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EVALUATION OF TITLE XII CONSORTIA
WOMEN IN DEVELOPMENT
PROGRAMS IN TECHNICAL ASSISTANCE

Submitted to: Mr. John Hourihan
Social Science Analyst
US Agency for International
Development
Office of Women in Development

Submitted by: Elsa M. Chaney
Roberto S. Corpeno
Iria D'Aquino
Allen G. Turner
Jayne M. Wood

With the assistance of
Rekha Mehra

Devres, Inc.
2426 Ontario Road, N.W.
Washington, DC 20009
(202) 797-9610
Cable: DEVRES
Telex: 440184

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Elsa M. Chaney
Associate of Devres

LIST OF ACRONYMS AND ABBREVIATIONS

AID	Agency for International Development
CID	Consortium for International Development
CWID	Center for Women in Development
LDC	Less developed country
PPC	Bureau for Program and Policy Coordination
PVO	Private voluntary organization
RCUP	Resource Conservation and Utilization Project
SECID	The South-East Consortium for International Development
TA	Technical assistance
USAID	U.S. Agency for International Development
WID	Women in development

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I. INTRODUCTION

A. Purpose, Procedure and Scope of the Evaluation

1. Purpose

The general objective of this evaluation is to assess the international technical assistance activities carried out by the South-East Consortium for International Development's Center for Women in Development (SECID/CWID) and the Consortium for International Development's Women in Development program (CID/WID). Over the past several years, the Office of Women in Development in the U.S. Agency for International Development's Bureau for Program and Policy Coordination (PPC/WID) has been funding technical assistance efforts in both consortia.

Under this program, CID/WID and SECID/WID sent women (and some men) faculty and graduate students from member universities on short-term technical assistance assignments, principally to the consortia's development projects funded by USAID. Several related efforts, to be described in Chapter II, also are carried out under the same contracts by CID/WID and SECID/CWID. The CID/WID and SECID/CWID programs are directed from central office staffs in Tucson and Washington, D.C. and through a network of campus coordinators (called center representatives by SECID/CWID) named by the member universities (generally by the Title XII or international programs offices).

The two consortia women-in-development offices have submitted, or intend to submit, proposals for a continuation of these activities, and this evaluation was intended to assist PPC/WID in deciding whether or not to continue funding the existing programs, or to expand the funding to similar programs in other international development consortia in U.S. universities, or to revamp the whole program before proceeding with new program grants. In order to do so, PPC/WID needed to know to what extent the consortia programs in WID technical assistance was fulfilling the goals of more actively integrating women and girls in development projects; increasing opportunities for women (and some men) sensitive to WID issues to gain experience in international development work, and incorporating WID concerns in the member institutions of the consortia.

2. Procedure

The evaluation was carried out by examining background documents and reports, as well as briefing materials provided by the two consortia, field visits to five countries in three regions where

technical assistants have gone¹; visits to eight Title XII university campuses that have participated in the program and to the consortia women-in-development offices²; and through a survey of returned technical assistants themselves. A team of five evaluation specialists worked together in Washington both before and after the various site visits to complete the report.

3. Scope: issues to be addressed in the evaluation

The general issues to be addressed in the evaluation focussed on whether the technical assistance programs and other activities under the contracts are meeting the stated goals in terms of their impact:

- o On the AID-funded projects targeted for assistance;
- o On the Title XII field teams and USAID missions involved in the projects; and
- o On the home campuses of the institutions providing the technical assistance.

In the orientation meeting of this evaluation, the PPC/WID coordinator suggested that the evaluation also concern itself with the program's impact on junior faculty and graduate students, in giving them the "first experience" that would enable them to continue in overseas development work.

a. Field visits

Evaluators making field visits in Asia, Africa and Central America were charged with examining the following specific issues:

¹Dr. Iria D'Aquino reviewed the impact of technical assistance activities under the WID consortia program in Africa; Mr. Roberto Corpeño reviewed those in Central America, and Mr. Allen Turner, those in Asia.

²Universities included were: in the SECID region, Pennsylvania State at College Station; North Carolina A&T at Greensboro; University of Kentucky at Lexington, and Virginia Polytechnic University at Blacksburg; in the CID region, University of Colorado at Fort Collins, California Polytechnic University at Pomona, University of Arizona at Tucson, and the New Mexico State University at Las Cruces. Field visits also included CID headquarters in downtown Tucson, and SECID's Washington, D.C. office.

- o Assessment of overall progress in integrating gender issues³, and increasing knowledge and understanding of these issues, at all levels of the technical assistance program, i.e., consortia in-country project teams, host country agencies, and USAID staff;
- o Assessment of progress in increasing opportunities for member university faculty and students, especially women, to gain international development experience and address gender issues in project design and implementation;
- o Assessment of the role of the WID consortia management in
 - Identification of appropriate field activities and participants, and
 - Coordination and follow-up activities with local consortia teams and host country representatives; and
- o Assessment of the extent to which AID-funded projects have benefitted from the consortia WID technical assistance programs.

b. University visits

The evaluator visiting the university campuses interviewed campus coordinators; Title XII and international program officers; WID committee members, returned TA participants; she was charged with examining the particular issues listed below:

- o Assessment of the performance, and the over-all coordination with consortia staff, of the CID/WID and SECID/CWID management;
- o Assessment of the selection processes of both field projects and technical assistance candidates, with particular attention to the goal of maximizing the integration of WID concerns in on-going projects;
- o Examination of the consortia's domestic activities;
- o Assessment of each consortium's WID advisory committee;

³It should be noted that the evaluation team distinguished between the terms "gender" and "WID" awareness whereas the PPC/WID office uses them interchangeably. The distinction in terminology was made on the basis that "gender awareness" accords due consideration to the roles of women, children and men in the development process while "WID awareness" is directed exclusively at integrating women into development projects.

- o Assessment of progress in institutionalizing WID concerns in project development and implementation on the campuses; and
- o Assessment of the congruence of the technical assistance activities with the PPC/WID priority areas.⁴

The consortia programs in WID technical assistance grow out of prior contracts that PPC/WID awarded to the two consortia for general WID activities on member campuses. These are described in Annex 2, along with a brief description on how the programs are designed to work.

B. The Consortia Programs in WID

1. Objectives of the programs

The technical assistance activities that we are evaluating form one part of a two-part program that PPC/WID has funded. It is important for the purposes of this evaluation to note that it is not primarily through the technical assistance operation that the two consortia propose to change the total approach to project design and implementation of their member universities. Rather, this is a task and responsibility devolving in great part on the consortia management and, by extension, on the network of campus coordinators through which the SECID and CID programs work. They have a set of activities apart from the technical assistance program that involves working directly on project planning and design.

The objectives have been expressed in straightforward fashion by the two consortia, and reiterated in subsequent extensions and amendments of the programs.⁵ The first objective of each program is to affect the overall process by which current and future development projects incorporate WID concerns and address WID issues. CID/WID

⁴The WID offices priority areas, to which technical assistance is to be directed, are in "non-traditional" fields such as agricultural development, natural resources conservation, small-animal herding, farming systems research, and the like. Nutrition, health, family planning, and other areas already well covered in USAID programs, are not priority areas under this program.

