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UNITED STATES INTERNATIONAL DEVELOPMENT COOPERATION AGENCY  
AGENCY FOR INTERNATIONAL DEVELOPMENT  
Washington, D.C. 20523

PROJECT PAPER

LAC REGIONAL

EDUCATIONAL MEDIA FOR WOMEN

2596

LAC/DR: 78-22

Project Number: 598-0574

UNCLASSIFIED

PROJECT PAPER  
LAC REGIONAL  
EDUCATIONAL MEDIA FOR WOMEN

AUG 23 1978

**ACTION MEMORANDUM FOR THE ASSISTANT ADMINISTRATOR (LAC)**

**From:** LAC/DR, Marshall D. Brown

**Problem:** To authorize a Regional Grant to IICA in the amount of \$845,000 for the study of Educational Media for the Integration of Women.

**Discussion:** The project proposes to assist the Interamerican Institute for Agricultural Sciences ("IICA") to develop, test and disseminate a systematic approach for incorporating farm women into rural development programs through communication of agricultural and related information, using appropriate media. Through provision of technical assistance, equipment and local survey support, A.I.D. will assist IICA to develop general procedures for gathering baseline data on media habits, agricultural functions, and information needs of any selected target group as well as on the existing media channels and rural organizations through which to deliver such information. IICA will then arrange with a sponsoring agency in a Latin American country to cooperate in a field test of these guidelines. After subsequent revisions, the final guidelines will be field tested by IICA in two other geographically and culturally distinct sites. Finally, the guidelines and three case studies will be disseminated to Latin American planners, and A.I.D. and IICA offices for use in planning rural development programs in which farm women are to be integrated.

IICA will be primarily responsible for project implementation as well as overall coordination with the host country sponsoring agencies. Evidence of commitment of the identified sponsoring agencies will be provided to A.I.D. by IICA.

The total cost of the project is \$1,131,000, of which \$845,000 (74.7%) will be financed with A.I.D. resources, broken down as follows: \$558,000 for technical assistance, \$62,000 for equipment, and \$225,000 for other costs including survey and seminar support, indirect costs of IICA, and contingencies. Counterpart funds of \$86,000 from IICA and approximately \$200,000 estimated from host country sponsoring agencies will provide for personnel facilities and logistic support.

The DAEC reviewed and subsequently approved the Project Paper on August 22, 1978. Based on the DAEC's review, some minor modifications were proposed and two recommendations were made. They are the following:

1. A paragraph was added to the discussion of the purpose in the text summarizing the scope of the messages to be designed during Phase Two of the project.

2. A paragraph was added to the evaluation section of the Project Paper providing for studies to be made of the attitudes of sponsoring agency planners and field personnel.

3. A mechanism was devised and added to the Project Paper to provide criteria for selection of the target group to assure that the rural women are in fact from the lowest income groups.

A Condition Precedent to disbursement of funds for Phase Two of the project, that is, field testing of the procedures developed, was recommended. Because evidence of host country commitments was not a part of the Project Paper, although commitment of IICA has been evidenced, a Condition Precedent will state that evidence of such host country commitment must be presented to A.I.D. prior to disbursement of funds for field testing. Since FY 1978 funds are largely for development of the guidelines, rather than field testing, the CP will apply only to FY 1979 and FY 1980 funds.

Because IICA is a Latin American organization, with 24 member countries, and because selection of either Latin American or North American professionals, as deemed appropriate by their qualifications, is considered by both IICA and LAC/DR to be essential to best promote the objectives of the foreign assistance programs mandate to integrate women into development projects, procurement of technical services from IICA member countries has been recommended. In so sensitive an area as changing knowledge and attitudes (of both men and women) that would permit incorporation of farm women into rural development programs, technicians must have proven capability to deal with and understand campesino culture as well as be able to demonstrate technical competence in their field (communications, rural sociology, media programming, and evaluation). Where U.S. nationality candidates with such capabilities are not available, IICA will contract with professionals from its member countries.

An Initial Environmental Examination has been made and a negative threshold determination recommended for approval by the Assistant Administrator. The project was approved by the Working Group on Human Rights and Foreign Assistance. The project is on page 335 of the FY 1978 Congressional Presentation with the title "Motivational Media for Low-income Women."

Recommendation: That you sign the attached Project Authorization and Request for Allotment of Funds (PAF) for the Regional Educational Media for Integration of Women project.

Clearances:		
LAC/DP, DErbe	<u>[Signature]</u>	Date <u>8/28</u>
LAC/DR, HLusk	<u>[Signature]</u>	Date <u>8/28</u>
LAC/DR, WSigler	<u>[Signature]</u>	Date <u>8/28</u>
GC/LAC, JKessler	<u>[Signature]</u>	Date <u>8/28</u>
LAC/DR, GWachtenheim	<u>[Signature]</u>	Date <u>8/28</u>

[Signature]  
LAC/DR, CJones: lb: 8/28/78

**DEPARTMENT OF STATE**  
**AGENCY FOR INTERNATIONAL DEVELOPMENT**  
WASHINGTON, D. C. 20523

**ASSISTANT  
ADMINISTRATOR**

**PROJECT AUTHORIZATION AND REQUEST FOR ALLOTMENT OF FUNDS**

Name of Entity:	Inter-American Institute for Agricultural Sciences
Name of Project:	Educational Media for the Integration of Women
Project Number :	598-0574

Pursuant to Part I, Chapter 1, Section 105 of the Foreign Assistance Act of 1961, as amended, I hereby authorize a Grant to the Inter-American Institute for Agricultural Sciences ("IICA") of not to exceed Two Hundred Thousand United States Dollars (\$200,000) (the "Authorized Amount") to help in financing certain foreign exchange and local currency costs of goods and services required for the project described in the following paragraph.

The Project involves the preparation, testing and dissemination of guidelines which will describe a systematic approach for incorporating farm women into rural development programs through communication of agricultural and related information (the "Project"). The Project consists of three steps: (i) development of a systematic approach for communicating agricultural information to rural women through adaptation of known communications and survey techniques; (ii) application of this approach in three sites to field test the feasibility of using appropriate media to convey relevant information to farm women as part of a general development program; and (iii) dissemination of the tested guidelines to planners in Latin America and to IICA and A.I.D.

I approve the total level of A.I.D. appropriated funding planned for the Project of not to exceed Eight Hundred Forty-Five Thousand United States Dollars (\$845,000) Grant, including the funding authorized above, during the period FY 1978 through FY 1980. I approve further increments during that period of Grant funding up to \$645,000, subject to the availability of funds in accordance with A.I.D. allotment procedures.

I hereby authorize the initiation of negotiation and execution of the Project Agreement by the officer to whom such authority has been delegated in accordance with A.I.D. regulations and Delegations of Authority, subject to the following essential terms and conditions, together with such additional terms, covenants and conditions as A.I.D. may deem appropriate:

I. Source and Origin of Goods and Services

Except for ocean shipping, goods and services financed by A.I.D. under the Project shall have their source and origin in the United States or in the member countries of IICA, except as A.I.D. may otherwise agree in writing. Ocean shipping financed by A.I.D. under the Project shall be procured in the United States.

II. Condition Precedent to Disbursement for Field Testing

Prior to any disbursement, or the issuance of any commitment documents under the Project Agreement, to finance field testing of the guidelines in each of the three Latin American country sites, IICA shall furnish to A.I.D., in form and substance satisfactory to A.I.D., evidence that a sponsoring agency in each such country has formally agreed to undertake implementation of such activity, including the provision of personnel and logistical and other support.

III. Covenants

Except as A.I.D. shall otherwise agree in writing, IICA shall covenant that:

- (a) it will not select Project personnel unless such personnel are satisfactory to A.I.D.;
- (b) the guidelines developed during the first stage of the Project shall not be field tested without prior approval of A.I.D.; and
- (c) the country selection criteria for field testing of the guidelines will be submitted to A.I.D. for approval prior to implementation thereof.

Clearance:

GC/LAC, JKessle	<u>[Signature]</u>	Date	<u>8/1/78</u>
LAC/DR, CJones	<u>[Signature]</u>	Date	
LAC/DR, HLusk	<u>[Signature]</u>	Date	<u>8/2/78</u>
LAC/DR, JSanbrailo	<u>[Signature]</u>	Date	<u>8/2/78</u>
LAC/DR, MBrown	<u>[Signature]</u>	Date	<u>8/2/78</u>
LAC/DP, DERbe	<u>[Signature]</u>	Date	<u>8/2/78</u>

[Signature: A. Fernando F. Vaedtz]  
 Assistant Administrator  
 Bureau for Latin America and  
 the Caribbean  
Aug. 29, 1978  
 Date

GC/LAC, GMW/1/16/1 Cor: 1b: 8/28/78: X29183

AGENCY FOR INTERNATIONAL DEVELOPMENT  
**PROJECT PAPER FACESHEET**  
 TO BE COMPLETED BY ORIGINATING OFFICE

1. TRANSACTION CODE (CHECK APPROPRIATE BOX)  
 ORIGINAL     CHANGE  
 ADD     DELETE

DOCUMENT CODE: PP  
3

2. COUNTRY/REGIONAL ENTITY/GRANTEE  
 LAC Regional

3. DOCUMENT REVISION NUMBER

4. PROJECT NUMBER: 598-0574

5. BUREAU: LAC    A. SYMBOL: LAC    B. CODE: 5

6. ESTIMATED FY OF PROJECT COMPLETION: FY 8 | 2 |

7. PROJECT TITLE - SHORT (STAY WITHIN BRACKETS)  
 Educational Media for Women   

8. ESTIMATED FY OF AUTHORIZATION/OBLIGATION  
 A. INITIAL: NO. YR. 08 | 78 |    B. FINAL FY: 8 | 0 |

9. SECONDARY TECHNICAL CODES (MAXIMUM SIX CODES OF THREE POSITIONS EACH)

10. ESTIMATED TOT'L COST (\$000 OR EQUIVALENT, \$1# \_\_\_\_\_)

A. PROGRAM FINANCING	FIRST YEAR			ALL YEARS		
	B. FY	C. L/C	D. TOTAL	E. FX	F. L/C	G. TOTAL
AID APPROPRIATED TOTAL						
(GRANT) EH	( )	( )	( 200 )	( )	( )	( 845 )
(LOAN)	( )	( )	( )	( )	( )	( )
OTHER 1.						
U.S. 2.						
HOST GOVERNMENT						
OTHER DONOR(S)						
TOTALS						

11. ESTIMATED COSTS/AID APPROPRIATED FUNDS (\$000)

A. APPROPRIATION (ALPHA CODE)	B. PRIMARY PURPOSE CODE	C. PRIMARY TECH. CODE	FY 78		FY 79		FY 80		ALL YEARS	
			D. GRANT	E. LOAN	F. GRANT	G. LOAN	H. GRANT	I. LOAN	J. GRANT	K. LOAN
EH	612	614	283		417		145		845	
TOTALS										

12. ESTIMATED EXPENDITURES

13. PROJECT PURPOSE(S) (STAY WITHIN BRACKETS)     CHECK IF DIFFERENT FROM PID/PRP

[ To develop, test, and disseminate an approach for incorporating farm women into rural development programs through communication of agricultural and related information, using appropriate media. ]

14. WERE CHANGES MADE IN THE PID/PRP FACESHEET DATA NOT INCLUDED ABOVE? IF YES, ATTACH CHANGED PID AND/OR PRP FACESHEET.  
 Yes     No    NA

15. ORIGINATING OFFICE CLEARANCE

SIGNATURE: Howard D. Lusk

TITLE: Chief, Human Resources Development Division, LAC/DR

DATE SIGNED: NO. DAY YR. 014 | 119 | 78 |

16. DATE RECEIVED IN AID/W. OR FOR AID/W DOCUMENTS, DATE OF DISTRIBUTION: NO. DAY YR. 014 | 119 | 78 |

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- B. Comments from AID/W, Missions, and IICA on concept paper

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## I. Face Sheet and Introduction

### A. Face Sheet (p. 1.)

### B. Introduction

Much attention is being paid by Latin American national planners, A.I.D. and other international donors to the small farmer, including analysis of his needs, development of appropriate technologies to improve his production and establishment of credit systems that take into account his special situation. Simultaneously, recognition is increasing among planners and donors that the actual production unit is the farm family - with all its members. This grant project has emerged as an effort to extend some of the attention to the "other" member of this production unit - the rural woman. The focus will be on education of, or more specifically, on information dissemination to small farm females to provide them with relevant technical knowledge and information about rural development services and opportunities potentially available to them. This is not a research or study grant, but rather an attempt to apply proven techniques in non-formal education to communicate existing information on relevant rural technology to low-income women who have historically participated in certain stages of rural production and income-generation. The project will involve local level women, national-level human and institutional resources and a respected international agricultural organization, "Interamerican Institute for Agricultural Sciences" (IICA), which has a Latin American-Caribbean wide network of programs and offices. A.I.D.'s interest in incorporating the rural women who are the focus of this project, coincides with similar interests on the part of IICA (See Section III. C.) and a number of Latin American countries who are searching for means to make explicit in their national plans a new emphasis on women's contribution to development. In essence, because this activity proposes to knit together the fragments of successful small-scale efforts involving women and/or rural communications, in response to an increasingly universal intention to capture the potential increases in productivity rural women can achieve, this is a timely project.

Generation of this project paper took place in the context of considerable interchange of ideas at the conceptualization stage. While the initial suggestion of a regional A.I.D. project that would use media to reach low-income women came from U.S. educational television professionals,<sup>1/</sup> the concern to communicate relevant messages to women active in agriculture came from IICA during the visit of persons conducting an A.I.D.-contracted survey/inventory of media projects already underway in Latin America. The resulting concept paper was

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<sup>1/</sup> GRETA, Gulf Region Educational Television Affiliates

circulated among non-formal education and rural development specialists in the Bureau for Latin America and the Caribbean (LAC) and Development Support Bureau (DSB), as well as all LAC missions that might have interest. Furthermore, the paper was read and discussed by IICA staff at their San Jose, Costa Rica headquarters and, more uniquely, at an A.I.D.-sponsored conference involving over forty Latin and North American development specialists in media and/or women's programs.<sup>2/</sup> Development communications specialists under contract to A.I.D. also had opportunities to react to the concept paper.<sup>3/</sup> Comments from all of the above have been taken into account in the finalization of this proposal. Thus, although the validity of this project is based on many assumptions, the latter have been tested with many different experts.

To make the above-mentioned assumptions explicit and to detail our conceptualization of the need being addressed, the following sections will begin with a brief background discussion prior to the project description and analytical sections. Because of A.I.D.'s numerous grants to IICA, the institutional and administrative analysis sections will be limited to discussions of established mechanisms and areas of concern.

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<sup>2/</sup> Seminar on Use of Media to Integrate Low-Income Women, conducted by Human Resources Management in Costa Rica, July 11-14, 1978.

<sup>3/</sup> Of Stanford University and Academy for Educational Development.

## II. Project Background and Description

### A. Background

Forty-two percent of the female population in Latin America lives in rural areas.<sup>1/</sup> Of these women many are active in the agricultural sector. In the Northern Peruvian Sierra, for example, the majority of the farm women participate in planting activities, in weeding, and in the harvest. These women, together with men, often decide which farm inputs are to be purchased. Women also are jointly responsible for storing crops once they are harvested, for allocating portions of the harvest for home consumption, and for selecting from the harvest that portion to be used for animal feed and that to be used for seed for the next planting. In over half of the landless and small farm-holder households, marketing is the exclusive task of women.<sup>2/</sup>

While the nature of the farm activities engaged in by rural women and their respective roles in the decision making process varies, additional data from some Latin American countries - including the Dominican Republic, Central America, Bolivia, Chile, and Colombia - provide further confirmation that rural women in Latin America are indeed active contributors to the food production and marketing processes. Estimates indicate over one-third of rural women over 10 years of age are economically active.<sup>3/</sup>

It is not at all clear at this point, however, just how and to what extent these women have access to relevant information that will enable them to carry out their agricultural activities more efficiently and more effectively. Existing agricultural extension efforts tend to be directed toward male members of farm households. The agricultural extension agents are themselves usually men and the information they disseminate to farmers tends to be keyed toward those agricultural activities typically engaged in by men. Women extension workers tend to be home economists. A recent experiment focusing on the potential role of mass media in disseminating agricultural information to small farmers in Guatemala has provided detailed data on changes in knowledge,

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<sup>1/</sup> United Nations Demographic Yearbook, 1975 Edition

<sup>2/</sup> Deere, Carmen Diana. "The Agricultural Division of Labor by Sex: Myths, Facts and Contradictions in the Northern Peruvian Sierra". Paper presented at the Joint National Meeting of the Latin American Studies Association and the African Studies Association, Houston, Texas, November 2-5, 1977.

<sup>3/</sup> Instituto Dominicano de Estudios Aplicados. "La Condición de la Campesina Dominicana y su Participación en la Economía", 1977. Leon de Leal, Magdalena, and Carmen Diana Deere. "The Study of Rural Women and the Development of Capitalism in Colombian Agriculture", Paper presented at the ILO Experts Meeting on Rural Women, May, 1978. Mayra Buvinic, "La Mujer en el Proyecto de Desarrollo Integral de La Región Occidente de Honduras," February, 1978.

attitudes, and agricultural practices among male farmers. Comparable data, assessing the effects of these media efforts on attitudes and practices of farm women is not available, even though women were apparently part of the listening audience.

While there are a variety of reasons for not including women as direct beneficiaries in projects focusing on the dissemination of agricultural information, there is reason to suspect that a major contributing factor is that project planners and implementers have little idea about what information women can use, and how to begin to go about disseminating this information to them. We already know a good deal about the roles men play in agricultural production. We also have a great deal of information, based on previous and ongoing experiences with agricultural extension projects regarding appropriate strategies for disseminating agricultural information to men. By way of contrast, little analysis has been carried out on the kinds of agricultural information that should be targetted to low-income farm women and the most appropriate strategies for disseminating this information to them.

## B. Project Description

As an important caveat, it must be emphasized that this project by itself does not propose to increase incomes of rural women. Its purpose as stated below is to develop and test guidelines for rural development planners to use in incorporating women into their programs. Thus, this project can yield an outline of companion activities to the standard provision of rural services (credit, improved inputs, organization of campesinos). Many persons reacted to the initial concept paper on this project with concern that providing information only, without a means to implement new techniques, would only cause frustration among women.

The intention of A.I.D. project planners is, however, not to create a separate but equal program for women, including all necessary services in separate funds and channels, but rather to stimulate both rural development agencies and the farm families themselves to utilize existing and/or expanding programs as the major source of inputs needed by farm women. The countries selected for the activities described below will be those willing and interested in broadening their rural programs to include women explicitly. In this way, with the extra impetus provided through the informational and motivational media messages reaching the target women and their families, access can be gained to resources funded outside this project, on a pilot basis. As noted by communications specialists, information alone has a limited role in agricultural development among subsistence farm families.<sup>1/</sup> However, information can serve as an important link between farm women and the techniques and resources they need.

### Purpose of the Project

The purpose of the project is to accomplish the following objectives:

1. Developing an approach utilizing educational media for disseminating agricultural and other technical information to rural women involved in cultivation, food processing and marketing.
2. Testing and assessing the methodological strategy in a number of selected Latin American countries.
3. Preparation of a set of guidelines based on the tested approach for IICA country offices, A.I.D. officials and missions and country officials, planners and policy designers.

With these steps, it will be possible to provide guidance to rural development planners concerning inclusion of both appropriate technical information (e.g. regarding cultivation, livestock, processing or marketing) and motivational and referral messages on available agricultural sector services to rural women in target areas of ongoing or planned development programs.

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<sup>1/</sup>O'Sullivan, J. and E. Rogers, "Communications in Agricultural Development." DRAFT. Stanford University. Stanford Ca. May 1978

On the basis of the above information the project will focus on the following problems.

- Rural women do play a major role at the home/farm and at the market place in the production and marketing of food yet very little effort is made to provide them with relevant information in so far as their productive activity is concerned.
- The major efforts in disseminating information to women have been undertaken through extension agents and home economists, and there have been only limited efforts to test the usefulness of mass media methods for information dissemination to farm women.
- Planners and project designers and implementers are often not aware of the role of women and of their information needs in the performance of productive tasks.

### Project Development

The project will be carried out in accordance with the fulfillment of the three stated objectives.

### Implementation Design for Objective 1

Developing a methodology for disseminating agricultural and other technical information to rural women involved in cultivation, food processing and marketing.

### Activities for Objective 1

The following activities are conceived as a means of achieving Objective 1.

