

021-0102

Development

1. EVALUATION NUMBER (Enter the number assigned by the reporting unit e.g., Country or AID/W Administrative Code, Fiscal Year, Serial No. beginning with No. 1 each FY) 82-3

REGULAR EVALUATION SPECIAL EVALUATION

E. KEY PROJECT IMPLEMENTATION DATES			6. ESTIMATED PROJECT FUNDING		7. PERIOD COVERED BY EVALUATION	
A. First PRO-AG or Equivalent FY <u>79</u>	B. Final Obligation Expected FY <u>79</u>	C. Final Input Delivery FY <u>83</u>	A. Total	\$ <u>541,000</u>	From (month/yr.)	<u>August 1979</u>
			B. U.S.	\$ <u>400,000</u>	To (month/yr.)	<u>June 1982</u>
					Date of Evaluation Review	<u>7/30/82</u>

B. ACTION DECISIONS APPROVED BY MISSION OR AID/W OFFICE DIRECTOR

A. List decisions and/or unresolved issues, cite those items needing further study. (NOTE: Mission decisions which anticipate AID/W or regional office action should specify type of document e.g., airgram, SPAR, PIO, which will present detailed request.)

B. NAME OF OFFICER RESPONSIBLE FOR ACTION

C. DATE ACTION TO BE COMPLETED

Evaluation Recommendation 1: That the project be extended for 18 months until 30 June 1985, including 12 months to allow time for implementation in 16 villages, as planned, prior to December, 1984; and 6 months to finalize the handbook and to hold a regional workshop.

IAE & AID

October 1982

Mission Response: Project Officer/Mission Director will meet with IAE staff to determine extent of project extension.

Evaluation Recommendation 2: That the draft Handbook be revised prior to the pretest publication, and that this publication take place not later than December 1982.

IAE

December 1982

Mission Response: Mission and IAE will consult as to appropriateness of the handbook and its intended use for project specific as well as project replication purposes.

Evaluation Recommendation 3: That IAE absorb, on a phased basis over 2 years beginning in 1983/84, all project operating expenses, so that by 1985 when project funds are expended, IAE can continue project operations.

IAE

June 1983

Mission Response: Mission agrees that IAE absorb project operating expenses on a phased basis based on decision of what final PACD will be.

8. INVENTORY OF DOCUMENTS TO BE REVISED PER ABOVE DECISIONS

- | | | |
|---|--|--|
| <input type="checkbox"/> Project Paper | <input type="checkbox"/> Implementation Plan e.g., CPI Network | <input type="checkbox"/> Other (Specify) |
| <input checked="" type="checkbox"/> Financial Plan | <input type="checkbox"/> PIO/T | |
| <input checked="" type="checkbox"/> Logical Framework | <input type="checkbox"/> PIO/C | <input type="checkbox"/> Other (Specify) |
| <input checked="" type="checkbox"/> Project Agreement | <input type="checkbox"/> PIO/P | |

10. ALTERNATIVE DECISIONS ON FUTURE OF PROJECT

- A. Continue Project Without Change
- B. Change Project Design and/or Change Implementation Plan
- C. Discontinue Project

11. PROJECT OFFICER AND HOST COUNTRY OR OTHER PARTICIPANTS AS APPROPRIATE (Names and Titles)

- Ms. Helen Soos, REDSO/EA, Team Leader and drafter
- Mr. Alex Buberwa, IAE/Dar es Salaam
- Mr. Mohammed Gulleth, Sr. Resident Tutor, IAE/Arusha
- Mr. Cameron Bonner, USAID/T, Project Officer/Manager
- Mr. James Van Den Bos, USAID/T, Evaluation Officer

12. MISSION AID/W OFFICE DIRECTOR ADDRESS

Signature: _____
 Date: _____
 Arthur M. Handly, Director

August 5, 1982

Arusha Women's Participation in
Development

621-0162 USAID/Tanzania
X Regular Evaluation

	Name of Officer Responsible for Action	Date Action To Be Completed
<p><u>Evaluation Recommendation 4:</u> That IAE and AID review the project budget on the basis of a revised implementation plan, and allocate upto \$30,000 as available, for a Revolving Fund to support viable women's activities.</p> <p>Mission Response: Mission will further consider this option, however, feeling exists that this recommendation goes against the grain of the project.</p>	IAE & AID	September 1982
<p><u>Evaluation Recommendation 5:</u> That annual evaluations be planned for approximately November 1983 and January 1985 (Final Evaluation).</p> <p>Mission Response: Proposed scheduling of any further evaluations dependent upon decision reached regarding evaluation recommendation 1.</p> <p>*It should be noted that a primary objective of the evaluation was to reach a decision on whether or not to replace the project advisor who has departed since the evaluation was drafted. A decision has been reached as a result of this exercise not to replace the contractor since project staff displayed considerable competence in implementing project activities.</p>	IAE & AID	September 1982