⁵The objectives of the programs are set forth in the original contracts of the two consortia--(SECID/CWID: "Phase II of the South-East Consortium for International Development's Women in Development Efforts to Integrate the Concerns and Approaches of Women in Development," Proposal of the South-East Consortium for International Development, September 30, 1982, p. 1. [Phase I consisted of a technical assistance project fielding five people and funded by SECID as a pilot.]; CID/WID: "Integrating Women into the Development Process," Proposal of the Consortium for International Development, Tucson, December 6, 1983.

proposes to accomplish this goal through "developing an institutional base through which women-in-development issues can become integrated in all phases of current and future AID/CID projects".⁶ SECID/CWID's first aim is expressed in similar fashion "to identify women-in-development components in AID-funded projects, to conduct feasibility studies and to design [WID] components".⁷

Both programs also send technical assistants to member university and consortia projects through "International Fellowship Programs." SECID/CWID intends "to tap the skills of SECID women faculty and graduate students with overseas experience who would demonstrate that addressing the needs of women . . . enhances the effectiveness and successful implementation of AID projects".⁸ CID/WID also directs its programs to faculty members and advanced graduate students in CID schools.

In the words of the SECID/CWID coordinator, "we are opening a window for exerting pressure on large AID projects to seriously consider the impact of their activities on women".⁹ According to the CID/WID coordinator, "the fellowships are intended to play a critical role in directing project actions toward the interest of host country women."¹⁰ In other words, the two consortia, in the long-run, propose to affect the total process by which development projects are identified, designed, and implemented, and they intend to do this by working with project designers on all their proposals for future projects, as well as to field technical assistants in projects already underway. The TA participants are an important part of this effort, but because they are directed much more toward short-term assistance to specific projects, their effect is intended to be partial and cumulative.

2. Services offered by the central offices of the consortia

The central offices of the two consortia offer a range of services that are similar in many ways. In relation to integrating WID concerns in current and future projects of member universities, they both supply information on the current status of women, as well as

⁶"Integrating Women into the Development Process," p. 1.

⁷"Phase II of the South-East Consortium...", p. 1.

⁸Ibid.

⁹SECID/CWID, "International Fellowship Program in Technical Assistance: Issues Paper," Washington, D.C.: SECID/CWID, n.d.

¹⁰CID/WID, "Briefing Book for the Evaluation of the Women in Development Fellowship Program," Tucson: CID/WID, February, 1986.

specific project-related data and materials on women's activities, for CID and SECID teams and university project officers who are writing proposals. The central office staffs also are available to serve on design teams and to conduct social soundness analysis, and have done so on projects being mounted by member universities in recent times.¹¹

Central office staffs also do much of the groundwork in identifying possible projects in which WID technical assistance activities can be carried out; staff members also conduct the proposals competition and the candidate selection, carried out with the assistance of advisory committees made up of campus coordinators who serve on a rotating basis.

The central offices indicate that they would like to offer more services to member universities, particularly in raising awareness of WID issues through conferences and fora. Because of the nature of university communities--with rapid turnover of graduate students, and many new faculty members even at campuses that are "tenured in"--the raising of consciousness in relation to the issues of women in development has to be carried out again and again; this work is not done once and for all. However, there has been very little funding available even for getting the campus coordinators together, after initial meetings. SECID/CWID has sponsored a recent seminar in proposal-writing for 1890s institutions on two campuses: Tennessee State and Southern University (a special charge to address the seventeen 1890s campuses in the region is an addition to the SECID/CWID contract of April, 1985).

Various other services are rendered by the central office staffs, particularly in supplying source materials for prospective proposal writers, and (in SECID's case) doing much of the logistical support in fielding candidates. These functions are described in greater detail in the appropriate sections of this report.

C. Overview of the Two Programs

1. Background of the participants

Fifty persons have been chosen for technical assistance assignments (including 5 persons approved for departure to the field within the next two-three months) between the two programs: 20 from the CID, and 30 from the SECID regions. These include persons from 9 of the 11 CID universities, and from 15 of the 34 SECID institutions. Among the 50 persons who have gone out from the two consortia member universities are 31 faculty/staff and Ph.D. candidates (including an M.D. and a library resources expert); 3 persons in Ph.D. programs who

¹¹For example, Fenoglio's assistant, Beverly Mack, has just completed an assignment in Guinea and Nigeria, and Helen Henderson has gone to Egypt and has been requested to go to Lesotho.

have not yet reached candidate status, and 16 graduate students either holding, or studying for, the M.A. or M.S. degree. One-half of the persons from SECID universities have faculty or Ph.D. candidate status, while three-quarters of those chosen from CID universities do so. Table 1 shows the WID technical assistants by faculty/student status in each region.

The training and disciplinary background of the TA participants vary: 19 are persons from the social sciences (principally anthropology and sociology) and 23 from agriculture and related sciences (including 7 persons in home economics, 3 plant pathologists, and others in a variety of agricultural disciplines, ranging from animal science, to forestry and water resources). In SECID/CWID, the technical assistants are evenly divided between social and agricultural specialties, while in CID/WID, those in the agricultural disciplines greatly outnumber the social scientists. Table 2 shows the WID technical assistants by disciplines in the two consortia.

2. Projects and world regions served

The 50 persons who have been selected for technical assistance have been assigned to 29 different projects in 24 countries of Africa, Asia, Latin America/Caribbean, and the Near East. Table 3 gives a breakdown of the types of projects and the disciplines of the technical assistants assigned to them, and by geographic region. Thirty-eight percent of the TA participants were assigned to projects in Africa; 36 percent in Asia; 16 percent in Latin America; and 10 percent in the Near East. Table 4 lists the projects, the lead universities, and the number of technical assistants who have worked (or are scheduled to do so) on these projects. The funding level of projects also is shown.

3. Types of projects in which TA participants have worked

Among the 50 technical assistants, 23 have been selected for applied research in on-going projects; 12 for technical assistance to projects; 7 for carrying out various training activities, and 6 for basic research. Table 5 shows the 50 technical assistants in the CID and SECID regions and the types of activities in which they engaged in the field.

4. Proportion of consortia member universities participating

Nine of the 11 CID universities (all except Oregon and Montana) have sent WID TA participants, and 15 of the 34 SECID universities have done so. Fielding of TA participants, according to the amount of AID business that a university does annually, forms a perfect U-curve, with the medium-funded universities fielding the most, and those with greater or lesser amounts of AID business sending many fewer TA participants. Table 6 lists the universities in CID and SECID by the level of AID support and the numbers of TA participants they have fielded, while Table 7 aggregates these distributions.

EVALUATION: CONSORTIA PROGRAMS IN WID TECHNICAL ASSISTANCE

Table 1: WID Technical Assistants by Status (Faculty/Student)
in the CID and SECID Regions

<u>Status</u>	<u>Totals</u>		<u>CID/WID</u>		<u>SECID/CWID</u>	
	<u>No.</u> ^a	<u>Percent</u>	<u>No.</u>	<u>Percent</u>	<u>No.</u>	<u>Percent</u>
<u>Faculty/PhD cand.</u>	<u>31</u>	<u>(62)</u>	<u>15</u>	<u>(75)</u>	<u>16</u>	<u>(53)</u>
Faculty	22	(44)	11	(55)	11	(37)
PhD candidates ^b	9	(18)	4	(20)	5	(16)
<u>Graduate students</u>	<u>19</u>	<u>(38)</u>	<u>5</u>	<u>(25)</u>	<u>14</u>	<u>(47)</u>
Totals	<u>50</u>	<u>(100)</u>	<u>20</u>	<u>(100)</u>	<u>30</u>	<u>(100)</u>

^aNo. - Number

^bPhD candidates are advanced graduate students who have passed their comprehensive examinations and are working on their dissertations.

Source: CID/WID and SECID/CWID files, n.d.

