areas. Almost no data has been collected by the project on the performance of agriculture pilot projects. This is due in part to AID's inability, perhaps the impossibility, of finding a full-time, French and Arab speaking, U.S. citizen, steppe-zone agronomist. Chapter III of this report makes an attempt to fill in the data gap with regard to Range-Management, Bee-keeping and Fruit Tree Nurseries. And we suggest some areas the merit formal study.

2. Non-agricultural income-generating alternatives identified.

Only the Save the Children component of the project has experimented at all, or examined, non-agricultural income generation. SCF has begun rug-weaving groups in 4 villages. Rug weaving is a major industry in Tunisia, and is not new to the region. Therefore the project must receive a "o" here.

3. Data developed on social cultural factors affecting agricultural and non-agricultural choices including roles of women, men, adults and children.

Considerable effort has been directed at this area, but the lessons for project management are not made explicit or collected in one document. Information on socio-cultural factors can be found in the CNEA* socio-economic survey of the Hababsa region (Monographie de Hababsa; Etude Socio-economique d'un Secteur Rural, July 1978); and in the Save the Children self-evaluation materials (See the appendices to this report). The CNEA report covers:

- Geographical and cultural background;
- Demography
- Capital assets
- Land tenure
- Agricultural inputs and markets
- Labor use and costs
- Revenues of production/consumption entities
- Socio-cultural aspects of the region.

4. Determination of desirable, or at least minimal, social services necessary for success of rural development in the area.

The only work directed at social service needs are the Save the Children village baseline surveys (Examples are in appendix B&D)

* Centre National des Etudes Agricoles.

This work needs summarizing to be of use to planning on a regional level.

5. Identification of key institutional and governance requirements for an RD program.

To our knowledge, no resources have been explicitly directed at this issue. Interviews of people working in the Siliana project would probably fill this gap.

6. Demonstrated increase in province-central government cooperation in rural development effort.

Clearly the Siliana project has increased GOT activity in Central Tunisia. But it is not clear that:

- The activities were directed at rural development;
- Cooperation between province and central government has increased.

Major central government activities in Central Tunisia which were financed by AID are:

- A \$3,000,000 highway between Makthar and Hababsa (For details and comments, see page IV-1).
- 11 potable water distribution systems in towns larger than 500 (See page IV-3).

7. First steps taken by GOT and USAID in Phase II definition and preliminary complementation. Phase II, the Central Tunisia Rural Development Project, is certainly underway. Project Papers have been written, agreements signed, contractors and a Project Director chosen. However Phase I, the project evaluated here, can take no credit for the above series of events. According to everyone the PCI team has talked to, Phase II has been developed

independent of Phase I. A quick reading of the Central Tunisia documents shows no obvious use or reference to the Siliana project experience.

C. Relative Cost-Effectiveness of Sub-Projects

There is very little basis for making cost-effectiveness assessments for the sub-projects of the Siliana Rural Development Project.

However questions have been raised about cost-effectiveness, particularly regarding the Save the Children sub-project. Below we have compared Save the Children costs per active project participant with the same costs for other sub-projects.

Save the Children

\$617,000 divided among 637 direct participants = \$953

Range Management Pilot Project

\$78,500 divided among 50 direct participants = \$1,370

Bee Keeping Pilot Project

\$78,400 divided among 104 bee-keepers = \$754

Such comparisons are of limited value, since the value received per participant is not equal across sub-projects. The figures tell us, at least that Save the Children costs per participant are "in the same hall park" as costs for the other sub-projects.

Two notes on cost-effectiveness:

1. To get cost per beneficiary, one might divide cost per participant by 4.
2. The above figures are calculated on total budgets; whereas only 2/3 or so of the budgets have been spent. Save the Children will have more participants (about 1000 they claim) by the end of the project, and therefore lower participant costs (about \$600 if their claim is correct). Range Management and Bee-keeping do not plan more participants.

D. Implementation Delays

The evaluation Scope of Work shows special AID/Washington interest in the delays that have accompanied various components of the Siliana Rural Development Project. A thorough account of the project's bureaucratic vicissitudes can be found in "Final Report: Project 0285 and Adjunct Projects" by Arthur J. Dommen who was the Project's on-site manager. In the following paragraphs we have excerpted from his report explanations for the more serious delays.

CARE/Medico Wells: It took five months, from December 1976 to May 1977, to negotiate a three-way agreement among CARE/Medico, the Governorate of Siliana, and the Ministry of Public Health.

Hababsa Water Project: It took eight months, from October 1975 to June 1976, to shift from an expensive government plan (storage tank, public tap, pipeline to spring = \$225,000) to a less expensive, Dommen-AID supported plan (7 storage tanks, mobile cisterns pump = \$126,000):

Roads and Bridges: Imposition of GOT technical standards, and then AID technical standards, postponed road building from 1976 to November 1978, and jumped cost from \$500,000 to over \$3,000,000. (Along the way it was decided that loan money was available).

Save the Children Foundation: Implementation of this component was postponed until April 1977 due to skepticism within AID/Tunisia about the appropriateness of SCF's community development strategy. Then it took 4 months until August 1977, to award the grant to SCF. And then it took 8 months, until April 1978, for SCF to get authorization from GOT to work in rural Tunisia. (During the last 7 months USAID was paying the salary and house rental of the SCF project director while he waited in Tunis for permission to start work in Central Tunisia).

Rural Health: As part of the project, USAID Tunisia designed a health component comprised of a 3 man medical team based permanently in Makthar. However, apparently due to contracting troubles in Washington, D.C., the team never showed up. Meanwhile the Mission's health officer left Tunisia. End of story?

Comment on the Appropriateness of Including a "Delays Study" in Our Scope of Work

Frankly, we feel that a study of implementation delays lie outside the evaluation function and inside an audit function. Too many "evaluations" spend too much time on bureaucraties, and not enough time on issues of strategic, policy, and development importance.

It is not that we don't think delays are important, but that we are the wrong people to study them. Bureaucratic actors are too multitudinous, and relations among them too complex for a visiting evaluation team to understand. If we had received the Scope of Work before arriving in Tunisia, we probably would have tried to eliminate the "delays study".

III. AGRICULTURAL PILOT EXPERIMENTS AND DEMONSTRATIONS

The original purpose of the Siliana Rural Development project was to "study and test selected characteristics of the production-related social/institutional environment". However, as noted in Chapter II:

- Most project resources were diverted to roads and potable water;
- Little effort has been directed at "studying"; and
- Not all the agriculture pilot projects are far enough along to warrant such study.

Obviously, given the time and resources available, the PCI team could not do rigorous studies of the agriculture experiments. However, based on interviews, documents, and logic, we did the following analyses. Each analysis contains: a project portrait, comments on probable impact, some interpretation, and a recommendation.

A. Range Management \$78,500

Portrait

Range Management has two components:

- 1) Fencing, seeding and rotating use of range land to allow rejuvenation of grazing resources;
- 2) Cactus planting in the semi-desert, for harvesting and use as forrage during the winter.

Impact

The second activity is just getting under way. According to the Forest Service, the first component serves 2000 head of sheep owned by 50 families, who use the pasture during the 2 driest months of the year. (\$1,370 per family).

Interpretation

The Forest Service wants surrounding farmers to adopt the fencing/

rotating strategy, but there is no spread yet because (according to a Forest Service expert):

- 1) The fenced pasture does not look convincingly better than non-fenced areas;
- 2) The farmers have too little land to allow rotating;
- 3) Fence material is expensive;
- 4) Farmers would rather raise wheat than sheep.

The Forest Service is thinking of solving the problem by allowing farmers to continue to occupy and use public lands only if the fencing/rotating strategy is followed.

Recommendation

Based on the Siliana experience, there is no obvious justification for further investment in range management.

B. Bee Keeping \$78,400

Portrait

The bee-keeping component consists of a research and demonstration station in Kesra, and 104 bee-keepers who receive the center's services. The services consist of distribution of traditional and improved hives and other bee-keeping equipment, and instruction in bee-keeping.

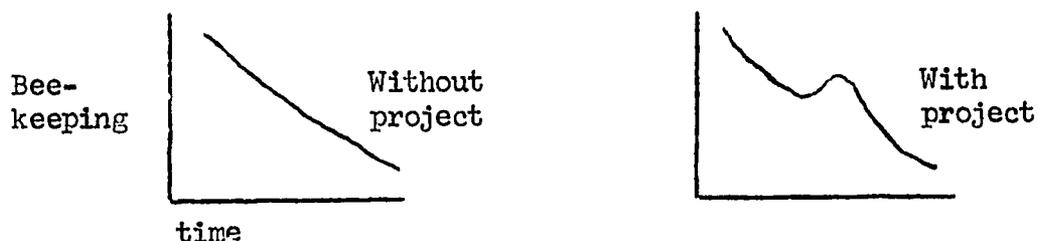
Impact

According to the center's records, there were 720 full hives among clients before the project; whereas now there are over 1,000. Only 7 of the 104 users are new to bee-keeping. (\$154 per bee-keeper, \$11,200 per new bee-keeper).

Interpretation

Bee-keeping is a dying tradition in the project area, and most of the clients are relatively old (45-50). The center, therefore, is only

slowing a declining function unless it can attract new, young beekeepers. Implication:



Recommendation

Further efforts in bee-keeping must be directed at introducing new people to bee-keeping. A school teacher in Kesra has taught bee-keeping to 135 boys so far, but only 20 of the boys have hives at home. Perhaps this is an area where Save the Children Foundation can contribute to turning a pilot project into a development project.

C. Arboriculture (Fruit Tree Nursery) \$17,250

Portrait

In Makthar there is an orchard with about 5,000 cherry, apple and pear saplings. The saplings will be sold starting in December, 1980 for between \$3 (US) and \$5 (US) each.

Projected Impact

Promotion of fruit trees as an alternative to wheat will be carried out by 25 extensionists. Promotion will be informal. Estimated demand, based on requests received, is 200 hectares a year. They estimate 1500 potential fruit growers on 15,000 to 20,000 hectares.

Interpretation (Questions that need answering):

- 1) No one seems to know whether a tree nursery is more or less expensive than shipping trees in from elsewhere.
- 2) Can only relatively wealthy farmers raise fruit? Fruit trees require water, and pumps for irrigation cost money.

Recommendation

- 1) The above two questions must be rigorously answered as a requirement for further investment.
- 2) Save the Children Foundation may be able to help develop community interest and participation.

D. Sheep Dipping Vats \$35,000

Portrait

The purpose of bathing sheep and goats once a year in anti-parasite solution is to cure them of scabies which damages both meat and wool. USAID money was used to finance

- Construction of 10 vats spread throughout the Makthar, Kesra and Rohia regions
- A campaign in 1979 during which 26,000 head of sheep and goats were dipped.

Impact

The rationale behind funding the 1979 campaign was to convince the GOT to do the same in following years. It remains to be seen whether CTDA, or another relevant authority will do so.

Interpretation

- 1) USAID would have a much more convincing case if it had not only carried out the sheep dipping, but had also studied its effects on: meat, wool, and income.
- 2) The sheep and goat farmers we talked to said they'd like to dip their animals, but the vat was too far away. Is there a cost-effective way to help farmers transport their animals?

Recommendations

Small, focused studies of the above two questions would be helpful

for

- Planning future sheep dipping campaigns;
- Convincing GOT to finance and implement future campaigns.

IV. NON-AGRICULTURAL COMPONENTS OF THE SILIANA REGIONAL DEVELOPMENT PROJECT

Following are brief comments on some of the non-agricultural components of the Siliana Regional Development Project. Some components are left out because either:

- We did not visit them; or
- We have nothing to say about them that is not said elsewhere, in particular in the Final Project Report by Arthur J. Dommen.

Elements not commented on in detail are

- Artificial Catchment Basins (\$59,000, 9 Basins, potable water);
- Genie Rural Wells and Springs (\$19,000, potable water, 6 sources improved)
- Hababsa Water Project (\$126,000; potable water; storage tanks, mobile cistern and pump to increase the attractiveness of a new government-constructed village).

A. Road and Bridge Building \$3,000,000 Loan + \$125,030 Grant

Portrait

Two roads

- MC 77, a "piste" being brought up to GOT highway standards. It runs 47km, from Makthar to Hababsa.
- A "piste" which comes into MC 77 at Jmilet from Rohia. The PCI team crossed, but did not travel on this segment.

Projected Impact

MC 77 is a pure "penetration" road, which means its benefit will be determined largely by GOT plans to use the road to supply services such as:

- Bus service
- Education

- Medical care
- etc.

Interpretation

- 1) Marketing and economic impact cannot be, and never has been, the justification for MC 77 because
 - The area has little production and little immediate production potential;
 - Most production is livestock, which can walk to market.
- 2) Whatever impact MC 77 has will be short-lived unless someone maintains it. Maintenance problems will be serious because
 - The terrain is dirty, unstable;
 - Rains in the area are torrential.

The outfit who built the road, le Ministere d'Equipement, has a rule against maintaining unpaved roads, and so far they don't plan to pave MC 77.
- 3) USAID/Tunisia appears to have fallen into a trap which is almost endemic to rural roads projects. The trap is to choose the national highway department as the implementor. Highway departments tend to have technical standards which preclude them from building simple, narrow, inexpensive all-weather roads. For documentation and more discussion see an overview done for USAID by Judith Tandler.