1. The project addresses constraints in organizing self-help activities at the village level. These constraints affect village women and their families in terms of the availability of commodities and essential services.
2. The project promotes a methodology or a process whereby village women organize to alleviate perceived constraints.
3. The project does not attempt to replace any technology. Instead, it seeks to replace inaction and apathy with action and confidence.
4. Not applicable. The method or process has proven successful in both pre-project and project activities.
5. Intended beneficiaries have real needs and are willing to commit their time and resources to meet these needs.
6. The process has been accepted by an average of 83 women in each village with acceptability rates ranging up to 86% of potential participants.
7. Yes, the project establishes a self-sustaining process whereby new action plans are undertaken as previous action plans are implemented. The process itself, and its extension, are also being refined as an integral part of the project, prior to its replication elsewhere in Tanzania.
8. Not applicable. Private suppliers/services are taken into consideration in formulating action plans for all problems identified.
9. The project utilizes an extension process whereby a needs survey is carried out by village women; women's groups are formed; and action plans are designed to address perceived problems. The extension process is intensive for the first three to six months, after which the activities become self-sustaining, with minimal outside assistance.
10. The project utilizes group dialogue techniques and workshops to install the process within organized women's groups.

evaluation of the progress of each project. (For AID/W projects, participation of grantees is appropriate.) Timing of such regular evaluations should be linked to the key decisional requirements of the project, as listed in the Evaluation Plan, include in the Project Paper and as confirmed in the Evaluation Schedule of the Annual Budget Submission; otherwise annually. A description of the evaluation process is found in Handbook 3, Part II, Chapter 8.

PURPOSES OF SUMMARY - The Project Evaluation Summary (PES) is prepared after each review to record information which is useful both to the implementors (including the Host Government and contractors) and to concerned AID/W units. It serves four purposes:

- (1) Record of decisions reached by responsible officials, so that those who participated in the evaluation process are clear about the conclusions, and so that headquarters is aware of the next steps.
- (2) Noting that a scheduled evaluation has been completed, with a brief record of the method and participation for future reference.
- (3) Summary of progress and current status for use in answering queries.
- (4) Suggestions about lessons learned for use in planning and reviewing other projects of a similar nature. The PES and other project documentation are retained in DS/DIU/DI and are available to project planners.

CONTENTS OF SUMMARY - A PES submittal has two parts, plus relevant attachments if any.

PART I REQUIRED: Form AID 1330-13 contains identifying information about the project and evaluation (Items 1-7), action decisions about the project's future (Items 8-10), and signatures (Items 11-12). Since the PES reports decisions, it is signed by the Director of the Mission or AID/W Office responsible for the project. Space is also provided for signatures of the project officer, host country and other ranking participants in the evaluation, to the extent appropriate.

PART II, OPTION 1: For regular evaluations, use continuation sheets to respond to Items 13-23 as outlined in the attached Form AID 1330-15A.

PART II, OPTION 2: For a special evaluation, the reporting unit may opt for a somewhat varied format, with a different sequence or greater detail in some areas, however, Items 13-23 should all be addressed.

ATTACHMENTS: As appropriate, reports of host governments, contractors, and others, utilized in the preparation of the evaluation summary, should be labeled A, B, C, etc., attached to the PES submittal (Missions are to submit 7 copies and AID/W Offices 7 copies) and listed under Item 23. Where it is necessary to transmit these source documents separately from the PES, Block 23 of the PES should note how this material was transmitted, when, number of copies and to whom.

SUBMITTAL PROCEDURE: Missions will submit the PES Facsheet, continuation sheets, and attachments under cover of an airgram which will be received by the Cable Room. AID/W Offices will submit the PES Facsheet, continuation sheets, and attachments to MO/PAV, Room 3-930, NS under cover of a memorandum which cites any distribution instructions beyond the standard distribution. All AID/W Offices and most Missions will use the blank cut PES Facsheet and plain bond for continuation sheets, which can be reproduced on copiers. Those Missions preferring to use hecto, may order the form in hecto sets from AID/W, Distribution Branch. There will be a standard distribution made in AID/W of all field-originated PES's. Copies will be sent to the corresponding bureau's DP, DR, the country desk and Evaluation Office. Other copies will be sent to PPC, SER, PDC and DS (including DI and ARC). For AID/W-generated PES's, copies will be distributed to all bureaus.

particular evaluation, list the topic and state: "Not pertinent at this time". The Summary (Item 13) should always be included, and should not exceed 200 words.

13. SUMMARY - Summarize the current project situation, mentioning progress in relation to design, prospects of achieving the purpose and goal, major problems encountered, etc.

14. EVALUATION METHODOLOGY - What was the reason for the evaluation, e.g., clarify project design, measure progress, verify program/project hypotheses, improve implementation, assess a pilot phase, prepare budget, etc? Where appropriate, refer to the Evaluation Plan in the Project Paper. Describe the methods used for this evaluation, including the study design, scope, cost, techniques of data collection, analysis and data sources. Identify agencies and key individuals (host, other donor, public, AID) participating and contributing.

15. EXTERNAL FACTORS - Identify and discuss major changes in project setting, including socio-economic conditions and host government priorities, which have an impact on the project. Examine continuing validity of assumptions.

16. INPUTS - Are there any problems with commodities, technical services, training or other inputs as to quality, quantity, timeliness, etc? Any changes needed in the type or amount of inputs to produce outputs?

17. OUTPUTS - Measure actual progress against projected output targets in current project design or implementation plan. Use tabular format if desired. Comment on significant management experiences. If outputs are not on target, discuss causes (e.g., problems with inputs, implementation assumptions). Are any changes needed in the outputs to achieve purpose?