EVALUATION: CONSORTIA PROGRAMS IN WID TECHNICAL ASSISTANCE

Table 2: WID Technical Assistants by Disciplines

<u>Discipline</u>	<u>Totals</u>		<u>CID/WID</u>		<u>SECID/CWID</u>	
	<u>No.</u> ^a	<u>Percent</u>	<u>No.</u>	<u>Percent</u>	<u>No.</u>	<u>Percent</u>
<u>SOCIAL SCIENCES</u>	<u>19</u>	<u>(38)</u>	<u>6</u>	<u>(30)</u>	<u>13</u>	<u>(43)</u>
Anthropology	10		3		7	
Sociology	6		1		5	
Intl'l dev. studies	2		1		1	
Political science	1		1			
<u>AGRICULTURE AND RELATED SCIENCES</u>	<u>23</u>	<u>(46)</u>	<u>10</u>	<u>(50)</u>	<u>13</u>	<u>(43)</u>
<u>Physical/Biological Science</u>						
Agronomy	1		1			
Animal science	2		1		1	
Bacteriology	1		1			
Environmental management	2				2	
Forestry	1		1			
Plant pathology	3				3	
Veterinary medicine	1				1	
Water resources	1		1			
<u>Related Sciences</u>						
Agricultural economics	1				1	
Agricultural education	1				1	
Home economics	7		3		4	
Nutrition	2		2			
<u>OTHER</u>	<u>8</u>	<u>(16)</u>	<u>4</u>	<u>(20)</u>	<u>4</u>	<u>(14)</u>
Business administration and management	2		1		1	
African studies	1				1	
Education	1				1	
Library science	1		1			
Medicine	1		1			
Oriental studies	1		1			
Public health	1				1	
Total	<u>50</u>	<u>(100)</u>	<u>20</u>	<u>(100)</u>	<u>30</u>	<u>(100)</u>

^aNo. - Number

Source: CID/WID and SECID/CWID files, n.d.

EVALUATION: CONSORTIA PROGRAMS IN WID TECHNICAL ASSISTANCE

Table 3: Types of Projects in Which WID Technical Assistants Worked, by Disciplines of the Technical Assistants and Geographical Region

<u>Regions and Project Types</u>	<u>Disciplines</u>	<u>Type of Intervention</u>
AFRICA		
Agricultural research	Management	Technical assistance
Farming, cropping systems research and extension	Agronomy Animal science Anthropology Int'l comm. dev. Plant pathology	Applied research Technical assistance Applied research Applied research Technical assistance
Food crop research	Anthropology	Applied research
Grain marketing	African studies Home economics Home economics	Basic research Applied research Applied research
Integrated rural development	Agricultural econ. Animal science Home economics Plant pathology	Basic research Training Applied research Training
Livestock vaccination	Veterinary medicine	Technical assistance
Natural resources management	Sociology	Applied research
Training ^a	Agricultural educ. Int'l. dev. studies Sociology	Training Applied research Technical assistance
ASIA		
Agricultural development	Anthropology	Applied research
Natural resources conservation	Plant pathology	Applied research
Training ^b	Sociology Sociology	Basic research Training
Water management	Home economics Home economics Water resources	Applied research Applied research Applied research

EVALUATION: CONSORTIA PROGRAMS IN WID TECHNICAL ASSISTANCE

Table 3: Types of Projects in Which WID Technical Assistants Worked, by Disciplines of the Technical Assistants and Geographical Region (continued)

<u>Regions and Project Types</u>	<u>Disciplines</u>	<u>Type of Intervention</u>
Social forestry	Forestry	Training
Irrigation management	Political science	Applied research
LATIN AMERICA		
Agricultural research	Anthropology	Basic research
Fisheries	Anthropology	Applied research
Independent research	Anthropology	Basic research
Livestock development	Anthropology Business adminis. Sociology	Technical assistance Applied research Applied research
Rural health	Anthropology	Technical assistance
Small ruminant research	Nutrition	Applied research
NEAR EAST		
Agricultural research and extension services	Library science	Technical assistance
Cereals improvement	Bacteriology Sociology	Applied research Applied research
Training ^c	Oriental studies	Applied research
Agricultural development	Home economics	Basic research

^aApplied economics; agricultural officers training; agricultural college.

^bAgricultural university.

^cAgricultural secondary school.

Source: CID/WID and SECID/CWID files; TA questionnaire

EVALUATION: CONSORTIA PROGRAMS IN WID TECHNICAL ASSISTANCE

Table 4: List of Projects in Which WID Technical Assistants Worked, by Funding Level

<u>Funding level</u>	<u>Lead university</u>	<u>Project</u>	<u>No. of TAs</u>
\$1 million	Lincoln	Burkina Faso Grain Marketing	3
	Arizona-Tucson	Egypt Nutrition Institute	2
	SECID	Rwanda Ruhengeri Resource	1
\$1-4 million	New Mexico State	Honduras Ag Research	1
	Clemson	Mali Ag Officers Training	1
	Louisiana State	Belize Livestock Development	2
	Colorado State	Pakistan On-Farm Water Management	2
	Texas Tech	Senegal Nat'l Schl of Applied Econ.	1
	Arizona	Cape Verde Food Crop Research	1
\$5-9 million	Colorado State	Gambia Mixed Farming	2
	New Mexico State	Egypt Major Cereals Impvmt Proj.	2
	Washington State	Jordan Valley Ag Services	1
	Louisiana State	Senegal Casamance	4
	Utah	Brazil Small Ruminant CRSP	1
\$10-14 million	Mississippi State		
	Virginia State	Kenya Expansion of Egerton Coll.	1
\$14 million and over	Washington State	Western Sudan Ag Research	1
	New Mexico State	Yemen Ibb Secondary Ag Institute	1
	Duke		
	Virginia Tech; Western Carolina	Nepal Resource Conservation & Util.	7
No information	Duke	Bolivia Rural Health	1
	OEF	Honduras "Proyecto Porcino"	1
	Idaho	India Madhya Pradesh Social Forestry	1
	Kentucky	Indonesia Western Univ. Ag Dev.	2
	Auburn	Jamaica Inland Fisheries	1
	Virginia Tech	Sri Lanka Ag Development	1
	--	Sri Lanka Irrigation Mgmt. Inst.	2
	Penn State	Swaziland Cropping Systems Research	3
	UNC	Brazil Independent Research	1
	FAO	Zambia Vaccination project	1
Kentucky	Thailand Rainfed Ag Dev.	1	

Source: CID/WID and SECID/CWID files and annual reports, various dates.

EVALUATION: CONSORTIA PROGRAMS IN WID TECHNICAL ASSISTANCE

Table 5: WID Technical Assistance by Types of Activities in the CID/SECID Regions

<u>Activities</u>	<u>Total</u>		<u>CID/WID</u>		<u>SECID/CWID</u>	
	<u>No.</u>	<u>Percent</u>	<u>No.</u>	<u>Percent</u>	<u>No.</u>	<u>Percent</u>
Applied research	25	(50)	12	(60)	13	(43)
Technical assistance	12	(24)	5	(25)	7	(24)
Training	7	(14)	1	(5)	6	(20)
Basic research	<u>6</u>	<u>(12)</u>	<u>2</u>	<u>(10)</u>	<u>4</u>	<u>(13)</u>
Totals	<u>50</u>	<u>(100)</u>	<u>20</u>	<u>(100)</u>	<u>30</u>	<u>(100)</u>

Source: CID/WID and SECID/CWID files, n.d.