- Hiring of the Project Coordinator
- Selection and hiring of the project team
- Selection of first country site and signing of agreement with the government
- Finalization of the Operating Plan for the first 18 months
- Evaluation of the literature on the subject including the inventory prepared for A.I.D. in 1978<sup>1/</sup> (to be done in the U.S. and other relevant L.A. countries).

<sup>1/</sup> Human Resources Management, "Medios de Comunicacion para la Integracion de la Mujer Latino Americana de Escasos Recursos," July, 1978.

- Visit to relevant L.A. countries where "successful" pilot media programs have been carried out (by IICA and host country technicians).
- Design of the methodological strategy, by IICA and the host country implementing agencies.

Overall Characteristics of the Methodological Strategy to be Designed for the Achievement of Objective 1

Outlined below are some examples of basic elements that such a strategy should contain if it is in fact to achieve Objective 1.

- a. A set of procedures for collecting baseline information for use in developing the information packages. Includes procedures for collecting information on:
  - (1) Existing mass media channels: their distribution and coverage, size and socioeconomic characteristics of audiences, types of messages they carry (news, special interest), predominant formats (interviews, dramatization, etc.), means of accessing them for project purposes (direct purchase of space/time, possibility of public service interest donation).
  - (2) Media use habits of the target population, in this case rural women in the selected region, including preferred channels, message formats and sources: the different purposes for which particular media are used (information, entertainment), and peak listening/watching hours. Literacy rate and ability to deal with written or visual instruction will also be surveyed.
  - (3) Agricultural activities normally engaged in by these women: types and range of activities (purchasing inputs, cultivation, marketing); the role of women in decision-making and their contribution to family income; attitudes of both farm women and their spouses towards women's active involvement in agricultural activities; the range and types of agricultural information women would like to receive (credit information, information on marketing, livestock maintenance, etc.); resources held by women.
  - (4) Existing organizations of rural production, their structure and function (cooperatives, radio forums, etc.), the current role of women in these organizations, and the extent to which women and men participate jointly in organizational activities.

- b. A set of procedures for planning/producing media messages and packages. Information gathered in the baseline study will be used to design an information campaign suitable for rural women in the project area. Design of the campaign will include the following steps:
- (1) Select a group of media channels that are acceptable to and used by farm women and that could be integrated into the existing media infrastructure.
  - (2) Select a format. This could include formats which are already being used successfully with women in the region or new formats adapted to local needs. Depending on the region and the information needs, the preferred format may be a radio program centered around the theme of a radionovela, or local newspaper in conjunction with a discussion group.
- c. A set of procedures for evaluating the impact of the information campaign. Evaluation mechanisms should include:
- (1) A format for collecting formative evaluation data or feedback. As the nature of the message and that of the audience changes, it will be necessary to have a way of constantly checking audience participation and their reactions to the messages.
  - (2) A format for collecting data revealing changes in attitudes, knowledge and behavior of target individuals, changes in local organizations, increases in numbers and types of community activities.

One of the advantages of a strategy containing the elements outlined above is that it provides the flexibility needed in order both to take into account and build in to the packages the specific information needs and resources for information dissemination already in existence in the country. The same strategy applied in three country contexts, for example, may lead in one country to the development of a mixed media package that uses radio in combination with women's listening and discussion groups in order to relay information on how to obtain and use credit. In a second country application of this strategy may lead to the conclusion that what is needed is a series of cassettes, for use by individual listening groups, focusing on improving marketing skills. In yet a third country, market information and information necessary for cultivation may be best transmitted through local literacy groups in combination with campesino newspapers.

Implementation Design of Objective 2Objective 2Testing and assessing the methodological strategy in a number of selected Latin American countriesActivities for Objective 2

The following activities are conceived as a means for achieving Objective 2:

- Selection of pilot area within the country with relevant problems and with a vehicle for community participation.
- Preparation by IICA and the country counterpart agencies of specific action plan and country support.
- Contact with other local relevant public and private groups to discuss project relevancy and methodological implications.
- Application of the methodology.
- Analysis of results and design of a "final" tested methodological strategy.
- Discussion of the final tested methodological strategy within the external and local participating groups.
- Tentative guidelines design.
- Selection of the replication countries and areas.
- Test and assessment of methodological strategy under new conditions.
- Review and final design of guidelines on the basis of field results.

Overall characteristics of the Final Tested Methodological Strategy to be Designed for the achievement of Objective 2

In terms of Selection of Site for Testing and Assessing Methodological Strategy,

The following criteria will be among those utilized to select the three pilot sites where the strategy will be tested:

- A reliable base of agricultural information exists in the country,
- One or more organizations exist that disseminate agricultural information to small farmers,
- Relevant agricultural services are available in the region where the strategy will be implemented,
- One or more mass-media communications channels are in operation in the target area and are capable of reaching the target group,
- In order to assure maximum replicability, the countries selected will be located in regions that are both geographically and culturally different from one another as well as from the first country where the strategy was initially implemented.

The final set of criteria will be one of the responsibilities of the project team but should take into consideration the above criteria as a starting point.

In terms of Basic Philosophy of the Final Tested Methodological Strategy

An effective strategy will be considered one that:

- succeeds in changing attitudes and practices as well as knowledge of rural women and their families,
- provides the information rural women need in order to carry out more efficiently and effectively the agricultural and marketing tasks in which they are already involved,
- is cost-effective and capable of being carried out with potentially available host-country resources,
- encourages the expansion of the range of agricultural and other economic activities in which women are engaged,
- encourages the seeking of basic agricultural services by farm women and their families,

- through the application of such a strategy, male members of farm households should also receive an orientation to the benefits they can derive from having women more productively involved in the agricultural sector.

### Implementation Design of Objective 3

#### Objective 3

Preparation of a set of guidelines that will be made available to IICA/country offices, A.I.D. officials and missions and country official, planners and policy designers.

#### Activities of Objective 3

The following activities are conceived as means for the achievement of Objective 3.

- Project information obtained will be drawn together and a set of practical guidelines for carrying out this strategy will be prepared.
- Case studies and a visual presentation, both describing country specific experiences in applying the strategy and illustrating the contents of the media packages developed as a result, will also be prepared.
- Regional and/or country specific seminars will be held in order to disseminate the guidelines and the results of the pilot experiences to IICA staff, A.I.D. officials and key policy planners from other Latin American countries.

### Overall Characteristics of the Dissemination Process of Results for the Fulfillment of Objective 3

Technical features of this project which assure that the strategy developed by the project is adopted in other LDC contexts include:

- Developed the strategy and the resulting media packages will be in close collaboration with host country professionals and as a part of existing mass media and agricultural information dissemination capabilities. Rather than creating a new agricultural information dissemination mechanism for women, the

proposed strategy will be keyed toward building on and adding to what already exists. Once developed, the strategy can provide guidelines for assessing existing local organizations and, as appropriate, developing information dissemination formats keyed toward women and men together as part of the farm unit.

- The strategy will be disseminated to A.I.D. and IICA officials and key policy planners through a series of seminars. Well planned seminars or observation visits that provide participants with a clear understanding of the strategy and with explicit guidelines of how to implement it in their own countries is a key ingredient to assuring its replication on a regional basis.

Since the purpose of this project is to develop a replicable strategy that will be adopted in the LDCs where it is to be piloted as well as by other LDCs following project termination, it is of particular importance that there be some indication of interest and commitment on the part of the host country governments toward increasing the participation of low-income women in the agricultural sector. A recent review of reports submitted by A.I.D. missions in Latin America and the Caribbean do in fact suggest that such interests are beginning to exist. The A.I.D. missions in Peru, Bolivia, Nicaragua, Panama, and Honduras, for example, reported that either they or the governments are in the process of focusing on the role of rural women in the agriculture sector. Several A.I.D. missions also reported efforts to include women in ongoing agriculture sector projects or in projects about to be initiated. The Paraguay mission, for example, pointed out that women make up a high percentage of the participants in one week courses on poultry, swine, and dairy/beef cattle being sponsored as part of the Small Farmer Livestock Project. Rural women also make a majority of the enrollees in courses on small scale livestock and poultry production being sponsored under the Rural Non-Formal Education Project. In Colombia, through the Save the Children Federation, rural women are receiving courses in agriculture, and PAN, the country's nutrition campaign, involves both women and media. SENATI in Peru is attempting to increase the role of women in rural development through their job skills training program. Finally, the A.I.D. mission in Panama reported that the country's Rural Production Schools are helping to enhance the effectiveness of women in farming production tasks. Encouraging as these initial signs are, much more remains to be done if women are to be effectively integrated into economic production activities in the agriculture sector.

### III. PROJECT SPECIFIC ANALYSES

#### A. Social Analysis

The basic emphasis of this entire project is the adaptation of known education technologies and of rural development strategies to the particular social and economic patterns of rural women. The findings of the three site applications of such adaptations should permit both A.I.D. planners and host country rural development institutions to improve the social feasibility of their programs through the explicit incorporation of women who participate in the rural production process.

The project is directed by some fairly valid assumptions.

1. Women are important participants in the rural production process, particularly when processing and marketing of rural food crops and off-farm income generation are considered.

2. Sex stereotypes in traditional agricultural extension activities are still strong and tend to orient the extension agents toward delivery of production information to male small farmers, and of home economics type information to rural women. The home economics activity is generally conducted on a much more limited scale and tends to be marginal in any major rural development program.

The bibliography in Annex 5 lists some of the field research documenting the first assumption. The report and recommendations prepared by Human Resources Management in the development of this project details their conclusions in support of the second assumption: "HRM researchers encountered numerous home education programs for ... women ... In these programs, women were being taught (skills) that ultimately would serve no other purpose than to "mejorar el hogar", and were not appropriate for income production." (HRM, Chapter III, Annex A ).

In a review of all guidelines prepared for donor agencies and development institutions, the same report concludes that "the choice of the appropriate sector (for integrating women into development) must be based on the social and economic environments of each country. The questions then become:

1. What sectors within the country are economically viable?
2. In which of these sectors (or subsectors) are women participating?
3. What activities will enhance or initiate the participation of women?"

This project has been designed to answer each of these questions, at least for the target-area women in the rural sector, through careful baseline studies, outlined in the project description section, and through constant evaluation and feedback. The institutional infrastructure exists already (IICA and country counterpart groups) to implement such studies, and the technical assistance and survey support funds programmed will guide the institutions in these efforts. The focus on use of communications media will follow the decisions about the appropriateness of the messages to be delivered. Media methods have been shown to work in pilot projects (see technical analysis) and can be tailored to women's special information needs and learning/listening patterns. Both the literature review and the site visits conducted during the project preparation indicated this. Therefore, the entire activity can be classified as one which intends to document the social feasibility of incorporating women into income-producing rural development projects, and to provide guidelines for planners who want to do so.

The beneficiaries of the immediate impact of the project's three country-specific sub-activities will be identified as each plan of action is developed with the selected countries. Since recent data suggest that it is indeed women from the lowest socio-economic strata in rural areas who are most involved in agricultural activities, it is not difficult to interpret that these low-income women will be the most likely to benefit from a project of this nature. The indirect beneficiaries can be considered to be all farm women who receive improved or more extensive agricultural services following public sector planners' use of the methodology and guidelines that this project will develop.

#### B. Economic Analysis

The nature of this project makes an initial economic analysis difficult, since a particular media approach is not to be selected until the information needs are assessed and the media use patterns of the target group are known. Specific planning to assure selection of cost-effective communications methods is thus an important element to be included in the methodology development. The project description section describes an effective media strategy as one that will be "cost-effective and capable of being implemented with potentially available host country resources." The methodology and strategy to be developed will have to meet this test of cost-effectiveness in order to be considered for further testing and dissemination. Although the personnel to be employed by IICA directly implementing this activity do not include an economic analyst, such expertise is available from both IICA and LAC/DR/HR (AID/W project monitoring office) and will be called upon at appropriate times in the project period. Specifically, the design stage of the proposed methodology, the analysis of the results of the initial application of this methodology, and the final preparation of the guidelines are all steps mentioned in the implementation schedule in which an economic analyst will play a role.

Types of economic questions that the baseline studies, methodology testing, and eventual guidelines will address include:

- a) least-cost mix of multiple media communications vehicles, to achieve a desired outcome (such as to teach 5,000 rural women to recognize diseases of chickens and their remedies).
- b) quantifiable benefits of improved production of farm women who receive appropriate information and access to other necessary inputs during application of this project.
- c) Economic trade-offs between use of media and use of more traditional agricultural extension activities.

The potential economic effectiveness of using media to reach rural women is suggested in the following reasoning.

Purchase of equipment and design of media programs are often considered as "add-on" costs to projects which plan to continue to use the traditional infrastructure to deliver development services. A primary school with a teacher and handful of old textbooks, for instance, will continue to be the source of "education services" and addition of a radio to that traditional package may be considered by some to be an additional cost. The same is true of agricultural extension activities where agents continue to conduct personal visits to the recipients of information and farm inputs. Adding media-delivered information to that traditional system may also seem, superficially, to be an add-on cost. However, economic analysis of similar projects has indicated that the savings generated by increased effectiveness of media-assisted programs can in fact offset the "additional" costs. Improved performance of primary school students who have received radio-delivered education in the classroom reduces the number of failures and repeaters. In analysis of the Nicaragua Radio Math project, it was calculated that if only two fewer students per classroom had to repeat a grade, the costs of the radio program were offset. The same is probably true of rural extension services. If radio or other non-agent media are used to deliver agricultural information, the total time that an extension agent spends with a family or individual in follow-on visits can be reduced considerably. Furthermore, greater numbers of persons may become interested in receiving extension services, through media-delivered technical or motivational messages, and may seek out such services, rather than require visits of extension agents to motivate them. The economic portion of the evaluations of this project will reject or confirm the above suggested hypotheses.

## C. Institutional Analysis

### 1. IICA as major implementing agency

Major responsibility for carrying out project activities will reside with the Interamerican Institute of Agricultural Sciences (IICA). IICA is an autonomous international institution. Founded in 1942 by the American governments to foster economic and social development of its member countries, IICA is mandated to disseminate production-related information and to conduct teaching and research in the area of agriculture and rural development. IICA's general objectives are to increase the agricultural production and productivity of its member countries in line with increases in population and purchasing power, increase employment opportunities in the rural sector, and increase the participation of the rural population in development activities. IICA operates primarily at a national level and focuses its efforts on strengthening in its member countries those institutions that dedicate their efforts to rural development. In order to achieve its objectives IICA has developed seven lines of action through which it channels its activities. They are: (1) Information and documentation on rural development, (2) Education for rural development, (3) Research and transfer of agricultural technology, (4) Agricultural production, productivity, and marketing, (5) Regional rural development, (6) Structural change and campesino organizations, and (7) Formulation and administration of agricultural policy.

IICA is governed by a Board of Directors composed of representatives of the American States to the Permanent Council of the OAS. Its executive offices are located in San Jose, Costa Rica and its four regional offices - for the Andean, Northern, Southern, and Antille Zones - are located in Lima, Guatemala City, Montevideo, and Santo Domingo, respectively. The bulk of IICA's activities are carried out through its national offices located in each of its 24 member countries. In 1977 IICA had a permanent professional staff of 163 and a contract staff of 65.

IICA obtains its operating revenue through annual quotas received from each of its member states. Additional operating funds are also generated through grants and contracts with donor agencies, the principal ones being A.I.D. and the IDB.

### Rational for selecting IICA as the major implementing agency

There are several compelling reasons for selecting IICA as the major implementing agency:

1. IICA is an established institution that is widely known and respected throughout Latin America and the Caribbean.

As noted above, IICA has been in existence for over 35 years. Through its work at both the regional and country specific levels, IICA has become widely known and respected by key government officials in its member countries as a Latin American institution that trains Latin American agriculturalists and carries out research in the agricultural sector. The majority of its professional staff (144 out of 163 in 1977) are citizens of the Latin American member states. Of this staff 49 have PhDs, 36 have Masters degrees, and 31 are agricultural engineers.

2. IICA, as an institution, has experience in and possesses qualified personnel in several key project areas.

Success in developing a replicable strategy depends on having access to a reliable source of agricultural information and on having staff both capable of and with expertise in conducting survey research in rural areas. Another important variable is the need for having an organization with experience in the educational arena, both at upper echelons with highly placed government officials as well as at mid and lower levels with agricultural extension agents and members of campesino organizations. IICA, through its activities in cultural information, agricultural information, agricultural education, and campesino organization, respectively, has in recent years launched a variety of efforts of these areas.

Among other activities, IICA-CIDIA (the Interamerican Center for Agricultural Documentation and Information) is currently working in the majority of the Latin American and Caribbean countries to create, develop, and consolidate national agricultural information systems in each state. IICA-CIDIA also functions as a coordination center for AGRINTER, an agricultural data information bank for Latin America and the Caribbean. It also serves as regional input-output center for AGRIS, an international system for storage and retrieval of agricultural information. A.I.D., through a grant to IICA, is currently supporting the development of a regional information system for Central America and Panama (PIADIC). Both the IICA-CIDIA operations and those developing through PIADIC should be invaluable in the early stages of the project as they offer a critical based agricultural information.

In the area of agricultural education, IICA has collaborated on numerous occasions in recent years in designing and carrying out workshops for agricultural extension agents and other members of training organizations operating in rural areas. Key themes in workshops carried out in several member countries during 1977 included rural development, campesino organization, and community enterprises.

Examples of survey and data analysis activities carried out during 1977 that focus on the rural sector include a case study to determine the

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typology of campesino organizations in the Dominican Republic; a study of the development and establishment of campesino organization forms and their participation in the agrarian transformation process carried out in El Salvador; elaboration in Paraguay of a document entitled, "Characterization of Techniques Used by Small Farmers in the New Colonization Areas of the Itapua Project"; preparation in Guatemala of a methodological document to carry out a study on the quantification of different occupational roles in the rural sector; and a regional survey for the Central American Isthmus of campesino associative enterprises.

3. IICA has expressed a strong interest in participating in the proposed project and is itself in the process of developing a strategy for aiding member states to increase the participation of women in rural development activities.

During initial conversations carried out with IICA during the project design stage, IICA officials both in the headquarters in San Jose and in Washington expressed a specific interest in participating in this project. This interest is complemented by a resolution reached during the annual meeting of IICA's Board of Directors held in May of 1978. During this meeting the Board authorized the Director General of IICA to "designate a working group to prepare programs of an Interamerican scope which will foster broader participation of women in the rural development process". The Board also recommended that the Director General consider ways in which more women of Latin American and Caribbean countries may participate in IICA's training and education programs.

While details of IICA's strategy vis a vis integrating women into its existing activities remain to be worked out, the above resolution and guidelines complement the purpose of the proposed project. It is anticipated that project staff will work closely with the IICA women's working group to assure that the strategy developed for disseminating agricultural information to women complements is linked with IICA's overall strategy for increasing the participation of women in the rural development process.

4. IICA, through its network of regional and national offices, possesses the capability to provide necessary backstopping for project operations.

As mentioned previously, the strategy will be piloted in one country, to be followed by its application in two additional countries in different regions. IICA currently has in place the needed supervisory and administrative backup capabilities through its regional and country offices. At a country specific level, IICA staff already have extensive contacts with key government officials and members of agricultural

institutions serving the rural sector. This range of contacts will be of immense help both in launching and in carrying out project activities. IICA offices in each member country also possess the advantage of having the legal status of an institution and along with it the base for arranging additional project operation agreements with Host Country governments.

5. IICA, through its existing vehicles for disseminating information, currently possesses the mechanisms necessary for disseminating the strategy once it is developed under this project.

An additional element to the success of the proposed project lies in the capability of participating institutions to disseminate the strategy once it is developed. According to the current project design, one of the principal mechanisms to be used to disseminate the proposed strategy will be that of seminars. These seminars are to be held both on a regional basis and at the country specific level. With regard to the former, IICA at its central headquarters in San Jose is equipped for and experienced in carrying out seminars, at both international and country levels. Development Alternatives, in a recent evaluation of the A.I.D. sponsored PIADIC project, found that short, formal training programs offered by IICA staff were so well received that they generated a strong demand for additional seminars that IICA found difficult to satisfy given the level of staff and the levels of financing for training.

#### C. A.I.D. experiences with IICA as a grantee

IICA is not an unknown entity to A.I.D. In recent years IICA has been a recipient of a number of A.I.D. grants. IICA has also participated in developing the groundwork for at least one large agriculture sector loan. Recent and ongoing IICA projects which have had A.I.D. funding include:

- "Assistance to IICA in Agricultural Marketing" - an LA regional project that terminated in FY 77.
- "Latin American Agriculture and Rural Sector Planning and Policy Analysis Network Activity" - a TA/AGR project which is currently entering its second year.
- "Project Management Applications" - a TA/DA project which is entering its third year.