18. PURPOSE - Quote approved project purpose. Cite progress toward each End of Project Status (EOPS) condition. When can achievement be expected? Is the set of EOPS conditions still considered a good description of what will exist when the purpose is achieved? Discuss the causes of any shortfalls in terms of the causal linkage between outputs and purpose or external factors.

19. GOAL/SUBGOAL - Quote approved goal, and subgoal, where relevant, to which the project contributes. Describe status by citing evidence available to date from specified indicators, and by mentioning the progress of other contributory projects. To what extent can progress toward goal/subgoal be attributed to purpose achievement, to other projects, to other causal factors? If progress is less than satisfactory, explore the reasons, e.g., purpose inadequate for hypothesized impact, new external factors affect purpose-subgoal/goal linkage.

20. BENEFICIARIES - Identify the direct and indirect beneficiaries of this project in terms of criteria in Sec. 102(d) of the FAA (e.g., a. increase small-farm, labor-intensive agricultural productivity; b. reduce infant mortality; c. control population growth; d. promote greater equality in income; e. reduce rates of unemployment and underemployment). Summarize data on the nature of benefits and the identity and number of those benefitting, even if some aspects were reported in preceding questions on output, purpose, or subgoal/goal. For AID/W projects, assess likelihood that results of projects will be used in LDC's.

21. UNPLANNED EFFECTS - Has the project had any unexpected results or impact such as changes in social structure, environment, health, technical or economic situation? Are these effects advantageous or not? Do they require any change in project design or execution?

22. LESSONS LEARNED - What advice can you give a colleague about development strategy, e.g., how to tackle a similar development problem or to manage a similar project in another country? What can be suggested for follow-on in this country? Similarly, do you have any suggestions about evaluation methodology?

23. SPECIAL COMMENTS OR REMARKS - Include any significant policy or program management implications. Also list titles of attachments and number of pages.

The Arusha Women's Participation in Development (AWPID) constitutes a follow-on to the WID-funded experimental project implemented in 1977/78 (ACLF, Audio Cassette Listing Forum (906-0001)). The AWPID is being implemented by the Institute of Adult Education (IAE) in Arusha. Based on a participatory philosophy for rural development the AWPID assists women in selected villages (1) to identify priority development problems through a needs survey; (2) to plan activities to alleviate these problems; and (3) to acquire the technical/managerial skills and conceptual tools for continued self-sustaining problem-identification and resolution. In addition to providing the above educational assistance, IAE staff also assist women's groups in obtaining technical and financial assistance for activities, as necessary.

The project suffered from long delays in all aspects of implementation. However, after one full operational year, the evaluation team has found evidence that the participatory model utilized by the project is proving to be successful in the majority of the 8 villages in which the project has thus far operated. Furthermore, one of two villages in the pre-project pilot activity has continued to demonstrate the long-viability of the project model without additional support. Thus the potential for self-sustaining and continuously evolving development is indisputable. However, problems encountered in 2 of the 8 villages as well as experimental changes planned by project staff require additional time for confirmation which is expected to result in further refinement of the model.

The long-term objective of the project is to develop a participatory model which can be replicated on a wide scale throughout rural Tanzania. This objective is implicitly reflected in the design of the project, and constitutes the rationale for the preparation of a Handbook which would provide guidance to IAE staff and other interested rural development personnel. However, the replicability objective was not explicit in the Logical Framework, on which this evaluation is based. The evaluation team believes that this objective must receive explicit attention during the remainder of the project implementation period, so that all project activities, in addition to being implemented on their own merits, contribute to the replicability objective.

The recommendations of the evaluation team have been designed to promote the successful testing of the model and preparation of the handbook. This will require an additional time extension for the project so that 16 villages are reached and monies are expended thoughtfully in a manner which furthers the objectives of the project. It is anticipated that the IAE in Arusha will continue to replicate the activity in additional villages throughout the region. It is also anticipated that other regions will implement the model in selected villages.

II. Evaluation Methodology

This evaluation constitutes the mid-project external evaluation, and constitutes the first evaluation of the project (apart from IAE self-evaluation). The reason for the evaluation is to assess the status of the project and to recommend action for the implementation of the

and materials; discussion with IAE staff; and field trips to four villages.

The evaluation team included the following members:

Ms. Helen Sops, REDSO/EA, Team Leader
Mr. Cameron Bonner, USAID/T, Project Officer/Manager
Mr. James Van den Bos, USAID/T, Evaluation Officer
Mr. Mohammed Gulleth, Senior Resident Tutor, IAE/Arusha
Mr. Alex Buberwa, IAE/Dar es Salaam
Ms. Huruma Mwanza, AWPID, IAE/Arusha
Mrs. Lyn Ukio, AWPID, IAE/Arusha
Mr. John Mlay, IAE/Arusha
Ms. Alisa Lundeen, Project Advisor, IAE/Arusha

USAID/T representatives participated only in the field work, while IAE staff participated in both field work and discussions of evaluation findings.

III. External Factors

No external factors affected the implementation of the project. Host Government priorities continued to favor the project, and socio-economic conditions permitted its execution, even though they inevitably influenced the selection of problems and activities by project participants.