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Table 6: WID Technical Assistants by Level of USAID Support: Title XII Universities (1982-1984)

<u>Rank Order^a</u>	<u>Consortium</u>	<u>University</u>	<u>Total Volume^b of AID Business</u>	<u>Number of Technical Assistants</u>
1	CID	Washington State	6,364,502	2
2	CID	Colorado State	4,588,029	1
3	CID	Utah State	4,360,707	1
6	CID	Oregon State	3,839,159	0
10	CID	New Mexico State	3,428,566	2
11	SECID	North Carolina State	3,202,762	0
12	SECID	University of Florida	3,136,383	1
19	SECID	University of Kentucky	1,588,819	4
22	SECID	Pennsylvania State	1,205,773	4
23	SECID	Virginia Tech	1,156,158 ^a	3
24	SECID	Louisiana State	1,149,303	0
25	CID	University of Arizona	1,067,755	6
26	SECID	Auburn University	1,055,977	0
28	SECID	University of Maryland -- College Park	971,732	2
30	CID	University of Idaho	938,281	2
31	SECID	University of Georgia	703,812	1
33	CID	California Polytechnic	543,866	1
35	CID	Texas Tech	511,751	3
36	SECID	University of Arkansas -- Fayetteville	471,902	0
37	CID	Montana State	429,329	0
39	SECID	Virginia State	330,467 ^c	0
41	SECID	Alabama A&M	268,044	0
42	SECID	North Carolina A&T	260,708	2
43	SECID	University of Maryland -- Eastern Shore	193,565	0
44	SECID	Tennessee State	185,358	1
45	SECID	Lincoln University	113,579	1
46	SECID	Florida A&M	109,786	1
49	SECID	Fort Valley State	51,321	0

EVALUATION: CONSORTIA PROGRAMS IN WID TECHNICAL ASSISTANCE

Table 6: WID Technical Assistants by Level of USAID Support: Title XII Universities
(1982-1984) (continued)

<u>Rank Order</u>	<u>Consortium</u>	<u>University</u>	<u>Total Volume of Aid Business</u>	<u>Number of Technical Assistants</u>
<u>Other Institutions^d</u>				
	CID	University of Wyoming		1
	SECID	University North Carolina		4
	SECID	Duke University		3
	SECID	Clemson University		1
	SECID	Tuskegee University		1
	SECID	Tennessee State		1
			<u>Total</u>	<u>50</u>

^aUniversities are ranked in the order of their average amount of AID business 1982-1984. Missing from the list are Title XII universities not in SECID or CID, and therefore ranking is not sequential.

^bAll amounts are annual averages based on 1982, 1983, and 1984 except as noted.

^cBased on 1981-83, as 1984 data not reported in source document.

^dNot ranked because there is no information on annual average AID business, or institution (UNC and Duke) are not a Title XII universities.

Source: "Volume of Business Summary: Title XII Universities That Have or Have Had Title XII Support Grants." Washington, D.C.: Office of University Relations/USAID. August 1, 1985.

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Table 7: WID Technical Assistants by Universities Ranked to the Amount of AID Business

<u>Universities</u>	<u>No.^a of TAs</u>	<u>Percent</u>
Top 10 (5 institutions)	6	12
11-20 (3 institutions)	5	10
21-30 (6 institutions)	18	36
31-40 (6 institutions)	5	10
41-50 (7 institutions)	5	10
Not ranked	<u>11</u>	<u>22</u>
Totals	<u>50</u>	<u>100</u>

^aNo. - Number

Source: Table 6.

Some leading universities (in terms of AID funding) in both SECID and CID that have not fielded technical assistants from their own campuses have, nevertheless, welcomed TA participants from other universities to their overseas projects. The consequences of this will be discussed in Chapter II D.

What these tables show is that the universities doing best in sending TA participants from their campuses are those in the mid-range of AID funding: neither the largest nor the smallest in terms of the total funding they receive for their overseas projects are recruiting many TA participants for the WID program. Five institutions, all members of CID, are among the top ten universities and receive 27 percent of the funding, yet only six TA participants have come from these campuses. On the other hand, the six institutions in the mid-range of AID funding (ranking between 21 and 30 on the scale), representing only 8 percent of the total amount, have fielded 18 TA participants.

Moreover, while several of the universities in the top ten (for example, Colorado State which has fielded four) have sent out TA participants from other institutions to their projects, the middle-group of universities also have done so: not only have they sent out 18 from their own campuses, but they have welcomed seven additional TA participants to their projects. This means that, in total, the mid-range universities in terms of funding account for one-half of all the TA participants. There is more discussion below in Chapter II, Section D, on "fielding the candidates."

5. Costs

Total costs of the two programs, to date, for SECID/CWID (October 1, 1982 through July 31, 1986), has been \$721,896. For CID/WID, funding (June 1, 1984 through May 31, 1986) has totaled \$477,473. The SECID program has been extended to the end of calendar year 1986 to permit the funding of up to 40 technical assistants. CID/WID intends to put in for an extension, and expects to send a total of 28 technical assistants overseas.

Project Director Helen Henderson estimates that 60 percent of her time has been spent on the technical assistance aspects of the contract, and 40 percent on efforts to modify project design, provide information on the situation of women in specific countries for proposal writing teams, recommend technical assistance experts in WID who go out funded by the project itself, etc. Project Manager Ellen Fenoglio and her staff spend one-half their time on the technical assistance aspects of the contract, and one-half on the other activities mentioned above.¹²

¹²Henderson works 75 percent of her time as CID/WID director; Fenoglio works full-time.

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Table 8: Average Costs per Person Month for WID Technical Assistants:
CID/WID and SECID/CWID

	<u>CID/WID^a</u>
Salary and Fringe Benefits	\$100,500
Travel and Per Diem ^b	178,782
Other Direct Costs	9,000
University G&A	45,990
CID G&A ^c	<u>28,540</u>
	362,812 / by 87.5 person mos. - \$4,146 <u>-----</u>
	<u>SECID/WID^d</u>
Salary and Fringe Benefits	\$ 95,370
Travel and Per Diem ^b	302,944
Other Direct Costs	25,026
G&A ^e	<u>101,602</u>
	524,942 / by 128 person mos. - \$4,101 <u>-----</u>

^aFor CID/WID, based on actual and estimated (for persons yet to be fielded) total of 87.5 person months of technical assistance. Based on 60 percent of salaries of director and assistants, 60 percent of direct costs, and 60 percent of G&A.

^bIncludes almost all travel and per diem funds, except for small amounts for directors' travel related to responsibilities under non-technical assistance related tasks.

^cUniversity G&A calculated at 42 percent of salaries and direct costs; CID G&A at 9.9 percent of all costs.

^dFor SECID/WID, based on actual and estimated (for persons yet to be fielded) total of 128 person months of technical assistance. Based on 50 percent of salaries of project manager and assistants, 50 percent of direct costs, and 50 percent of G&A.

^eG&A calculated at 26 percent of costs.

Sources: Calculated from figures supplied by SECID/CWID and CID/WID.

Although CID had a provision for paying salaries to three faculty members per year, only once has a salary been paid. SECID does not pay salaries to TA participants. Some universities do continue salaries of faculty during their technical assistance assignments, and universities also provide some "in kind" services and support such as vehicles, housing, translators, and office supplies. Annex 9 documents these contributions to the WID TA program. The TA stipend itself includes only transportation, living expenses, and a limited amount of supplies directly related to the project.