Recommendations

- 1) USAID/Tunisia and the Tunisia Central project should do everything in their power to see that MC 77 used to provide services to the people of the region. Possibilities are: bus service, medical service, education programs, agricultural extension, etc.

- 2) USAID/Tunisia and the Tunisia Central project should do everything in their power to use that MC 77 is maintained.

If the above two recommendations are not followed, then USAID and the Tunisian government will have wasted their money on highway MC 77.

B. SONEDE Water Supply \$777,400

Portrait

USAID moneys were used to built ll water systems, including

- Piped water in the town of Kesra
- Piped water to Hamman Kesra
- Piped water from a well to the town of Rohia.

SONEDE supplies water for communities larger than 500 inhabitants.

It seems fair to characterize this project component as "budget support" since the activities funded were already planned, and USAID influenced decisions little if at all.

C. CARE-Medico Wells \$316,500

Portrait

CARE-Medico, a private American organization, has "improved" 80 wells in the project region. Improvement consists of pumping them dry, cleaning them, rebuilding them with a cement cap and a simple hand pump.

Impact

Before the project, all 80 wells had water in them. Now, according to the records of Abdue Majid Jourra, Superintendent of Hygiene in Makthar, only 25 of the 80 have water.

Tunisian officials blame the problem on

- Faulty technology
- Failure to consult with GOT's Genie Rural during design.

Tunisians who have done detailed studies of the CARE-Medico wells are:

- Sadok Atallah, Ingenieur en Chef, Ministere de la Sante Publique, Tunis.
- Hedi Akremi of the same office.

Recommendation

Make sure CARE-Medico technical problems are straightened out before any further wells are improved.

D. Health

The health component has not yet been implemented. However an interview with Mohamed Sahli of the Administration Regionale des Centres Publics revealed the following plans. They plan to build 6 dispensaries in villages, and one hospital. The purpose of the dispensaries is to cut the time and distance necessary to reach medical help. And the purpose of the new hospital is to relieve the 40 bed Makthar hospital of overload. Delays in implementation, according to Mr. Sahli, have been due to:

- The need to wait for communities to donate land on which to build dispensaries;
- Difficulties in lining up contractors.

V. SAVE THE CHILDREN FOUNDATION \$617,000Portrait

The Save the Children Foundation project consists of the following components, some of which are described in detail on subsequent pages:

1. A self-help strategy, where poor farmer families provide the ideas, work, and some of the materials to carry out sub-projects (See page V-1).
2. 17 sub-projects scattered throughout the region around Makthar (See page V-3).
3. Over 600 direct participants, which means people who do work on a sub-project (See page V-3).
4. 4 Tunisian "animatrices" and "animateurs" who have been trained by the project;
5. A ~~close~~ working relationship with the regional office of the Ministry of Social Affairs (See page V-10).
6. Save the Children has an office in Makthar. It's director, Joel Schlesinger, who is an American, is about to leave Tunisia. They have a project evaluation system developed by his wife, Abhaya Schlesinger. There are various support staff, two of whom are American.

A. Save the Children's Self Help Strategy

In one phrase, the strategy can be characterized as: getting people to cooperate around a single, short-term objective. The hope is, of course, that people will realize the efficacy of working together and will want to try it again. In practice, the self-help strategy seems to have the following steps:

1. Informal meetings to establish confidence, and start developing project ideas (See annex A).
2. Decide whether there is enough enthusiasm in the community to warrant a project;
3. Baseline questionnaire (See annex B).
4. Project identification. Ideas come from the people, local officials, the questionnaire, SCF.
5. Contribution by communities of labor and materials or money.

Page V-3 shows the number of community residents who have worked on projects.

According to SCF records, community contributions in material and money amount to about 30% of direct project costs.

Save the Children's self-help strategy is exceptional in Tunisia. It is exceptional because it contradicts traditional skepticism in Tunisia about projects requiring cooperation among users. The skepticism seems to come from government experience in the 1960's, where they tried to start cooperatives, but farmers sold land and animals rather than join.

B. Save the Children Sub Projects

<u>Community</u>	<u>Project Type Construction</u>	<u>Direct Participants</u>
Mansoura.....	Community Center.....	150
El Garia.....	Weaving Center.....	200
Zouia.....	Solar heating for school.....	20
Ras El Oued*.....	Residential roof improvement.....	14
<u>Irrigation and Ag Training</u>		
Beze*(Community Center also).....	Irrigation.....	60
M'Sahla.....	Irrigation.....	25
Oued Hatef.....	Irrigation.....	12
Oued Ouzefa*.....	Irrigation.....	8
Douar El Achrak*.....	Irrigation.....	8
<u>Women's Productivity</u>		
Sened El Hadad.....	Rug Weaving.....	20
El Marthoum**.....	Rug Weaving.....	17
Djebel/Skarna**.....	Rug Weaving.....	16
<u>Training</u>		
Makthar**.....	Gardening and nutrition for girls.....	14
Kesra**.....	Health, literacy, weaving for girls.....	18
Hammam Kesra.....	Agriculture and husbandry.....	20
<u>School Improvement</u>		
El Louza.....	School Improvement.....	15
Abed Sadok.....	School Improvement.....	20

* Visited by the PCI/CNEA team.

** Evaluation by Abhaya Schlesinger in the appendices.

C. Visits to Save the Children Projects

The PCI/CNEA team visited 6 Save the Children sub-projects (See page V-4) to talk to users and watch them work. Since conversations with users were in Arabic, the CNEA report is likely to contain more details and insight than ours.

Skarna and Marthoum Rug Weaving Project for Widow Head of Households

In each community, a group of about 15 widows is encouraged to work together and supplied with:

- Looms and wool;
- \$25 a month;
- Training in rug weaving, a traditional skill some of the women have to one degree or other;
- Marketing help.

Comments are divided into two parts:

- What happened during the project;
- What will happen after the project.

For some questionnaire work by Abhaya Schlesinger on the same projects see Appendix E.

During the Project

Almost all knowledge of weaving existed before the project. The exception is color combinations (Skarna).

Before, some women could do some of the tasks, now all can do all of them. (Marthoum).

We taught each other. The animatrice made sure everyone learned everything.

Before, we made rugs only when someone asked. Now we do it all the time.

What Will Happen After the Project

- The women either don't know about or are unhappy about the duration of the project.
- They think the money they receive is salary. They don't understand that it comes from sales.
- They like salary, because it allows them to get credit.
- They think the wool is a present and will continue to be a present.
- When the wool is good, other things are more interesting than rugs.
- We will work with our daughters who already learned how to weave in a school/course.
- They can get wool from local shepherds. They want SCF to continue to handle sales.
- We will use the money for children, school, the house (Marthoum).
- We will use the money for food and clothes (Skarna).

Ras El Oued: House Improvement

History of the project as we understand it:

- The community wanted warmer houses.
- Save the Children a solar roof as the solution. (Save the Children has a solar water heater at their Makthar office).
- They chose one house to start on;
- However examination showed the houses were not tight enough to conserve solar heat;
- A cork insulated roof was decided on;
- But the local mason, hired over a more qualified outsider, did not understand the plan, and:
 - Did not tilt the roof to drain off snow;
 - Allowed water leaks which became apparent at the first rain.

A very positive side to the above story is that Save the Children is using one house to come up with a quality solution before they go on to more houses. A negative side is that as they learn, they may lose the confidence of the village. For additional background on Ras El Oued, see appendix D.

D. The Save the Children Project and The Logical Framework

As is appropriate to pilot projects, Save the Children has taken impressive pains to evaluate and document itself, so that successful procedures can be preserved for future, non-pilot projects. Examples of the Save the Children evaluation effort are:

- The appendices to this report
- The logical Framework approach to self-evaluation, which is the topic of this section.

Joel Schlesinger, the project director, used the Logical Framework (AID's project design and evaluation tool) to set objectives. Then, in September 1979, he measured SCF's program in meeting those objectives. Page V-7 shows the planned/actual comparison.

We will confine ourselves here to the Purpose level. Purpose level, for USAID, is the impact which is project specific and directly attributable to a project.

For each Purpose level indicator we will discuss:

- 1) Whether achievements asserted by the Log Frame are supported by our investigations
- 2) If achievement is less than planned, why is it less?

Indicator 1: Sub-projects completed and reach their objectives

Only 1 of 17 projects had been completed as of October 1979 with only partial objective achievement (UNFT garden and nutrition project for teen-age girls in Makthar). Partial completion means in this

Revised Scope of Work and
Indicators for Save the Children
OPG AID/NE-G-1438

PURPOSE	INDICATORS	ACTUAL
:Successful self-help :pilot project in place :in Makthar/Rohia by :April, 1980.	:1. 50% of all projects complet- :ed by April 1980 achieved :their stated objectives.	:1. As of September, 1979, only: :one project finished. Par- :tial achievement of objec- :tives.
	:2. Demonstrated evidence of :public interest in self :help activities as measured: :by:	:2.
	:a. at least 50% of projects: :contain specific examples :of people working toge- :ther for common benefit :such as sharing water, :joint marketing of prod- :ucts.	:a. of the 17 projects begun: :as of September 1, 13 :contain clear examples :of people working toge- :ther such as digging :wells and sharing water, :building community cen- :ters, clearing roads, :weaving together, quarry- :ing and healing rocks :and other building mate- :rials, etc.
	:b. at least 1,000 people :participate directly in :self help projects at :least one time by provid- :ing either labor, land :or other inkind contri- :bution.	:b. +800 people to date.
	:c. at least 200 people :participate in more than :one project.	:c. not yet relevant.
	:d. the fair estimated value: :of contributions made by: :the population is equal :to at least 1/2 of SCF :program expenditures.	:d. 30% through end of FY in: :June; FY 80 planned 37%.
	:e. participation in group :meetings is satisfactory:	:d. responsible staff members :report that CD discus- :sions have been satisfac- :tory on the whole. In :the Djebel, Marthoum and: :Kesra projects, quantity: :and quality of particip- :ation has steadily in- :creased. In the M'Sahla: :project, divisions among: :the community continue :to hinder effective :participation.

PURPOSE	INDICATORS	ACTUAL
<p>f. at least 10 examples of a 1) valid change in an existing project, 2) an idea for a new project, 3) or the revelation of an unknown problem, which are direct results of group gatherings.</p>	<p>f. as a result of frequent contact with the beneficiaries, the number of occasions people have suggested chances, new ideas or shared their needs is almost uncountable. As examples: a) in Ouzefa, they changed several members of their group and the site of the well; in Sened El Fadded, the women chose to have 4 group leaders instead of one; in Skerna they cook meals at noon time so as to continue working; b) in Beze, the idea of fixing the road and building the community center came from meetings with the women of the village; in Djebel the women have proposed reparation of a public water facility by the men. c) needs of the people, especially for water food, income earning possibilities, heat and home repair are constantly talked about.</p>	
<p>g. at least 15 examples of people not included in a project asking to be included or to start their own project.</p>	<p>g. many good examples (more than 10) exist. In Hababasa less than 1/2 of those people asked to participate in irrigation projects accepted. Once the project began and the wells were under construction, the remaining community people who had refused asked for reinstatement. As a result of the first irrigation projects, the office gets about 2 requests per week from new groups who want to work together to build their own wells. In the Skarna weaving projects, several women refused to participate at the beginning. Within 2 weeks, the number of requests to become part of the project was more than the number of places available.</p>	

PURPOSE	INDICATORS	ACTUAL
3. Demonstrated evidence of official support of project activities as measured by:	a. The Secretary General, Delegates of Makthar/Rohia, Governor and 75% of the omdas in secteurs which have projects state that SCF contributions have been positive and that they wish them to continue.	a. representatives of the Ministry of Plan, the Secretary General of Siliana, the delegates of Makthar and Rohia have been very positive about our project and wish it to expand. The omdas have also been positive as evidenced by their cooperation (in all but 2 projects). They frequently drop in to the office to suggest new projects.
	b. Delegations, Governorat and Ministries willing to contribute directly to SCF aided projects by providing staff, transport, money or materials in 50% of projects.	b. local officials have been generous with their time, advice and guidance. Their actual material contributions = 42% (including ASDEAR, Lycée, UNFT) of SCF expenditures. Local officials are hindered by the rigid bureaucratic system which requires them to plan 1 to 2 years in advance. Thus, they have few discretionary resources available to contribute on short notice. Ironically, the ability to react fast and flexibly is one of the aspects about our program which is most attractive to them.
	c. officials, such as omdas in areas where we do not have projects, approach SCF for help.	c. practically all the omdas as well as officials in places outside the target area such as Sers and Jendouba have approached us for assistance.
	d. Ministry representatives approach SCF for collaborative assistance in new jointly designed projects	d. Ministry representatives from Agriculture, CRDA, Social Affairs in particular have close working relationships with our staff and new projects are designed in collaboration with them.

PURPOSE	INDICATORS	ACTUAL
	e. non-government groups such as UNFT, ASDEAR, and the lycée approach SCF for project assistance.	e. 2 projects have been carried out with ASDEAR, 2 with UNFT, and 2 with the lycée. More projects are under discussion.
	f. 50% of the authorities state that maximum participation of people in projects (self-help) is desirable.	f. within the context of a self-help approach, officials have been most supportive of people's participation in identifying and carrying out projects. The exact % is not known.

instance that the girls learned what they were supposed to learn, but did not apply it at home. (See appendix E-3 for SCF's self-evaluation of the UNFT project). The important thing to note here is not that the activity was not a total success, but that SCF knows it was not.