- "Agricultural Research & Information Systems" - an LAC Regional project, originally scheduled to terminate in FY 78 but which is due to be extended to FY 81.
- "Regional Crop Credit Insurance" - an LAC Regional project recently approved by the DAEC and due to be implemented within the next few months.

All of these projects focus on upgrading IICA's capability to deliver its existing services to its member countries. Most include components focusing on training for IICA staff as part of the ongoing project activities. The third project listed above - Project Management Applications - is designed specifically to upgrade IICA's capability in the area of project management, design and implementation to enable IICA to assume an increasing role in carrying out projects such as the one being contemplated in this PP.

Conversations with AID/W staff acquainted with IICA's operations in Latin America and the Caribbean as well as a review of existing project evaluations reveal the following:

1. In general, the caliber of the professional staff employed by IICA is considered high. IICA salaries are comparable to those of other international agencies and IICA has thus far been able to attract a number of highly educated and experienced Latin American agriculturalists.
2. Financial management of discrete projects has up to now presented no problems. IICA has shown itself capable of managing A.I.D. projects.
3. IICA is considered particularly strong in the area of organization. In the recent evaluation of PIADIC the authors pointed out that a particular strength of IICA was its capability to organize high level committees, work groups, and task forces in each of the countries it was operating in.
4. IICA's capability as a research institution and its capability to do training and disseminate agricultural information to universities and public institutions is more than adequate.

The main constraint pointed out both in the PIADIC evaluation and in conversations with AID/W personnel acquainted with IICA's operations is that it is at times difficult to find the connection between IICA's activities and the small farmer. IICA's attempt to forge a linkage between its training and research efforts and the small farmer is

still relatively new and there is some concern that existing staff do not have sufficient background in working at the grass roots level with campesinos and campesino organizations. IICA is aware of this weakness and is in the process of increasing the quantity as well as quality of personnel with sociology and other social science backgrounds. IICA also considers this proposed project as an important means of improving their link with campesinos.

### III. D.

#### Technical Feasibility

Possibly the most important feasibility analysis is the technical feasibility of the proposed project. The main basis for this analysis is the survey and study conducted by Human Resources Management under contract to A.I.D. (Bulk Annex A). The contractor was requested to review and evaluate existing LDC media programs directed toward women or appropriate for adaptation to women in development programs. The final report was submitted in May 1978 and was discussed with over forty Latin Americans and U.S. professionals at a seminar in July 1978. The study included visits to project sites as well as research and literature review. HRM summarized twenty-one projects that either aided economic integration of women (without emphasis on media) or demonstrated media use that currently or potentially could be adapted to improve integration of women. These project reports, reproduced in Annex 4, include:

1. The Pila project in Guatemala, a small experiment in which cassettes were used to convey health and livestock information along with entertainment to women as they washed their clothes at the communal facilities;
2. The "Diferentes pero Iguales" television program in the Dominican Republic and Radio Mensaje program in Ecuador, both of which provide access to media programming to low-income individuals by airing interviews and recordings of campesinos and low-income women;
3. ACOMUC in Peru (Asociacion de Cooperacion con la Mujer Campesina), which uses radio, television, and newspaper to encourage women artisans to bring their goods to regional handicrafts fairs for sale to the general public.

These projects and many of the others document innovative use of mass media to reach women or at least campesinos with information that is potentially income-generating. From the analysis of small-scale or experimental projects, we have a good basis for concluding that a more systematic use of media can support

Another project, CENCIRA in Peru, provides us with experience in systematic use of media in an official rural development program. Video-paks (closed-circuit television) are used to deliver programs agriculture, management, health, housing and nutrition to cooperatives and communities in rural Peru. FAO, together with the Peruvian agrarian reform program, have developed multi-disciplinary programs, in various Indian dialects, delivered them to isolated rural areas, and carefully monitored the campesinos' use of the information and the media, revising the programs as necessary after the feedback. The acceptance has been so great that cooperatives are actually paying for the services in some cases. Over \$60,000 has been contributed by campesino groups to obtain these video programs, and some are contemplating purchasing their own closed circuit equipment.

Although we can document the existence of "successful" media projects, it is important to examine what has made them successes. Media are merely a vehicle, as the contractors comment, for achieving project objectives, and if the sector chosen for development of a communication strategy, is not one in which lives and incomes of low-income women can be influenced, no amount of innovation in media use will achieve an objective of better standards of living for the target group. Furthermore, in a little understood or controversial program area, which integration of women has tended to be, the communication/education strategy must include all personnel involved, including "consciousness raising" activities for implementing personnel. Below, are summarized the recommendations of HRM, and comments on how the project takes them into account, and also recommendations of two other contractors who have prepared reports for A.I.D. on communications strategies.

HRM Recommendations:    :

1. Establish the function, level, and environment of a communications strategy. What are the goals of the development project, who is involved in the network of people among whom information is to be exchanged, and what are the political, social, and economic constraints affecting the project? This proposed project involves a preliminary discussion with the host country sponsoring agency, at which time the above questions will be laid out and some of the answers formulated. Contact with other relevant public and private groups will permit more objective evaluation of the environment in which the subactivity is to take place. Baseline studies and feedback from the target group, also programmed, will further support data needs of this recommendation.

2. Establish the purpose of the communications strategy and select and tailor appropriate media. Mass media have been found to be effective in influencing "low-risk" behavior change, where interaction, two-way communication and mutual influence are less necessary. When "high risk" behavior change is the project purpose, interpersonal communications are more effective, because such an approach introduces the element of group support. Thus, in order not to expect more of media than they can supply, the purpose must be clear. Selection of appropriate media also depends on knowledge of target audiences' daily habits. The proposed project will have an early establishment of the <sup>local</sup> action plan, including purpose definition, and refinement of the purpose and media habits of the target audience will occur as baseline studies are undertaken. The fulltime communications advisor financed under this project will direct the tailoring of the media used to the target group.
  
3. Provide for feedback from audience. After the communications strategy is being implemented, evaluative mechanisms are necessary to tell planners who is listening to the messages (or reading them), whether they understand the messages and what response is occurring. The evaluation design, described in the relevant section of this paper, emphasized details of the information we would seek, for evaluation purposes. Mechanisms for feedback are somewhat more difficult to define at this stage in the development of the methodology, since separate media models and project purposes will be designed for each subactivity. However, technical assistance in this general area has been programmed as part of the project team, and several examples of feedback mechanisms in other projects are described in the HRM study, with adaptation possibilities.

Stanford Institute for Communications Research:  
Issues for planning communications use in non-formal education<sup>1/</sup>

1. Does the intervention seek to achieve its outcome without provision of new resources? Many replies to A.I.D.'s concept paper for this project were concerned with the frustration that could occur if women were to learn how to improve their productivity but not have the resources to do so. The project's plan is to select test sites where in fact a rural development program is underway or planned, so that host country resources will be available for complementary inputs (such as credit, improved breeding stock, etc.).

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<sup>1/</sup> Draft paper "Role of Communications in Education", prepared for A.I.D. by Stanford Univeristy in July 1978.

2. Are the behavior changes sought through NFE tightly or loosely linked to the cultural milieu of the audience? This question will be examined as each subactivity is planned. Baseline studies results will also be considered in the preparation of activity purpose, in order to assure social feasibility of the subactivity.
3. Are rewards for adopting new behavior required by the intervention obvious or obscure in terms of their immediacy, visibility or saliency? Once again, the determination of "rewards" for changed behavior will not be made until the country-specific subactivities are designed, but agricultural improvements include many with fairly speedy, and therefore obvious, rewards for better practices. For instance, detection and treatment of diseases of small livestock can be a fairly rapid cycle. The critical assumption stressed by Stanford in this issue is the connection between behaviour changes and knowledge acquisition. If education alone is expected to cause behavior change, social feasibility of that change, given traditions, must be made explicit. The rural development specialist who will serve as team leader will be charged with the responsibility of assuring that this concern is part of activities designed.
4. Does the intervention require the understanding and use of a single message, or does it depend on the accumulation of knowledge resulting from a series of messages? The use of mixes of media (mass media, and personal for instance) can permit reinforcement of the same general message through various delivery mechanisms, carefully sequenced. When programs require lengthy attention (as in literacy campaigns), organization into smaller bits improves likelihood of success. This project, since it does have a time constraint for actual "success" to be determined, will have to concentrate on fairly simple messages, although the media package may be complex.
5. Who is the audience for proposed intervention? Will changes be made by individuals or by whole communities? When community support must be mobilized, leaders other than the immediate beneficiaries must also be part of the audience. Ideally, this project can undertake both types of campaigns, since there are three sites involved.
6. Is the audience relatively homogeneous, in terms of culture and language? Mass media relies on reaching large numbers of persons to achieve cost-effectiveness. In some areas, this may require a target area that includes different languages, different cultural traditions and different ethnic groups. This

project, in its pilot stage, is unlikely to address very large audiences, even where a medium like radio is used. However, replicability of the final strategy and methodology is an important element of the project, and the concern of cultural/lingual heterogeneity will need to be part of the final guidelines.

7. Is the audience physically dispersed or concentrated? Obviously, communications strategy and media selection will depend on this aspect. Normally, rural women are very dispersed, and would only come together at natural meeting times such as market day or laundry day. On the other hand, transistor radios are omnipresent in Latin America's rural areas, and media strategies using radio may take advantage of this without concern for drawing listener's together. Both types of methods have been successfully employed (Pila Project in Guatemala, and Superlimonada project in Nicaragua), so with careful selection of messages and tailoring of media, we can be fairly confident that an appropriate communications component can be designed.

A review of the literature comparing male and female exposure to broadcast media and print media have tended to confirm no significant sex differences,<sup>1/</sup> though in one study<sup>2/</sup> in Venezuela, low socioeconomic females' knowledge levels were explained by their media exposure measures more so than was true for men. In other words, the insignificant differences between male and female exposure (access) to print and broadcast media gives us some assurance that women do have access to media already and do use it, and that programs specifically designed to harness that situation to provide technical and motivational messages can be expected to have a likelihood of success. Even more interesting, if lower income women do compensate for lack of information through greater use of mass media,<sup>3/</sup> a well-designed communications strategy can be an even greater facilitator of integration of women than we now think.

The use of media to facilitate integration of women in rural development programs thus appears to be technically feasible, if the above listed issues and recommendations are addressed. As a final note, the following

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- <sup>1/</sup> John McNelly and Eugenio Fonseca, "Media Use and political Interest at the University of Costa Rica," Journalism Quarterly, Vol. 41, 1964 and Roy Carter and Orlando Sepulveda. "Some patterns of mass media Exposure in Santiago de Chile," Journalism Quarterly, Vol. 41, 1964.
  - <sup>2/</sup> Fausto Izcaray, "Efectos Diferenciales de los Medios de Comunicacion sobre Niveles de Informacion en Banquisimeto." FUDECO, Venezuela, 1974.
  - <sup>3/</sup> As suggested in R. Martin, O. Mayorga and S. McDermott's review of Izcaray study in "Women and the Mass Media in a Venezuelan City." International and Intercultural Communications Annual, Vol. III, Dec. 1976.

list of principles prepared for A.I.D. in 1976 as guidelines in communication planning for the integration of women<sup>4/</sup> provided A.I.D. planners with additional bases for the hypothesis that an explicit program of communications use for women in the agricultural sector can produce the desired effect of integration of women into improved productive practices:

1. A wide variety of development communication projects should have an impact on women. (Agriculture is a good focus)
2. Changes that development communications activities promote may have different impacts on women than on men.
3. Special measures will often be required both to involve women and to assure them equitable benefits.
4. The audience of development communications activities is not necessarily identical to the largest beneficiary group. Women may pass on information and therefore benefits to their families.
5. The social costs of change should be given special attention when considering benefits for women.
6. Participation of women in project activities is often but not always related to women sharing equitably in benefits.

<sup>4/</sup> Heli E. Perrett, Appendix Q, to Communications Technology for Development. (AED), Washington, 1976.

#### E. Environmental Determination

The IEE included as Annex Seven indicates a negative determination.

#### IV. Administrative Arrangements

##### A. Financial Plan

The estimated total cost of this project is \$1,131,000.00. The project will be funded from three sources: A.I.D., IICA, and the host country sponsoring agencies in three sites. The IICA contribution will include participation in the general diagnostic study (\$20,000 already programmed), \$22,000 in personnel costs from headquarters staff and from the regional positions which are to be created for focussing on women in development, administrative support costs, use of printing equipment, and use of seminar facilities and of in-country office facilities. Host country sponsoring agencies are not specified at this time, although tentative identification has taken place. At the time of the subagreement between IICA and the sponsoring agency (usually a rural development agency) host country contributions will be committed officially. Since this project will involve close work with planners and implementing personnel in each of the three countries, the in-kind personnel contributions are estimated to be fairly large (\$110,000), while other contributions are related to use of local facilities, transport, and computer or other research support services. The project agreement with IICA will require IICA to provide A.I.D. assurances of the availability of host country funds prior to A.I.D. disbursement of Objective Two monies for that country. A.I.D.'s contributions are for 106 person months of technical assistance, commodity support for the testing period (media equipment to be ordered when media-mix has been selected), and other costs items such as travel for observation purposes, support to research personnel and subcontracted seminar costs.

The attached financial plans detail funding by source, and object and by fiscal year for A.I.D.

Financing by Objective and Source

		(US\$ 000s)	Estimated Con- tributions of Host Country <u>Sponsors</u>
	<u>A.I.D.</u>	<u>IICA</u>	
<u>Objective One</u>			
<u>Design of Methodology</u>			
- Personnel	60	10	10
- Travel	21	-	-
- Admin. Support	32	10	-
<u>Objective Two</u>			
<u>Testing of Methodology and Development of Guidelines</u>			
- Personnel	435	20	110
- Facilities	-	20	30
- Equipment	62	5	-
- Travel	17	-	-
- Admin. Support	79	4	-
- Research Support	40	-	30
<u>Objective Three</u>			
<u>Dissemination of guidelines and case studies</u>			
- Personnel	35	2	10
- Travel	5	5	-
- Seminars	25	10	10
<u>Total</u>	<u>\$811</u>	<u>\$86</u>	<u>\$200</u>
Contingencies	34	-	-
<u>Total</u>	<u>\$845</u>	<u>\$86</u>	<u>\$200</u>

**PRELIMINARY\* COST SCHEDULE FOR AID FUNDS BY FISCAL YEAR OF OBLIGATION**

	FY 78	FY 79	FY 80	TOTAL
<u>Long term technical Assistance</u>				
Communication Specialist	60.000	120.000	30.000	210.000
Rural Development Specialist	(12 PM) 60.000 (12 PM)	(24 PM) 120.000 (24 PM)	(6PM) 30.000 (6 PM)	(42 PM) 210.000 (42 PM)
<u>Short term Technical Assistance</u>				
Print Media Specialists or Audiovisual Media Specialist	5.000 (1 PM)	45.000 (9 PM)		50.000 (10 PM)
Evaluation/Survey Specialist	5.000 (1 PM)	45.000 (9 PM)	10.000 (2 PM)	60.000 (12 PM)
<u>Recruitment and Transportation of household effects, Installation allowances Travel Plus</u>	20.000	3.000	5.000	28.000
In country (Operation of vehicle )	1.000	2.000	2.000	5.000
Third country travel (by host country pers.)		5.000	5.000	10.000
<u>Commodities</u>				
- Audiovisual and print materials and equipment		35.000		35.000
- One four wheel drive vehicle and spare parts	10.000			10.000
Office Equipment	2.000	15.000		17.000
<u>Seminars</u>			25.000	25.000
<u>Research Support</u>	10.000	20.000	10.000	40.000
Sub Total	173.000	410.000	117.000	700.000
<u>Contingencies</u>	1.000	24.000	9.000	34.000
<u>Indirect Costs IICA (15%)</u>	26.000	66.000	19.000	111.000
<b>TOTAL</b>	<u>200.000</u>	<u>500.000</u>	<u>145.000</u>	<u>845.000</u>

\* This is an illustrative budget and line items may be varied by mutual agreement between AID and IICA project managers, in accordance with terms of Project Agreement.

#### IV. B. Implementation Plan

Upon approval of this project, and authorization of funds, a project agreement will be negotiated with IICA, providing funding from FY 1978 as described in the prior section. IICA will assume basic management responsibility for this project's implementation, including the recruitment of personnel, negotiation of subagreements with selected sponsoring agencies, and logistic support of the activities. A staff member of LAC/DR/HR in AID/W will be designated administrative liaison with IICA for monitoring of the project's progress. Selection of the personnel to be funded by A.I.D. and selection of the host countries in which testing of the methodology is to take place will involve a joint decision between A.I.D. and IICA in the first case, and AID/IICA/host country in the second. Since IICA has had several prior grants with A.I.D., their system for financial reporting and compliance with A.I.D. requirements has already been established, and will continue to be the basis for implementation of the grant funds proposed herein.

A detailed implementation schedule is included below for the three and one half year project implementation period:

Project Activities for Objectives Achievement: Tentative Schedule

Activities for Implementation:

Objective 1

- Hiring the Project Coordinator
- Selection and hiring of project team
- Preparation of detailed budget and plan of operations for the first 18 months
- Evaluation of the literature on the subject (to be done in the U.S. and other relevant LA countries)
- Visit to relevant LA countries where successful programs have been carried out
- Selection of the pilot country and negotiation of agreement with sponsoring agency.
- Design of the proposed methodological strategy to be applied in the pilot country
- Internal discussion of the methodological strategy between IICA, A.I.D., and host country sponsoring agency

Objective 2

- Discussion with the country sponsoring and counterpart agencies to develop the action plan
- Contact with other relevant public and private groups to discuss project relevant and methodological implications
- Selection of the pilot area with relevant problem and significant community participation within the country
- Conduct baseline studies
- Adjust the methodology and final preliminary specific design
- Application of the methodology
- Analysis of results and design of a "final" tested methodological strategy
- Discussion of the final tested strategy within the external and local participating agencies
- Tentative guidelines design
- Selection of the replication countries and areas
- Test and assessment of guidelines for methodological strategy under new conditions
- Review and final design of guidelines on the basis of field results

Objective 3

- Preparation of the guidelines in a publishable form
- Preparation of audiovisual material as required by and as a part of the guidelines
- Regional seminar
- Country specific seminars



#### IV. C. Evaluation Plan

Two separate types of evaluation will be taking place. The first will measure project progress and evaluate the effectiveness of the grantee (IICA). The second will be the actual evaluation of the methodology as programmed in the project itself.

##### 1. Internal management evaluations:

a. Technical and administrative evaluation of the project will be carried out annually by a team drawn from both parties (A.I.D., IICA) and approved by the liaison officers of each institution.

b. At the end of the project, a comprehensive evaluation will be made by a team of at least three persons knowledgeable in communications and rural development and about Latin America. This evaluation will review the appropriateness of the project's design, and IICA's implementation history.

##### 2. Methodology evaluation

A total of twelve person months of evaluation expertise has been provided for in A.I.D.'s contribution. In addition to the cost-effectiveness, social feasibility and baseline study information described in the project paper, very specific technical evaluation will be made of the use of media in the rural development programs in each of the pilot programs. Questions included in the formative and summative evaluation stages programmed will include four factors: vehicle, format, understanding, and change generated. Questions relating to each of these include:

##### a. Factors entering into vehicle-distribution evaluation

- (1) What is the reception quality?
  - In print--are the pictures, printing clear?
  - In broadcasting--are words articulated? Free from static?
  - In TV--is the reception disturbing?
- (2) How successfully is the message distribution or the broadcast timed?
  - Does economic reality of life permit listening?
  - Is there free time available to read?
- (3) Who controls the means of communication?
  - Are the competing interests for the medium by other agencies--such as free enterprise?

- (4) Who in the culture relies on that medium?  
And for what kinds of information?

b. FACTORS ENTERING INTO FORMAT-ATTENTION EVALUATION.

- (1) Is the format traditional or atypical?  
That is, is the format one which the people are accustomed to dealing with (and paying attention to) or is it new--perhaps commanding initial attention, but then interest will wane?
- (2) How much time is necessary to convey the messages?
- (3) Is the pace sufficient for sustained attention?  
This is the difference between a slide tape presentation and a home slide show--the presentation usually keeps a quick pace in order to sustain the viewer's attention.

c. FACTORS ENTERING INTO MESSAGE-UNDERSTANDABILITY EVALUATION

- (1) What is the intent of the message--escape or development?  
If escape, then entertainment or fiction?  
If development, then practical or self-actualizing?
- (2) How much information is given?  
How quickly is that information given?  
How much of it is necessary to remember?
- (3) How much of the message (information) was understood?
- (4) What is the language used?  
Is it the indigenous language?  
If not the indigenous language, can it be understood?  
Readily?  
Does it carry with it connotations of status?  
Is the form or the language easily understood--if it is written, can the target audience read it easily?
- (5) Is the level of the language usage appropriate to the target audience?  
And is the level of the language appropriate for the subject?
- (6) How much of the information given is harmonious with cultural systems of thought?