Average costs for sending technical assistants abroad under the programs was calculated by taking 60 and 50 percent of the appropriate portions of the total budget, and dividing these amounts by the totals of person months of technical assistance each program has provided. Table 8 shows the results, which are very similar for the two consortia: \$4,146 per month for CID/WID, and \$4,101 per month for SECID/CWID. Of this amount, SECID collects 26 percent overhead on all costs while CID's overhead charges are 9.9 percent of the totals (except for university overhead). The University of Arizona is paid 42.2 percent overhead on all costs of the program. All overhead payments are absorbed respectively by SECID, CID and the host university (University of Arizona). Neither director has made an attempt to calculate her exact costs to see if her operation under- or over-spends on the consortia headquarters management operations grant.

II. WID TECHNICAL ASSISTANCE PROGRAM: VIEW FROM THE HOMEFRONT--FINDINGS

A. Effectiveness of Overall Consortia Structure and Management

1. Objectives and approaches of the overall WID program

Each consortium has two major goals under its present contract with PPC/WID: (1) to establish an institutional base in order to incorporate WID concerns in all phases of project design and implementation of field projects carried out by member universities; and (2) to field technical assistants who incorporate WID approaches in their own projects. The evaluator found each area generally is being addressed vigorously--both at the CID and SECID headquarters, and on the campuses. The CID/WID director estimates that about 60 percent of her effort is spent on the TA program and 40 percent on her other tasks, while the SECID/CWID project manager spends one-half her time on each major area of activities. On the eight university campuses visited, all campus coordinators and representatives spend time in both these areas of activity, and in addition, often dedicate time to general WID campus activities as well.

a. Objectives of WID technical assistance activities

What the overall objectives of the program require is that the TA participants address the WID issues in their own projects. Generally they do so, principally through reviewing the literature, discussing their proposals with their campus coordinators, and writing and rewriting their submissions. Nevertheless, there does seem to be--as reflected in the field reports--some difficulty in attending to women-in-development concerns and issues, once the TA participant is in the field. Some TA participants, particularly those in agricultural fields who often have had less exposure to WID ideas and less opportunity to be involved with WID activities on campus, may not follow through very well in carrying over their recently acquired "WID knowledge" into their field projects. Some "just did their jobs"--which, in itself, may have a demonstration effect. While there is a sense that some of the earlier recruits slipped through without a good grasp of WID issues, measures are being taken to address this lack. More will be said about this in the section on recruitment of candidates.

It was hoped that this program would also make a significant impact on "integrating gender issues . . . and increasing understanding of these issues throughout the consortia." Addressing gender issue awareness is not generally regarded, either by the campus coordinators or by the technical assistants themselves, or PPC/WID as part of the TA assignment. At the universities visited, both faculty and returned TA participants found the goals of gender awareness and the impact of TA participants on overall AID projects--as stated in the questionnaires

and in personal interviews--to be unrealistic. There was a general reaction that "the ground shifted" without even the coordinators being advised.¹ As one coordinator put it, "From a straightforward program to give women and some men experience and to render some needed specialized assistance to projects in the framework of WID issues, is the program now also expecting to have an impact on modifying AID projects?"

A returned TA participant said in an interview,² "It seems to me that there has been a change in orientation from placing WID-sensitive persons on projects when and where appropriate to 'loading' on a person a lot of unrealistic goals. One would feel a failure before going out." Other returned TA participants point out that "'awareness' is rarely obvious"; that "awareness comes from underneath, behind the scenes"; that "it is subtle, not really measurable."

In addition to the above lack of understanding of this objective, the impact on gender issue awareness--as registered in the returned TA questionnaires, the interviews on campus, and by the evaluators in the field--are disappointing not because TA participants have necessarily "failed," but because:

- o TA participants often have only tenuous contact with either USAID staff or host country development agencies, and even their own university field teams. Many have regular contact only with their own immediate supervisors and counterparts;
- o Many TA participants are short-term, and operate in only one small sector of a large project;
- o There is a lag in "gender issues in development" concepts, only recently beginning to be discussed in journals and at conferences, reaching the campuses. Many persons involved in the TA program had no idea what "gender issues" were, although they now are generally familiar with the idea of "women-in-development issues and concerns."

This is not to say that gender issue awareness has not increased, in some instances, because of the work of the TA participants. There is evidence in the returned field questionnaires, as well as from the campus interviews with university personnel involved in development

¹It should be noted that the response was elicited by the evaluator's questions and does not reflect modification of original contract goals and objectives.

²Sixteen of the returned TA participants were interviewed in person on their respective campuses, and were asked some of the questions on raising gender awareness contained in the written questionnaire in Annex 6.

projects, that awareness of gender issues has been raised through TA activities. On the campuses, however, the almost universal reaction was that while it is excellent if this happens, such wider impacts should be regarded as bonuses, not generally to be expected of short-term people, often on their first overseas assignment.

b. Nomenclature as it affects WID technical assistance objectives

A certain unsureness about the objectives of the TA program is reflected in the changing nomenclature associated with the program. Nomenclature has shifted in this program from "fellow" and "intern" (both provisional terms, and both denoting, at least in the US, persons who are not yet full-fledged professionals) to "technical assistants." However, fellow and intern continue to be used on the campuses. (The latest term being employed at the headquarters and by PPC/WID i.e., technical assistant, is not known or used on campus.³) Thus, as one returned university staff member who had supervised three of the TA participants in Africa remarked, "They were viewed as 'non-professionals.' They were seen as stagiaire--and any intern has low status and low priority."

As noted in Table 1, a great many (62 percent) of the TA participants have not, in fact, been "interns" at all, but fully-qualified, mature faculty and advanced Ph.D. graduate students, with excellent technical qualifications. Nevertheless, the professional image of the TA participants, as well as the objectives of the program, have been compromised by the confused and changing nomenclature. The term "technical assistant" may not prove to be entirely satisfactory either; when abbreviated to "TA," as inevitably happens, it is easily confused with "teaching assistant" on the university campus, yet another apprentice category.

c. Recruitment objectives

SECID/CWID, at least at the beginning, tended to emphasize the opportunity for "overseas experience" in its recruitment and has, in fact, sent out a high proportion of graduate students on their first development assignment (see Table 1). The minimum qualification for submitting a proposal in the SECID program is a bachelor's degree. Some apparently believe (erroneously) that the "more experienced" are excluded. In one instance, a campus representative for SECID said that she had recently discouraged two associate professors who wanted to apply as "ineligible" because the program was, she understood, reserved for more junior persons. CID has tended to emphasize sending faculty and advanced graduate students; the director says that she is not so interested in providing the "first time experience" as in recruiting candidates who have worked overseas,

³Indeed, one campus coordinator, in a report of her activities, noted that "TA = Evaluator's term for 'WID fellows'."

but for whom the whole exercise of developing and executing a project within a WID framework and guidelines will be the "experience." (Of those replying to the questionnaire (N=29), 69 percent were on their first overseas development assignment.)

Thus, the programs have had mixed objectives in recruitment, which has led to confusion both on the campus and in the field about the intent. Is the WID technical assistance program intended to be principally an opportunity for junior people, with little or no overseas experience, to get their feet wet and to be able then to get on the "playing field" in international development work, as several of the program's architects have expressed it? Or is the objective of the WID technical assistance program to field mature, savvy, and experienced faculty and advanced students, who will not only carry out their own projects in competent style, infusing them with WID approaches, but also contribute toward the overall goal of affecting the process by which universities carry out development? Or is the objective to do both? And if the latter, should the objectives of the program be reformulated to account for varying results depending on the experience of the TA participant?