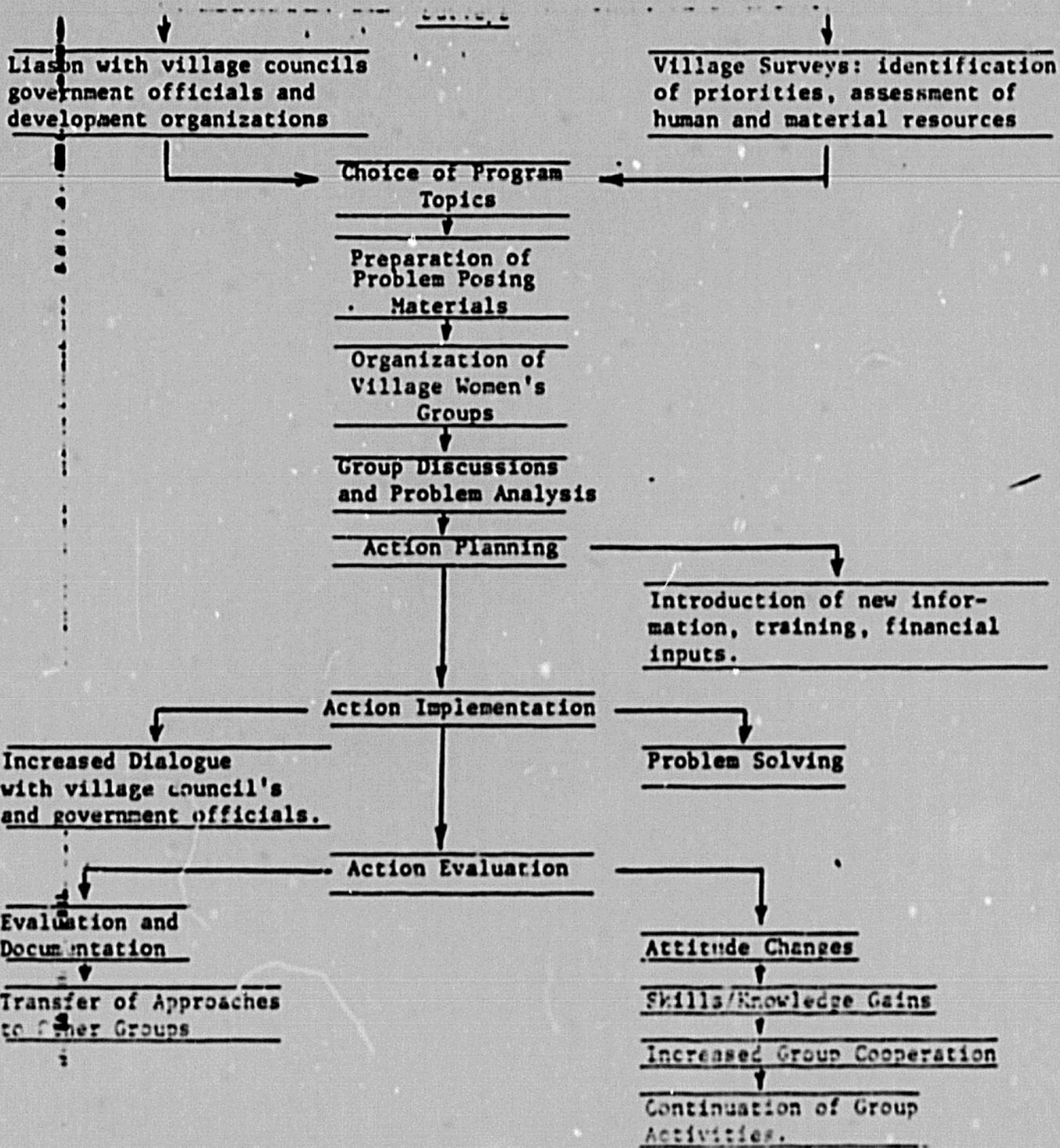
IV. Description of the Project

The Arusha Women's Participation in Development (AWPID) project is an integrated rural development project that is being implemented by the Institute of Adult Education (IAE) in Arusha. Based on a participatory model for rural development, the AWPID assists women in selected villages (1) to identify priority development problems through Needs Surveys; (2) to plan activities to alleviate these problems; and (3) to acquire the technical/managerial skills and conceptual/process tools for continued self-sustaining-development. IAE staff also assist women's groups in applying for financial assistance for activities which require substantial capital inputs and/or working capital. See Table I.

In addition to fulfilling these major objectives, the project also seeks to provide development planners and program implementors with information about approaches which promote community development activities. In particular, the project aims to develop, test and refine a participatory model for rural development, and to develop a Handbook which describes this model and serves as a guide for potential users of the model. Thus a key objective of the project is its replicability within Tanzania.