Of the remaining 16 projects, Schlesinger thinks that 6 will be complete by April 1980, and of those 3 will reach their objectives. The bottom line on indicator 1, then, is that there are serious problems regarding sub project completion and objectives achievement. The question now is "why"?

The answer, according to Schlesinger and according to everything documents and interviews tell us, is that two of the assumptions on which the project was based turned into obstacles. The two assumptions are:

- GOT will permit rural participation in group activities
- SCF staff will be able to move and work freely in the target area to assist in mobilizing citizens.

As is recounted in section II-D of this report, it is very difficult for a private organization to get GOT permission to work in close contact with rural Tunisians, especially when what they are up to smacks of cooperativism.

Indicator 2:

Indicator 2 can be paraphrased as Participation and interest of rural poor in self-help projects. This variable has four components that the FCI team was able to at least partially verify.

- a. Projects contain examples of people working together.

Planned = 50% actual = 75%

- b. Number of people who contribute labor, materials, or money
 Planned = 1000
 Actual = 800 according SCF estimate 637 our count based
 on their records (See page V-3).
- c. Contributions by beneficiaries of money and materials
 Planned = 50% Actual = 30%
- d. Participation in group meetings is satisfactory.
 Planned = Yes Actual = Yes

PCI Verification

- a. All six projects PCI visited had people working together.
- b. In all six projects we visited, the number working corresponded generally to SCF figures. (The 150 and 200 for Mansoura and El Garia would need looking into to verify our 637).
- c. Spot checking of SCF financial records make the SCF ~~assertion~~ on in-kind contributions seem reasonable.
- d. At five of the six projects we visited, there was active discussing arguing, and complaining. In short, we saw lots of good group-meeting behaviour.

Explanation of Planned Actual Differences

- a. No explanation necessary. Target exceeded.
- b. Although the target was missed they are averaging 37 direct participants per project.
- c. Schlesinger: "We will never arrive at 50% because labor is too cheap, and they don't have money. they give what they have".
- d. No explanation necessary. Target met

Indicator 3: Official support for the SCF project

Verification of SCF assertions regarding official support is difficult. We can only say that

- In our many interviews we found ~~nothing~~ to contradict SCF assertions;
- There is wide-spread admiration for SCF's self-help approach;
- There is skepticism about the approach's applicability within the government.

E. Conclusions on the Save the Children (SCF) Project

1. Rural Tunisia is amenable to Save the Children's self-help strategy (See page V-1). Proof is 17 self-help projects under way, with over 600 active participants, and community material contributions which amount to 30% of direct sub-project costs.
2. Save the Children has developed a cadre of 4 Tunisian "animateurs" and "animatrices" who believe in and can put into practice the self-help strategy of getting poor central Tunisians to work together toward specific objectives.
3. Save the Children has developed strong working relations with Tunisian institutions.
 - Ministry of Social Affairs: Two people on SCF's staff are paid by the Social Affairs Ministry. SCF and the Ministry regularly plan together. In fact, the regional director of Social Affairs talk as if SCF were part of his operation.
 - Primary School System: SCF has organized improvement by communities of 3 local schools.
 - Non Government Organizations: SCF has collaborated with UNFT (national women's movement) on a course for teenage girls in gardening and nutrition. And it also has collaborated with ASDEAR, an autonomous, Tunisian development agency.

4. Although government officials seem to appreciate SCF, they are skeptical about government take-over of its functions and approach. Undoubtedly some of the skepticism comes from the 1960's cooperative experience (See page V-2).

5. Relative Cost/Effectiveness of SCF:

- \$617,000 divided among 17 projects = \$36,294 per project;
- \$617,000 divided among 637 direct participants = \$953 per direct participant.

The latter figure is in the "same hall park" as

- \$1,370 per family who participates in the Range Management component of the Siliana project;
- \$754 per participant in the bee-keeping component of the Siliana project.

6. SCF is the only component of the Siliana project which has taken seriously the "pilot" nature of the work, and studied and documented its successes and failures (See appendix E).

The bee-keeping center has studied the activities at the bee-keeping center fairly carefully, but knows little about what is happening at the participant level.

7. The self-help strategy seems to have two weaknesses:

- a. Since the primary objective is getting people to work together, there is a natural tendency to lose interest in projects once that happens, and not press onward to socio-economic impact. An example is the "weaving widows" project. Little attention has so far been paid to thinking through how the widows will sell their rugs and reap economic benefit after Save the Children stops handling marketing for them.

- b. Since the primary objective is getting people to work together, there is a natural tendency to not pay close attention to technical matters. Examples might be
- Dirty, old wool supplied to the "weaving widows";
 - Faulty masonry on a roof improvement project.

VI. RECOMMENDATIONS

The PCI team focused their evaluation on two action questions:

- 1) What aspects of the Siliana project should the impending Central Tunisia project (CTRD) build upon?
- 2) Should USAID/Tunisia continue to support the Save the Children Foundation project? If so, under what conditions?

In this recommendations section we will give our answers to the above action questions.

A. Action Question One

What Aspects of the Siliana Project should the Central Tunisia project build upon?

Non-Agricultural Activities

- 1) CTRD, AID/Tunisia and GOT should do all in their power to see that:
 - Penetration road MC 77 between Makthar and Hababsa is maintained;
 - MC 77 is used to deliver services to the people in that area.
 Otherwise AID's \$3,000,000 investment in the road will be lost. MC 77 should be a good pillar around which CTRD can build project implementation.
- 2) CTRD and USAID should do everything they can to help solve technical problems in wells "improved" by CARE/Medico. No new improvements should be allowed until the old problems are solved.

Agricultural Activities

- 1) A good way for the Central Tunisia Development Authority to introduce itself to poor farmers would be to repeat the sheep-dipping campaign carried out under the Siliana project. First, however, questions "a" and "b" in the following section should be answered.

Single Studies to Capitalize on Siliana Pilot Work

CTRD includes a large component of evaluation training. Therefore it seems logical that they do simple studies of the following questions using Siliana projects which are underway. All of the questions have implications for future projects, and they would seem a perfect evaluation laboratory.

- a. What is the maximum distance a sheep herder can or will go to use a sheep-dipping vat? And what is the relative cost/effectiveness of building more vats versus transporting animals in trucks during the yearly dipping campaigns.
- b. What is the effect in practice of sheep dipping on meat, wool, income? Must sheep-dipping be nation-wide to be effective?
- c. How can the bee-hive shortage be solved?
- d. Does it make economic sense to preserve bee-keeping as a tradition, and teach it to young farmers? If so how?
(Let Save the Children handle it?)
- e. What is the relative cost-effectiveness of growing fruit saplings in a local nursery versus importing them as is currently the governorat's practice?
- f. Marketing; and price study of rugs woven in the Save the Children "famille productive" project:
 - How do the quality and price of their rugs compare with the market?
 - What else should they be weaving?
 - What is the best way for them to market their products?

B. Action Question Two

Should USAID/Tunisia continue to support the Save the Children Project? If so, under what conditions?

The conclusions listed on page V-10 lead us to answer "yes" under the following conditions:

- 1) Save the Children is given and agrees to a role as trainer of CTRD and CTDA extension personnel in how to develop and implement participatory, self-help projects.
- 2) Save the Children is given and agrees to the roles of:
 - Finding out whether techniques developed by planners and pilot experiments can be made attractive to Central Tunisia's rural poor;
 - Finding out whether the techniques will succeed when run by the rural poor in a poor, rural setting.
- 3) Save the Children receives help on the technical quality and feasibility of its projects.

C. An Additional Recommendation

A Project Evaluation Course for Staff of Tunisia's Centre National d'Etudes Agricoles

Project evaluations (such as this one) are ideally carried out by Tunisians rather than Americans. Tunisians

- Know more about the socio-economic contexts;
- Can relate better to project beneficiaries;
- Can better represent Tunisia's development needs;
- Cost less.

USAID/Tunisia has been fortunate to have CNEA at its disposal during the Siliana project, and during this evaluation. It is the opinion

of the PCI team that following a short (two week) course on project evaluation, CNEA can handle all of USAID/Tunisia's evaluation needs with a minimum of outside help.

PCI's assessment is that CNEA staff (in particular those who participated with us in the Siliana evaluation) know a lot about how to measure socio-economic variables, but they need some help on deciding what to measure in a project context. Like most social scientists (in the USA also) CNEA experience is with broad surveys, rather than focused, problem-oriented evaluations.

The course should have the following components:

- Objective trees: A strategy for deciding what questions to answer;
- Indicator Development: A procedure for deciding how to answer the questions;
- Intermediate and Leading Indicators to predict socio-economic impact before it happens;
- Assumption identification and Testing: A strategy for cause-effect attribution, and making recommendations.
- A weakness of CNEA, from a strategic point of view, is that they are outside the government. Therefore the above course should not be confined to them, but should include, or even focus on, appropriate people in the various ministries.

THE SAVE THE CHILDREN PROJECT PROCESS

A. Preliminary Discussions With Potential Clients: An Example

Discussions de Skarda
jusqu'au mois de juin

LA VIE FAMILIALE

- Quel est le rôle de la femme rurale dans la famille?
- Pensez-vous que la femme peut diriger une famille ?

LE ROLE DE LA FEMME RURALE DANS LA COMMUNAUTE

- Faites-vous du travail agricole ?
- Aidez-vous votre famille de vos biens personnels ?
- Avez-vous un jardin ? Faites-vous du jardinage ?

LA CUISINE LA NOURTURE

- Combien de fois mangez-vous la viande par semaine? Combien de fois mangez-vous les légumes ?

LES REVES DE LA FEMME

- Si vous pouviez vivre comme vous aimeriez que changeriez-vous dans votre vie actuelle ?
- Si vous pouviez faire n'importe quel métier, Qu'aimeriez-vous faire ?

LE ROLE DE L'HOMME

- Aimeriez-vous être un homme ? Pourquoi ? Pourquoi pas ?
- A votre avis votre mari est-il toujours le plus fort dans la famille ?

LES PASSE TEMPS

- Quand vous n'êtes pas occupées avec le travail de la maison Quels sont vos occupations ?
- Qu'est-ce que vous aimez faire ?
- Pendant votre temps libre, aimez-vous vous réunir avec vos voisines pour discuter ? quels sortes de sujet ou discussion ?

LE PLANNING FAMILIAL

- Quel est le nombre idéal d'enfants dans une famille ?
- Votre avis sur le planning familiale ?

EDUCATION

- Pensez-vous que les filles doivent aller à l'école ? pourquoi ? Pourquoi pas ?
- Pensez-vous que les garçons et les filles doivent étudier ensemble ?
- Avez-vous des regrets d'avoir quitté l'école ?

LA VIE RURALE ET LA VIE URBAINE

- Est-ce que vous préférez vivre à la ville ou à la campagne? Pourquoi ?
- Est-ce que vous avez déjà visité une grande ville ?
- Devrez-vous travailler si vous étiez en ville ?
- Serez-vous capable de bien vivre dans une ville ?

LA VIE MODERNE ET LA VIE TRADITIONNELLE

- Est-ce que vous êtes pour la vie moderne ?

LA LIBERTE DE LA FEMME

- Comment imaginez-vous une femme libre ?
- Qu'entendez-vous par liberté ?
- Est-ce que vous êtes pour ou contre la femme qui travaille hors de la maison ?
- Si on vous donne une liberté complète, que faites-vous ?
- Etes-vous capable de vivre seule ?

LE MARIAGE

- Qui choisit votre mari vous ou vos parents ?
- Accepteriez-vous le mari que vos parents choisit ?
- Aimeriez-vous choisir vous-même votre mari ? Pourquoi ?

TISSAGE

- Quel est la différence entre les métiers à tisser en bois et les métiers à tisser en métal ?

PLANNING FAMILIAL

- Quel est la différence entre une famille nombreuse et une famille peu nombreuse ?

FAMILLE

- Quel est la différence entre une famille nucléaire et une famille traditionnelle ?
- Leur avis sur la scolarisation de la fille?...etc., l'enseignement,

LA FEMME

- L'émancipation de la femme?
- Leur avis sur la polygamie?
- Les règles chez la femme?

SPORT

- Sport chez l'adulte et le bébé?
- L'économie du tissage
- Le prix d'achat de la laine

-Decidement, a la fin elle a accepte de travailler avec d'autres femmes chez elle, aussi d'apres les discussions toutes les veuves se comprennent et ne veulent plus se quitter et demandent la prolongation du projet car l'assemblement ne leur plait et les aides a ameliorer leurs idées et leurs situations.

Du commencement a la fin du projet, j'ai passe 48 heures de discussions dont 24 heures pour le developpement communautaire et 24 heures sur d'autres sujets comme par exemple : "Le mariage: qui a visé votre mari ?

Elles repondent toutes a la fois et avec presque colere,

"Oh! ma fille on nous a marie avec des hommes qu'on a jamais vu sauf la nuit du mariage, meme s'il est aveugle ou handicapé, on doit l'accepter tel qu'il est, mais si on l'accepte pas on sera fouetter a coup de baton et on sera maltraite par la famille, et toute la communaute."