Neither consortium has successfully dealt with these questions, although both have struggled with them. As a result, a confused image of the program is prevalent on the campuses; who is to be recruited often is not clearly understood.⁴ Moreover, the field visits that were conducted seem to show that those who deal with the TA participants overseas are equally unclear about the status and level of competency of those who are coming. "First timers" were criticized, for example, for "not offering anything new" or for difficulty in adjusting, when the program was understood by the TA participants as an opportunity to learn how to navigate in a new culture and for hands-on experience in transferring knowledge and techniques they had themselves only recently mastered, not as an assignment to impart new knowledge. Conversely, several fully-qualified faculty members mentioned that there was always a period of wariness and reserve after their arrival in the field, during which they were under pressure to "prove themselves."

2. Consortia WID managers and WID campus coordinators

a. Where the consortia WID managers are located

Neither the project director of CID/WID or SECID/CWID operates at the headquarters of her consortium. Helen Henderson, who recently was appointed to a one-quarter time position in the Department of Anthropology at the University of Arizona, has her offices in the Bureau of Applied Research in Anthropology (BARA); CID headquarters is

⁴The consortia have also not communicated whether staff people are eligible (i.e., library personnel; international programs staff), and whether non-U.S. citizens may compete. Staff persons have, however, gone out under both programs.

in downtown Tucson. Ellen Fenoglio operates from the SECID Washington headquarters. Both, however, are provided office space, supplies and services from the overhead collected from their projects. As noted in the cost section in Chapter I, there has been no attempt to "break out" the WID portions, so that there is no way to tell if either manager under- or over-spends for general office operations.

It is difficult to judge just what the relationship is between the two women-in-development efforts and the "father" consortia. Henderson appears to be more closely tied to the CID operation, reporting directly to the Deputy Executive Director, John D. Wooten, Jr. who countersigns her memos and appears to offer regular overall counsel and guidance. From meetings with him, it seems clear that he is extremely knowledgeable about, and committed to, women in development. Fenoglio runs a more autonomous shop, she formerly reported to the director of the Washington office, but no longer does so.

b. The WID campus representatives/coordinators

The campus coordinators for the two projects are a group that defies classification. What strikes one about them is the great diversity in their manner of operation, ranging all the way from extremely well-placed persons such as Rojas, Baca, and White (see Annex 2) to the Wyoming coordinator whose one-quarter time WID salary is her only compensation, permitting her a toehold in the university in the Office of Academic Programs.

One interesting finding is the fact that several other coordinators besides the three mentioned above are seeking appointments in international programs offices as a way to institutionalize the WID coordinator position (not only for the purposes of the technical assistance program, but for general campus WID activities). On several of the campuses visited--notably the University of Kentucky, Penn State, and others--the diverse and dispersed overseas interests of the various university departments in agriculture and elsewhere currently are being drawn together in international program's offices that operate as part of the university's central administration. This appears to be a general trend,⁵ and several officials concurred that, strategically, it would make sense for a coordinator of women-in-development activities to be located in such an office. Other campus coordinators continue to occupy their regular faculty positions. Table 9 shows the diverse parts of the university from which coordinators/campus representatives operate.

⁵Nevertheless, at Virginia Polytechnic Institute, international programs are being decentralized.

c. Background of the campus coordinators and major WID actors

Not only do campus WID coordinators present a diversity of backgrounds, but the major supporters of women-in-development efforts on the campuses also are a varied group. First, there is almost always a core group of WID activists. These may number no more than six or eight, but they are the ones who can be counted on to support actively, and find resources for, campus WID activities; they are the group that the coordinators for the technical assistance program look to. Almost everywhere, there is a good network of persons who come out when there are special programs, and who refer possible candidates for WID TA assignments. Various strategies are employed to keep up interest: for example, one TA coordinator duplicates the "WID Notes" that come from CID/WID headquarters, and distributes them widely; another advertises by "investing an extra \$20 to print elegant invitations to our WID conferences and events to give them that little extra cachet. You'd be surprised at how people call if they don't receive their invitation."

The campus coordinators for the consortia programs look for particular support for their efforts in a variety of places on campus. Asked to name the positions occupied by the three or four most active supporters of the technical assistance and other WID efforts, coordinators named persons from every corner of the university, not simply from agriculture or social sciences. Some examples:

Coordinator #1

Anthropology
Agricultural economics
Sociology
Journalism/communications

Coordinator #2

Extension education
Political science
Agronomy
Agricultural economics

Coordinator #3

Political science
Sociology
International studies

Coordinator #4

International programs
Agricultural economics
Women's studies

Coordinator #5

Anthropology
International Agricultural
Office
Women's studies

Coordinator #6

Urban and regional planning
Acting provost
Dean of graduate studies

In the last case, the dean of graduate studies who also is director of Latin American programs, and a well-known historian, told me that his "only contact with international interests and concerns is through my service on the WID committee. If I did not have this, I would have no way to be involved at all."

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Table 9: University Departments of WID Coordinators:
SECID and CID Campuses

<u>Colleges or</u> <u>Departments</u>	<u>Totals</u> ^a	<u>CID/WID</u>	<u>SECID/CWID</u>
African studies	1		1
Agriculture	4		4
Business school	1		1
Central administration ^b	3		3
Foreign languages	1		1
Home economics	14	2	12
International programs	9	4	5
Medicine	1		1
Nutrition	2	1	1
Social sciences	7	3	4
Vocational education	1	1	

^aInformation not available on some.

^bIncludes a vice president for development, and a dean of research

Source: SECID/CWID and CID files, various dates.