- (7) Does the medium used command respect for the message?  
For example, is health information carried in a situation comedy going to be remembered?
- (8) Where does the target audience usually get its information?
- (9) Was the timing for the message appropriate for the information within?  
For example, is the child diarrhea treatment message aired during peak diarrhea seasons?

d. FACTORS ENTERING INTO APPEAL-CHANGE EVALUATION

- (1) What is the emotional content of the appeal—positive or negative?
- (2) Who is the target of the appeal?
- (3) Who are the beneficiaries of the appeal?
- (4) How great a change from the normal practice does the appeal call for?
- (5) Does the target audience have authority over the decision to change?
- (6) What amount of indigenous belief supports or mitigates the appeal?

e. ATTITUDINAL CHANGES OF INSTITUTIONAL PERSONNEL

Related to (d.) above are those changes in attitude of the host country sponsoring agency personnel, both planners and field workers, that result from activities undertaken under this project. As mentioned elsewhere in the paper, stereotypes about what rural women do and should do in the way of productive activities have influenced the programming of extension efforts in the past. In order to assure long term inclusion of women in rural development programs in all aspects relevant to their actual role in rural economies, new attitudes may be necessary as well as new knowledge on the part of institutional personnel. The project's evaluation will develop a measure of attitude change and include it as part of both baseline and follow-up studies.



INSTITUTO INTERAMERICANO DE CIENCIAS AGRICOLAS -- OEA

DIRECCION GENERAL  
OFICINA EN WASHINGTON  
1735 I STREET, N.W. ROOM 725  
WASHINGTON, D.C. 20006  
CABLE: IICAWASH  
TELEX: 242382

DG/DW-968  
August 25, 1978

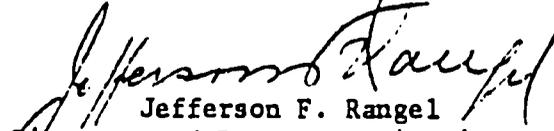
Ms. Charlotte M. Jones  
Education Economist  
LAC/DR Room 2242  
Agency for International Development  
Department of State  
Washington, D.C. 20523

Dear Ms. Jones:

On behalf of the Director General of the Institute, I am writing this interim letter of request to the Agency of International Development (AID) for grant funds to assist the Inter-American Institute of Agricultural Sciences (IICA) in implementing a project for the purpose of developing, testing, and disseminating an approach for the incorporation of farm women into rural development programs through communications of agricultural and related information, using appropriate media.

IICA will make available \$86,000 in kind for the three and one half years duration of the project.

Cordially yours,

  
Jefferson F. Rangel  
Director and Representative in the  
United States of America and Canada

## ANNEX TWO

## LOGICAL FRAMEWORK MATRIX

NARRATIVE SUMMARY	OBJECTIVELY VERIFIABLE INDICATORS	MEANS OF VERIFICATION	IMPORTANT ASSUMPTIONS
<p><u>Program or sector goal:</u></p> <p>Increase and make more effective the participation of low-income rural women in Latin America and the Caribbean in the agricultural sector.</p>	<p><u>Measures of goal achievement:</u></p> <ul style="list-style-type: none"> <li>- Increasing numbers of rural low income women in regions where approach is applied are seeking and obtaining agricultural services for which they are eligible (e.g., credit, membership in coops, enrollment in agricultural courses).</li> <li>- Women in these regions are applying new knowledge in farming, marketing, and food processing activities.</li> </ul>	<p>Surveys of sites where project is being implemented.</p> <p>Membership rosters of coops; lists of individuals replying for and receiving credit.</p>	<p>Low-income rural women are interested in assuming a more active role in agriculture sector activities.</p> <p>Latin American and Caribbean LDC governments are interested in increasing the productivity of women in the agriculture sector, and will make available necessary inputs other than information.</p>
<p><u>Project Purpose:</u></p> <p>To develop and test a systematic approach to disseminating farming, marketing, and food processing information to women and increasing their awareness of agriculture sector services for which they are eligible.</p>	<p><u>End of Project Status:</u></p> <ul style="list-style-type: none"> <li>- Women in pilot areas in all three countries have increased their knowledge of appropriate farm practices.</li> <li>- Women in pilot areas are more aware of agriculture sector services for which they are eligible and of how to obtain the services</li> </ul>	<p>Annual project evaluation reports.</p> <p>Individual case studies of each pilot site.</p> <p>Impact data collected at pilot sites.</p>	<p>Existing agricultural information dissemination organizations will actively participate in the development and implementation of the strategy.</p>

NARRATIVE SUMMARY	OBJECTIVELY VERIFIABLE INDICATORS	MEANS OF VERIFICATION	IMPORTANT ASSUMPTIONS																				
	<p>- Both women and men in the pilot areas have an expanded view of the ways in which women can effectively contribute to carrying out agriculture sector activities.</p> <p>- The approach has been adopted and is being implemented in additional regions in two of the three pilot countries.</p> <p>- At least two additional LDCs have decided to adopt the strategy by 1982.</p>	<p>Proceedings of seminars</p> <p>Official correspondence</p> <p>site visits</p>	<p>Existing media organizations (radio stations, newspapers) are willing to make their facilities available (on either a paying or non-paying basis, as appropriate) for piloting purposes.</p>																				
<p><u>Outputs:</u></p> <p>1. A set of guidelines for utilizing the approach elsewhere.</p> <p>2. Case studies describing experiences applying the approach in the three pilot settings</p> <p>3. Visual aids describing the approach and illustrating its application in at least two pilot settings</p>	<p><u>Magnitude of outputs:</u></p> <table border="1"> <thead> <tr> <th></th> <th>FY 78</th> <th>FY 79</th> <th>FY 80</th> <th>FY 81</th> </tr> </thead> <tbody> <tr> <td>1. A set of guidelines for utilizing the approach elsewhere.</td> <td>-</td> <td>prelim.</td> <td>-</td> <td>revised</td> </tr> <tr> <td>2. Case studies describing experiences applying the approach in the three pilot settings</td> <td>-</td> <td>designed</td> <td>under-way</td> <td>final</td> </tr> <tr> <td>3. Visual aids describing the approach and illustrating its application in at least two pilot settings</td> <td>-</td> <td>-</td> <td>-</td> <td>*final</td> </tr> </tbody> </table>		FY 78	FY 79	FY 80	FY 81	1. A set of guidelines for utilizing the approach elsewhere.	-	prelim.	-	revised	2. Case studies describing experiences applying the approach in the three pilot settings	-	designed	under-way	final	3. Visual aids describing the approach and illustrating its application in at least two pilot settings	-	-	-	*final	<p>Available project documents</p> <p>Seminar planning documents; documents describing seminar proceedings.</p>	<p>The counterpart agencies chosen to participate in the project are willing to carry out a pilot study.</p>
	FY 78	FY 79	FY 80	FY 81																			
1. A set of guidelines for utilizing the approach elsewhere.	-	prelim.	-	revised																			
2. Case studies describing experiences applying the approach in the three pilot settings	-	designed	under-way	final																			
3. Visual aids describing the approach and illustrating its application in at least two pilot settings	-	-	-	*final																			

1/5

NARRATIVE SUMMARY	OBJECTIVELY VERIFIABLE INDICATORS	MEANS OF VERIFICATION	IMPORTANT ASSUMPTIONS																
<p>4. Evaluation data summarizing the impact of the information on knowledge and attitudes of low-income women in regions where piloted</p> <p>5. AID officials and key policy planners in remaining LDCs introduced to strategy through a series of seminars/workshops</p> <p>6. Capability exists in three pilot countries to continue developing media packages for regions where they were initially piloted; capability also exists to develop new packages for additional regions</p> <p><u>Inputs:</u></p> <p>AID:</p> <p>Estimated obligation by fiscal year. (see financial plan)</p>	<table border="1"> <thead> <tr> <th>FY 78</th> <th>FY 79</th> <th>FY 80</th> <th>FY 81</th> </tr> </thead> <tbody> <tr> <td>-</td> <td>First pilot setting</td> <td>2nd &amp; 3rd pilot settings</td> <td>-</td> </tr> <tr> <td>-</td> <td>-</td> <td>-</td> <td>100</td> </tr> <tr> <td>-</td> <td>One country</td> <td>Two countries</td> <td>-</td> </tr> </tbody> </table> <p><u>Implementation Targets:</u></p> <p>AID:</p> <p>FY 78 - \$200,000  FY 79 - \$500,000  FY 80 - \$145,000</p>	FY 78	FY 79	FY 80	FY 81	-	First pilot setting	2nd & 3rd pilot settings	-	-	-	-	100	-	One country	Two countries	-	<p>Project specific financial records</p> <p>Purchase orders</p>	<p>A consulting firm is available that can provide the needed expertise to carry out the project.</p>
FY 78	FY 79	FY 80	FY 81																
-	First pilot setting	2nd & 3rd pilot settings	-																
-	-	-	100																
-	One country	Two countries	-																

2/1

PROJECT AUTHORIZATION

Annex Four

1

MUDE  
WOMEN IN DEVELOPMENT, INC.  
(MUJERES EN DESARROLLO, INC.)

WASHINGTON, D. C.

**AUDIENCE:** Women in Latin America and the Caribbean.

**OBJECTIVES:** To provide financial, technical and/or organizational support to women's groups overseas who are involved in development efforts; and to encourage women to participate more fully in their own societies through their own organizations.

**MEDIA:** Newsletter, mailings, discussion groups and national and international meetings.

**DURATION:** Founded in 1975; ongoing.

**SPONSOR/DONOR:** PACT (Private Agencies Collaborating Together), Pathfinder Fund, private donations and USAID.

**CONTACT:** Women In Development, Inc., Suite 203, 1302 18th Street, NW, Washington, D. C. 20036.

**DESCRIPTION:**

Women In Development, Inc. is a non-profit organization which develops linkages among women's groups across national and cultural boundaries through national and international meetings in which ideas and resources are shared and through programs in which development solutions can be actualized. There are no projects operating "from" Washington; rather, the organization serves as a support to local initiatives of women's groups overseas.

The Washington office has organized a weekly discussion group called Women In Development Associates. The purpose of the group is to facilitate the analysis of problems faced by women's groups overseas as they work toward economic and social integration in their societies.

The following project descriptions are of the projects initiated in the Dominican Republic and supported in some way by the Dominican office of Women In Development, Inc.

**RURAL WOMEN'S CREDIT PROGRAM  
(PROGRAMA DE CREDITO PARA MUJERES RURALES)**

**AUDIENCE:** Community women's groups in the Eastern portion of the Southwest region and the La Vega region.

**OBJECTIVES:** To provide credit to rural women's organizations who want to begin income-producing projects.

**MEDIA:** Bulletins, seminars, puppets and socio-dramas.

**DURATION:** Began January, 1978, and will continue for five years.

**SPONSOR/DONOR:** PACT (Private Agencies Collaborating Together); Fundacion Dominicana de Desarrollo (FDD); Instituto Dominicano de Estudios Aplicados (IDEA).

**CONTACT:** Magda Acosta, Women in Development, P. O. Box 325, Santo Domingo, Dominican Republic.

**DESCRIPTION:**

The five year credit program has been developed jointly by the Fundacion Dominicana de Desarrollo (FDD), Instituto Dominicano de Estudios Aplicados (IDEA) and Mujeres en Desarrollo, Inc. (MUDE). Small loans are made to community women's associations wishing to invest in equipment, livestock, agricultural needs, construction materials and training services which will enable the group to become economically active, which in conjunction with awareness training, will lead to greater autonomy, leverage, legitimacy, status, and critical reflection. Services in health, family planning as well as technical and vocational training are also included in the program.

**RESULTS:**

The program has just begun as of January, 1978 and no evaluation materials are available at this writing.

**DIFFERENT BUT EQUAL  
(DIFERENTES PERO IGUALES)**

**AUDIENCE:** The program is broadcast to all parts of the country for persons interested in the presentation of the women's rights and contributions in the development process.

**OBJECTIVES:** To present information on nutrition, health, education and culture; to publicize the work of women involved in small businesses; and to train low-income women in television production techniques.

**MEDIA:** Television.

**DURATION:** T. V. program began in June of 1977.

**SPONSOR/DONOR:** Broadcast time donated by Radio-Television Dominicana (RTVD); staff provided by Women In Development, Inc.

**CONTACT:** Sonia Andújar, Women in Development, P. O. Box 325, Santo Domingo, Dominican Republic

**DESCRIPTION:**

"Diferentes pero iguales" is a public service television program which promotes the integration of women into the development process. The weekly program, broadcast throughout the Dominican Republic by RTVD, seeks to present a program reflecting a positive image of women, in traditional and non-traditional roles, actively participating in their communities and in business. Working toward this end, para-professional and professional women are interviewed on the program and development discussions are held encompassing nutrition, family planning, maternal and child health care and other public service topics. Exposure is given to grass roots organizations which are working towards the improvement of their communities and artisans, vendors, and other small businesswomen are given publicity.

**RESULTS:**

The program has been on the air less than a year, but has received critical acclaim from professional critics and international women's organizations. The OAS, in a report analyzing twenty programs directed at women in Latin America, found that "Diferentes pero iguales" was one of two that departed from the traditional media image of women.

**INNOVATIVE ASPECTS:**

The major innovation of the project is the identification of the conflict between women's media image and their increased involvement in development. The program, thus, actively takes on the problem of the female's media image in the Dominican Republic. The developers of the program note that "the portrayal of women by media in the Dominican Republic is generally commercially oriented toward upper class urban women, depicting them in socially restricted and frivolous roles. This seriously jeopardizes the integration of women into the development process, ignores the importance and needed expansion of their abilities and limits their full participation in the betterment of society."

COMMITTEE TO PROMOTE ARTISAN CRAFTS  
(COMITE DE PROMOCION ARTESANAL)

**AUDIENCE:** Rural and urban artisans.

**OBJECTIVES:** To provide direct access to local markets to Dominican artisans; to increase income of artisans through elimination of the middleman; to provide technical information to the artisan; and to publicize the work of the Dominican artisan.

**DURATION:** The Committee was formed in 1977.

**SPONSOR/DONOR:** Donations from private enterprise and individuals; coordination with credit program administered by Women in Development, Inc.

**CONTACT:** Mechi Delgado, Women in Development, Inc., Apartado 325, Santo Domingo, Dominican Republic.

**DESCRIPTION:**

The Committee, formed to organize artisan fairs, works with artisan groups to help them through credit and marketing information. Women in Development, Inc. is working especially with women artisan groups.

**RESULTS:**

The first fair was held in February of 1978. Thirty-three artisans from thirteen communities sold their goods directly to the public for the three days of the fair. The artisans expressed their satisfaction with the fair and asked that other fairs be organized regularly. For many artisans, the fair was the first opportunity they had to sell directly to the public, thus eliminating the profit-taking of the middleman.

**INNOVATIVE ASPECTS:**

The innovative aspect of the program is its emphasis on participant involvement. The fair was organized not only for, but with the artisans. The artisans, thus, learned about the organization of markets, the pricing of goods and display techniques. The artisans also demonstrated how they made their products and stimulated an interest in their audiences in the production of traditional Dominican artisan crafts.

Human Resources Management, Inc.  
May, 1978

SEMINAR PROGRAMMES FOR POLICY AND PROJECT INNOVATION  
UNDP

WORLDWIDE DISTRIBUTION

- AUDIENCE:** Professional development planners and operational personnel in development organizations in developed and developing countries.
- OBJECTIVES:** To provide orientation, training and project services for comprehensive planning with special reference to women.
- MEDIA:** 16 mm film, 35 mm slide-tape, booklets.
- DONOR/SPONSOR:** UNDP (United Nations Development Programme).
- DURATION:** Films and slides initiated in 1976; new productions still being considered.
- CONTACT:** Paul Boyd, Chief Communication Officer, United Nations Development Programme, 1 UN Plaza, Room DC-1900, New York, N. Y. 10017, U. S. A.

**DESCRIPTION:**

This series of training and orientation materials consists of eight seminar programs. Each is presented through a Discussion Guide Booklet and either a 16 mm film or a 35 mm slide album. The Seminar Programmes contain data about projects in which women have played key roles and suggest ways in which seminar groups can analyze alternative approaches to program and project formulation, operations, assessment and follow-up. The programmes are described as follows:

- 1) Outside GNP, 16 mm color film, nine minutes. Explains that women's labor in subsistence agriculture and in the home is excluded from gross national product figures and shows what this deletion means to the planner, to the whole of society and to women in particular.
- 2) Overview: Development and Women, about eighty color slides, audio-cassette, ten minutes. Answers the question, what kind of development is appropriate, by showing that to increase consumer goods at the expense of social development fails to improve the quality of life for all.
- 3) Honduras: Community Awareness for Development, slide-tape, ten minutes. Takes the viewers step-by-step along with planners and members of a small community as they assess priority problems and decide how to solve them.
- 4) Ethiopia: A New Education In Family Life, slide-sound, ten minutes. Shows how a national NGO for women integrated training in economic activities and health services in their family life education projects.
- 5) Economic Commission for Africa: Seeking New Planners, slide-sound, ten minutes. Presents the ECA's approach to women and development that resulted from studies of cooperative ventures in Kenya that independent women's groups had implemented themselves.

6) Philippines: "Self-Actualizing" Education, slide-sound, ten minutes. Illustrates how well women are aware of their economic needs and how readily they can be motivated by non-formal education to address those needs.

7) Small Technology: New Tools for Women, slide-sound, ten minutes. Shows the importance of small technologies to women in developing countries, how improvements could offer relief, and points to ways of improving accessibility to better tools.

8) Into the Mainstream: Planning for Women in Jamaica's Development, is a film that traces the steps Jamaica has taken to ensure adequate attention to women's rights and roles in development.

#### RESULTS:

The initial funding for this series did not cover a distribution and monitoring system to ensure that the films would be used. However, the series is available in the UNDP regional offices throughout the world.

Researchers on the "Educational Media for the Integration of Women Project" found that several directors of projects affecting women in Latin America had bought parts of the UNDP seminars series. They used the presentations to inform and convince senior members of their organizations of the role--the actual and potential contributions--of women in the development of their communities. The UNDP series were the only materials on "women in development" that these project directors had been able to locate from inside their countries.

#### INNOVATIVE ASPECTS:

The UNDP Communication Office has recognized the need to provide information to administrators and other professionals on the "how and why to involve women" in development programs. They have also recognized that these professionals have a limited amount of time to study a subject--the economic integration of women into their countries' economies--that has been treated in a large and ever increasing literature. These slide-tape and film programs are tailored to the needs of development personnel in that they provide extensive information in a short period of time. Importantly, they not only present the issues, but illustrate how some groups have developed programs to integrate women into the development process.

Human Resources Management, Inc.  
May, 1978

INTERNATIONAL WOMEN'S FILM PROJECT, INC.  
 "SIMPLEMENTE JENNY" AND "LA DOBLE JORNADA"

DISTRIBUTED THROUGHOUT LATIN AMERICA

- AUDIENCE:** Working women in Latin America (middle-, lower- and upper-class women).
- OBJECTIVES:** To provide information about and by the working women of Latin America.
- MEDIA:** 16 mm film.
- DONORS/SPONSORS:** Inter-American Foundation, SIDA (Swedish Development Agency), DANIDA (Danish Development Agency), NORAD (Norwegian Development Agency), UNDP (United Nations Development Program).
- DURATION:** "La Doble Jornada" released December, 1976.  
 "Simplemente Jenny" released June, 1977.
- CONTACTS:** Tricontinental Film Center, 333 Sixth Ave., New York, N. Y. 10014 (distributor; Helena Solberg-Ladd (director), 3518 35th St. N. W., Washington, D. C.; Ana Maria Sant'anna, (researcher) World Bank, Washington, D. C.

**DESCRIPTION:**

The multinational group of women filmmakers composing the International Women's Film Project has produced two films to provide information for and by working women in Latin America. The group developed a directing and filming process that allows the Latin American working woman to present her case. The cinematic format proved ideal for this expression of the concerns of the low-income woman in that it overcame the barrier of illiteracy and provided an audiovisual statement on which other low-income working women could reflect. The films were designed to be used in discussion groups to stimulate a critical analysis of the viewer's working situation.

"La Doble Jornada," a 55-minute color documentary, is composed of interviews with Bolivian, Mexican, Venezuelan and Argentine women at their places of work--the market place, factory, mine and the home. The film research staff prepared a questionnaire which the interviewers used to direct and help the working women focus on certain aspects of their work situations. Within this framework, the women freely discuss the social and economic systems affecting their status, wages and social relationships.