The participatory model begins with a process whereby project staff, in collaboration with GOT officials, select villages for intervention. The criteria for selecting villages included:

- (1) villages with no organized women's program (apart from routine UWT activities)
- (2) slow pace of development
- (3) no major development program/project operating in village
- (4) logistically convenient, e.g. possible to visit village and return in one day



(Ekenywa, Mateves, Malula
and Makiba villages)

- . Choice of 10 women's leaders per village
- . Implementation of surveys by leaders and AWPID staff.
- . Training of leaders in survey techniques at a central location.
- . Choice of program topics by women's leaders.
- . Training of village leaders in group organization, discussion methods, project planning, implementation and management.
- . Pre testing
- . Preparation of problem posing materials by leaders with assistance from AWPID staff.
- . Village women's leaders use problem posing materials to lead group discussion, and assist women to plan activities. Monitoring by project staff.
- /of. Implementation /women's activities
Monitoring by AWPID staff and trained women's leaders.
- . Evaluation by AWPID staff and participants of the program.

(Ilkiushin, Ngorbob, Kingori
and Patanumbe Villages)

- . Choice of 10 women per village to act as consultants program.
- . Implementation of survey by consultants and AWPID staff.
- . Training of consultants in survey techniques in their respective villages.
- . Choice of program topics by women's leaders.
- . Pre testing
- . Preparation of problem posing materials by AWPID staff.
- . AWPID staff used problem posing materials to lead group discussion, and assist women to plan activities.
- . Implementation of women's activities. Monitoring by AWPID staff and designated coordinators of each individual activity.
- . Evaluation by AWPID staff and participants of the program.

as well as mixed communities.

(6) the relative wealth/need for basic services. Although not applied, this criteria should be followed in future selections owing to poor project experience in wealthier communities as well as on the basis of equity considerations.

(7) concurrence of village Council in initiating project activities within village

(8) lack of forced participation of women, as is often the practice, including the imposition of fines or confiscation of property.

The model is actually a process whereby women (1) perform a Needs Survey; (2) develop a list of priority problems; (3) develop action plans to address one or more problems; (4) implement the action plan while attempting to resolve whatever impediments may occur; and (5) evaluate their experience and repeat the process for other problems (See Table I). This process is reinforced by the selection of group leaders by the women. The criteria for selecting leaders included:

- (1) Time available to devote to organizing women.
- (2) Ability to participate in training workshops away from the village (not relevant for control villages).
- (3) Representative of cultural/and socio-economic groups within villages, including geographic coverage of village.
- (4) Some leaders should be literate.

These leaders were trained in the Needs Survey technique, and were responsible for its execution. The Needs Survey is a listening survey, where women's problems and complaints overheard by leaders are recorded, organized on the basis of frequency, and presented in the context of a group discussion to the women who made the comments. After sufficient discussion during one or more meetings, the women list the priority problems, and begin to develop action plans to solve one or more problem. In the one village where more than one action plan was adopted, the women broke into different groups for the implementation of each plan. The criteria generally applied for the selection of problems are:

- (1) Represent expressed priorities of village women;
- (2) Are manageable given the group's recognized capabilities; and
- (3) Challenge women to utilize and exhaust their own resources and capabilities prior to requesting outside assistance.

These criteria were applied subjectively and were subject to women's concurrence. The second criteria was the most difficult, since women wanted to engage in extremely complex activities such as grain grinding mills and cooperative shops.

above. However, based on experience in the predecessor ACLF project, it was believed that audio-cassettes were not essential to the process. Thus, owing to desire to maximize the replicability and to reduce the costs (about \$400 per village including charger and battery pack), audio-cassettes were excluded from the process. Project experience confirms that audio-cassettes are not essential. However, they may be utilized as an optional method for providing preventive health, nutrition, and other information to women for use in implementing their activities. It should also be noted that the main disadvantage of audio-cassettes is that they must be used in small groups of about 8 persons, owing to volume/hearing constraints.

Table II describes the results of the process to date in the 4 control and 4 participatory villages which have participated in the first year of the project. Control villages in the project were differentiated from participatory villages by excluding the farmer from the leadership training workshop. (They did participate in the Needs Survey Workshop held in each control village). All other aspects of the model were held constant, including AWPID staff visits. The number of women participating in the project are shown as a percentage of the adult female population. Total contributions ranged from Sh. 50/- to Sh. 100/-, although some women requested that they be allowed to contribute after the harvest. In one village, women who could not afford to contribute undertook a communal farm project to generate their contribution.

The distinction between the two major groups of villages are evident in Table II:

- (1) the four villages in the right column are control villages, with no leadership training; and
- (2) the top four villages are culturally diverse while the bottom four are traditional, single culture villages:

Preliminary and tentative conclusions which can be drawn from the first year's experience are as follows:

- (1) The lack of leadership training does not appear to effect the success of the model in culturally diverse villages where traditional attitudes and roles have broken down. The most successful village in all respects (proportion of women participating, contributions, progress attained to date and number of action plans) is Patanumbe, a control village, where 86% of women participated.
- (2) The lack of leadership training is one of several causes for problems in traditional, single-culture villages. The team noted that these women are still encouraged or forced to participate by Village Councils, who appear to be more interested than the women. Hence the women have been unable to act independently and appear to be minimally interested in the program. Whether this obstacle can be overcome must await a future evaluation.

The fact that women in traditional villages who received leadership training and were exposed to women from culturally diverse villages were able

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PROJECT EVALUATION REPORT

The project is relatively new and has not been fully evaluated. The main objective of the project is to improve the living conditions of the people in the area. The project has been implemented in a number of villages and has had a significant impact on the lives of the people.