d. Role of campus WID coordinators

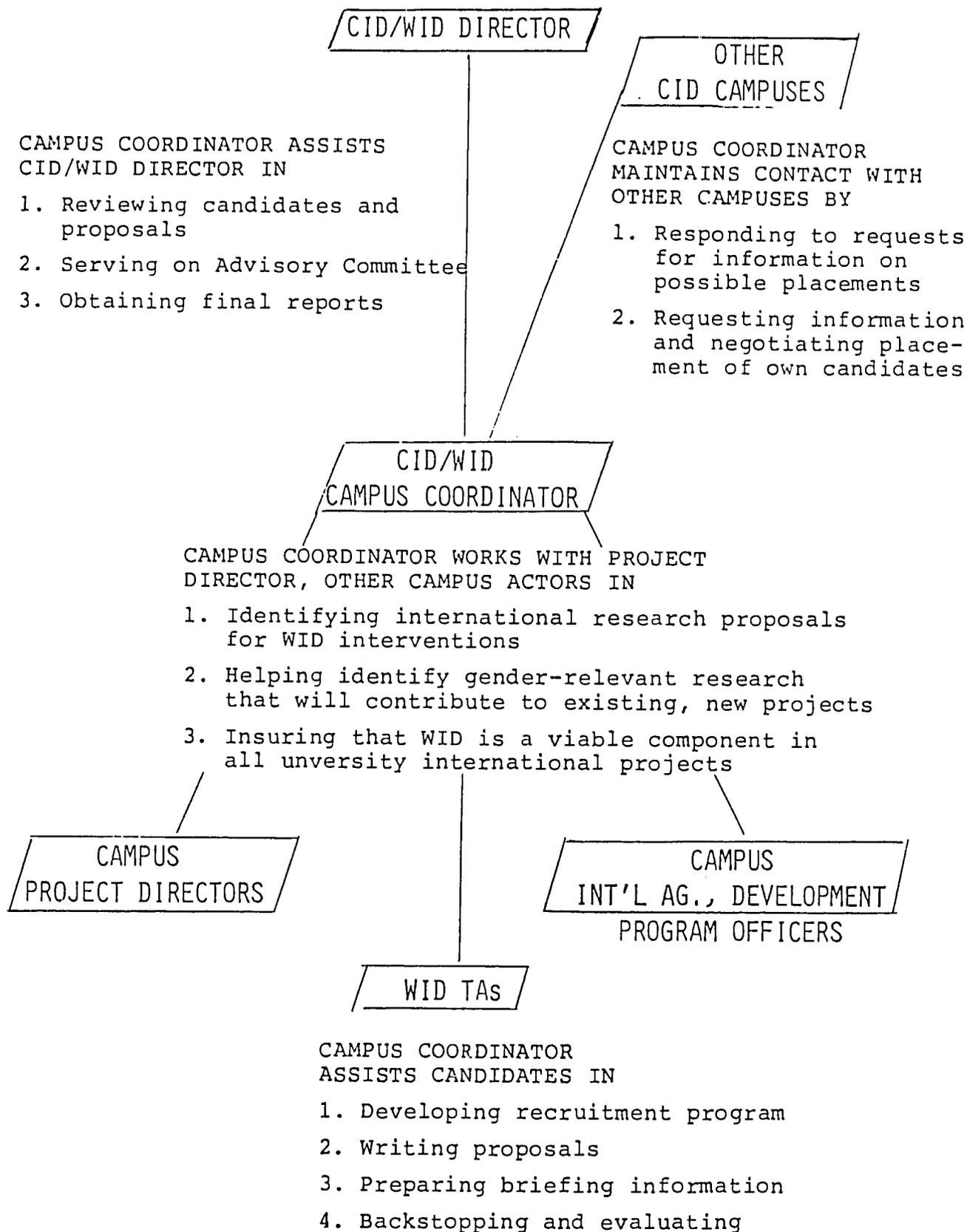
The campus coordinators or representatives play a crucial role in the consortia WID technical assistance programs. Figure 1 shows the various tasks in which she/he is expected to be involved under the program. Many of the coordinators in both regions appear to perform many or most of the functions noted. Others view their role as more one of being "on call." Said one coordinator, "I think of myself as active in this program, but more in terms of reacting as a contact person. Of course, I want to do my best by this program, as I do, for example, for Fulbright or the Peace Corps. I expect to assist in reading proposals, in developing applications, and in seeing candidates through the whole process. I also write a lot of recommendations."

e. Compensation/reward for WID coordinators

As noted above, the CID/WID coordinators are paid stipends for their work. These average \$3,000-4,000 a year, but are not uniform, and they are presently allocated as shown in Table 10. SECID/CWID WID representatives on campus are not paid, nor does the SECID office anticipate that it will ask for any compensation under a new proposal. (Compensation for 34 coordinators would exhaust the available resources for a technical assistance program.) In relation to the compensation policy of CID/WID, some SECID coordinators might, at some future time, charge that this arrangement is unfair. On one CID campus, there was a suggestion that payment might be unfair--why is one person singled out among the WID activities to be compensated, when so many are doing as much, or more, work for WID? In several cases, campus coordinators in CID finesse this possible difficulty by investing their compensation not in their own salaries, but in materials, printing, and to pay graduate assistants to work on the WID program.

Few tangible rewards come to campus coordinators, other than personal satisfaction and the chance to provide their students with overseas experience. In fact, as with other international involvement, accepting a WID assignment overseas, or even acting as a campus coordinator, are not viewed as helpful to a career. As one university chancellor put it, "the university structure devalues international work." An international programs director adds, "Those striving to earn promotion or gain tenure see international work as jeopardizing their chances. There is a conservative policy here . . . we are trying to address this issue." Everywhere university international people remarked that while their administrations were "all for it," department heads were much less likely to be thrilled about international involvements: an absent faculty member means courses to be covered and committee work to be transferred to other faculty.

One WID coordinator put it this way: "You do your papers and get your tenure, you don't 'junket' around the world. The junior faculty and grad students get no brownie points for international work. We



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Figure 1: The CID/WID Consortia Program's Communications Flow Network

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Table 10: Compensation for WID Coordinators as Proportion of Total University Salary

<u>University of WID Coordinator</u>	<u>Compensation As Percent of Salary</u>
University of Arizona	0 ^a
California State Polytechnic	0 ^a
University of Idaho	10
Colorado State University	15-30
Montana State University	0 ^a
New Mexico State University	10
Oregon State University	33
Texas Tech University	0 ^a
Utah State University	33
University of Wyoming	100 ^b

^aMeans that the stipend is being used for general WID activities, materials, graduate assistants, etc., not for salary replacement.

^bMeans that, this small stipend represents the coordinator's only university salary, permitting her a "toehold" in the institution.

have trouble getting junior faculty involved--and not just for the technical assistance program." Another campus WID activist, who was the first WID coordinator for the TA program, said she waited to do international work until she got tenure: "I was careful to integrate myself into the university mainstream, through service on university-wide committees and the like. The men 'owed me one," or at least were used to seeing me around and associated me with work inside." Her strategy worked: she is now a full professor.

Yet, in spite of the negatives associated with international service, and often also with women in development on some of the more conservative campuses, WID coordinators approach their work with enthusiasm. They are a feisty bunch, used to stretching meagre resources to cover a multitude of efforts. Indeed, one SECID coordinator said that she would "not want, under any circumstances, to be paid for doing this [the technical assistance program coordination]. I see it as part of my professional responsibilities, and I am glad to have this wonderful program available for our faculty and students." But she added, "I would like to see some money coming in for our general WID program." Many others echoed this wish, among both WID coordinators and internationally-involved faculty and administrators. They feel that even a small amount of money coming in "legitimizes" the WID program, as well as easing the situation of those who sometimes try to keep general WID activities going by "bootlegging" xeroxing and materials from their departments.⁶

In every case, without exception, however, university officials and WID coordinators agreed that WID programs have now matured enough so that the universities should be asked to match any outside funds, whether that would be in actual monies, in released time, or in services, thus demonstrating their own commitment to WID.

f. Productivity of WID coordinators in the technical assistance

SECID/CWID has fielded 30 persons in just over 4 years and, under a no-cost extension to its current contract (to December 31, 1986), expects to send out approximately 40 persons in total. CID/WID intends to ask for an extension to its two-year contract, which will expire in July, in order to be able to send out the full 28 persons to which it is committed. Under its current contract, 20 persons have been fielded, or are ready to go, at this writing.

⁶It should be made clear that both the consortia programs in WID technical assistance reimburse for the expenses incurred in the PPC/WID-funded program. What is being referred to here is resources for the general WID programs.

B. Identification of WID Technical Assistance Projects

1. The consortia and campus perspective: more "supply" than "demand"

Consortia and campus presently collaborate on the identification of current projects for possible WID technical assistance activities. At both the headquarters (and on many campuses), project papers are reviewed, and whenever chiefs of party visit from the field, the WID TA directors take the opportunity to query them about their needs. They also attend general CID and SECID meetings to explain the program. According to the headquarters staffs, information on possible project activities comes to their attention in a variety of other ways: through campus project directors; through word-of-mouth and the friendship network, and from the field itself. There have been no funds for the project directors to travel to the field.

Campus coordinators also search out possible field activities for WID technical assistance. At one university, the WID committee calls a special meeting for campus directors to talk about their projects (a check with the project directors on that campus revealed that this was indeed happening, and that the directors were quite amenable to discussing their projects in this context).