"Simplemente Jenny," a 11-minute color documentary, deals with the cultural images and economic reality that shape the lives of Latin American women. The film is a series of juxtaposed scenes depicting first the commercially-produced image of the pampered, submissive "pure" Latin woman and then the reality of the low-income woman. Jenny, Patricia and Mari, teenagers detained for prostitution, discuss the economic and social pressures which led to their arrest for "social crimes." Scenes of abandoned children and broken homes in Argentina,

Ecuador and Mexico are offered in comparison to the mass media image of the "ideal" life of the Latin woman.

#### RESULTS:

The success of the films can only be assessed through impressionistic indicators because: 1) no film distribution system exists throughout Latin America which could record the size and nature of the audiences; 2) no formal evaluation was planned to assess the effect of the films on the projected low-income, female Latin audience; and 3) little feedback has been received from the voluntary discussion group leaders.

What is known is that in some countries the films are used constantly by low- and middle-income women's groups. The films have been shown at Latin America women's conferences and on Brazilian educational television, and hence, have had the opportunity for a large viewership. Latin viewers have expressed strong emotional responses to the films and close identification with their low-income characters. Finally, some labor organizations in Latin America and the United States have reported intense discussion group participation in conjunction with the viewing of the films.

The films have been used extensively as educational media for audiences in the "developed nations." "Double Day" was shown twice on Swedish television and stimulated a large response from the audience that wanted to "help" the women of Latin America. Middle-income women worldwide have voluntarily shown the films and led discussion groups among their peers. The films are now being used in women studies classes throughout the world.

#### INNOVATIVE ASPECTS:

The outstanding innovations of the films are: 1) a research/filming process for determining the nature of the projected audience (low-income women in Latin America) and 2) an exciting mode of presentation of researched information. The project's research staff analyzed the productive roles of Latin women to determine which were common to the majority of the women. The production team then filmed interviews of women working in these jobs. The "researched information" retains its emotional impact and is not strained through a gauze of academic analysis, since the viewer sees and hears the original data—the woman as she explains her work situation.

The films present the reality of the majority of Latin women as few films have. They counterbalance the commercial image of the fluffy, coquettish, pampered wife and mother who rarely leaves her home and who is inordinately interested in beauty aids. Rather, the films show the double lives of Latin women who must find success in their income-producing life in order to perform the functions of their second life as maintainer of home and family. The films present a view of the women's reality which only a great deal of reading and personal experience could provide to a development planner who needs reliable information on the Latin American worker's world.

Human Resources Management, Inc.  
December, 1977

CULTURAL PROMOTION THROUGH CREATIVITY AND CHANGE  
(PROMOCION CULTURAL CREATIVIDAD Y CAMBIO)

PERU

- AUDIENCE:** Students, teachers, social workers, promoters, etc. who need social science information to understand their environment better.
- OBJECTIVE:** To stimulate critical participation in change through dialogue or communication which results in creative activities.
- MEDIA:** Mimeographed booklets.
- DURATION:** Ongoing as of March, 1973, with no plans to discontinue the service.
- SPONSOR/DONOR:** Self-supporting.
- CONTACT:** Promoción Cultural Creatividad y Cambio, Jirón Callao 573, Lima, Perú.

**DESCRIPTION:**

The group works with Peruvian professionals to produce and publish essays and studies about the social conditions in Peru. They have produced three series of pamphlets on the social and cultural problems of the women entitled: "Mujeres" (Women); "Mujeres Nuevas" (the New Women); and "Prostitución" (Prostitution). The three series had approximately twenty-nine documents at the time of this writing. Some representative titles are: "La Liberación de la Mujer en una Sociedad de Clases" (The Liberation of the Woman in a Class Society); "La Trabajadora Doméstica en el Perú—Caso Lima" (The Domestic Servant in Peru—The Case of Lima); "La Prostitución: Símbolo de la Condición Femenina" (Prostitution: Symbol of the Feminine Condition); and "La Mujer Doblemente Explotada: Por Ser Pobre y Por Ser Mujer" (The Double Exploitation of Women: Because She is Poor and She is a Woman).

**RESULTS:**

The group has found a large demand for literature that deals with women and their role in Peruvian society. A steady stream of readers patronize the book store, in spite of the fact that people must pay for the documents and must find the "Creatividad y Cambio" offices which are not centrally located. The group will continue to react to demand, and feels that its five years of operation are its best evaluation.

**INNOVATIVE ASPECTS:**

They have produced adult reading material at very low costs. They have shown that materials do not have to be glossy and colorful to be read. All materials are produced on a mimeograph machine on newsprint. Despite their simple appearance, the pamphlets have sold and have been reprinted.

The group has shown students and social work professionals that they can do their

own research. They have demystified the process of defining reality through research by showing individuals how to research through newspapers and their own experience.

The group has kept the cause of women foremost in its publications. Seventeen series have been published which deal directly with the cause of women.

Human Resources Management, Inc.  
May, 1978

ACOMUC  
COMMITTEE IN SUPPORT OF THE WOMAN ARTISAN  
(ASOCIACION DE COOPERACION CON LA MUJER CAMPESINA)

PERU

- AUDIENCE:** The woman artisan, her family and her potential customers.
- OBJECTIVE:** To put the artisan in direct contact with the buyer; to encourage and improve the production of artisan goods; and to improve the woman artisan's marketing skills.
- MEDIA:** A monthly bulletin, slides, newspaper, television and radio advertisements, magazine articles, pamphlets, banners and press conferences.
- DURATION:** The first artisan fair was held in 1975.
- SPONSOR/DONOR:** AID and donations in the form of free advertisements on the radio and in newspapers and the volunteer labor of several hundred persons.
- CONTACTS:** Dea Speirs de Ojeda, president, ACOMUC, Washington, 1894-1501, Lima, Perú.

**DESCRIPTION:**

The Committee in Support of the Woman Artisan consists of several hundred volunteers who work throughout the year to organize artisan fairs in the various provinces of the country. A major part of the promotion involves informing the artisans that they will have an opportunity to reach the consumer directly through the fair and will, hence, make more money than if they sell their goods through a middleman. The Committee uses radio, television programming, and newspaper advertising to encourage the women artisans to bring their goods to the fair in increased quantities. The Committee then uses various advertising methods to attract the consuming public to attend the regional fairs.

The artisan fair activities are coordinated with the public and private sectors whose organizations provide market information to the Committee. The Committee is then responsive to this information and provides Centros de Exposición y Venta (Exposition Centers) through which the artisan can directly reach internal and international markets.

**RESULTS:**

The fairs, held once a year in several locations, have had enormous crowds and the woman artisan has been able to sell most of her goods. The Committee reports that the women artisans have begun to plan for the fairs well in advance and as a result more artisan goods are being produced. The woman artisan has become much more aware of the money received by the middleman merchant and of the benefits of looking for new markets.

**INNOVATIVE ASPECTS:**

The most notable aspect of the project is the promotion of the female artisan in the artisan business which is monopolized by the small merchant middleman. The Committee specifies that its fairs are for the mujer campesina (woman peasant) and provide her with the only opportunity the peasant artisan, male or female, has to make direct contact with the consuming public. As a result, the woman artisan will probably increase in importance in the artisan trade.

Human Resources Management, Inc.  
May, 1978

FUNDE  
NATIONAL DEVELOPMENT FOUNDATION-SMALL BUSINESS SAVINGS AND  
LOAN COOPERATIVES  
(FUNDACION NACIONAL DE DESARROLLO  
COOPERATIVAS DE PEQUENAS EMPRESAS, AHORRO Y CREDITO)

NICARAGUA

- AUDIENCE: Low-income men and women from urban and rural areas.
- OBJECTIVES: To establish credit and savings cooperatives throughout the country; to contribute to the socioeconomic improvement of low-income people, both male and female; to give a large number of people the opportunity to participate in a cooperative program; and to diminish the dependency of low-income people on the local money lender (usurero) by helping cooperatives become lending institutions.
- MEDIA: Interpersonal, seminars for leader training, charts, pamphlets, radio.
- DURATION: 1973 at the local level; ongoing. 1974 at the national level; ongoing.
- SPONSOR/DONOR: Contributions from the private sector, international organizations and USAID.
- CONTACTS: Mr. William Baez, Director, and Ms. Ruth Kelly, Jefe del Dpto. de Promoción Social, FUNDE, Aptdo. 2598, Managua, Nicaragua.

DESCRIPTION:

There are forty-eight cooperatives in existence and five more in the process of formation grouped by zones with ten cooperatives in each zone. At present there are approximately 6,000 members. Eleven of the cooperatives were started by women only.

The cooperatives are formed both in urban and rural areas. FUNDE selects the members of the cooperatives and provides seminars on leadership training, management, bylaws of cooperativism, etc. The cooperatives pay a percentage of the cost of the seminars. FUNDE provides initial funding to the cooperatives and the ultimate goal is for them to be self-sufficient.

Each cooperative elects a board of directors. A manager is chosen (many are women) and a credit committee is formed.

RESULTS:

- o People have become much more receptive to the idea of cooperativism.
- o Now, most cooperatives, and not FUNDE, pay a full-time employee to manage the cooperative along with the board of directors.

- o Some cooperatives have expanded their work and now offer scholarships for the children of the members, finance day care centers and operate their own businesses. Although there are not exact figures, there seem to be more women members of the cooperatives who are able to send their children to school.
- o Since the cooperatives lend money, local people have become less dependent on the usurero (moneylender).

INNOVATIVE ASPECTS:

FUNDE'S major innovation is its emphasis on community self-sufficiency, as well as the promotion of income-producing investments and activities. Individual cooperatives are gradually given total direction of their affairs to the point where they pay their own manager. The cooperatives start from community needs and usually become one in a series of community and social programs.

A second innovation is borrowed from the lending procedure of the usurero, the traditional moneylender in Nicaraguan rural society. FUNDE studied the usurero's system and tailored their program to conform to his procedure. The one major difference remaining is that the FUNDE cooperative offers a much better lending terms on individual loans to cooperative members than does the usurero.

Human Resources Management, Inc.  
May, 1978

VOCATIONAL TRAINING AND FAMILY PLANNING PROJECT IN LIMON  
(CAPACITACION FAMILIAR Y LABORAL DE LA MUJER LIMONENSE)

COSTA RICA

- AUDIENCE: Women in the zone of Limon.
- OBJECTIVES: To integrate the young women of Limon into income-producing activities through vocational training, education in family planning and creation of new jobs; and to increase the social status of the women in Limon.
- MEDIA: Monthly magazine, pamphlets, radio and classes.
- DURATION: Began in July, 1977; terminates June, 1979.
- SPONSOR/DONOR: IPPF (International Planned Parenthood Foundation), COF (Centro de Orientación Familiar), (INA Instituto Nacional de Aprendizaje), and time donated by local radio station CELE.
- CONTACT: Lic. Monserrat Casassas S., Centro de Orientación Familiar, Apartado 6808, San José, Costa Rica.

DESCRIPTION:

The Limon Project combines an effort to organize women to participate in income-producing activities and to receive instruction in responsible parenthood practices. Major consideration is given to ways of increasing the women's actual income through vocational training and organization of cooperative units of production. It is reasoned that greater economic security leads to a stronger family life and an easier adoption of family planning practices.

The educator/project director and project assistant, both residents of Limon, have developed a twice-weekly radio program to discuss project activities and to advertise the classes given by INA. They also publish a small magazine, "Limón y Nosotras" (Limon and Ourselves). The project participants have much to say about the content of the magazine and determine what emphasis they want in each edition.

A sub-project is organized in Barrio el Bosque, a community in the zone of Limon. Several governmental agencies are cooperating to develop a model of communal organization through which the various agencies could coordinate to serve the people of a community.

The agencies began with a survey of the women's interests and a study of the community's problems. The women then formed, with the help of the various governmental agencies, the following groups: a seamstress shop, a workshop for the production of a popular kitchen utensil called a cajeta, a first aid group, an artisan group. They also began organizing children to learn artisan crafts.

RESULTS:

- o The seamstress shop has proven to be strong and has produced a catalog of original designs to illustrate their abilities to the buyers. Five hundred women have enrolled in sewing classes. These women will also be offered courses in marketing, accounting and small factory management.

- o The cajeta workshop has been the strongest organization in Barrio el Bosque. The community is working on a multipurpose communal center in which the workshop can be installed.
- o Project staff feel that the increase in the number of women volunteering their labor is evidence of increased respect for the newly formed organizations.

#### INNOVATIVE ASPECTS:

The notable project innovation is the emphasis on organization of income-producing activities in what is essentially a responsible parenthood project. The project developers have precisely defined their population as being low-income women living in nonpatriarchal family structures and have reasoned that these women are the people to deal with in terms of community development and family planning practices. The project, thus, has begun with organization of the women around problems they perceive and are interested in solving—the problems of how to increase employment and bring more money into the home. The woman, it is hypothesized, will be more receptive to family planning information given within the newly formed organizations.

#### REFERENCE:

Ligia Chang A., Programas de Formación Profesional para la Mujer Trabajadora, (Costa Rica: CINTERFOR, 1977).

Human Resources Management, Inc.  
May, 1978

NATIONAL COMMUNITY DEVELOPMENT SERVICE  
WOMEN'S DIVISION, MINISTRY OF AGRICULTURE  
(DIVISION DE PROMOCION DE LA MUJER CAMPESINA)

BOLIVIA

**AUDIENCE:** Campesinas (female rural dweller) and their families.

**OBJECTIVE:** To integrate women into all nationally-sponsored community development programs.

**MEDIA:** Films, slide-tape programs, cassettes, flipcharts, flannelgraphs and blackboard.

**SPONSOR/DONOR:** Bolivian government, German government, and USAID.

**DURATION:** Began in 1966; ongoing.

**CONTACTS:** Bertha de Galleguillos, División de Promoción Campesina, Casilla 1397, La Paz, Bolivia; Bambi Eddy de Arellano, Robert R. Nathan Associates, Inc., Casilla 5115, La Paz, Bolivia.

**DESCRIPTION:**

The Women's Division of the National Community Development Service has developed a program whose purpose is to: 1) integrate women into the development plans of rural villages, and 2) acknowledge and recognize the status of the female labor force as it now exists. The Division operates four regional and twenty-four zonal offices and maintains a staff of six paid rural female employees and forty female volunteers.

These female field workers participate in an in-service training program that provides exercises in planning integrated community development programs which improve or highlight the role of the woman. The training is given twice a year, once in one of the four centers with follow-up at the zonal level. The training agenda varies with program needs, but emphasis is always on assisting the field worker to design a program through which the woman can contribute economically to the welfare of the community. Because of the unique conditions that exist in each village (i.e., some communities will have no female involvement in any communal structure, while others will have strong female organizations that require technical support), the field worker must learn to identify the type of program that will be appropriate for the communities' needs.

The programs are developed in four broad areas: 1) community organization and leadership development, 2) cooperative development, 3) family welfare, and 4) specific income projects. Each program has an initial motivational phase in which field personnel work with the male and female community members to observe and reflect upon the advantages of the integration of women into a community project.

**RESULTS:**

Results vary according to the established goals of each program and the conditions evident in each community at the beginning of the program process. Where the project has involved integration of women into a newly conceived community

development scheme, the women have participated more or less equally in the enterprise. Efforts to foment income-generating projects among women have resulted in money available for the benefit of the community. These projects have been seen as a step toward women's membership in agricultural cooperatives. This goal of membership in a pre-established cooperative has been difficult to achieve in certain zones due to the rigid requirements of these cooperatives.

Efforts to integrate cooperatives have been extremely successful in three zones, with women taking an active role in councils and committees, as well as other leadership positions. It is notable that these cooperatives are located in areas with a relatively "high" literacy rate (50%) where women are responsible for very key economic tasks (marketing, management of the farm animals, etc.).

Evaluation has been made of field personnel and their individual capability and impact at the community level. A second evaluation is planned of the overall effort to integrate women into community organizations and projects.

#### INNOVATIVE ASPECTS:

A notable aspect of the Division's operation is that projects are designed to meet the specific needs of each village. The Division's staff has recognized that Bolivian women live in diverse situations with varying roles and status based on their particular experiences. Methods have been developed by which the Division's field workers can study a community and tailor a project to the requirements of the people of that community.

A second project innovation has been the in-service training developed for the Division's female field workers. The Division's staff has utilized slide-tape programs to facilitate discussion of the women's role in integrated community development. These discussions have been promoted in seminars and workshops so that the field worker is equipped with a broader understanding of rural development that enhances her ability to plan projects. The field worker, who in the past was expected to organize only sewing and knitting classes, is being taught analytical and managerial skills so that she can initiate programs that involve women in the development of their communities.

#### REFERENCE:

Bambi Eddy de Arellano, "Grassroots Programs as a Strategy to Promote the Role of Women in Socio-Economic Development: Experiences in Rural Bolivia", mimeograph, November, 1976.

Human Resources Management, Inc.  
May, 1978

PETION-VILLE  
LEADERSHIP TRAINING PROGRAM FOR MARKET WOMEN

HAITI

**AUDIENCE:** Women from several communities who come to trade in Petion-ville market.

**OBJECTIVES:** To train market women in leadership skills, literacy, and community development techniques.

**MEDIA:** Classes, flannel boards, flip charts and posters.

**DURATION:** Began April, 1978; ongoing.

**SPONSOR/DONOR:** Oxfam and Pathfinder Fund.

**CONTACT:** Marie-Carmel LaFontant, 53 Ruelle Roy, Port-au-Prince, Haiti.

**DESCRIPTION:**

The Petion-ville training program provides leadership training for market women who travel to the market from rural communities at least once a week. The program is organized around activities of a new Social Center/dormitory provided by Petion-ville for women who require housing at the end of the market day. Approximately sixty women use the dormitory throughout the week.

Women are selected for the leadership program from participants of Social Center activities. Five women from each represented community are chosen. Training takes place at the Social Center and in the communities.

The Social Center will eventually be run by personnel from Petion-ville who will be trained to be trainers during the program.

**INNOVATIVE ASPECTS:**

- o Project activities are designed to be completely flexible and fit the schedules of the market women.
- o The Social Center provides an ideal place to organize classes since the women will stay the night and will have free time at the end of the market day.
- o The Social Center staff is dedicated to tailoring training classes to the expressed needs of the women.

Human Resources Management, Inc.  
May, 1978

**DELFI**  
**INTEGRATED ECONOMIC DEVELOPMENT FOR WOMEN**  
**(DESARROLLO ECONOMICO LABORAL FEMENINO INTEGRADO)**

**COSTA RICA**

- AUDIENCE:** Cost Rican women and men (Indirectly).
- OBJECTIVES:** To serve as a center of information in the areas of employment, training opportunities, community services, continuing education, self-evaluation and career planning for women; to provide testing, counselling and career orientation for women; to act as a referral service to other agencies when appropriate; and to do research on women's needs and originate programs, as needs become expressed.
- MEDIA:** Resource Center for information dissemination, periodicals, files with information on services offered, and books.
- DURATION:** Began in 1974; ongoing.
- SPONSOR/DONOR:** DELFI is a corporation with stockholders, as well as a foundation which receives funds from the Costa Rican government and international organizations.
- CONTACTS:** Dra. Irma Morales de Flores, and Helen O'Sullivan, Information Center, DELFI; Apdo. 4728, San José, Costa Rica.

**DESCRIPTION:**

DELFI is a private, non-profit, apolitical organization with a membership of professional men and women. While there are eight full-time employees, much of DELFI activities are heavily supported through the volunteer labor of its members. DELFI's major activity is to gather, evaluate, and distribute information on matters related to work, employment, community services, continuing education, self-evaluation, and career planning for women. This work is done through several specific projects, some of which have been the direct responsibility of DELFI's members. Others have been designed in coordination with local institutions. The projects which have been begun are:

- 1) A Resource Library and Information Center which contains periodicals, vertical files in English and Spanish in more than 250 categories, specialized information on services offered in Costa Rica, booklets, brochures, pamphlets on scholarships, training opportunities, continuing education and other international programs, and books on specialized fields.
- 2) A personnel service which includes recruitment, skills assessment, and placement of women looking for work.
- 4) Day Care Centers for children of working women.
- 5) DELFI-ORIENTA - A program that offers individual and group counseling

on problems related to family, work, social integration, career selection, and professional training.

6) COOPEDELFI - A savings and loan cooperative geared to giving non-salaried and salaried women the opportunity to participate in the system of cooperatives. Their objectives are to give women: 1) economic security; 2) instruction on cooperativism; and 3) an opportunity to become entrepreneurs.