Voici d'autres questions a discute et qui attire leurs attentions.

-Quel est la difference entre une famille nombreuse et une famille peu nombreuse, presque la majorite des ~~veuves~~ ^{veuves} ont ete contre la famille peu nombreuse, a leur avis une famille nombreuses est plus meilleur, elle peut s'entraider et avec cette idee, cela nous pousse a faire des cours de planing familial plus precidement et avec plus de details, aussi avec l'aide d'une assistante sociale de la delegation de Kouhia.

- Les beneficiaires sont l'intermediaire entre nous et les habitants qui habitent pres d'elle, ou bien leur filles, belle filles ou alors leurs amies.....etc, 2 mois environ apres l'ouverture des centres que la confiance et une ambiance ~~se~~ regnera, les 2 centres ce qui nous laisse estimer que le travail communautaire se prolongera a long terme et volontairement.

Vu le grand progres acqueri par les cours sociaux et les discussions communautaires. Je pense que la necessite de la continuation des discussions et des cours sociaux ont preferable.

timide et honteuse de discuter, c'était le seul problème qui a été vite résolu et toute nos bénéficiaires s'animent d'un jour à l'autre, l'entente et la confiance règne entre les 15 bénéficiaires avec beaucoup d'ambiance.

Elles aiment l'assemblément et le travail en groupe cela donne un bon résultat, le travail est accéléré ,cela donne un travail de qualité et un rendement plus sûr.

Toutes preuves nous laisse estimer que le travail communautaire se prolonge à long terme volontaire et sans aucun ennui, si c'était sans discussions le projet ne réussira pas à 100%, elles feront le travail , mais ne sauront pas le but de ce travail en groupe.

Actuellement un grand succès acquèri par les cours sociaux et les discussions communautaires à mon avis la nécessité de la continuation est préférable.

THE SAVE THE CHILDREN PROJECT PROCESS

B. Baseline Information

B. Baseline Information

SCF constantly gathers general information on potential client groups through meetings, discussions, requests for assistance, and questionnaires from local officials and individuals together with secondary source data i.e. census, reports. Once a group of individuals or community has been identified through this process, base-line information is gathered through a master questionnaire for each potential participating family. The master questionnaire gathers data concerning each family's Make-up, Income and Resources and participation in other Assistance programs. Complementary data is normally gathered on Employment, Agriculture, Housing, Health (see attached questionnaire). Accurate income and land ownership information is often difficult to gather but SCF concluded this information with the omda.

The baseline data gathered in the master questionnaires is analyzed for clues to project ideas.

The original idea for 14 of SCF's 18 projects todate came directly from local officials or the local population. The other four were drawn out of the master questionnaires by analysis. For example, the Kesra project idea emerged when the master questionnaires showed that women in the area had high infant mortality and little pre-natal care.

SCF carries out pre-project specific questionnaires with each project participant (see attached health/nutrition survey) and then repeats this questionnaire at projects end. This gives SCF evaluation of project impact.

NOM _____ N° _____

Adresse : _____	Gouvernorat	Nationalité
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COMPOSITION DE LA FAMILLE

NOM ET PRENOM	PARENTE	DATE ET LIEU de naissance	PROFESSION OU ECOLE (avec adresse)

RESSOURCES (mensuelles)

CHARGES (mensuelles)

I. SALAIRES père :
 mère :
 autres personnes au
 foyer :

Loyer
 Divers

ALLOCATIONS :

II. Biens (maison - champ -
 potager - bétail - etc...)

III. Aides Recues

N° CARTES : de soin	Sec. Soc.	Divers
Comité sol. Soc.	Alloc.Fam.	
Type de logement	Propreté	

Date et motifs de la première intervention :

1. L'HOMME

- Superficie des terres :
 - . en propriétéha. Titre : bleu/arabe/sans
 - . parts en indivision :ha.
 - . en location : ha. Forme : mogharsa/autre.....
- Superficie des cultures pratiquées:

	en sec	en irrigué
. arboriculture	.....ha	.....ha
. céréaliculture	..... ha	.....ha
. .....	..... ha	.....ha
. .....	..... ha	.....ha

- Élevage : ovins têtes
- bovins têtes
- poules/lapins/dindes/autres unités
- autres
- Artisan (nature du travail)
- Ouvrier (nature de l'entreprise)
- permanent/temporaire pourjours/an
- Autres : fonctionnaire/commerçant

2. LA FEMME

- Type de travail à domicile :
 - . artisanat
 - . agricole
- Type de travail à l'extérieur
- permanent/temporaire pourjours/an

3. ENFANTS TRAVAILLANT HORS FOYER

	I	II	III	IV
- age
- lieu d'habitation
- niveau scolaire
- profession
- envoi d'argent en D/an

FICHE N° 6 RESSOURCES AGRICOLES

<u>Revenus</u>	nature	produit (quantité)	prix unitaire	produit (dinars)
Arboriculture (fiche n° 7)D...	.....D
D...	.....D
D...	.....D
Les cultures annuelles en sec (fiche n° 8)D...	.....D
D...	.....D
Gros bétail (fiche n° 9)D...	.....D
D...	.....D
Petit élevage (fiche n° 10)D...	.....D
D...	.....D
Apiculture (fiche n° 11)D...	.....D
D...	.....D
Les cultures irriguées (fiches n° 12)D...	.....D
D...	.....D
AutresD...	.....D

FICHE COMPLEMENTAIRE N° 111 : HABITAT

1. LOCEMENT

- . Location
 - Isolé
 - dans un regroupement (nombre approximatif de maisons)
- . Type de logement
- . Nombre de pièces
- . Dimensions
- . Matériaux de construction
- . Eau potable (distance)
- . Pièce pour tissage
- . Pièce pour les réserves
- . Etats de propriété

2. DISTANCE DES EQUIPEMENTS COLLECTIFS

- . De la Délégation ou du Cheikh
- . De l'école
- . du dispensaire ou de la salle de soins
- . du marché
- . d'un point d'eau

3. DESIRS ET POSSIBILITES DE LA FAMILLE

- . La famille désire-t-elle un autre logement ?
 - Au même endroit ?
 - Groupé ?
 - Où ?
 - Nombre de pièces ?
- . Possibilités de participer à la construction
 - par un apport en main d'oeuvre ?
 - par une participation financière ?
 - combien ?
- . Distance d'une carrière ?

FICHES COMPLEMENTAIRE N° 4 : SANTE ET
HABITUDES ALIMENTAIRES

1. LA FEMME

- . Nombre de grossesses
- . Nombre d'enfants décédés en bas âge (- de 3ans)
- . Mode d'accouchement (matrone/maternité)
- . Age de sevrage des bébés
- . Alimentation des bébés après le sevrage
- . Pratique-t-elle la contraception ?
- . Par quelle méthode ?
- . Désire-t-elle arrêter ou planifier les naissances ?
- . Etat de santé apparent ?

2. L'HOMME

- . Etat de santé apparent
- . Est-il d'accord pour une planification familiale ?

(FICHE N° 4 - suite)

3. LES ENFANTS

- . Sont-ils suivis médicalement ?
 - . - PMI
 - Ecole
- . Vaccinations pratiquées :
 - Variole
 - BCG
 - Polio
 - Rougeole et Conqueluche
 - Autres
- . Etats nutritionnel (bénéficient-ils de la cantine scolaire?)
- . Ont-ils eu des maladies graves ?
- . Y a-t-il un enfant handicapé dans la famille
(nature de l'handicap)
- . Hygiène
- . Habitudes alimentaires (repas habituels) :

<u>Matin</u>	<u>Midi</u>	<u>Soir</u>

FICHE COMPLEMENTAIRE N° 5 : EVALUATION

- . Quel est l'intérêt porté par le sujet au départ ?
- . Quel est le degré de compétence des membres disponibles ?.....
- . Le sujet peut-il contribuer aux projets :
- . Le suj - par un apport en argent :
- par un apport en main d'oeuvre
- . Quel est le degré de fréquentation des souks ?.....
- . Le sujet est-il disposé à se regrouper avec d'autres pour l'écou-
lement de la production ?

REMARQUES :

FICHE N° 12 : LES CULTURES IRRIGUES

Espèce cultivée	période	Superficie	Rendement	Production
.....D
.....D
.....D
.....D
.....D

Que fait-on de la récolte (quantité)

PRODUITE	VENDUE	CONSOMMEE		CONSERVEE	
		aliment	bétail	aliment humain	semences
.....
.....
.....
.....
.....

VENTES	Produite	Prix unitaire
.....D.....

Moyen d'acquisition de l'eau : dalou/pompage/gravité/distribution collective

En cas de distribution collective, prix d'un mètre cube:D
 quantité de mètres cubes utilisée par jour :m3

Superficie irrigableSuperficie irriguée.....

FICHE COMPLEMENTAIRE N° 2 : RESSOURCES

	Revenus
1. Production agricole (fiche N° 6)	.....D
2. Produits d'artisanat (fiche N° 13)	.....D
3. Salaires	
a. homme	.....
b. femme	.....
c. enfants (fiche N° 1)	.....
4. Bénéfices de commerce ou autre activité	.....D
5. Autres allocations / pensions	.....D
Total des revenus	
	.....D

En cas de pomppe :

Heures de pompage par jourPuissance de la pompeCV

Consommation de carburant/électricité

ESPECES	.....	.....	.....	.....
Jours-homme pour :	.....	.....	.....	.....
- labour	.....	.....	.....	.....
- préparation du terrain	.....	.....	.....	.....
- semis	.....	.....	.....	.....
- irrigation	.....	.....	.....	.....
- récolte	.....	.....	.....	.....
autres .....	.....	.....	.....	.....
Quantité de semences utilisée	.....	.....	.....	.....
Prix unitaire des semences utilisées	.....	.....	.....	.....

<u>Dépenses par an :</u>	<u>Durée</u>	<u>Prix unitaire</u>	<u>Prix total</u>
Main d'oeuvre extérieure	h		
pour:			
- le labour	.....	.....D.....	..... D
- l'irrigation	.....	.....D.....	..... D
- la récolte	.....	.....D.....	..... D
- autres.....	.....	.....D.....	..... D
Semences (voir ci-dessus)			.....D
Autres			.....D
(Fumure et produits de traitements à remplir globalement sur FICHE N°6)			

CHARGES

1. Agricoles (fiches N° 6)	.....D
2. d'artisanat (fiche N° 13)	.....D
3. Loyers de maison et pension d'internat	.....D
4. Transports (non agricoles)	.....D
5. Habillement	.....D
6. Autres .....	.....D
.....	.....D

.....D

RevenusD - ChargesD = Revenus netD

Nourriture pour consommation humaine par semaine :

a. produits de la ferme

nature	quantité	prix unitaire	prix total
.....D	.....D
.....D	.....D
.....D	.....D
.....D	.....D
			.....D

b. produits achetés

Total par semaine	.....D
Total par an (x 52)	.....D

RESUME DES ENQUETES DE BEZE(femme)

Sur les 13 beneficiaires de Beze d'age variable entre 22 et 40 ans j'ai pu conclure le resume suivant:

Le nombre d'enfants est toujours elve et surtout le nombre des filles ,la nourriture des enfants de -2ans est basee sur l'alaitement le lait et le pain. Les autres mangent au moyenne une fois par semaine de la viande qu'ils achètent du souk ou du foyer .

Pour les oeufs ils les mangent rarement et se sont les enfants qui gagnent le plus.

Presque la moitie des beneficiaires ont des sources laitieres qu'elles profitent pour donner aux enfants et celles qui n'ont pas le lait chez elles se debruient pour acheter de chez les voisins ou du souk.

Dans tout le village ,deux femmes qui font des fromages les autres non parcequ'elles n'ont pas de chevres.

La plus part des habitans(10) possèdent un jardin et font le jardinage elles cultivent les legumes et quelques fruits,et pour en arroser elles apportent l'eau soit dun puit soit de la source.

la moitie des participantes veulent avoir des poules et des lapins a elever pendant leur temps libre les autres preferent rester chez elles ou avec les voisines pour discuter ses problemes.

11 femmes pensent venir au centre pour remplir le vide le jour ou le centre sera consrui elles pensent aussi envoyer leurs filles.

Les plus part des enfants de la region ne sont pas vaccines a cause de la manque des visites des equipes d'hygiene qui ne pouvaient pas arriver jusqu'au village a cause de la route qui etait detruite par les inondations.

les beneficiaires peuvent passer environ 7 heures par jour au centre mais elles ne veulent passer que 5 heures par jour.

Ceci laisse estimer que les habitant de cette region sont serieux et necessiteux pour le projet.