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- (3) The project has been implemented in a number of villages and has had a significant impact on the lives of the people. The project has been implemented in a number of villages and has had a significant impact on the lives of the people.

- (4) The development of self-confidence in their ability to improve their lives constitutes a major benefit of the project. Although these changes have not been fully evaluated, the project has had a significant impact on the lives of the people. The project has been implemented in a number of villages and has had a significant impact on the lives of the people.

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TABLE III
IMPLEMENTATION SCHEDULE

	<u>PP - Date</u>	<u>Actual/Proposed</u>
Pr Ag Signed	August 1979	August 1979
Conditions Precedent Met	-	February 1980
Budget prepared	September 1979	June 1980
Contractor On-board	December 1979	January 1981
Local Staff On-board	January 1980	September 1981
Initial Villages Selected	February 1980	August 1981
Group Leader Seminar	May/June 1980	October/November 1981
Handbook Preparation	October 1980	July 1982
Handbook Testing	April/May 1981	Dec. 1982 - Dec 1984
Handbook Published	January 1982	February 1985
Final Evaluation	August 1982	January 1985
PACD	31 December 1982	31 March, 1985

TABLE IV
AID INPUTS
(IN \$ U.S.)

	PP	Revised (PIL 03, 7/24/80)	Estimated	Accrued/Disturbed/ (5/31/82)
Technical Assistance				
1. Foreign Exchange	183,000	79,600	50,600	45,739
2. Local	16,500	54,200	20,000	6,700
3. Evaluation	5,000	-	-	-
Training				
1. Off-Shore	46,000	85,100	47,600	7,300
2. In-Country	17,300	34,500	13,000	4,300
Procurement				
1. Off-Shore	42,000	69,100	61,245	59,623
2. In-Country	38,200	77,400	77,000	43,699
Contingency	52,000	-	120,555	-
TOTAL	400,000	400,000	400,000	167,661

not available for the use of the Trusts until June, 1981, and to delays in both the and the of the Trusts.

The quantity and type of inputs were substantially altered after the preparation of a revised project budget in 1980. As illustrated in Table IV, a substantial increase occurred from 1979 to 1980, reflecting the fact that the Trusts' budget for 1980 was significantly higher than that for 1979. The additional funds were used for training and equipment.

Instead of a period of a year or more, the project is expected to provide approximately 24 months of training which have been delivered. Additional training may be provided on a short-term basis, if necessary. The services of the Tanzanian project coordinator and field coordinator have been available for about 18 months each, or a total of 36 months. The Tanzanian project manager, who is the Senior Resident Tutor of the Trusts' office, has also been made available on part-time basis (more than half-time to date). Apart from delays, no difficulties have been experienced in the provision of technical assistance.

Training inputs have also increased from the original plan. A projected 30 seminars and workshops, 15 technical workshops, 10 village workshops, 1 staff training course for the staff and 2 management/accounting workshops for cooperative development. Of the research and study trips, one is complete and 7 are planned for fall of 1982 and summer of 1983. This includes 4 field courses and visits to the Caribbean, Europe and Southern Africa.

All commodities (radio, cassette player, bicycle, lamp and camping equipment) have been procured and are available for use. Two motorcycles were added to the commodity list.

The inputs have been provided for in staff salaries, utilities, office supplies and equipment, and an increase in the number of staff. In addition, participating farmer contributed about 10% of the total cost of the project. The Trusts' budget for 1980 was significantly higher than that for 1979. The additional funds were used for training and equipment.

The project is expected to provide approximately 24 months of training which have been delivered. Additional training may be provided on a short-term basis, if necessary.

VI. Summary

The project is expected to provide approximately 24 months of training which have been delivered. Additional training may be provided on a short-term basis, if necessary. The services of the Tanzanian project coordinator and field coordinator have been available for about 18 months each, or a total of 36 months. The Tanzanian project manager, who is the Senior Resident Tutor of the Trusts' office, has also been made available on part-time basis (more than half-time to date). Apart from delays, no difficulties have been experienced in the provision of technical assistance.

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Table V. Summary of project outputs and costs.

Table V: Project Outputs

	Mid Project	End Project
Villages reached	8	16
Meetings Held	20	120
Trained Village Leaders	31	50
Needs surveys	8	16
*Audio Cassette Tapes Prepared	-	100
*Listening sessions	-	1,000
Evaluation Surveys	10	48
Annual Evaluation	1	3
*Handbook preparation surveys	-	10
Handbook prepared	Draft	100 copies
Number of Participants	607	1,000
Action Plan/Projects	15	22
*IAF capability: more students		

Most outputs are being met as planned in terms of villages reached, trained leaders, meetings held, needs surveys and evaluation surveys. The number of participants is slightly below the estimated 100 per village, with about 80 per village, rising to 89 if the two faltering villages are included. (Due to redesign of the project, audio cassettes have not played the role which they did in the previous ACF project, because it was evident that the model could be successful without cassettes. Thus these outputs should be eliminated from the log frame in future evaluations. Handbook preparation surveys (visits to other projects) were also eliminated because the IAF decided to base the handbook directly on project experience. The ability of the IAF to render increased services to students has not been evaluated since this output is not directly related to project activities. This should be evaluated in the final evaluation.