7) Promotion of Women - A program with the National Institute of Apprenticeship (Instituto Nacional de Aprendizaje) through which the Institute provides training for women in nontraditional areas (carpentry, gas pumping, etc.). DELFI does the promotion among women and employers to encourage the acceptance of nontraditional jobs for women.

8) A Research Center on women.

#### RESULTS:

- o 500 women are participating in savings and loan cooperatives.
- o DELFI has found a large demand for their placement service from employers and would-be employees. All services have been used extensively.
- o DELFI has sold ninety of the one hundred stocks in the corporation that were offered to the public.

#### INNOVATIVE ASPECTS:

DELFI has devoted all of its services to assisting the women to enter into the work world. The corporation objectives, thus, stand as DELFI's major innovation: it is a unique organization in that its only function is to promote women professionally, financially and socially. As a result of this focus, DELFI is able to offer the numerous services described above which assist the women to train for, apply for and maintain a job--to become successful workers.

Human Resources Management, Inc.  
May, 1978

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HUMAN DEVELOPMENT PROJECT  
(PROYECTO DE DESARROLLO HUMANO)

COSTA RICA

- AUDIENCE:** Low-income women in the economically active age group from marginal barrios (neighborhoods) of metropolitan San Jose.
- OBJECTIVES:** To enable poor women to participate more fully in employment, housing and other socioeconomic programs; and to help low-income women, through training and group activities within employment and housing programs, to be mutually supportive and to identify workable solutions to obstacles now restricting their participation in these programs and to train volunteer workers to provide motivational and adaptation training to low-income urban women.
- MEDIA:** Drawings, training films, cassettes, planning sheets, flip charts and group dynamics.
- DURATION:** July, 1977-79; plans for project to be self-supporting after 1979.
- SPONSOR/DONOR:** FOV (Federacion de Organizaciones Voluntarias), The Overseas Education Fund of the League of Women Voters, and USAID.
- CONTACTS:** Lilia Ortuño, FOV, Apartado 7-3070, San José, Costa Rica; Louis Montgomery, Director of Field Programming, The Overseas Education Fund of the League of Women Voters, 2101 L Street, N. W., Suite 916, Washington, D. C. 20036.

**DESCRIPTION:**

The project was designed to provide low-income women in the economically active age group with skills to participate in approximately fifteen government and private employment and housing projects. The first step in training for these skills involves personal development: increasing the participants' knowledge of their worth, enhancing their self-respect, and self-confidence. The second step in obtaining these skills includes job counseling and job training. The woman must understand what benefits there are in participating in the employment and housing projects and be able to identify resources to overcome obstacles (such as working in groups and environmental/personal stress) which prohibit participation.

The project staff uses several films produced by the Ministry of Culture on the roles of women to begin group discussions. Every woman is worked with individually as she fills out planning sheets and thinks out what she would like to do, why and when. "Comic books" are distributed to advertise meetings and to motivate women to attend. The most important medium remains the group sessions in which the woman learns to maintain the personal stability which will help her be a successful participant in the available employment and housing projects.

**RESULTS:**

An evaluation has been completed and will soon be available to interested people.

**INNOVATIVE ASPECTS:**

The project is administered by FOV (Federación de Organizaciones Voluntarias) whose programs are supported by volunteer labor. The organization is unique in that its members strive to understand how their country is developing and how their projects contribute to this development. Their goal is to maintain the project after present funding has expired.

A second innovation is the project emphasis on helping low-income women think through social constraints to a larger picture of what they could do to improve their personal situations. The major measure of success will be the number of women participating in socioeconomic programs, community projects, and problem-solving activities.

Human Resources Management, Inc.  
May, 1978

PAN  
NATIONAL FOOD AND NUTRITION PLAN  
EDUCATION COMPONENT  
(PLAN DE ALIMENTOS Y NUTRICION)

COLOMBIA

- AUDIENCE:** Rural and urban audiences in 11 departamentos of Colombia.
- OBJECTIVE:** To improve the nutritional status of the general population with emphasis on the pregnant and lactating mother and the young child.
- MEDIA:** Radio, posters, booklets reinforced by interpersonal communications.
- DONORS/SPONSORS:** The Plan de Alimentos y Nutricion (PAN) of the Departamento Nacional de Planeacion (DNP); the Instituto Colombiano de Bienestar Familiar (ICBF), the Government of Colombia; the World Bank; and USAID.
- DURATION:** Begun in 1976, the program is now an ongoing national campaign.
- CONTACT:** Dr. Tomás Uribe Mosquera, Departamento Nacional de Planeación, Bogotá, Colombia.

**DESCRIPTION:**

The Colombia Food and Nutrition Plan (PAN) is a comprehensive attempt to deliver information and services to the entire nation. Beginning as a pilot project in the Departamento of Cauca, the program expanded to its present coverage of eleven departamentos (states), and will eventually become fully national. The major components of the program are as follows:

1. production and distribution of fortified foods;
2. interventions in public health and environmental sanitation; and
3. nutrition education.

The nutrition education component has two parts: 1) mass media; and 2) interpersonal communication which serve both to support existing services (a food-stamp program, a latrine installation project, etc.) and to disseminate independent nutrition information (e. g., on the importance of boiling water, breast-feeding, and prompt medical attention during an acute infant disease).

The mass media effort focuses primarily on the use of radio (both 'spots' and more elaborate programs), but posters and booklets have also been designed to reinforce all messages. A limited use of television is also planned.

The interpersonal effort mobilizes a wide range of field personnel including community development workers, agricultural extension agents, health personnel, and government training staff. Representatives of each of these various governmental organizations are members of a departmental planning, review, and administrative body called a Taller Regional (Regional Workshop). This taller meets to: act on points of national policy; devise appropriate training and

evaluation methodologies; develop appropriate, localized educational tools and materials; advise local radio stations on their nutrition programming; and develop better inter-agency coordination mechanisms.

At present the following specific education activities are in progress:

- o development of regional radio spots and programs;
- o development of regional training programs and materials for all field staff; and
- o development of integrated implementation plans for both mass media and interpersonal communication.

#### RESULTS:

The operational phase of the campaign will be evaluated later in the year. At present, a two-fold system of performance-and-habit-change-evaluation is being devised.

#### INNOVATIVE ASPECTS:

- o The regional talleres represent a unique inter-ministerial coordination, combining the talents, ideas, and resources of various governmental agencies.
- o The program PAN has taken a comprehensive approach to nutrition, recognizing the key factors of environmental sanitation and public health as intervening variables, and addressing them in both the educational and service components of the program.
- o Mass media and interpersonal elements of communication have been functionally linked in the program.

#### REFERENCE:

Plan Nacional de Alimentación y Nutrición, Departamento Nacional de Planeación, Bogotá, August, 1977.

Human Resources Management, Inc.  
May, 1978

MATERNAL CHILD HEALTH COMMUNICATIONS PROGRAM  
(PROGRAMA DE COMUNICACION PARA SALUD MATERNO-INFANTIL)

ECUADOR

- AUDIENCE:** Rural and small town audiences in the Province of Santo Domingo de los Colorados.
- OBJECTIVE:** To develop an integrated community education system based on the use of mass media and interpersonal communication.
- MEDIA:** Radio, billboards, posters, fotonovelas, films, reinforced by interpersonal communication.
- DONORS/SPONSORS:** Division Nacional de Fomento, Ministry of Health, Ecuador, UNFPA (United Nations Fund for Population Activities) and PAHO (Pan-American Health Organization).
- DURATION:** Initiated in 1976; currently being expanded to other provinces.
- CONTACT:** Dr. Humberto Vaquero, Director, División Nacional de Fomento, Ministry of Health, Calle Santa Prisca, Quito, Ecuador.

**DESCRIPTION:**

Based on an eight month research and planning phase, an integrated health education program was launched in Sto. Domingo de los Colorados, using a mix of mass media and interpersonal communications to reach the community with selected messages on prenatal care and family planning. The communications plan was designed so that information would be disseminated through a variety of channels, and would be reinforced by active participation from Ministry personnel working in the project area--both in the clinics and in the community. The messages focused both on publicizing existing health services, and on presenting information on personal health practices related to the two priority topics.

Mass Media

The mass media component of the project was based largely on radio--both spots and programs. This emphasis on radio was considered important not only because of the medium's reach and popularity, but because the province had an unusually active and powerful radio station, renowned for its active use by the community for sending messages and receiving personal and community news. Paid radio spots were aired ten to twelve times a day during peak listening hours. The programs were broadcast as a community service, and their format varied from answers to listener inquiries to seven minute radionovela dramas.

The posters and billboards were used as reminder media, providing a quick, graphic presentation of key message concepts, while the print media presented more detailed information. The booklets were distributed at health centers and through various government extension agents. While the educational campaign was aimed at the entire adult community, the print media--fotonovelas and illustrated booklets--were designed for a primarily female audience.

Films were screened in smalltown "marketday" movie theaters (often 16mm), as

well as in schools and town plazas. The health personnel, especially the physicians were instrumental in organizing and publicizing these film events, and for generating comments and discussions about the films.

Interpersonal Communications

All of the health personnel working in Sto. Domingo province were given special training and orientation to enable them to serve as active participants in the health education process: physicians, nurses, aides, malaria workers, midwives, and health extension personnel.

INNOVATIVE ASPECTS:

Message selection was based on a careful study of health statistics; anthropological studies; KAP (Knowledge, Attitude and Practice) studies; and extensive local interviews.

Evaluation of the communications effort was largely limited to measuring its impact on the demand for health services, and was designed so that statistics could be gathered on a routine, ongoing basis, as part of the Ministry's evaluation system.

Print materials and audiovisual aids were created especially for the project, making extensive use of photographs of local people and events, with a limited use of the printed word.

Human Resources Management, Inc.  
May, 1978

**PROVADENIC  
VACCINATION AND COMMUNITY DEVELOPMENT PROJECT  
PRIMARY HEALTH ASSISTANCE PROGRAM  
(PROYECTO DE VACUNACION Y DESARROLLO COMUNAL)**

**NICARAGUA**

- AUDIENCE:** Rural population from isolated areas that do not receive medical services from other sources. 1,200 women involved.
- OBJECTIVES:** To improve health, reduce mortality rate, provide family planning information, medical and dental care and community development.
- MEDIA:** Movies, filmstrips, posters.
- DONOR/SPONSOR:** 40% of total cost is paid by the Nicaraguan government and payments made by patients receiving medical services. 60% is paid by international church organizations.
- DURATION:** PROVADENIC started in 1967 and has no plans to end.
- CONTACTS:** Tomás Tellez Ruiz, Executive Director, Apartado 5057, Managua, Nicaragua.

**DESCRIPTION:**

PROVADENIC began its work in 1967 by sending health teams from the city to the rural communities to provide health services. This system proved ineffective and in 1971 the Primary Health Project began with a community-based health care system.

The program has fourteen health leaders, ten who are women and four men. Each leader is chosen by the community. The communities for the project are selected on the basis of the following criteria: 1) they do not have other medical services available; 2) they are isolated and with little resources to get immediate medical care, and 3) the communities have requested the services and are willing to cooperate.

The health leaders receive ten weeks of initial training in Nicaragua. The training involves lectures accompanied by visual aids (posters and filmstrips) with active participation on the part of the audience. Two movies a week are shown during the initial training. The leaders are trained to treat the three main illnesses of the countryside: gastrointestinal, respiratory and epidermic diseases. They are also trained to provide family planning services and vaccinations. After the initial training the leaders are prepared to treat 70% of the population. In addition to the ten-week training, the leaders receive a one-week on-site training session every three months.

The leaders work at the health center three days a week providing services to 1,200 women in fifteen communities (services are also available to men and children). The first day is devoted to all aspects of child care, including vaccinations, the second information and services are given to men and women interested in family planning, and the third is devoted to providing specific medical attention.

The leaders receive a symbolic pay of 300 Cordovas (US\$60.00) a month. The patients pay a token fee for attention and medicine. The money received is distributed between the Health Center (50%) and PROVADENIC (50%) for medicine supplied.

A special emphasis is placed on preventive medicine. The greatest problem encountered by the leaders is in the area of nutrition because there is not enough food available for a balanced nutritional intake.

#### RESULTS:

- o The number of immunizations against contagious diseases has reached a record high of 90% of the population vulnerable to these diseases.
- o Deaths caused by contagious diseases have not occurred in the past five years in those communities where the project exists.
- o The percentage of families who use family planning services has increased from 60.4% in 1975, to 76.6% in 1976 and to 78.4% in 1977.
- o As the communities became more involved in defining their own health care needs, more women continued in clinic sessions.

#### INNOVATIVE ASPECTS:

PROVADENIC has given the local people the opportunity to select their leaders and to make decisions about the program; thus, the program has been designed to respond to the immediate health needs of the communities. In many communities, women were chosen as people appropriate to give health care information. Program directors felt that the number of female health workers has been an element in the increase in female clinic attendance.

Emphasis has been on community control of the health care service. It has been reasoned that all training should be done in such a manner that the health worker can repeat the lessons on their return to their communities. During the training, the socratic method is used so the leaders can use the same method to help their clients search for a solution to their own health problems. PROVADENIC produces its own educational materials with the help of a local consultant.

Human Resources Management, Inc.  
May, 1978

FILMED SOCIODRAMAS  
LITERACY PROGRAM FOR PUEBLOS JOVENES

LIMA, PERU

- AUDIENCE:** Urban migrant women in pueblos jovenes (squatter settlements) of Lima, Peru.
- OBJECTIVES:** To identify the most vital daily interactions of urban migrant women; to stimulate critical discussion and action.
- MEDIA:** Photographs, Super 8mm film, cassette tapes.
- DONORS/SPONSORS:** ALFIN (Alfabetizacion Integral) Literacy Program - Zone 5; Taller de Comunicaciones de CETUC, Catholic University; and SSRC grant (Social Science Research Council).
- DURATION:** Filmed in 1976; not an ongoing program, but photographic and film data have been used to stimulate other groups.
- CONTACTS:** Cesar Zamalloa, CETUC, Universidad Católica, Lima, Perú; Deborah Barndt, 104 Burnside, Toronto, Ontario, Canada.

**DESCRIPTION:**

The sociodramas were initiated through a Mothers' Club in one community as a part of the literacy program in the squatter settlements of Lima. During a period of three months, more than half of the fifty club members volunteered to participate in acting out situations from their daily lives. The project followed three stages:

- 1) The women were presented with a series of photographs depicting different kinds of relationships. From their comments about these, a list was developed of the relationships most vital to them.
- 2) For a period of two months, there were weekly sociodramas, each based upon a relationship with an authority figure in the lives of the women. They selected the relationship and determined the situation to be enacted. Situations enacted were: husband-wife, parent-children, mother-in-law-daughter-in-law, coastal merchant-Sierran customer, bus driver-passenger, priest-parishoners, employer-servants, and teacher-student relationships.
- 3) Two months after the last enactment, a super 8mm film of all the sociodramas was projected on the outside wall of a home in the community, providing a forum for over one hundred residents to discuss some of the issues raised.

The film data emerging from the project has three potential uses beyond the pilot community: 1) it provides literacy teachers with some of the critical themes of urban migrant women, around which classes and curricula can be built; 2) it offers a more realistic representation of the daily interactions of marginal populations for use by groups like CETUC, which are trying to create television and film dramas that speak more directly to these populations; 3) it could be used with other groups of women or urban migrants in other Latin American countries to

stimulate dialogue around their major issues and relationships, contributing integrally to training programs or development projects.

#### RESULTS:

- o In the context of the community where the sociodramas were originally enacted and filmed, the project served multiple purposes: input for development of literacy curriculum, discussion of critical experiences by women, training in public speaking, and stimulation for more active participation in community projects.
- o The materials were made available to Peruvian filmmakers and to other community groups interested in undertaking similar projects through CETUC (Center for Tele-education), the Catholic University of Peru.
- o The filmed and taped data, as well as careful field notes documenting the process, have fed into a research study of the literacy program, analyzed in the doctoral thesis of Deborah Barndt (Michigan State University, Department of Sociology, 1978). They are to be further analyzed and edited by the Visual Methods Centre, Participatory Research Project, International Council for Adult Education, in Toronto, Canada, for potential distribution.

#### INNOVATIVE ASPECTS:

The involvement of urban migrant women in determining the relationships and the situations to be dramatized and in acting them out spontaneously gave the dialogues an authenticity not found in scripted dramas and an interactive element not found in interview-style documentaries.

The constant use of photographs throughout the filming process provided a format for defining priorities, for getting feedback, for reflecting on past experiences, for reinforcing a sense of confidence in participation, and for raising issues common to various sociodramas.

The integral relationship of research and educational processes, made the research more participatory, deepening the educational experience with careful documentation, and encouraging action to follow both processes.

Human Resources Management, Inc.  
May, 1978

**CENCIRA II  
MASS TRAINING FOR PEASANTS  
(CAPACITACION MASIVA EN MEDIO RURAL)**

**PERU**

- AUDIENCE:** Members of rural cooperatives, small land owners, bureaucrats within the agrarian sector, obstetrics students, mid-level sanitary facilities technicians, and rural youth.
- OBJECTIVES:** To transfer to the campesino (peasant) the necessary skills to be an independent producer and to increase his productivity; to teach management skills which help the campesino conduct his business rationally; and to provide information on techniques to improve the condition of his life (in terms of health, hygiene, housing and nutrition) without increased expenditure.
- MEDIA:** Closed circuit television, instruction guides, workbooks, evaluation materials, classes and applied field work.
- DURATION:** 1976-1980.
- SPONSOR/DONOR:** FAO (Food and Agriculture Organization of the United Nations).
- CONTACT:** Manuel Calvelo Ríos, Apartado 4480, Lima, Perú; Silvia Balit, Via delle Terme di Caracalla 00100, FAO, Rome, Italy.

**DESCRIPTION:**

The CENCIRA audiovisual project provides agricultural and related technical information to the campesino population of rural Peru. Its goal is to serve the 1,500 cooperatives established by the agrarian reform law, in addition to the 4,000 native communities identified as requiring training in farming and small business management. One Centro Productor (Production Center) develops videotape programs, participant workbooks and evaluation materials. Two regional centers adapt these programs and prepare other sessions and strategies for using the closed circuit television at the regional levels. A multidisciplinary group at each center designs all courses.

The use of the videotape or closed circuit television to carry technical information is a response to the difficult geographic conditions, widespread illiteracy and presence of various language groups in Peru. With the videotape format, the multidisciplinary teams can begin with a study of the needs of each group to receive training, review what the technical and academic groups have recommended, and then determine the contents for the initial sessions. These sessions are recorded and filmed in the appropriate language and environment. Guides and workbooks are prepared for each session and finally the courses are given by the teams that enter the community with a video-pak (the television monitor, tape/video recorder, and camera) and give the course in the community. These courses are then evaluated and revised.

Programs have been produced in 1) growing citrus fruits, 2) milking, 3) animal husbandry, 4) reforestation, 5) care of dairy animals, 6) care of alpacas, 7) accounting, 8) rural organization, 9) health of the woman, 10) first aid, etc.

#### RESULTS:

- In one year, more than 40,000 campesinos have attended courses with an average of twenty sessions per course.
- Ninety instructors have been trained in the method of producing the programs.
- Campesinos have contributed more than \$60,000 to support the program through the cooperatives who pay for the programs.

#### INNOVATIVE ASPECTS:

The major innovative aspect of this project is that the medium of videotape/closed circuit television has been used successfully 1) in isolated, rural areas 2) to carry agricultural information. Project personnel have taken the medium to the campesino and made a careful analysis of how that campesino uses the medium to receive the information. The project staff have then made the appropriate revisions.

The project directors have determined also that subject specialization is inappropriate. All members of the team develop programs in all subject areas, with the needs of the campesinos being the foremost consideration.

#### REFERENCES:

Mariano Martinez, "Capacitación, Tecnología, y Comunicación Educativa", Scientia et Praxis, June, 1977, pp. 80-85.

Human Resources Management, Inc.  
May, 1978

PLAN GUAYMI  
(PROGRAMA DE CAPACITACION PARA LA POBLACION GUAYMI)

PANAMA

- AUDIENCE:** Guaymi Indians.
- OBJECTIVES:** To provide nonformal education in the area of leadership training, skills instruction and orientation to modern Panamanian life; to train Guaymi promotores sociales (change agents) to carry instruction to their villages; and to provide information on the Guaymi heritage to build cultural identity.
- MEDIA:** Booklets, educational games, flip charts, flyers, pamphlets, posters and slide presentations.
- DURATION:** Program began in July, 1975; materials production took place between March, 1977 and June, 1978; the project is ongoing under the direction of the Panamanian Ministry of Education.
- SPONSOR/DONOR:** Panamanian Ministry of Education and USAID.
- CONTACTS:** Omar Serritella, Programa de Capacitación para la Población Guaymí, Ministerio de Educación, Panama, Panama; Inter-American Development Institute, 11 Dupont Circle, Suite 803, Washington, D. C. 20036.