Nombre des filles 9	1	2	3	4	5	6	7	
	3	2	3	1	1		1	
Nombre de garçons	1	2	3	4				
	4	3	4	1				
Nourriture de moins de deux ans	Allaitement : 4		Lait : 3		Pain : 3		Oeufs : 4	Pâte : 2
Combien de fois mangez-vous de la viande ?	Une fois par 15 js : 1			une fois par semaine : 11			rarement : 1	
D'où ?	du souk : 11			du foyer : 7				
Quelle sorte ?	Mouton : 6			Poulets : 6		Oeufs : 4		
Combien de fois mangez-vous des boeufs ?	Une fois par semaine : 3			une fois par mois : 3		rarement 7		
Qui mange le plus ?	L'homme : 2			Les enfants : 6		Pareil : 5		
Avez-vous une source laitière ?	Oui : 7				Non : 6			
Donnez-vous du lait aux enfants ?	Oui : 7				Non : 5			
D'où apportez-vous le lait	du souk : 1				du foyer : 4			
Faites-vous des fromages	Oui : 1				Non : 11			

Avez-vous un jardin ?	Oui : 10	Non : 3		
Cultivez-vous des légumes ?	Oui : 9	Non : 4		
D'où ramenez-vous l'eau ?	Puits : 9	Source : 5	eau de pluie : 4	
Faites-vous du jardinage ?	Oui : 10	Non : 3		
Voulez-vous des poules ?	Oui : 5	Non : 8		
Voulez-vous des lapins ?	Oui : 6	Non : 7		
Vos occupations	chez soi : 13	chez les voisins : 6	chez les parents : 1	au champs : 1 source : 2
Venez-vous au centre ?	oui / 11	Non : 2		
Envoyez-vous vos filles au centre ?	Oui : 5	Non : 8		
Pourquoi ?	Pas de jeunes filles : 5		filles mariées : 3	
Vos enfants se font-ils vacciner ?	Oui : 5	Non : 7		
Où ?	BEZEE : 4		PARTHAR : 1	
Pourquoi ?	Pas de gosses : 5	Loins : 1	N'est pas au courant : 1	
Recevez-vous des équipes d'hygiènes	Oui : 0	Non : 13		
Avez-vous des enfants handicapés ?	Oui : 1	Non : 12		

Combien heures voulez-vous
passer au centre ?

4

6

8

1

6

6

Combien d'heures pouvez-vous
passer au centre ?

5

6

8

11

1

1

De : Melle Rouabah Samira

A : Mr. Joel Schlesinger

Resumé des enquêtes des filles

de BEZE

oooOoo-

Sur les 18 filles participantes d'âge moyenne 16 ans, j'ai pu conclure d'après leur réponses que le centre représente pour elles une nécessité.

La majorité des filles savent travailler la laine seulement aucune ne voulait s'en occuper et préférèrent la couture et elles pensent venir au centre quotidiennement pour passer une moyenne de 8 heures par jour.

Toutes les filles sont analphabètes et veulent avoir des cours d'alphabétisation ainsi que des cours de cuisine malgré que leurs nutrition est basse, elles ne mangent pas assez de viande, de légumes et des fruits cependant elles pensent améliorer leurs situations avec les bénéfices du centre.

THE SAVE THE CHILDREN PROJECT PROCESS

C. Project RequestsTableau no. 1:

	<u>Nombre de fois demandé</u>	<u>Nombre accepté</u>
Irrigation/Puits/Bassin d'eau.....	18	3
Salle de classe/Cantine/Bloc sanitaire.....	14	4
Tissage.....	11	3
Elevage/Engraissement d'animaux.....	5	1
Agriculture.....	4	
Jardin scolaire.....	4	1
Maison de jeunes.....	3	
Aménagement/Construction de maisons.....	2	1
Arbres fruitiers.....	2	1
Chauffage solaire.....	2	1
Aménagement de fontaine.....	2	
Concasseur.....	2	
Dégagement de piste.....	1	1
Soudure.....	1	1
Menuiserie.....	1	1
Couture.....	1	1
Couveuse.....	1	
Amélioration de fours traditionnels.	1	
Équipement de la Maison du Peuple...	1	
Jardin d'enfants.....	1	
Barrage.....	1	
Tricotage.....	1	
Cours de nutrition.....	1	
Usine de conserves de légumes.....	1	
Confection de balais.....	1	
Jardin communautaire.....	1	
Distillation d'eau.....	1	
Mécanique.....	1	

THE SAVE THE CHILDREN PROJECT PROCESS

D. Several Project Plans

1
RAS EL OUED

Name of project: Ras El Oued Roofs

Project number: 79-0015

Impact area: 01 Name: Makthar Community: Ras El Oued

Date of preparation: May 1979

Project will begin: June 1979 Will be completed: Sept. 1979

Number of beneficiaries: 8 families (46 people)

Description of people who will directly benefit from the project:

Eight families from the community who need help to finish their houses.

Problem:

To improve their living conditions, 8 families in Ras El Oued constructed new stone houses. They had the financial means to construct the walls only, and discovered they did not have enough money for the roofs. The houses remain incomplete and uninhabited, while the families continue to live in gourbis too small for them.

The houses that the people constructed are an average of 8 meters 50 by 3 meters 20 with a half meter thick stone wall, plus a doorway and two small windows which are oriented to the east. This is the traditional construction of the region, but one which does not respond to the problems of the winter cold. The winter is long and rigorous, and the people do not have the means to buy heaters. Their stone houses protect them, therefore, against the hot summer sun, and the north-west wind of winter, but not against the cold and humidity characteristic of the region 8 months a year.

Solution:

On behalf of the 8 families, the Shiekh of Ras El Oued asked the help of CDF to construct the roofs for the houses. CDF will provide the construction materials for the roofs, and the families will contribute the labor (the head of the family or an adult son).

To deal with the problem of the cold weather, CDF proposed to the beneficiaries an application of solar heating on the roofs. The roof will be made of precast concrete and will be constructed at an angle to permit the low winter sun to penetrate through a window which will have a southern exposure. The window will be equipped with a shutter which will be open during the cold days to permit solar heat to enter, and will be closed at night to prevent heat from escaping. The shutter can also be closed during the hot summer days. An extension to the roof, which will provide an overhang to the window, will prevent the rays from the high summer sun from penetrating into the house.

The people were very receptive to the idea of a solar roof. Because this will be a new experiment for them, they will all be required to work together on one house first, to learn the construction of the roof, then each one will be able to duplicate it on his own house. In 6 families, it will be the father himself who will work on the roof. In the other two families, 20 year old sons will replace the father.

Most of the fathers of the families work outside of Ras El Oued: only one works in Ras El Oued, 3 in Tunis, 2 in Sousse, one is unemployed, and one is deceased. Amongst those who work, one is a mason, 2 are rock-cutters, one is a farmer, and 2 are unspecialized daily workers. Their average salary per month is 29 dinars (with a range of 8 dinars a month to 50 dinars a month).

Currently all the families live in gorbis (the traditional homes of the region). Six of them have their own dwelling, one family lives with relatives, and the family in which the father is deceased lives in someone else's home. The gorbis are in poor condition.

There is an average of 6 people per family, made up for the most part of the father, mother and children. Only in one family does the grandmother also live with them.

Seven families employed masons to construct the walls of the house. In one family the father constructed them himself. None of them had the financial means to construct the roof to complete the house. On an average the walls were constructed two years ago and the people are waiting for aid to finish the houses. Without CDF's help, 2 families said that they would complete the houses little by little, 3 families said that they would not have the means to complete them, one family said they would wait for outside assistance, and 2 said that they'd wait until they had money. None of them foresaw completion of the houses in the near future.

Aside from the introduction of solar energy, CDF will introduce other applications of appropriate technology in the construction of the roofs. The traditional roof of the region is made of wooden beams covered with rocks and mud. This roof lasts 9 to 18 months and has a tendency to leak when it rains. The wooden beams cost around 800 millimes a piece and come from the forests of Kessra and Skarna. Now it is becoming difficult to find them. The more modern roof that the people prefer is made of tiles. It costs between 140 and 160 dinars and lasts for 3 years. The roof that CDF proposes will be made of reinforced concrete beams which will replace the wooden beams. Then prefabricated concrete slabs will be laid over them, and to insulate the roof against leakage of rain water a coat of concrete will be added as a sealer. This roof will cost 140 dinars and should last a minimum of 5 years, but could last much longer since it will be made of solid resistant materials.

The concrete beams and the concrete slabs will be pre-fabricated in Makthar. CDF will employ masonry students from the lycee for one month during the summer to do this work, which will give them practical experience and also some income. When the beams and the slabs dry, they will be transported to Ras El Oued where the 8 beneficiaries will work together on one house to learn how to construct the roof, then each one will be furnished the materials for his own roof. The completed roof should take three people three days of work. More people could do it in less time.

Activities:

- The Sheikh of Ras El Oued contacts CDF on behalf of the beneficiaries
- Meeting with the beneficiaries
- Social study
- Technical study

- Drafting of blueprint and budget
- Discussion with local officials
- Purchase of materials
- Prefabrication in Makthar
- Construction of the roofs

Community Development:

The aspect of self-help is evident in this project in that the people have themselves begun their own houses and have done the maximum that was possible within their own means. Then, when they felt that they would need help in order to finish, they contacted CDF. The people continue to work on the project by providing the manpower necessary in order to construct their own roofs. This is a project that will have an immediate and direct effect on the lives of the beneficiaries.

The immediate effect of this project will be to help the people in the community to finish and to inhabit their homes. When the cold weather starts again they will see the effects of the solar energy experiment in heating their homes. From their own observations and the observations of their neighbors, they will notice that their homes will be warmer, lighter and more comfortable in winter than the houses that do not use the solar energy. This will serve as an incentive for the community people in constructing new houses to apply solar heating.

During the rains, people will observe that their concrete roofs will resist leaks, while the traditional roofs of their neighbors will continue to leak. They will also observe that the concrete roofs will last longer than the tile roofs, for the same construction costs.

A long term effect will be that the community will be aware of an effective and inexpensive means of constructing roofs and heating the houses. The new construction will give them a better product for their investment, and the solar heating will diminish many cold-related illnesses, which will improve the health of the people, their comfort and their living conditions.

(4)

RAS EL OUED

Participation

	C.D.F.	Community	High School Students
Houses		X	
Rocks		X	
Labor	X	X	
Construction materials	X		
Prefabrication of beams & slabs	X		X
Transport of materials	X		

Total Project Cost

	C.D.F.	Community
Houses		1,600.000
Labor	96.000	115.200
Construction materials	2,141.840	2.400
Depot rental	50.000	
Transport of materials	300.000	
Sub totals	2,587.840	1,717.600

Total project cost: 4,305.840

Construction of Solar Roofs

Materials	Quantity	Unit Price	Total Price
gravel	30 m ³	2.000/3m ³	20.000
sand	15 m ³	1.600/3m ³	8.000
cement	300 sacs	1.600 sac	480.000
fiberglass	32 pieces	8.000	256.000
screen 3.5 X 7 cm.	250 m ²	0.350 m ²	87.500
steel bar 6 mm	600 kgs	0.240 kg	144.000
steel bar 12 mm	100 bar	2.500 bar	250.000
steel sheet 2 X 1 X 5mm	10	14.140	141.400
angle iron 9 cm.	6 bar	28.600	171.600
planks 10 cm X 6 cm X 3 m	10	2.250	22.500
planks 22 cm X 2½ cm X 3 m	40	2.220	88.800
grease	2 boxes	0.800	1.600
press board 1.7 X 4.2 X 16 mm	8	16.500	132.000
steel bender	1	43.000	43.000
steel cutter	1	57.000	57.000
pliers	2	1.600	3.200
shovel	1	3.000	3.000
hoe	1	2.500	2.500
wheen barrow	1	15.000	15.000
screen 1 m X 75 cm	1	2.190 m ²	2.180
bucket	1	0.650	0.650
hand-drill	1	5.000	5.000
transport of materials			300.000
drill-bits	3	1.500	4.500
depot rental	2 mon	25.000 mon	50.000
nails 5 cm	2 kg	0.600	1.200
other expenses			200.000
nails 7 cm	2 kg	0.600	1.200
labor	2 X 30 days	1.600 day	96.000

TOTAL:

2,587.840

(6)

RAS EL OUEDCommunity Participation

	Quantity	Unit Price	Total
houses	8	200.000	1,600.000
labor (3 pers. X 3 days per house)	72	1.600	115.200
rocks	4 m ³	0.600 m ³	2.400
Total			1,717.600

Projection of monthly expenses

	June	July	August	Sept.	Total
materials	1,021.840	460.000	460.000	-	1,941.840
transport	75.000	75.000	75.000	75.000	295.000
rental	50.000	-	-	-	50.000
labor	24.000	48.000	24.000	-	96.000
other expenses	100.000	50.000	50.00	-	200.000
monthly total	1,270.840	633.000	609.000	75.000	2,587.840

BEZE

(Maghrawa)

Name of project: Maghrawa Integrated

Number of project: 80-0010

Field Office: Tunisia

Impact Area: 01 Name: Makthar Community: Beze (Maghrawa)

Date of Preparation: April 1979

Project will begin: June 1979 Will be completed: May 1982

Number of people directly benefitting from project: 25 families (161 people)

Description of the people who will directly benefit from the project:

Twenty-five poor farmers, owners of small parcels of land, using wells to irrigate, but lacking training and resources to improve their productivity. Present yearly income averages 96 TD.

Problem:

Maghrawa is about 15 kms. north of Makthar and lies in a beautiful valley with high rocky mountains. The land in this valley is well worked by the farmers who introduced the cultivation of vegetables and some fruit trees to replace as much as possible the more traditional wheat and barley crops. Unusual for this area, the water is plentiful and people have dug four wells to irrigate their parcels. However, they have been unable to complete them due to too much water pressure: a pump is needed to empty out the wells in order to dig them deeper.