The handbook has been evaluated in draft form and illustrations are being prepared for the final printing. The evaluation team feels that the present draft does not adequately reflect the experience gained in the implementation of ACFD and its predecessor, ACF. Furthermore, the

evaluation team should clearly stated during the course of project implementation, as a means of evaluation of ACFD.

Some directly related outputs have been achieved. The IAF should be able to be evaluated in the final evaluation of the project.

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participatory model on which AMPID is based is not clearly presented, and all information on community awareness should be directly linked to the step to which it applies. A field worker's guide should be prepared in Swahili, based on the relevant sections of the Handbook (unless the Handbook itself is reduced to be primarily a guide). Thus the evaluation recommends that additional rewriting of the Handbook be done prior to its draft publication. This work should be completed by October/November of 1982, so that the draft publication can take place by December, 1982. The draft could then be tested during the AMPID field programs in 1983 and 1984. The Handbook should not be finalized until the testing and field experience can be thoroughly incorporated.

VII. Purpose

The purpose of the project is "to encourage functioning women's groups which will participate in local planning, implementing and evaluating self-help development projects through the use of small media resources." The purpose of the project is being met as planned, even though two control villages have experienced difficulties. These difficulties, however, will contribute to the strengthening or refinement of the model. The use of small media resources has been excluded from the project except as a method to provide information on topics as requested by women's groups.

The sub-purpose of the project is to "increase the capabilities of IAE to render its services in the rural areas." This sub-purpose is being met insofar as IAE is successfully institutionalizing a capability to extend the participatory model to more villages. In fact, as evidenced by the early withdrawal of expatriate technical assistance, the IAE has already achieved this sub-purpose. Since it is evident that the IAE is capable of continuing and expanding this activity within the Arusha region, the evaluation recommends that IAE begin to absorb additional operational cost so that there will be no lag in program implementation after project resources are expended. Currently the IAE provides all local staff salaries except for that of one staff member who is being processed for direct IAE employment. The project provides most vehicle operating costs and office workshop supplies. It is recommended that the IAE and AID develop a plan whereby AID funds are phased out over a 2-year period, and IAE's budget is expanded to cover these costs fully beginning in 1985.

No statistics were available to the evaluation team with regard to increased involvement in other IAE activities. It should be noted, however, that IAE Arusha is responsible for outreach programs in a large region reaching from the Kenya border to central Tanzania. Commodities provided through the project as well as through national support have enabled IAE to extend its reach through film programs, rural libraries and correspondence courses. The communities in Kilimanjaro District have also benefited from the program, since IAE/Arusha is able to receive requests for such aid. There is also evidence that the local radio program, for information received and dissemination from AMPID villages. Thus there is reason to believe that this project will increase involvement in IAE's services and services.

VIII. Conclusions

The purpose of the project is "to encourage the development of Tanzania's capability to plan, implement and evaluate self-help development projects through the use of small media resources." The purpose of the project is being met as planned, even though two control villages have experienced difficulties. These difficulties, however, will contribute to the strengthening or refinement of the model. The use of small media resources has been excluded from the project except as a method to provide information on topics as requested by women's groups.

be met. The activities include grain grinding mills which have been carefully selected with respect to the appropriateness of the technology. They also include training workshops for cooperative management and accounting. To date the women have shown themselves to be tough on issues regarding accounting, accountability and equitable distribution of scarce commodities. They have also shown themselves to be capable of confronting opposition and corruption, including requesting outside investigation when necessary. Thus project experience to date indicates that the goal is achievable. However, it is necessary to undergo the test of time to confirm whether these achievements are sustained and expanded. If sustained, the activities will result in improved socio-economic life, as well as improved health, education (especially adult education and ability to cause development) and economic conditions.

The major impediment to the achievement of the goal is the lack of a Revolving Fund to provide financial assistance to potentially viable women's activities. Although Oxfam is providing some assistance, the process is slow. The evaluation recommends that the project budget be reviewed on the basis of a revised implementation plan, and that up to \$30,000 be placed in a revolving fund to support women's activities. Women's groups would thus prepare applications for assistance and submit them to IAE for consideration. Approval should be based on the merits of the proposal, including financial viability. IAE/Arusha would have to arrange the optional institutional base for such a fund.

IX. Beneficiaries.

The direct project beneficiaries are rural women who participate in the AWPID program. To date, 637 women have joined women's groups in 8 villages, or an average of 80 per village. Women's groups in six villages are progressing well, while groups in 2 traditional control villages are faltering owing to low level of commitment among women.

With only one year of implementation accomplished, and none of the self-help activities operational, the women have not experienced the full intended benefits of the project. To date, they have benefitted from group discussions/analysis of their problems; from increased self-confidence resulting from partial achievement of their objective including receiving allocations of consumer goods on behalf of the village, submitting formal applications to SIDO for grain grinding mills and health education programs. Two villages have operational coop shops. As more activities become operational, tangible benefits will be experienced by the women and their families.

Indirect beneficiaries include the non-participating population in each village who will benefit from equitable allocation of commodities through cooperative shops; access to grain grinding facilities without long walks; and improved health services.