**DESCRIPTION:**

Plan Guaymi is a nonformal education project which has the goal of training the Guaymi Indians to participate in their own development and share in the benefits of Panamanian economic growth. The Ministry of Education initiated a materials production phase to aid in achieving the goals of the project. A major part of this phase has been the training of Panamanian artists and materials developers as well as the production of culturally sensitive materials.

Project staff have concentrated on the following aspects of training and materials development:

- 1) sensitizing Panamanian personnel to techniques for communicating with a culturally distinct group; and
- 2) producing simplified materials that are relevant to the situation and clear to the participants.

Materials have been produced in the area of a) health and nutrition, b) leadership training, c) literacy and numeracy, and d) promotional materials.

**RESULTS:**

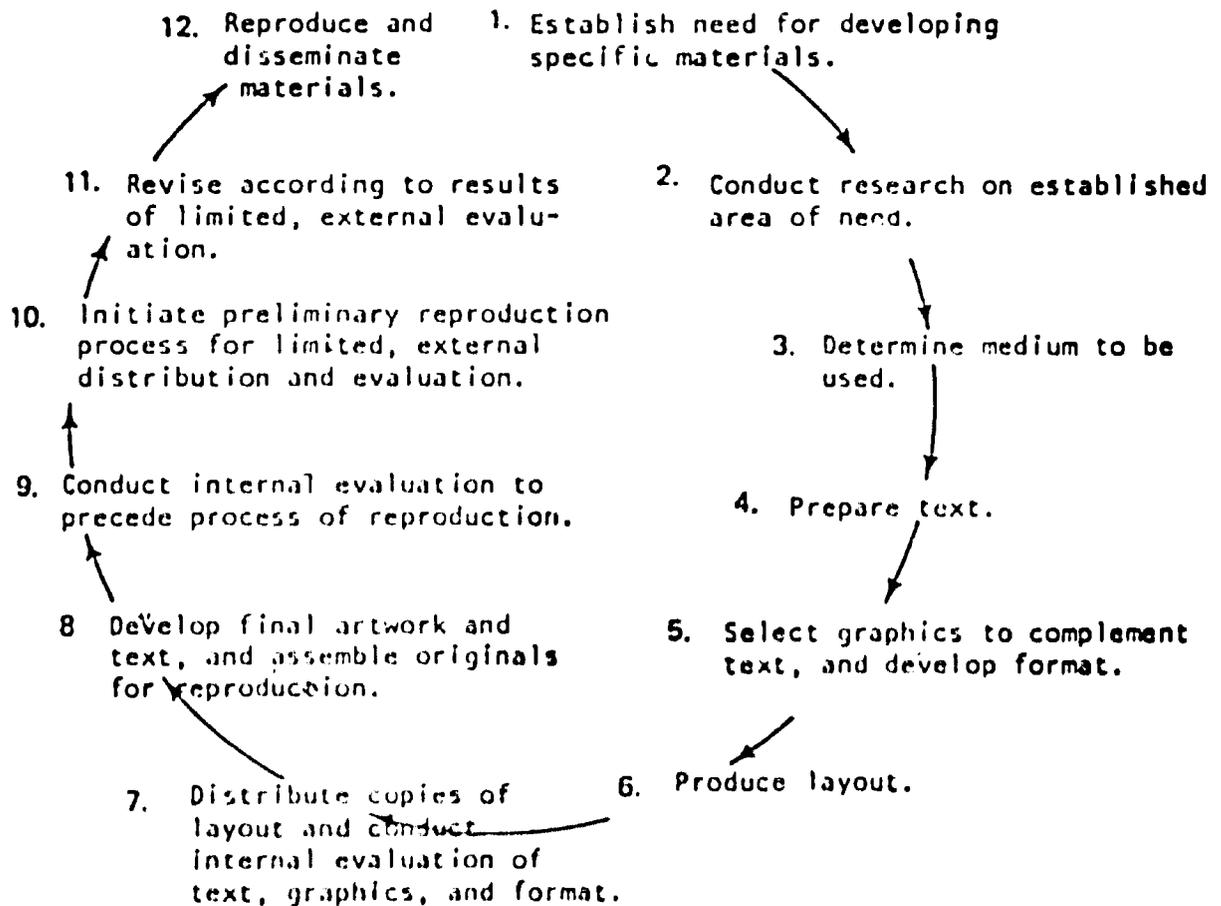
-Project staff have produced booklets, game flip charts, flyers, pamphlets, posters and slide presentations on methods of improving the Guaymi environment, formation of promotores sociales, first aid methods, techniques of problem solving and ways of improving health and nutrition.

-Two Panamanian artists were trained in the production of nonformal educational materials.

#### INNOVATIVE ASPECTS:

The major innovative aspect of Plan Guaymi is its staff's dedication to the production of culturally sensitive materials. The Guaymi culture is distinct from the major Panamanian culture and all materials require tailoring to the educational needs and tastes of the group. The Plan Guaymi staff followed the process outlined below to produce the materials:

#### PROCESS CYCLE FOR MATERIALS DEVELOPMENT



#### REFERENCE:

"Final Evaluation for Plan Guaymi Basic Leadership Training - Report on Material Development." (Washington, D. C.: Inter-American Development Institute, 1978).

Human Resources Management, Inc.  
May, 1978

## SUPERLIMONADA PROJECT

## NICARAGUA

**AUDIENCE:** Mothers of small children.

**OBJECTIVE:** To change mothers' practices of caring for children with severe gastroenteritis.

**MEDIA:** Radio (one minute spots).

**DURATION:** Baseline survey begun July, 1976; spots broadcast July, 1976 - June, 1977; final evaluation, April 1977.

**SPONSOR/DONOR:** Nicaraguan Ministry of Public Health, Comité Técnico de Nutrición and USAID.

**CONTACTS:** Dr. Thomas Cooke, Manoff International, Inc., 2080 L St., N. W., Washington, D. C.; Alfonso Deshon, Executive Director, Comité Técnico de Nutrición, Managua, Nicaragua.

## DESCRIPTION:

The "Superlimonada Project" was one of two field experiments undertaken by Manoff International, Inc. to test the effectiveness of radio advertising in influencing the behavior of large numbers of low-income mothers. With a committee formed of experts within the Ministry of Public Health, the Manoff staff developed a "reach and frequency" strategy of promoting superlimonada, a salty lemonade used to control severe diarrhea in young children. Of this approach Manoff representatives Cook and Romweber report:

"The key to the success of advertising one form of commercial open broadcasting has been the short pre-recorded message, aired at times a particular audience has been previously determined to be listening to radio, watching television, or reading a magazine. Its effectiveness is based on knowing an audience in order to 'reach' it, and on reaching the audience repeatedly - thus, the name of the technique 'reach and frequency'."

For the first six months of the campaign an estimated 3,406 spots were broadcast monthly on both national and local stations. The spots were broadcast close to or within popular soap operas and local music programs.

## RESULTS:

- 80% of women interviewed reported knowledge of name and function of superlimonada after six months.
- 65% of respondents could recall one or more correct element of the message after ten months.
- 25% of the mothers interviewed reported giving superlimonada to their children during their last bout of diarrhea. This is a 23% change from the baseline data.
- Manoff staff estimate that during this campaign, which had a large

experimental cost, it cost \$7.30 per family to persuade 18,600 families to prepare and give superlimonada to 31,000 children under five. The cost in a nonexperimental project would be \$2.70 per family or \$1.60 per child.

#### INNOVATIVE ASPECTS:

The major innovative aspect of the project is the application of modern marketing techniques to produce a specific behavior. Radio has been used to bring information or news to mass audiences rather than to bring about behavior change directly. The superlimonada campaign was designed to test radio's reliability for bringing about behavioral change without written or interpersonal intermediaries.

#### REFERENCE:

Thomas M. Cooke and Susan T. Romweber, Radio Nutrition Education - A Test of the Advertising Technique: Philippines and Nicaragua, (Washington, D. C.: Manoff International, 1977).

Human Resources Management, Inc.  
May, 1978

**COMMUNITY EDUCATION FOR DEVELOPMENT PROJECT  
(PROYECTO DE EDUCACION COMUNAL PARA EL DESARROLLO)**

LIMA, PERU

- AUDIENCE:** 45,000 residents of ten communities in two fringe districts of Lima, Peru.
- OBJECTIVES:** To involve 120 community leaders and community members in participatory research in which they examine their problems and resources; and to involve these participants in planning, implementing and evaluating development projects aimed at solving these problems.
- MEDIA:** Mobile van with photographic and video equipment.
- DONOR/SPONSOR:** Lima YMCA, Action Center for Development Education (Pacific Zone), Latin American Confederation of YMCA-International Development Committee, South Central Ontario Regional YMCAs of Canada.
- DURATION:** Collaborative planning began in 1976; a two-year project began in 1978 - to be ongoing and reviewed periodically.
- CONTACT:** Fernando Llosa Seoane, Asociacion Cristiana de Jovenes de Lima; Daniel A. Robles, No. 140, Pueblo Libre, Lima, Peru; or Ms. Marion Creery, International Development Committee of South Central Ontario Regional YMCA, 22 Orchard Hill, Hamilton, Ontario, Canada.

**DESCRIPTION:**

This project is one of three emerging from a two-year period of collaborative planning in an unusual "partnership of equals" between Peruvian and Canadian YMCAs; needs and resources of both groups have been carefully and mutually assessed. The particular program has been designed only after a diagnosis of the basic socioeconomic problems in the ten-community area and a critical analysis of the work of the YMCA extension centers.

The specific objectives of the project are:

- 1) to train 120 community development leaders in a) techniques of consciousness-raising with respect to socioeconomic problems, and b) methods of problem-solving;
- 2) to train two teams of eight young YMCA workers as community development support groups;
- 3) to involve both leaders and community members in ongoing participatory research to collect information on socioeconomic problems and existing community resources; and
- 4) to identify, plan and carry out projects which will have clear social and economic impact.

The projects which emerge from this process will be named, owned and directed

by members of the community. It is expected that some of these projects will deal with the following: a) educational needs (in housing improvement, child care, home economics and community recreation); b) community organization skills (research methods, organizational development and planning techniques); c) community credit unions; and d) community industries or cooperatives.

A group of Canadian and Peruvian YMCA representatives and community authorities will evaluate the projects in a multi-faceted manner, reviewing them with monthly and annual reports which use indicators determined by both the specific objectives and the emerging methods.

#### INNOVATIVE ASPECTS:

Three special features of the project can be distinguished:

1) Training of leaders: Initially, 120 community leaders are to be trained. They, in turn, will train other community members in research, education and development skills, thereby producing a "multiplier effect." The participants will function as the principal learning resources while YMCA leaders will serve primarily as facilitators.

2) Participatory research: The rationale behind using this special research methodology is that involving the community members themselves in data collection on their own problems and resources will raise their consciousness to the point that they act to solve identified problems. They then become more involved in the community planning of projects.

3) Audiovisual materials: A mobile van unit will supply community leaders and members with all kinds of material resources, including photographic equipment and videotape, so that they can create their own promotional and didactic materials on location. Community leaders trained in social communications will teach community members to use the visual tools to identify problems and carry out plans of action.

#### REFERENCES:

"Proyecto de Educación Comunal para el Desarrollo - Centros de Extensión del Rimac y la Victoria," 21-page elaboration of the project, available from the Lima YMCA.

Human Resources Management, Inc.  
May, 1978

## RADIO MENSAJE Ecuador



<b>TARGET AUDIENCE:</b>	Rural Ecuadorian adults
<b>OBJECTIVE:</b>	To teach illiterate rural adults with educational radio programming devised by and for their peers
<b>MEDIA:</b>	Radio and cassette recorders
<b>DONOR/SPONSOR:</b>	University of Massachusetts Nonformal Education Project with funds from the United States Agency for International Development
<b>DURATION:</b>	Ongoing (initiated in August of 1972)
<b>CONTACT:</b>	Padre Isaias Barriga, Director, Radio Mensaje, Tabacundo, Ecuador

### DESCRIPTION:

*Campefino*-produced cassette programs were introduced into the broadcasts of a small regional station, *Radio Mensaje*, in late 1972 as an attempt to reach a high proportion of the estimated 44,000 illiterate adults in the vicinity of Tabacundo, Ecuador. The project was designed to win over a mass audience through open broadcasting and to make the listeners themselves the programmers and the broadcasters. Its immediate objectives were to see whether radio programming without sophisticated formats, educated accents, etc., would still interest audiences, and at the same time to broadcast community-generated content in the vernacular. Its long-range goals were (1) to heighten the listeners' feelings of self-worth, (2) to further community development, and (3) to upgrade the listeners' literacy and numeracy skills.

With a modest equipment grant from the University of Massachusetts, the project secured 40 audio cassette recorders and many tapes. This equipment was then parcelled out and made familiar to the unpaid teaching assistants in the area's 40 radio school centers. Each *auxiliar* now uses this equipment to record tapes that are aired on two half-hour programs each week.

The *Mensaje Campesino* (*The Farmer's Message*) broadcasts reflect the idea that farmers are so interested in hearing themselves on the radio that home-made programming can attract a wide audience. While the *auxiliares* take charge of recording the tapes and of delivering them to the stations, the broadcasts are no longer even edited, much less put in a set format. The programs contain advice, poems, songs, scripture readings, dramatizations of community problems, testimonials, reading and math lessons (broadcast in conjunction with a pre-existing radio-education program), and exhortations.

## RESULTS

A questionnaire administered in 1971, 1972 and again in 1973 showed that the number of *campesinos* content to rely solely on "the help of God" in community-development matters shrank from 80 to 50 percent in one year in the Tabacundo area. During the same time the number interested in working for those willing to experiment with production practices rose from 56 to 84 percent. Still, the questionnaire did not reveal any significant increase in self-esteem among the farmers. Observers, however, contend that important attitude changes have indeed taken place. Padre Isaias Barriga, the station director, believes that using the recorders has shown the *campesinos* that the "power of the word" is at their disposal and that both the goals and the satisfactions of country life are unique and worthwhile.

Progress toward meeting the project's other two goals is relatively easy to measure and has been quite marked. Correct responses on a community development questionnaire increased from 50 to 61.5 percent from 1972 to 1973. In particular, the number who thought that erosion was a "bad thing" jumped from 26 to 58 percent of those questioned. Similarly, the number who scored "high" (about 55) on a language and math test given yearly between 1971 and 1973 increased dramatically. Overall drop-out rates rose from 26 percent during the 1971-1972 school year to 45 percent during the next, but this problem probably reflects external factors (crop failures and subsequent migration in search of work — the latter facilitated by a new highway that cut "commuting time" to Quito in half).

## OF NOTE:

- Left on their own after receiving half-hour briefings on how to operate the tape-recorders, the *auxiliares* quickly came to terms with the equipment and used it carefully and creatively.
- One participating rural group without its own tape recorder rented a car to take it to the radio station's studio so its members could give a live performance.
- The highly technical remarks of one well-intending but out-of-touch agronomist were "translated" by a *campesino* into an easily comprehended style.
- One community taped the speech of a development-program official and kept the tape as a lasting record of his promises to the people.

## REFERENCES:

- "Programming by the People: An Ecuadorian Radio Experiment," James Hoxeng, *Educational Broadcasting International*, Vol. 10, No. 1, March 1977.
- "Tabacundo: Battery-Powered Dialog," James Hoxeng, Valerie Ickis, and Alberto Ochoa, *Technical Notes on Nonformal Education*, Center for International Education, University of Massachusetts, Amherst, Massachusetts, 1976.

Clearinghouse on Development Communication  
June 1977

## THE PILA PROJECT Guatemala



<b>TARGET AUDIENCE:</b>	Working women on a Guatemalan plantation
<b>OBJECTIVE:</b>	To teach women basic ways of improving nutrition and health at home
<b>MEDIA:</b>	Audio-cassettes
<b>DONOR/SPONSOR:</b>	Pan American Health Organization
<b>DURATION:</b>	Completed (operational phase carried out in three weeks of 1975)
<b>CONTACTS:</b>	Royal D. and Susana Fernandez de Colle, Department of Communication Arts, Cornell University, Ithaca, New York 14950, U.S.A.

### DESCRIPTION:

The Pan American Health Organization underwrote the *Pila Project*, a three-week experiment conducted in 1975 to examine ways of getting basic information on health and nutrition to laborers on Guatemalan plantations. The project's directors, Royal D. and Susana Fernandez de Colle, selected Finca Maria de Lourdes, a coffee plantation on the Pacific Coast, as the site for their study.

It was decided to direct the campaign at women because they generally make the basic decisions on food and hygienic practices in the Guatemalan household. Preliminary study showed that the plantation's women worked almost continuously during their waking hours. The project therefore focused on the *pilas* (community laundry centers) as places where women could learn informally without disrupting their work.

Audio cassettes were chosen as the medium because they cost little, are simple to operate, and can be played at any time. Nonprofessional actors were engaged to produce 30 minute programs combining health information, music, radio novellas, and miscellaneous spot announcements. Programming was deliberately repetitious, so that women passing in and out of the *pilas* would be likely to hear and retain specific messages. Successive days' programs often expanded on themes of preceding days. In addition, some programs promised material rewards (such as baby chicks) to women who memorized certain lessons.

A local teenager handled distribution, taking cassettes to the *pilas* daily, and supervising their use. She adjusted the playing schedule according to when women were present. Other cassettes were distributed for at-home listening using a tape player borrowed from the plantation office.

## RESULTS:

According to a follow-up survey, the plantation women enjoyed the tapes, found specific information useful, and were disappointed when the project ended. When asked which part of the tapes they liked best, women mentioned "advice" on health and nutritional matters far more often than the music or novellas.

The survey detected behavioral changes too. Fifty-eight percent of the women interviewed had tried a special recipe that the tapes had described. Maria de Lourdes plantation had a 92 percent rate for second vaccinations against polio and diphtheria. Only 60 percent of the children at a control plantation received their booster shots.

The program also demonstrated that the audio-cassette medium was flexible enough to reach large numbers of women. When the women's working hours changed, the tapes were simply played at different times. The equipment proved appropriate to the task and no breakdowns occurred. Nonprofessional actors and technicians were able to produce quality programming using only inexpensive equipment.

Royal and Susana Colle drew three general conclusions from their experiment. First, communications technology need not be sophisticated to be effective. Second, projects of this sort must be tailored to the individual characteristics of the target group's social environment. Finally, "poverty of information" often prevents rural people from substantially improving their lives.

## OF NOTE:

- Each 30-minute radio program combined music, announcements, short talks, stories, and an episode from a novella
- A more detailed analysis of the project's impact was cancelled due to the 1976 earthquake in Guatemala.
- A tape promised a baby chick for anyone who memorized the procedure for preventing Newcastle disease in chicks. Over 100 persons learned the phrase and collected chicks the first day the incentive was offered

## REFERENCES:

"The Communication Factor in Health and Nutrition Programs: A Case Study from Guatemala," by Royal D. Colle and Susana Fernandez de Colle, paper for the World Health Organization, January 1977.

"The Pila Project: Cassettes Reach Rural Women" *Development Communication Report*, April 1977.

Clearinghouse on Development Communication  
June 1977

Partial Bibliography of Women in Agriculture

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Sociocultural variables, which must be a part of the methodological strategy, appear in the Project Description Section of the paper. These include existing media channels, media use habits of the target population, existing production organizations as well as their structure and function, and agricultural activities normally engaged in by women. Identification and analysis of such factors will help assure that the media employed are harmonious to target group cultural patterns.

In addition the project committee has developed a set of criteria for selecting the test communities. The consistent application of these criteria will ensure that project activities are focused principally on women living in disadvantaged social and economic situations. Collectively the criteria deal directly with relevant social elements -- quality of life indicators, income, and participation of women in farming activities.

Criteria for selecting communities will be based on:

- the extent to which the communities are rural
- the extent to which the principal occupation of the household units is agriculture
- the extent to which women are involved in agricultural production and marketing activities
- the extent to which quality of life variables (housing, nutrition, income, and literacy) are indicative of poor living circumstances

The entire list of criteria is shown in the following table. These criteria will quantitatively rate potential target villages. The resultant point scores will rank communities in terms of relative poverty; higher total scores indicate greater poverty and the converse. Test communities will be selected only from those ranking in the top one-third (hence the poorest areas) of aggregate point totals.