The surface that is now irrigated is 9.5 hectares. The total area that could be irrigated from the 4 wells is about 21 hectares, and this would increase the produce of this area. The farmers need better tools and agricultural training to achieve this increase.

There are 25 school dropouts among the young men, and they usually end up leaving for urban areas looking for work. They leave behind them the old men who are unable to work the land themselves, and who must hire workers.

Solution:

Next 12 months:

The project will benefit 25 farmers, heads of families, who support 161 persons. They will form 3 groups to clean out the wells, carry out rocks, and complete the construction of existing wells. A pump will be installed on each of the three wells, and the water will be distributed through canals or Bauer tubes to irrigate the land. The farmers will receive from CDF the pumps, ploughs, seeds, fertilizers and other necessary agricultural inputs. Also, they will be provided an "on the job" training in better methods of ploughing, seeding and irrigating.

This training will include the 25 young men aged 10 to 20 who no longer attend school. Apart from the technical training, the purpose is to show the young men that agriculture can be a good source of income.

The training will last one year so as to be able to cultivate during the four seasons: it is possible to harvest 2 times a year. The income of the first year will help finance the purchase of seeds, fertilizers, etc. for the following year. It is expected that the income of these farmers will increase, even though an exact figure cannot be advanced at this stage.

Next 3 years:

During the next 3 years, CDF's assistance will be in the form of counsel and follow-up. Direct interventions will decrease as the capability of the farmers to manage their own affairs increases. It is hoped that the interest of the youth will begin to grow, and will be measured by greater effort to work, less immigration, and perhaps eventually, their return from the cities.

Activities:

The meetings with the beneficiaries will end at the end of May, 1979. These meetings have been taking place between March and May to explain to them how the project will work, how their community will benefit from it, and what is expected from them. The budget should be ready by the end of May for approval. Implementation is to begin at the end of June 1979.

The beneficiaires will dig the well and help the macons, who will be hired by CDF, in its construction. The beneficiaries will provide the rocks and the sand, and CDF will do the necessary purchases. CDF's technical staff will do the agricultural training and give technical advice during the work. If necessary, outside technical help will be called upon. During this training period, special attention will be given to the sons of the farmers.

Community Development:

When CDF will end its financial contribution, the community will continue to work by supporting itself with the income derived from the production.

CDF staff have held several community meetins with the women and the men, and the results were very positive. They suggested other projects that they would like to see in their area, including construction of a road, repairing of houses, a girls' club for literacy classes, sewing and rug making. It is hoped that the momentum from the agricultural project will encourage the people to undertake these new projects.

(3)

BEZE (Maghrawa)Summary

Type	CDF	Community	Gouvernorat	Total
Material	8,276.000			8,276.000
Qualified labor	1,500.000			1,500.000
Non-specialized labor		5,250.000		5,250.000
Local contribution of material		250.000		250.000
Technical plan			100.000	100.000
Storage		180.000		180.000
Transport/other	1,000.000			1,000.000
Total	10,776.000	5,680.000	100.000	16,556.000

PARTICIPATION

Type	CDF	Community	Gouvernement
Responsibility	X	X	
Material	X		
Qualified labor	X		
Non-specialized labor		X	
Local material		X	
Technical plan			X
Supervision	X		

BEZE (Maghrawa)A. Project Costs to be funded from CDF funds:Materials and Services

Description	Quantity	Unit Price	Total
pumps	3	840.000	2,520.000
Bauer pipes	6	18.000	108.000
shovels	6	1.700	10.200
pulleys	3	5.000	15.000
rope	90 m		9.800
barrels	3	40.000	120.000
beams	15	10.000	150.000
ploughs	25	23.000	575.000
forks	25	4.500	112.500
picks, flat	50	4.500	225.000
hoes	50	1.900	95.000
rakes	25	4.500	112.500
wheel barrels	25	17.000	425.000
picks	6	4.500	27.000
watering cans	25	2.500	62.500
shovels	25	1.700	42.500
pulverisers	8	17.500	140.000
ploughs	5	200.000	1,000.000
plastic	400 kg	0.450	180.000
iron hoops	200	1.300	260.000
iron thread	2 kg	5.000	10.000
phosphate super 45%	24 pt	4.500	108.000
ammonitre	24 pt	5.500	132.000
potash 50%	12 qt	8.000	96.000
seeds, treatment products			300.000
cement	60 t	24.000	1,440.000
macons	150/day	10.000	1,500.000
transport			300.000
other			700.000

TOTAL**10,776.000**

BEZE (Maghrawa)B. Project Costs to be contributed by local people:

a. <u>Materials and services</u>	Quantity	Unit Price	Total
rock	40 m ²	5.000.	200.000
sand	5 m ²	10.000	50.000
Total			250.000

b. Community labor

unskilled labor	No. of Mandays	Value per Manday	Total
25 workmen	150	1.400	5,250.000
Total			5,250.000

c. Other Community Contributions

type		Total
Storage and accomodation for macons		180.000
Total		180.000

Government Contribution

type	No. of Mandays	Value	Total
technician C.R.D.A.	one week		100.000
Total			100.000

Total Community Contributions: 5,680.000

Total Government Contributions: 100.000

BEZE (Maghrawa)

Projection of Monthly Expenditures

	July	August	Sept.	Oct.	Nov.	Dec.	
Material	7,544.000	936.000	300.000	300.000	696.000		
Transport and other	83.334	83.334	83.334	83.334	83.334	83.334	
Sub-total	7,627.334	1,019.334	383.334	383.334	779.334	83.334	
	Jan.	Feb.	March	April	May	June	Total
Material							9,776.000
Transport and other	83.334	83.334	83.334	83.334	83.330	83.330	1,000.000
Sub-total	83.334	83.334	83.334	83.334	83.330	83.330	10,776.000

6
TOTAL: 10,776.000

SAVE THE CHILDRENFIELD OFFICE PROJECT APPLICATION FORMName of Project: SKARNA WOOL TRANSFORMATION Project Number: 79-0009Field Office: MAKTHARImpact Area: # 02 Name: Rouhia Secteur: Skarna
Community: EL MARTHOUMDate of Preparation: Dec. 6, 1978Project Will Begin/Began: December 1978 Will Be Completed: Dec. 1980Number of People Directly Benefiting From Project: 15 widows and their familiesDescribe the People Who Will Directly Benefit From the Project: 15 subsistence
level women heads of households and their
families, who at present have little or no
source of income.

1. Problem: To what problem in the community does this project respond? Give specific facts which describe the problem condition.
2. Solution: How will this project help to solve this problem during the next twelve months? During the next three years?
3. Activities: What activities are involved in carrying out this project? When will each of these activities take place? Where? Who will be responsible for carrying out each of these activities?
Which of these activities will require technical skills training? How will this training be obtained?
What will be the measurable results of these activities?
4. Community Development: What does the community plan to do to continue this project when STC funding is no longer available? Are other local governments or private agencies involved in carrying out this project? If so, how? If not, would it be useful to seek such assistance?

5. Inputs:

Describe all the resources including funding, materials, equipment, services, and people needed to carry out the project. Assign a monetary value to each item and group the items according to the source of the funds or investment as follows:

A. Project Costs To Be Funded from STC/CDF Funds:

a. Materials and Services

<u>Description</u>	<u>Quantity</u>	<u>Unit Price</u>	<u>Total</u>
1.			
2.			
3.			
4.			
5.			
6.			

Sub Total Value of Materials and Services _____

b. Paid Skilled Labor

<u>Type</u>	<u>No. of Mandays (*)</u>	<u>Cost per Manday</u>	<u>Total Value</u>
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

c. Paid Unskilled Labor

<u>Type</u>	<u>No. of Mandays (*)</u>	<u>Cost per Manday</u>	<u>Total Value</u>
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

Total value of all investments purchased with funds from STC/CDF _____

*One man day is equal to the number of hours that a person works in an average day.

WOOL TRANSFORMATION PROJECTS

The Skarna wool transformation project is being carried out in cooperation with the Dept. of Social Affairs, to benefit 25 to 30 single women heads of households, divided into 2 groups at two different sites. The two projects will be known as Jebel Skarna and El Marthoum.

These beneficiaries were chosen as a result of a needs assessment, and a baseline study, carried out in the area by the Dept. of Social Affairs.

1. Problem

The problems these women face are:

- A. Limited resources and low income. They are poor widows, their husbands left them practically nothing to secure their future after they died, or abandoned their families.
- B. Family size. They are now faced with the task of supporting often large families, without any preparedness, nor adequate means, be it material or other.
- C. Acute social problems. In rural areas, the social services are inadequate and too far apart. Visits by paramed. staff, midwives, nutritionists are made 3 or 4 times per year in general.

2. Solution

The widows have traditional training in how to transform wool from a raw product, into a final one, such as clothing, rugs, covers, sacks. They lack formalized training, quality control, and, given their limited means, they can only produce to meet their own needs.

If material and organizational help and training is provided to them, they could exploit their skills to increase their incomes, and, hence their living conditions.

3. Activities

The immediate activities have already been done:

- Authorization of local authorities
- Identification of the beneficiaries
- Social study
- Establishment of the two training centers, both already existing dwellings to be contributed by the people.

The following activities are to be, or are being done:

- Final meeting with the beneficiaries, as a group to explain details of the project, and its goals.
- A 6 month training session to be set up, and arrangements for:
 - a teacher, to improve their technical skills in wool transformation
 - a social coordinator, to teach them about health, nutrition.
 - a community development element introduced, by encouraging them to hold weekly meetings to discuss their problems and their community
- We will purchase and provide the wool for the training, plus an initial stock for the first year.

- We will purchase and provide the looms for the training, and, a loom for each beneficiary after the training.
- We will verify a list of regular buyers, from Mr. M. Labidi, Delegeue Regional for Social Affairs, who he dealt with in his previous similar projects: wool products retailers.
- As beneficiaries will earn the income from their produce, they will reinvest part of it in wool work, so as to insure continuity after C.D.F. pulls out, and use the rest for their family consumption.
- An hour social education (Nutrition, Health, F/P), will take place 2 or 3 times a week, after or before the wool transformation training sessions.
- An hour community development session will take place 2 or 3 times a week.

The Social education will be given by an Assistante Sociale who will be provided by the Social Affairs Dept., while wool transformation teacher will be one of the beneficiaries. The community development session will be led by C.D.F.'s Social Field Coordinator.

In the first year, this project will help community widows improve their skill in wool transformation, and organize them so as to get better returns from their work. The project will also subsidize them for six months at the rate of 10 dinars per month. The produce of the first year should enable them to finance the second year's necessities to continue the project from then onward, on its own. The Social Education sessions should help raise the awareness of the beneficiaries, in Health and Nutrition matters.

4. Community Development

The meeting sessions are to encourage the women to discuss any matter related to their community, its problems and solutions. These meetings should become a habit, and eventually influence men to do the same. Ideas are to be encouraged, and guided towards finding solutions to problems, and suggestions for new projects.

5. This project will be financed from funds granted the Tunisian Field office by Canadian Save the Children (CANSVAE).

EL MARTHOUM

Summary Chart

type	SCF	Community	Ministry of Social Affairs
training materials	2,520,900		
skilled labor	180,000		
unskilled labor	840,000		
transportation	30,000		
Assistante Sociale training center		60,000	75,000
Total	3,570,900	60,000	75,000

Participation

type	SCF	Community	Ministry of Social Affairs
responsibility	X		X
training materials	X		
skilled labor	X	X	
unskilled labor	X	X	
transportation	X		
Assistante Sociale training center		X	X

SKARNAEL MARTHOUM

Project costs to be funded from STC/CDF funds (CANSAVE).

a. Materials and Services

Training materials

Description	Quantity	Unit Price	Total
looms	4	15,000	60,000
wool	500 Kg	2,500	1,250,000
combs	4	2,000	8,000
distaff	4	0,150	0,600
brushes	4	1,500	6,000
cotton thread	75 Kg.	1,600	120,000
scissors	15	2,500	37,500
tape measure	4	0,500	2,000
benches	5	15,000	75,000
patterns	5	1,000	5,000
follow up and other	-	-	250,000
		Sub total	1,814,100

SKARNAEL MARTHOUMMaterials and Services

After training material

<u>Description</u>	<u>Quantity</u>	<u>Unit Price</u>	<u>Total</u>
looms	11	15,000	165,000
wool	150 Kg.	2,500	375,000
combs	12	2,000	24,000
distaff	12	0,150	1,800
brushes	12	1,500	18,000
cotton thread	30 kg	1,600	48,000
patterns	75	1,000	75,000

Sub total

706,800

Total materials and services

2,520,900

4
EL MARTHOUM

Government Contribution

type	No. of Mandays	Value per Manday	Total Value
Assistante Sociale	30	2,500	75,000

Community Contribution

type	Unit Value	Total Value
1-room dwelling for training center	10,000 X 6	60,000

Total value of local contributions: 135,000

EL MARTHOUM

<u>Paid Skilled Labor</u>	No. of months	Cost per month	Total Value
1 teacher - wool work	6	30,000	180,000
<u>Paid Unskilled Labor</u>			
14 beneficiaries	6	10,000	840,000
<u>Other</u>			
transportation	6	twice a week at 1,000	30,000