X. Unplanned Effects.

Unplanned effects of the project include several areas which in retrospect have emerged as integral parts of the project. However, these effects vary from village to village, depending on the needs and desires of the participants. These effects include, but are not limited to, the following:

- (1) Follow-up of AWP activities in Mafingi and Msimba. Much of this

follow-up has been contributed by other Tanzanian rural service entities such as the district cooperatives and community development offices.

- (2) **Counciliation Among Different Sub-groups in Ethnically Mixed Villages.** In one village, cultural confrontation occurred between two historically antagonistic ethnic groups. As a result of discussing their differences and feelings in a group meeting, the two groups forged an alliance and are working together to solve common problems.
- (3) **Forced Participation.** A major precept of the project is that women should participate voluntarily. However, it is an occasional practice in the project area to impose fines if villagers do not attend meetings, contribute labor to communal activities, etc. Where the problem of forced participation was overcome, and women were sufficiently motivated to attend meetings voluntarily, action plans were developed and implemented effectively. In two villages, however, where the interest of Village Council members or the Village Chairman in obtaining a mill or a shop has been greater than the interest of the women, little progress has been made.
- (4) **Involvement of Local Extension Staff.** As women began to plan activities, they realized that they needed more information. Some of this information and assistance was obtained through local government authorities such as the offices of cooperatives and community development, and from agricultural, education or health officials. In most cases, local extension staff provided training and other assistance to the women. These staff generally adopt the women's programs as part of their regular work.
- (5) **Learning New Skills.** Women are learning new skills in many areas including management. Some skills, however, are being learned inadvertently, as a by-product of other activities. For example, in some villages, communal farm projects are being implemented with the assistance of the agricultural extension officer. Although the objective of the farm is to raise money for shops, etc. the women learned how to plan a farm budget as well as new cultivation techniques. If these techniques prove to yield superior crops, it is probable that they will be used by the women on their own plots.
- (6) **Involving Village Councils.** In most villages, women have approached village councils to seek information and to express their concerns. One common concern in many villages was the inequitable distribution of allocations of essential commodities. Often Village Councils turned the entire allocation over to women's groups. In one village, the women could make no headway, so they requested an investigation into the operations of the village (council) shop. When corruption was proven, the women were granted the village's allocation for their shop. It is likely that women's groups will be respected by Village Councils and will receive their support. Given the broad popular base of women's groups, this cooperation is crucial for council members if they are to be reelected.
- (7) **Accountability and Village Politics.** In most AWPID villages, the women's groups represent the first broad-based community action

group. As the groups successfully implement activities, they will gain the respect of other villagers. Already confrontations have increased the accountability of Village Councils and politicians. This trend is likely to continue. It is also possible that an increased number of women leaders will be elected to Village Councils.

XI. Lessons Learned

The main lessons learned relate to the project process or participatory model which is the subject of Section IV. The reader is referred to that section for the main points.

ANNEX I

PIL NO 1	PURPOSE
8 January 1980	Advises Ministry of Finance that Conditions Precedent have not been met within the 90 prescribed days and extends the terminal date to 28 May 1980. It also requests appointment of responsible Tanzanian official and specimen signature. (Note CP satisfied 27 February 1980).
PIL No. 2	Acknowledges that Conditions Precedent met and funds can be released.
PIL No. 3 24 July 1980	Designates Mr. Thomas Luche as AID's responsible party; approves IAE implementation plan, new budget and contract with Ms. Alisa Lundeen, and advises about waiver request and procurement.
PIL No. 4	Requests IAE to establish a project account in Arusha for the deposit of AID disbursement.
PIL No. 5 25 Sept 1980	Requests IAE concurrence that sub-obligating documents may be signed by M.I. Gulieth or J.B. May in Arusha, as per Pro. Ag.
PIL No. 6 16 October 1980	Approves purchase order for preparation of Handbook.
PIL No. 6 Amendment 1 20 Feb. 1981	Cancels No. 6
PIL No. 7 30 Dec. 1981	Requests meeting to resolve two issues: Transfer of project funds (PIL No. 4) and Lundeen contract
PIL No. 8 25 Feb. 1981	Allocates \$20,000 advance to IAE to initiate project activities (for technical services)
PIL No. 9 25 Feb. 1981	Same as above, with allocation of \$13,000 for in-country training.
PIL No. 10 25 Feb. 1981	Same as above with allocation of \$7,000 for local procurement.
PIL No. 10 Amendment 1 10 Nov. 1981	Decreases PIL No. 10 by \$30,000 to be reallocated to USAID/Arusha for petrol costs.
PIL No. 11 3 March 1981	Authorizes \$50,000 for contract services of an expatriate advisor.
PIL No. 11 Amendment 1 4th Dec. 1981	Increases PIL No. 11 by \$600.
PIL No. 12 20 March 1981	Authorizes up to \$1000 for 2 motorcycles.

PIL No. 12
Amendment 1
31 Dec. 1981

Changes allocation in PIL No. 12 from off-shore training to off-shore procurement.

PIL No. 13
22 April 1981
Amendment 1
31 Dec. 1981

Authorizes \$40,000 for 2 Landrovers.

Changes allocation in PIL No. 13 from off-shore training to off-shore procurement.

PIL No. 14
10 Nov. 1981

Allocates \$30,000 to USAID for purchase of petrol for project vehicles.

PIL No.15
31 March 1982

Authorizes \$10,000 for off-shore training.