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Socioeconomic Criteria for Selecting Test Communities

5.B. 2 of 3

<u>VARIABLE</u>	<u>INDICATOR</u>	<u>SCORE</u>
1. Community Size & Residence Pattern	a. Urban population of 5,000 or more	0
	b. Rural communities under 5,000	3
	c. Dispersed campo populations	5
2. Principal Occupation	a. 50% or more of households non-farming	0
	b. 30-49% of households non-farming	1
	c. 15-29% " " " "	3
	d. 15% or less " " " "	5
3. Physical Access	a. Near to (within 2 kilometers) of an all-weather road	1
	b. Principal means of access - unpaved, not all-weather rural road	3
	c. Principal means of access - animal paths	1
4. Holding Size	a. 20% of households have control over 5 hectares or less	0
	b. 21% - 50% " " " "	1
	c. 51% - 70% " " " "	3
	d. 71% or more " " " "	5
5. Per Family Incomes	a. 20% of households have incomes of more than \$750	0
	b. 21% - 50% " " " "	1
	c. 51% - 70% " " " "	3
	d. 71% or more " " " "	5
6. Literacy	a. 20% or less of adult population (15 years old or more) are illiterate	0
	b. 21% - 50% " " " "	1
	c. 51% - 70% " " " "	3
	d. 71% or more " " " "	5

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<u>VARIABLE</u>	<u>INDICATOR</u>	<u>SCORE</u>
7. Composition of Productive Unit	a. 20% or less of units (households) women active in agriculture	0
	b. 21% - 50% " " " "	1
	c. 51% - 70% " " " "	3
	d. 71% or more " " " "	5
8. Marketing (regional or national)	a. 20% or less of units (households) women active in agriculture	0
	b. 21% - 50% " " " "	1
	c. 51% - 70% " " " "	3
	d. 71% or more " " " "	5
9. Marketing (local)	a. 20% or less of units (households) women active in marketing	0
	b. 21% - 50% " " " "	1
	c. 51% - 70% " " " "	3
	d. 71% or more " " " "	5
10. Housing	a. 20% or less of housing units considered to be substandard - i.e. direct floors, adobe or daub & wattle construction, thatch roofs, poor ventilation	0
	b. 21% - 50% " " " "	1
	c. 51% - 70% " " " "	3
	d. 71% or more " " " "	5
11. Nutrition	a. 20% or less of population - major nutritional deficiencies	0
	b. 21% - 50% " " " "	1
	c. 51% - 70% " " " "	3
	d. 71% or more " " " "	5

THE INCREASED PARTICIPATION OF WOMEN IN RURAL DEVELOPMENT

The BOARD OF DIRECTORS OF THE INTER-AMERICAN INSTITUTE OF AGRICULTURAL sciences at its Seventeenth Annual Meeting:

WHEREAS:

Movements oriented towards the integral participation of women in development programs have been fostered with renewed energy, as a result of the women's decade being promoted by the United Nations throughout Latin America;

The Organization of American States supported this proclamation at the behest of the Inter-American Commission of Women, which adopted a plan of activities for that period;

Resolution IICA/RAJD/Res.28(14/75) "International Women's Year" was approved at the Fourteenth Annual Meeting of the Board of Directors, recommending that the Director General utilize available means to foster the increased participation of women in IICA's technical and professional activities.

Women share with men the important responsibility of looking after the comfort and welfare of their families and the rural communities in Latin America and the Caribbean;

The Institute has acquired considerable experience in the education of women for rural development purposes;

A program for training and encouraging rural women is essential so as to improve and broaden their possibilities to more effectively contribute to the development of their communities and to participate more justly in the benefits derived thereof.

RESOLVES:

1. To authorize the Director General to use up to US\$ 20,000, from the Working Fund in order to designate a working group to prepare programs of inter-american scope which will foster a broader participation of rural women in rural development processes.
2. To recommend that the Director General prepare such programs, in line with IICA's programming schemes and systems and submit them for consideration of the Eighteenth Annual Meeting of the Board of Directors.
3. To recommend that the Director General program for staffing IICA, to include an increasing number of women in professional posts at all levels.
4. To recommend that the Director General consider ways in which more women of Latin America and the Caribbean may participate in IICA's training and educational programs, thereby fostering more employment of women in professional capacities in the national institutions with which IICA works.

OAS/Ser.L/I  
IICA/RAJD/Res.82(17/78)  
23 May 1978  
Original: Spanish

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INITIAL ENVIRONMENTAL EXAMINATION (IEE)

1. Facesheet

Project Location: L.A. Regional (three sites to be selected)

Project Title: Educational Media for Integration of Women

Funding: \$845,000

Life of Project: Three and one-half years, starting FY 1978

IEE prepared by: Charlotte M. Jones, LAC/DR/HR, August 5, 1978

Charlotte M. Jones

Environmental Action Recommended: No Environmental Assessment or Environmental Impact Statement Necessary. A Negative Determination is requested. See discussion attached.

Concurrence: Marshall D. Brown, Associate Assistant Administrator for Development Resources:

Marshall D. Brown

2. IMPACT IDENTIFICATION AND EVALUATION FORM

Impact Areas and Sub-areas 1/

Impact  
Identifica  
and  
Evaluation 2/

A. LAND USE

- |  |                  |
|--|------------------|
| 1. Changing the character of the land through: |                  |
| a. Increasing the population -----             | <u>    N    </u> |
| b. Extracting natural resources -----          | <u>    N    </u> |
| c. Land clearing -----                         | <u>    N    </u> |
| d. Changing soil character -----               | <u>    N    </u> |
| 2. Altering natural defenses -----             | <u>    N    </u> |
| 3. Foreclosing important uses -----            | <u>    N    </u> |
| 4. Jeopardizing man or his works -----         | <u>    N    </u> |
| 5. Other factors                               |                  |
| _____  | _____            |
| _____  | _____            |

B. WATER QUALITY

- |   |                  |
|---|------------------|
| 1. Physical state of water -----        | <u>    N    </u> |
| 2. Chemical and biological states ----- | <u>    N    </u> |
| 3. Ecological balance -----             | <u>    N    </u> |
| 4. Other factors                        |                  |
| _____                                   | _____            |
| _____                                   | _____            |

1/ See Explanatory Notes for this form.

2/ Use the following symbols: N - No environmental impact  
 L - Little environmental impact  
 M - Moderate environmental impact  
 H - High environmental impact  
 U - Unknown environmental impact

August 1976

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IMPACT IDENTIFICATION AND EVALUATION FORM

C. ATMOSPHERIC

- 1. Air additives \_\_\_\_\_ N
- 2. Air pollution \_\_\_\_\_ N
- 3. Noise pollution \_\_\_\_\_ N
- 4. Other factors \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

D. NATURAL RESOURCES

- 1. Diversion, altered use of water \_\_\_\_\_ N
- 2. Irreversible, inefficient commitments \_\_\_\_\_ N
- 3. Other factors \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

E. CULTURAL

- 1. Altering physical symbols \_\_\_\_\_ N
- 2. Dilution of cultural traditions \_\_\_\_\_ N
- 3. Other factors \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

F. SOCIOECONOMIC

- 1. Changes in economic/employment patterns \_\_\_\_\_ N
- 2. Changes in population \_\_\_\_\_ N
- 3. Changes in cultural patterns \_\_\_\_\_ yes, desired
- 4. Other factors \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

IMPACT IDENTIFICATION AND EVALUATION FORM

G. HEALTH

- 1. Changing a natural environment ----- N
- 2. Eliminating an ecosystem element ----- N
- 3. Other factors
- \_\_\_\_\_
- \_\_\_\_\_

H. GENERAL

- 1. International impacts ----- N
- 2. Controversial impacts ----- N
- 3. Larger program impacts ----- N
- 4. Other factors
- \_\_\_\_\_
- \_\_\_\_\_

I. OTHER POSSIBLE IMPACTS (not listed above)

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

3. Discussion of Impacts: Nature, Scope, and Magnitude

The activities which will be engaged in as consequence of this Project will have negligible impact on the human environment. The activities contemplated are principally of a study and feasibility determining nature. Even potential foreseeable events which might occur as a result of this Project - the improved agricultural practices of farm women - would have no foreseeable negative direct impact on the environment.

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5C(2) - PROJECT CHECKLIST

Listed below are, first, statutory criteria applicable generally to projects with FAA funds, and then project criteria applicable to individual fund sources: Development Assistance (with a sub-category for criteria applicable only to loans); and Security Supporting Assistance funds.

CROSS REFERENCES: IS COUNTRY CHECKLIST UP TO DATE? IDENTIFY. HAS STANDARD ITEM CHECKLIST BEEN REVIEWED FOR THIS PROJECT?

A. GENERAL CRITERIA FOR PROJECT.

1. App. Unnumbered; FAA Sec. 653(b)
  - (a) Describe how Committees on Appropriations of Senate and House have been or will be notified concerning the project;
  - (b) is assistance within (Operational Year Budget) country or international organization allocation reported to Congress (or not more than \$1 million over that figure plus 10%)?

1. Presented on P. 597 of FY 1979 CP for Latin America and the Caribbean.
2. FAA Sec. 611(a)(1). Prior to obligation in excess of \$100,000, will there be (a) engineering, financial, and other plans necessary to carry out the assistance and (b) a reasonably firm estimate of the cost to the U.S. of the assistance?

2. Yes
3. FAA Sec. 611(a)(2). If further legislative action is required within recipient country, what is basis for reasonable expectation that such action will be completed in time to permit orderly accomplishment of purpose of the assistance?

3. N/A
4. FAA Sec. 611(b); App., Sec. 101. If for water or water-related land resource construction, has project met the standards and criteria as per Memorandum of the President dated Sept. 5, 1973 (replaces Memorandum of May 15, 1962; see Fed. Register, Vol 38, No. 174, Part III, Sept. 10, 1973)?

4. N/A
5. FAA Sec. 611(e). If project is capital assistance (e.g., construction), and all U.S. assistance for it will exceed \$1 million, has Mission Director certified the country's capability effectively to maintain and utilize the project?

5. N/A

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## A.

- |   |   |
|---|---|
| <p>6. <u>FAA Sec. 209, 619.</u> Is project susceptible of execution as part of regional or multi-lateral project? If so why is project not so executed? Information and conclusion whether assistance will encourage regional development programs. If assistance is for newly independent country, is it furnished through multi-lateral organizations or plans to the maximum extent appropriate?</p>   | <p>6. Project is with regional institution.</p>   |
| <p>7. <u>FAA Sec. 601(a); (and Sec. 201(f) for development loans).</u> Information and conclusions whether project will encourage efforts of the country to: (a) increase the flow of international trade; (b) foster private initiative and competition; (c) encourage development and use of cooperatives, credit unions, and savings and loan associations; (d) discourage monopolistic practices; (e) improve technical efficiency of industry, agriculture and commerce; and (f) strengthen free labor unions.</p> | <p>7. Project is expected to improve technical efficiency of subsistence agriculture engaged in by women.</p> |
| <p>8. <u>FAA Sec. 601(b).</u> Information and conclusion on how project will encourage U.S. private trade and investment abroad and encourage private U.S. participation in foreign assistance programs (including use of private trade channels and the services of U.S. private enterprise).</p>  | <p>8. N/A</p>   |
| <p>9. <u>FAA Sec. 612(b); Sec. 636(h).</u> Describe steps taken to assure that, to the maximum extent possible, the country is contributing local currencies to meet the cost of contractual and other services, and foreign currencies owned by the U.S. are utilized to meet the cost of contractual and other services.</p>  | <p>9. N/A</p>   |
| <p>10. <u>FAA Sec. 612(d).</u> Does the U.S. own excess foreign currency and, if so, what arrangements have been made for its release?</p>  | <p>10. N/A</p>  |

B. FUNDING CRITERIA FOR PROJECT

- |  |  |
|--|--|
| <p>1. <u>Development Assistance Project Criteria</u></p> <p>a. <u>FAA Sec. 102(c); Sec. 111; Sec. 231a.</u> Extent to which activity will (a) effectively involve the poor in development, by extending access to economy at local level, increasing labor-intensive production, spreading investment out from cities to small towns and rural areas; and (b) help develop cooperatives, especially by technical assistance, to assist rural and urban poor to help themselves toward better life, and otherwise encourage democratic private and local governmental institutions?</p> | <p>1. This project will improve access of rural women to agricultural information and motivate them to improve their farm practices.</p> |
|--|--|

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b. FAA Sec. 103, 103A, 104, 105, 106, 107. Is assistance being made available: [Include only applicable paragraph -- e.g., a, b, etc. -- which corresponds to source of funds used. If more than one fund source is used for project, include relevant paragraph for each fund source.]

- (1) [103] for agriculture, rural development or nutrition; if so, extent to which activity is specifically designed to increase productivity and income of rural poor; [103A] if for agricultural research, is full account taken of needs of small farmers;
- (2) [104] for population planning or health; if so, extent to which activity extends low-cost, integrated delivery systems to provide health and family planning services, especially to rural areas and poor;
- (3) [105] for education, public administration, or human resources development; if so, extent to which activity strengthens nonformal education, makes formal education more relevant, especially for rural families and urban poor, or strengthens management capability of institutions enabling the poor to participate in development;
- (4) [106] for technical assistance, energy, research, reconstruction, and selected development problems; if so, extent activity is:
  - (a) technical cooperation and development, especially with U.S. private and voluntary, or regional and international development, organizations;
  - (b) to help alleviate energy problem;
  - (c) research into, and evaluation of, economic development processes and techniques;
  - (d) reconstruction after natural or manmade disaster;
  - (e) for special development problem, and to enable proper utilization of earlier U.S. infrastructure, etc., assistance;
  - (f) for programs of urban development, especially small labor-intensive enterprises, marketing systems, and financial or other institutions to help urban poor participate in economic and social development.

3. This project will make non-formal education more relevant by tailoring it to needs and habits of rural women.

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(5) [107] by grants for coordinated private effort to develop and disseminate intermediate technologies appropriate for developing countries.

c. FAA Sec. 110(a); Sec. 208(e). Is the recipient country willing to contribute funds to the project, and in what manner has or will it provide assurances that it will provide at least 25% of the costs of the program, project, or activity with respect to which the assistance is to be furnished (or has the latter cost-sharing requirement been waived for a "relatively least-developed" country)?

d. FAA Sec. 110(b). Will grant capital assistance be disbursed for project over more than 3 years? If so, has justification satisfactory to Congress been made, and efforts for other financing?

e. FAA Sec. 207; Sec. 113. Extent to which assistance reflects appropriate emphasis on; (1) encouraging development of democratic, economic, political, and social institutions; (2) self-help in meeting the country's food needs; (3) improving availability of trained worker-power in the country; (4) programs designed to meet the country's health needs; (5) other important areas of economic, political, and social development, including industry; free labor unions, cooperatives, and Voluntary Agencies; transportation and communication; planning and public administration; urban development, and modernization of existing laws; or (6) integrating women into the recipient country's national economy.

f. FAA Sec. 281(b). Describe extent to which program recognizes the particular needs, desires, and capacities of the people of the country; utilizes the country's intellectual resources to encourage institutional development; and supports civic education and training in skills required for effective participation in governmental and political processes essential to self-government.

c. IICA and selected sponsoring countries will contribute 25% of total project costs in cash or kind.

d. N/A (not "capita" assistance).

e. This project addresses items (2), (3), and (6) appropriately.

f. This project will encourage greater participation of female human resources in production through non-formal education.

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B1

g. FAA Sec. 201(b)(2)-(4) and -(8); Sec. 201(e); Sec. 211(a)(1)-(3) and -(8). Does the activity give reasonable promise of contributing to the development: of economic resources, or to the increase of productive capacities and self-sustaining economic growth; or of educational or other institutions directed toward social progress? Is it related to and consistent with other development activities, and will it contribute to realizable long-range objectives? And does project paper provide information and conclusion on an activity's economic and technical soundness?

g. Yes (All Questions)

h. FAA Sec. 201(b)(6); Sec. 211(a)(5), (6). Information and conclusion on possible effects of the assistance on U.S. economy, with special reference to areas of substantial labor surplus, and extent to which U.S. commodities and assistance are furnished in a manner consistent with improving or safeguarding the U.S. balance-of-payments position.

h. Commodities and part of technical assistance will be from U.S. sources.

2. Development Assistance Project Criteria (Loans only)

a. FAA Sec. 201(b)(1). Information and conclusion on availability of financing from other free-world sources, including private sources within U.S.

b. FAA Sec. 201(b)(2); 201(d). Information and conclusion on (1) capacity of the country to repay the loan, including reasonableness of repayment prospects, and (2) reasonableness and legality (under laws of country and U.S.) of lending and relending terms of the loan.

c. FAA Sec. 201(e). If loan is not made pursuant to a multilateral plan, and the amount of the loan exceeds \$100,000, has country submitted to AID an application for such funds together with assurances to indicate that funds will be used in an economically and technically sound manner?

d. FAA Sec. 201(f). Does project paper describe how project will promote the country's economic development taking into account the country's human and material resources requirements and relationship between ultimate objectives of the project and overall economic development?

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5C(3) - STANDARD ITEM CHECKLIST

Listed below are statutory items which normally will be covered routinely in those provisions of an assistance agreement dealing with its implementation, or covered in the agreement by exclusion (as where certain uses of funds are permitted, but other uses not).

These items are arranged under the general headings of (A) Procurement, (B) Construction, and (C) Other Restrictions.

A. Procurement

1. FAA Sec. 602. Are there arrangements to permit U.S. small business to participate equitably in the furnishing of goods and services financed? 1. Yes
2. FAA Sec. 604(a). Will all commodity procurement financed be from the U.S. except as otherwise determined by the President or under delegation from him? 2. Yes
3. FAA Sec. 604(d). If the cooperating country discriminates against U.S. marine insurance companies, will agreement require that marine insurance be placed in the U.S. on commodities financed? 3. N/A
4. FAA Sec. 604(e). If offshore procurement of agricultural commodity or product is to be financed, is there provision against such procurement when the domestic price of such commodity is less than parity? 4. N/A
5. FAA Sec. 608(a). Will U.S. Government excess personal property be utilized wherever practicable in lieu of the procurement of new items? 5. Yes
6. MMA Sec. 901(b). (a) Compliance with requirement that at least 50 per centum of the gross tonnage of commodities (computed separately for dry bulk carriers, dry cargo liners, and tankers) financed shall be transported on privately owned U.S.-flag commercial vessels to the extent that such vessels are available at fair and reasonable rates. 6. Yes
7. FAA Sec. 621. If technical assistance is financed, will such assistance be furnished to the fullest extent practicable as goods and professional and other services from private enterprise on a contract basis? If the facilities of other Federal agencies will be utilized, 7. Yes

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are they particularly suitable, not competitive with private enterprise, and made available without undue interference with domestic programs?

8. International Air Transport. Fair Competitive Practices Act, 1974 8. Yes

If air transportation of persons or property is financed on grant basis, will provision be made that U.S.-flag carriers will be utilized to the extent such service is available?

B. Construction

1. FAA Sec. 601(d). If a capital (e.g., construction) project, are engineering and professional services of U.S. firms and their affiliates to be used to the maximum extent consistent with the national interest? 1. N/A
2. FAA Sec. 611(c). If contracts for construction are to be financed, will they be let on a competitive basis to maximum extent practicable?
3. FAA Sec. 620(k). If for construction of productive enterprise, will aggregate value of assistance to be furnished by the U.S. not exceed \$100 million?

C. Other Restrictions

1. FAA Sec. 201(d). If development loan, is interest rate at least 2% per annum during grace period and at least 3% per annum thereafter? 1. N/A
2. FAA Sec. 301(d). If fund is established solely by U.S. contributions and administered by an international organization, does Comptroller General have audit rights? 2. Yes
3. FAA Sec. 620(h). Do arrangements preclude promoting or assisting the foreign aid projects or activities of Communist-Bloc countries, contrary to the best interests of the U.S.? 3. Yes
4. FAA Sec. 636(i). Is financing not permitted to be used, without waiver, for purchase, long-term lease, or exchange of motor vehicle manufactured outside the U.S. or guaranty of such transaction? 4. Yes

C.

5. Will arrangements preclude use of financing:

a. FAA Sec. 114. to pay for performance of abortions or to motivate or coerce persons to practice abortions?

b. FAA Sec. 620(g). to compensate owners for expropriated nationalized property?

c. FAA Sec. 660. to finance police training or other law enforcement assistance, except for narcotics programs?

d. FAA Sec. 662. for CIA activities?

e. App. Sec. 103. to pay pensions, etc., for military personnel?

f. App. Sec. 106. to pay U.N. assessments?

g. App. Sec. 107. to carry out provisions of FAA Sections 209(d) and 251(h)? (transfer to multilateral organization for lending).

h. App. Sec. 501. to be used for publicity or propaganda purposes within U.S. not authorized by Congress?

5. Yes (All Questions)