Sub total 1,050,000

Total services, labor, other 3,570,900

	Unit Price	Total Price
Approximate Refunds from sales of 20 covers which will be used to buy training materials.	30,000	600,000

Gross SCF cost of project:	3,570,900
Sales	-600,000
Net SCF project cost	2,970,900

THE SAVE THE CHILDREN PROJECT PROCESS

E. Self-Evaluation

E-1: Health Questionnaire Before and After Social Course

Abhaya Schlesinger

October 1979

E-1: Health Questionnaire Before and After Social Course for Women in Djebel and Marthoum

1. What is the function of the 3 food groups on the body?

	<u>Before</u>	<u>After</u>
- <u>Do not know</u>	23	
- <u>Strength</u>	3	
- <u>Protection, Energy, Health</u>		28

2. What are the diseases caused by water?

	<u>Before</u>	<u>After</u>
- Do not know	13	0
- Gastro-intestinal	16	29

3. Why should well water be boiled before drinking?

	<u>Before</u>	<u>After</u>
- Do not know	16	0
- Purify, remove dirt, etc.	10	31

4. Why should fruits and vegetables be washed before eating?

	<u>Before</u>	<u>After</u>
- Do not know	2	0
- Mix of good answers	29	27

5. What do you do when you get sick?

	<u>Before</u>	<u>After</u>
- See a doctor	19	31
- Herbs	3	
- Hot soup	5	
- Honey	1	
- Sleep	3	
- Take blood from head	1	

6. What should one do to prevent disease?

	<u>Before</u>	<u>After</u>
- Do not know	12	0
- Other	20	28

7. What precautions should pregnant women take?

	<u>Before</u>	<u>After</u>
- Do not know	8	0
- Good answers	23	28

8. What is the difference between mother's milk and powdered milk?

	<u>Before</u>	<u>After</u>
- Do not know	8	0
- Good answers (Vitamins, nutrition, stronges, etc.)	16	28

9. What are the disadvantages of a large family?

	<u>Before</u>	<u>After</u>
- Malnourished, unhappy, dirty, illiterate, badly clothed, poor, miserable.	28	27

E-2: Interviews With "Weaving Widows" toward The End Of The Project

Abhaya Schlesinger

September 1979

E-2: Interviews with "Weaving Widows" toward the End of the Project

Rug Quality: Before and during project

- Depends on the wool: 16
- Later ones larger : 5
- Other answers : 7

All the beneficiaries said the wool was bad:

- Dirty, Old, Mixed, Smelly

If given a chance, what project would you ask for?

- Same project : 17
- Make other things : 6
- Work on my own : 4

What was learned

- One village : weaving together
- Other village: Using the brush
Using the loom
- Both villages: Social course
Color combinations

E-2: Ability to Make Rugs

Can each woman clean?

Yes	Everybody	25
3	cannot	3

Can each woman thread the loom?

Yes	everybody	6
3	cannot	3

Can each woman spin?

	Everybody	13
3 or 4	are slow	8
1 or 2	cannot	9

Can each woman weave?

	Everybody	15
	3 are slow	3
1 or 2	cannot	6
3 or 4	cannot	4

Sight problems?

Yes	7
No	15
Sometimes	6

E-2: What will Happen After the Project?

How do you expect to sell your products?

Sons : 11
 Husband: 5
 Herself: 5
 Others : 2
 Problem: 1

Do they expect help weaving at home?

No 8

Daughters, Daughters-in-law 20

How long will it take to make a rug at home?

20 days 2
 1 month 4
 1¹/₂ month 6
 2 months 5
 3 months 5

What will they do with the rugs?

Sell 18
 Keep 1
 Sell good keep bad 10

Where do you expect to sell your products?

Here or close by: 24
 Tunis or Sfax : 2

Where do you expect to get wool?

Market close by : 18
 From shepherd : 7
 Husband will buy: 1

E-3: UNFT Garden Project In Makthar

Abhaya Schlesinger

August 1979

The UNFT ran a social center for teenage girls who did not have the opportunity to go to school or get more than a very basic few years of formal education. These teenagers came from economically deprived families. The social worker at the UNFT approached FDC for project assistance at the center. Together, it was decided that a garden would be sound project, along with the other activities of the center. There is a small plot at the center that was proposed for the garden. FDC's input was the repairation of some old equipment that was already at the center, buying of other needed materials and equipment, and a field co-ordinator to work with the girls on the garden, who was supposed to have gone twice a week.

Fifteen girls were chosen to be the beneficiaries. Some out of the fifteen were already coming to the center for a while, other new ones were included, some of whom quit in the winter and others were brought in. In spite of the turnover, the president and the social worker of UNFT gave a list of 15 beneficiaries. These girls were scheduled to come to the center every day of the week except Sunday. They were scheduled to work on the garden twice a week, the rest of the time was for other activities as crocheting, knitting and cooking demonstrations. It was hoped that the garden produce would be used for the cooking demonstrations.

In the beginning of the garden project the attendance was 100%, which was for about 2½ months. The girls along with the FDC field co-ordinator cleared the plot, prepared the beds and planted the seeds. In the mean time they were taught to crochet and did have some cooking demonstrations. In spring the attendance rate gradually started to go down, and by summer there was only one girl who was coming to the center daily. She too, stopped coming as soon as she had finished the piece of crochet she was working on. The garden in early spring was tended by 8 girls only as the other 8 has quit the center. When the first harvest of parsley and radishes were harvested there were only 3 girls left who were interested in the center. In order to understand why the 14 girls out of the 15 had stopped coming to the center we (the social worker, the field co-ordinator and I) conducted a house to house interview of the 15 beneficiaries. The interview was very brief and a general one. We tried to be very casual and tried to limit ourselves to asking some four or five basic questions. On several occasions either the mother or father was with the interviewee. The following questions were asked:

Name and age.

How long did you come to the center

Why did you stopped coming

What did you learn

Would you like to come back

Did you learn any gardening

The responses of the 15 beneficiaries are the following:

1. Samira Zair: Age 14. Educational level 6th. year primary school. Samira is now working with the sewing center, which is at the delegation. This center is part of the rural development programme.

She had requested the UNFT social worker to get her into the sewing center, because she was interested in learning how to sew, which was not one of the activities of the UNFT center. At the present center she also gets paid, and if she passes an exam at the end of the course she will get a sewing machine. She said she quit the UNFT center because she wanted to get paid, learn to sew and the activities at the UNFT center were not very interesting. She said she did not learn much gardening, because she quit half way through the project.

2. Mbarka Ben Mahamoud Ben Ayochi: Age 14 years. Educational level 0. Mbarka's father stopped her from going to the center. The reason they gave was that the father objected her walking the streets to get back and forth, as there were young men who hang around the center. This beneficiary came to the center for 1 month. She did not learn much of either gardening nor crocheting. She would like to come back.
3. Jennat Ben Sghaier: Age 13. Educational level 2nd. year of primary school. She came to the center for 3 months. She learnt some gardening and crocheting. She had to stop coming to the center, because her father needed her at home to help him. He is a vegetable vendor and travels every day. She and her mother want her to go back.
4. Rabiha Ben Youssef Cherif: Age 13 years. Educational level 4th. year primary school. She too came to the center for 3 months. She was made to quit by her father who did not want her to cross town to get to the center and also felt that there were too many young men around. She learnt to crochet and does it at home, she mentioned that she did learn some gardening, but does not do any^{thing} at home. She would like to come back.
5. Zohara Ben Bedin: Age 10 years. Educational level 0. Zhora came to the center for 7 months. She learnt very little. She only learnt to crochet a chain, which is the very first step in crocheting. She said she stopped coming because her father said she had to. She had no idea of the reason and was never given one. She does nothing at home. She said she learnt no gardening. She'll come back if, her father allows her.
6. Monira Ben Amor Ben Hmida: Age 16. Educational level 0. Monira lives in a village called Sayar 1.5 k.m. from Maktjar. She came to the center for 6 months. She stopped because her mother got sick and she was needed at home to do the domestic chores. She also decided to stop because she did not want to walk the distance four times a day. She participated and learnt to garden. She does a lot of crocheting at home. She would like to come back if, she can get some financial compensation.
7. Sihame Ben Ahmed: Age 11. Educational level 0. She came to the center for two months. she quit coming because the other girls from her village of Sayar had stopped. She was of the new additions through mid project. She learnt very little gardening. Her mother will not let her go back.
8. Liana Ben Ali Ban Salah: Age 11 Educational level 0. Lima was accused of stealing .500m. from one of the social workers. This infuriated her mother who stopped her from going back. She had been coming to the center for 6 months. She said she participated in the garden and learnt to crochet well. She also lives in the village of Sayar. She would like to come back.

- Rachida Ben Ali Ben Amara: Age 11 Educational level 0
She quit the center because her mother amde her and she does not know the reasons. She mentioned that she would like to return. She does crocheting at home and did learn some gardening while at the center.
10. Hayet Ben Ali Ben Kaobia: Age 13. Educational level 3rd. year primary school.
She did not know how long she attended the center., but she stopped coming because she would like to be paid, or get some financial assistance. She mentioned that she learnt to crochet and garden.
11. Hafsa Ben Salah Ben Belegasan: Age 15 years. Educational level 0
She came to the center for 4 months . The reason she gave up the center is because she would like to earn some money, and also she would like to learn other things besides crocheting and gardening. She would come back if, she could some money and if , her father agrees.
12. Aicha Ben Mahmoud Ben Tillili: Age 11 Educational level 0
Aicha was the only beneficiary who attended the center till it closed for vacation. She continued coming because her father insisted that she should. She learnt to crochet well and little gardening. She would like to continue.
13. Fatihia Ben Ali Ghaiula: Age 13. Educational level 4th. year primary school. She was at the center for 8 months. Her father wanted her to join the weaving center next door. She wants to continue weaving. At the UNFT center she learnt to crochet well and some gardening.
14. Nama Ben Abdel Karim Ben Bobakar: Age 13. Educational level 3rd. year primary school.
Nam stopped coming after 4 months. She complained that the girls from the Sayr village picked on her and used to hit her. She did not tell the social workers about this. We asked her father if she could come back and he reponded positively, but she is not interested, She too learnt some basic gardening and crocheting.
15. Houda Ben Hamar Ben Gharir: Age 10 years. Educational level 2nd. year primary school.
She came for 8 months and felt she had learnt enough fo crocheting and gardening. She lost interest and does not want to come back. She is interested in other new activities..

After talking with the girls and looking at their reponses there are some basic assumptions and conclusions that can be drawn:

1. Father of young and teenage girls are very protective of their daughters. They do not want the girls seem by other town people walking in town. They also feel there are young men who hang around the center, who they feel will harress their daughters. They probably are afraid their daughters will get a bad reputation, which in turn will hurt the reputation of the family.
2. Mothers needed their daughters at home to help, specially the older ones
The schedule for the center was:
Winter; 8:30 a.m. to 12:30p.m. again 2:00p.m. to 4:45p.m.
Summer: 7:30 a.m. to 1:30 p.m.
According to this schedule the mothers were left perhaps all alone to do the housework, as the girls spent most of the working day away from

the ages of 13 and up. These girls probably are the mother's main source of help.

3. There were no rewards or benefits during the life of the project or at the end. These girls all belong to poor families and probably expected some sort of financial compensations. This is also reflected by some of the beneficiaries. It could be assumed that probably most of the girls wanted some financial reward or earnings.
4. Some girls were bored after a while, when there was not much change in the activities. The activities were crocheting, gardening twice a week, if the field co-ordinator went as scheduled and cooking demonstrations on fridays. It would seem quite dull if one had to sit and crochet all day all. Secondly, for the cooking demonstrations the girls had to contribute to-wards the buying of the ingredients. It probably was a little difficult for the girls to make their contributions, as they came from poor families, but felt obliged. Nobody mentioned this as a serious problem, but it conceivably been a problem. Parents may not have been too happy to give them even small sums of money.
5. Four out of the fifteen came from the village of Sayar. They did have to walk 1.5k.m. four times a day in the bitter winter of the region. As soon as one stopped coming the other followed as they all travelled to-gether.
6. The field co-ordinator of FDC did not go to the center as scheduled. This probably did affect the garden as it did not get all the attention it should have. The reason the field co-ordinator was unable to keep the schedule was because he was constantly been called upon to do other work on other projects at FDC. This could have created a low motivation level on the part of the girls to-wards the garden. Secondly, when the garden did started to produce most of it was being stolen by the older girls from the weaving project. No one seemed to have taken the responsibility to put a stop to this. One of the social worker mentioned that she was going to talk to the delègè when he got back from vacation, in the meantime she was transferred from Makthar, and the whole thing just got ignored. If, FDC had tried to put a stop to the stealing more of the produce could have been used by the girls, They were able to use only parsely and onions for some of the demonstrations. The monitrice who supervises the weaving project is unable to control the girls. With the lack of interest on the part of the UNFT girls, and partly neglect on the part of FDC, by summer the garden was over grown with weeds and in bad shape.

INSIGHTS

The age group that was chosen as the beneficiaries is a very vulnerable group of the population in this country and this culture. Parents are very protective of their daughters, should their reputation be damaged in any way. This could cause problems in marriage prospects and also hurt the reputation of the family. This age group of girls are also very neglected in terms of their education, both formal and informal. therefore, they are most in need of help, and education. The girls in this age group are also the ones needed home to help mothers, and should they ever work outside the home it is to increase the revenue of the family. It probably was discouraging for parents to send their girls away all day and not get any revenue in return. but infact they had to put out money for materials for crocheting and the demonstrations.

The moral among the social workers at the UNFT is low. The president of the center used to be a paid member. (D, 15 a month) The last few months she has been working without pay, the central UNFT office does not seem to have any more funds. This has further demoralised her and she would like to quit. The other two workers give their

divided time between their families and other professional work. One of the workers who was going to take action against the vegetable stealing by taking the matter to the delège, got transferred to another town and let the problem go unattended. In order for the center to have had a high motivation level the social workers had to be motivated to work with the girls, specially given the unsatisfactory conditions they had to work with, e.g. they had to bring their own dishes and spoons etc. on the days they demonstrated cooking.

They had very little to work with in terms of materials and funds, and for those reasons could not do more than crocheting with the girls. Extra creativity and stimulation was called on their parts, which they lack due to lack of proper training, (the president does not have any formal training in social worker or as an amateur) funds and their own financial situations. In essence the social workers were probably not the best stimulus for the beneficiaries nor the best agents to motivate and encourage the girls.

Most of the girls started to quit the center in spring. Spring is the time when help is needed in the fields, or help is needed in their homes if, mothers go out to the fields. Summer is a time when a lot of activities go on in the house and the community. The making of couscous for the year, marriages, etc. This year Ramadan fell in the summer followed by AID which calls for a lot of preparations. Most probably the girls would have stopped in the summer, even if they had continued through the spring, or were given some sort of compensation.

The project could have had a more success in keeping the girls interested if it was conceived as a recreational project. The girls would come to the center for three days in order to learn the same things as they did i.e. crocheting, gardening and cooking demonstration. This probably would not have caused the same feels in the parents that their daughters were away from the home a lot, that they did not get paid, and they could have still helped their parents at home.

Rewards of some sorts should have been built into the programme. Prizes for the best pieces of work, or for the best participants in the garden. An exhibition could have been used as a moral booster. Unfortunately, the vegetables were not used for their own purposes, nor sold as hoped in the PR plans in order to buy other ingredients of materials as needed. This was an unrealistic assumption, because the garden was not large enough to get enough produce to make any decent profit. It probably could have produce for their own use at the center, and the rest could have been distributed among themselves. If, the beneficiaries were 12 and under the attendance rate would have been higher or steadier. This age group is still considered as children and are less demanded by the family, nor expected to bring any additional income to the family. They probably would have been easier to have kept motivated and interested, (This is any assumption) as they demand less stimulus and motivation. They also have less restrictions put upon them by their parents.

Before the garden idea was incorporated into the UNFT center, FDC did not do enough research on the center. The center is run on very shaky grounds, very little funds and not properly trained personnel. FDC did not check into the beneficiaries. There were already some girls at the center, some of whom left in the middle of the garden project, other new ones joined at this point. This turnover could have disturbed the momentum at the center. The garden produced in early summer and through summer. The produce if, not stolen would not have been used by the center to its fullest extent, because the center closed for a month of vacation mid Ramadan and the social workers went on vacation.

Merits:

The girls did learn a skill of crocheting which is a popular activity among the female population in Tunisia. They were exposed to gardening. They probably not create their own garden at this point, but an reinforcement efforts in gardening may give them a useful skill. They also learnt to cook cakes and other dishes which are not common in rural homes, but are part of the tunisian cuisine. In few of these classes they did use parsely from the garden. The girls got an general exposure to something other than their homes, and to informal education. It was also an change of environment during the long winter months. This edposure may interest them again to join informal educational center to learn other interesting things.

Recommendations:

More activities to be the participants motivated.

Change in activities to keep the interest of the beneficiaries.

Financial compensation or some material benefits, if the poorest of the poor are to be the beneficiaries.

Adequate research of the population, personnel, conditions of work: and time period to be used for a project.

Mid project evaluations and changes made that are necessary to improve the project, if porject goals are not being achieved.

The Reasons for the project termination:

1. Wanted to be paid----- 5
2. Fathers decisions----- 4
3. Mothers needed the girls at home-----3
4. Lack of interest----- 2
5. Attendance 100%----- 1

E-4: Kesra Weaving Project

Abhaya Schlesinger

July 1979

Project: Kessra weaving project for 16 teenage girls.

Objective: The purpose of this report is to give some basic information on the rug-making, the two courses offered to the beneficiaries: The Social and the Literacy course. This report also gives some suggestions and recommendations that could be easily incorporated into the second half of the project. Hopefully, the adaptations would make the project more meaningful and a richer learning experience for the 16 beneficiaries of FDC, Through the skill learnt, they could increase their incomes. The two courses hopefully will increase their awareness in the literate and social fields.

Information on the rugs being made:

Which type of rugs are being made?
The traditional pile and the margooum.

How long does it take to make a rug?
There are rugs of different dimensions being made. Approximately
It takes:
Large: 40 to 45 days
Small 20 to 25 days

Dimensions:
Large: 1.40 m. to 2 m.
Small: 0.70 m.

How much time is spent by the beneficiaries at the center?
Total summer hours 7 a.m. to 2 p.m.;
Literacy course on Fridays mornings for 2 hours each for the two groups
Social course on Monday & Wed. 2 hrs. each. Monday 1 hr; community
Total winter hours 8 a.m. to 12 p.m. 2 p.m. to 5 p.m.

How much wool needed per/rug?
Large: About 15 kg. for the actual and the droppings. (These are the tiny pieces of wool that drops when they cut the knot)
Small: 6 kg. for the actual rug and 1 kg. for the dropping.

How many girls work at a time on a rug?
Chair covers: 1 worker per/ piece. This is what they learnt at first.
Small rugs: 2 workers per/ rug.
Large " : 4 or 5 per/ piece.

How many 'points' per rug? (These are the number of the white thread wrapped on the loom)
A 2 m. rug required 400 points
A 1 m. " " 200 "

How long will it take one beneficiary to weave a piece at home?
Small: 20 days minimum
Large: 40 to 45 " Provided they work a full day.

What would be the price of a rug?
Did not know.

How much does it cost to make a rug?
Did not know.

What is the price of wool per/kg.?
D, 3 per/kg. for wool
D. 1.500 per/ kg. for the thread.

What quality of wool is being used?

The cost to make a rug: $D.3x \text{ weight of wool} = \text{cost of wool}$
D. 1.500x " " thread + cost of thread *cost of ru

Where will the girls buy wool?
In Makthar or Kairouan.

Where will they sell their products?
Makthar
Sousse
Kairouan
Friend or Relative on demand or order.

How will they sell the rugs?
Always through a middle man. An Uncle or a relative will take them to the tourist centers to sell directly or to a store.

How will a selling price be determined?
After the expenses: i.e. after the rug is made. The expenditure will determine the price. They have no idea of prices and method of pricing.

What is done with the 'droppings'?
The monitrice gives it to the girls to make pillows. May be this stuffing materials could be used for something else, eg. stuffed animals.

Will every beneficiary be able to store a loom? Some live in one room homes.

We visited a home where a loom was being worked on. They had made room for it in the sleeping area. According to the Monitrice they will make room, because they wanted to possess a loom and also the girls can take it as part of their trousseau.

How long did it take them to learn to weave at the required level?
A minimum of 3 months.

Who does the designing and the patterning?
For the present moment the monitrice decides and gives the designs and patterns. She has a few sample patterns. She plans to help the girls make their own individual pattern books. This should give each girls something to work off.
She has requested the FDC office to give some patterns which could be gotten at one of the artisan centers in the big cities. So far she has not gotten any.

These questions were asked of the Monitrice.

The Monitrice had mentioned that the owner of the storage room wanted his room back this summer. This means a need for another storage room for the wool and the rugs.

I had requested the monitrice to give the exact amount of wool used for a rug. since she nor the girls have any idea how much they use. To accomplish this she is at the present moment have the girls make a rug for which the wool is pre-weighed.

GENERAL RECOMMENDATIONS:

Excursions:

A day trip to Kairouan for general exposure to the rug and carpet center. This should give them an idea of the variety in the rug field; As a market and a purchasing center for them.

A visit to the UNFD in Makthar to see other projects. This could be tied in with a visit to the hospital in Makthar.

TALKS

A couple of talks on the rug:

Pricing
 Purchasing of necessary materials
 Marketing of their products
 Cleaning of a rug
 Storing " " "
 Evaluating " "

Care of the loom

The government rug expert from Kef could be requested to address the girls for a couple of mornings.

The Social Course

Attached is a copy of the social course taught to the beneficiaries. It is a six month course put out by the Ministry of Social Affairs. It is a basic course that touches on the different subjects in the social field, though it has more emphasis on Nutrition. It seems to be basically a sound course and the girls do seem to enjoy it. As part of this course the girls did have some practical hours, they contributed a small amount of money and they made some cakes, chickens. They seem to enjoy this a lot.

RECOMMENDATIONS

This course is suppose to be over this month. But the project has another 6 months of life.~ When asked Mm. Labidi said she would give another course, which she does not have ready, at the moment. This should be looked into. Should there be a continuing classes more emphasis should be given to the following:

The Importance of Hygiene: Personal Care

Dental Care

Care of the eyes; proper lighting

Clean Clothing

Personal cleanliness

House Hygiene

Cleanliness of the House

" " " Yard

" " " Bedding

" " " Toilet

Household pets

Rats

Diseases caused by:

Rats and other unsanitary conditions

Garbage as a disease carrier

House bugs

"Physiology: Brief description the human anatomy and its functions.

TALK: By a midwife on the process of pregnancy/delivery

First Aid : A trip to the Makthar Hospital. A talk by the doctor or a nurse on:
Care of the sick at home
Care of infections
Proper bandaging

The Literacy Course

This course is given every Friday mornings in two hour sessions to the group 2 groups. The group that is illiterate seem to want and enjoy the session. There is ambiguity with the literate group. When I personally, through Fatima asked about their interest in the session they said they were not very interested for the following reasons:

During the session young men came into the room. This embarrassed them. They were not too interested in learning how to construct sentences and already knew the grammar.

They would like to use this time to learn something different, eg. sewing.

This is contradicted by Fatima's report in which they seem to want and enjoy the course. According to the report the course is a sound one.

The subject of them not being so interested in the course came to my attention through the monitor. She has had the girls tell her that they do not like going for the literary session. This needs further looking into.

Abhaya Schlesinger

PROJECT TITLE(S) AND NUMBER(S) SILIANA RURAL DEVELOPMENT (664-0285)			MISSION/AID/W OFFICE USAID/Tunisia		
PROJECT DESCRIPTION The purpose of this project was to design and demonstrate means of affecting change in the local level economy that could in turn, bring about improved rural incomes and quality of life.					
AUTHORIZATION DATE AND U.S. LOP FUNDING AMOUNT 6/76 \$.991 million		PES NUMBER 80-2	PES DATE 1/80	PES TYPE <input type="checkbox"/> Regular <input type="checkbox"/> Other (Specify) <input type="checkbox"/> Special <input checked="" type="checkbox"/> Terminal	
ABSTRACT PREPARED BY, DATE Emily Baldwin, NE/DP/PAE January 22, 1981		ABSTRACT CLEARED BY, DATE Geraid Miller, NE/TECH/SPRD			

The Siliana Rural Development project was, in reality, a collection of projects addressing a wide variety of sectors. The stated purpose of this project was to "study and test" aspects of the rural economic, social, and institutional setting; however, the evaluation report (written by Practical Concepts Inc.) states that less than 1% of project funds went explicitly to actual data collection and analysis. It would seem, then, that the project's stated purpose and its implemented form may not have been one and the same. (This is not specifically addressed in either the evaluation report or the PES.)

Aside from questions of how well project implementation followed project design, there are questions of how well implementation itself was carried out. Of the eight outputs explicitly listed in the PES, only two were achieved (significantly, perhaps, both by OPGs - Save the Children and CARE); while two outputs were not achieved at all, and four were only "partially" achieved - in some cases, it would seem, very partially. Overall, then, the initial phase of this project did not meet the stated project purpose to a very large extent. For this reason, the project was terminated at the end of the first phase in September, 1979. (It has been succeeded by the Central Tunisian Rural Development project - 664-0312).

Reasons for the failure of this project to achieve so little of its stated purpose are many and are owing to both the GOT and AID. It seems apparent that the GOT lacked sufficient interest to provide motivated personnel and active support in the project. For its part, AID was unable to deliver some of the required inputs (most notably, a steppe-zone agronomist) which prevented the achievement of key outputs. The evaluation report criticizes a number of project areas (e.g., the high proportion of project funds over 60% - spent on road construction and potable water provision which seemingly diverges from the stated project purpose); however, it is not clear whether the areas criticized were a problem of original PP design or of implementation which diverged from the PP.

The project clearly had a number of problems in implementation; how much these problems were caused by poor project design or by poor management of design is a question left unanswered in this evaluation. This question then limits the "lessons learned" which can be derived from this project experience.

Lessons Learned:

1. The host government must support and desire participation in such projects aimed at local level development before potentially successful projects can be approved.
2. AID must be assured of the ready availability of required inputs and of the realistic ability to achieve outputs and purpose prior to project approval.