Nevertheless, the field evaluations and the university visits reveal that at present, "project identification" tends to be more a "desk exercise" of pouring over project documents than a vigorous "demand" generated from the field. The situation thus is skewed toward supply rather than demand, i.e., more people are coming forward than the consortia have been able to fit to realistic, identified project needs. It should be pointed out that even if project needs and candidates were in exact equilibrium, the problem of a "good match" would persist. Even now, with candidates appearing in fairly good numbers (in relation to possible project openings), the problem of making a match is the crucial one in the exercise.

There are two possible approaches that serve different ends: to recruit a corps of persons sensitive to WID issues, then offer fellowships and look for places for them to serve, OR to look for problems, issues, needs in projects, and then advertise these to attract the kinds of technical experts who can address them. While both strategies have been pursued, identification of projects appears to be more in the hands of the consortia staff who attract candidates to make "proposals," than in the hands of field personnel/host country agencies who make requests and write scopes of work. This tends to generate more proposals and candidates than appropriate placements for them. In the replies to the TA questionnaire, 83 percent of the respondents felt they had a "substantial" part in defining their TA assignment. While it is, of course, desirable for the TA participants to participate in this exercise, there has not been a similar commitment to substantial input from the field.

2. The field perspective

From the perspective of the field, as reflected in the campus interviews of returned project personnel (as well as in the field reports prepared for this evaluation), unless needs of the project are directly addressed by the TA activity (and sometimes even then) "fellows" are seen as a burden on the field, with little reward for the hosts. On the university campuses, project people almost universally, at least initially, viewed the technical assistants as "interns" and their own participation as a "favor." New people, especially those on short-term assignment, represent an investment of staff time that may not, in the eyes of the project team, be worth the effort.

Nor do those in the field feel they always are rewarded for including WID TA participants. In one instance, reported by a returned project director, field personnel who had just been "worked over" during an evaluation reacted by saying, "We don't need any of these people--we don't get any credit." Another project director, now back on campus, said that the team "tended to get uptight because we were literally inundated with various project evaluations. Our team felt that the WID fellows coming out siphoned off time that should have been devoted to meeting project targets and getting good evaluations. Their attitude was: "We can't afford to work with these people, because no one gives two hoots about this WID effort."

Several campus directors did note, ruefully, that such strictures work against the mission of the university to train, and even against the old Strengthening Grant notion of "building capacity" to do international work. Now, several agreed, "the capacity already has to be there, in order to compete." One project director was told by USAID that he would "be regarded as, and evaluated, just like any other AID contractor." "Only the big universities can demand that AID permit them to bring out their graduate students," another remarked.

3. Institutionalizing WID concerns in projects

Including WID interventions in current projects generally is recognized, however, as not nearly so effective a strategy for making a lasting impact on development as work at the feasibility and design stages of projects. However, until the day when WID experts are written into projects, and paid for from project funds (or when WID sensitivities and approaches are integrated in the heads of all who plan and carry out development projects), ferreting out possibilities for WID components after a project is underway provides perhaps the only way to get persons knowledgeable about women's situations and potential contributions out to the field. As the CID/WID director remarked, "Before our program, few, if any, in our region ever were asked to identify and/or work on WID issues in university projects. Now some persons are beginning to be asked--paid not only from our program, but in several cases, asked to come out, or to stay longer, on

regular project funds." In at least six or seven cases, TA participants have been asked to stay on or return beyond the initial WID-funded activity.

There is a desire, especially on the part of project directors on campus, and on the part of international programs people, for the field to be involved a great deal more in defining project needs for WID activities. There is a sense, now that there has been time for feedback from the field to the campuses, that TA participants themselves have much better experiences when they are carrying out tasks that projects have identified as needed or appropriate, than when they propose their own activities. Going from the present system where most of the potential candidates make "proposals" to one where they would address issues already defined in a specific scope of work prepared by the field would change the nature of the competition. However, several campus supporters pointed out that proposals could still be written to address scopes of work and the best person chosen for the assignments.

In several cases, proposals of TA participants have elicited such interest in the persons themselves that the field has come back with scopes of work for them to substitute for their own proposals. In other cases, specific field requests are beginning to come in. In still other cases, requests are being generated through (or vetted out by) campus project directors; the two latest candidates in CID/WID, for example, were financed to travel from their home campus to the campus of the director of the project in which they hoped to work. This has had positive results; one of these directors, who said that he was "very impressed" with the candidate, described how he is negotiating with her a scope of work that would address issues in which she has an interest, and at the same time, serve the projects' needs. He is also building into the scope of work some points for evaluation. As a step toward institutionalization, he said. "Even if she just evaluates her own work, such an exercise can add greatly to the learning experience."

In this instance, however, the campus WID coordinator reacted negatively to the idea of a tightly-written scope of work, fearing that if field conditions changed or were not as anticipated, the candidate would be "locked into" a project that would not be possible to carry out. "I prefer to keep the proposals as vague as possible," she said. "That way, if the candidate's project doesn't work out, she/he can always switch and do something else."

4. Inclusion of non-university projects in the WID/TA program

The question of identifying non-university projects for WID technical assistance (for example, those of private voluntary organizations (PVOs) that would still be AID-funded, or even projects of other development agencies) has arisen, and SECID has been authorized under the terms of its grant to go further afield to seek project possibilities. The idea is to increase not only the potential project interventions, but also to improve the chances for a good match

between candidate and project. As can be seen from Table 3, in the past, the TA participants have not always gone out exclusively to USAID-funded or even to university-sponsored projects, in any case.

The argument is made by proponents of broadening the base of operations that the gamut of CID and SECID member universities' overseas efforts is too narrow; that the candidates may have better experiences in smaller PVO operations, and that consortia identification is maintained because candidates are exclusively faculty and graduate students of member institutions.

Those who argue against WID consortia activity in projects outside the universities' own development efforts see any dispersion as undermining the original idea, embodied in the first proposals of SECID and CID, to affect the way universities do development, and to infuse their approach with a strong WID perspective. A person who works, for example, for the Overseas Education Fund or Save the Children, it is argued, may feed back some of that experience on the campus, but would likely have very little effect on future university-sponsored development programs and projects.

C. Recruitment and Orientation of TA Candidates

1. Publicizing the program

a. Role of the consortia on the campuses

It is a major responsibility of the consortia management to publicize the consortia technical assistance programs in WID. The WID directors at consortia headquarters are the principal link to the campus and the field. Information is disseminated in a variety of ways, but principally by regular contact with the campus coordinators. CID/WID has contracted with the Arid Lands Institute on the Tucson campus to produce a sprightly "WID Notes" several times a year, and this informative publication highlights new project opportunities, as well as gives information on the comings and goings of the technical assistants themselves. Both consortia have printed announcements describing the programs, as well as application packets giving detailed information (see Annex 7).

As noted in Annex 2, there is an apparent strong correlation between the generation of candidates and a vigorous WID program on the campuses. In some cases, however, where WID programs were lagging, the returned TA participants have helped put new life back into the campus WID activities.

In the main, the project managers depend upon the campus coordinators to diffuse the information on the campuses. Where WID committees are active, this does not appear to be a problem, and the information does get around. On the other hand, on a campus with little overall WID activity and no women's studies program, the

international programs director said that he had "never" seen a copy of the CID/WID "WID Notes."

b. Publicity to the field

The consortia management also has the principal responsibility for publicity on the program in the field. The field evaluation reports, however, demonstrate that knowledge about the WID technical assistance program is not consistent in member university project teams or in the USAID missions, much less among host country governments. Even in those projects where TA participants have gone, it appears that there is not always a clear understanding of the program. A disadvantage is that the program directors travel only rarely to the field, and then on assignments dealing more with their first task of assistance in project design. The TA participants themselves have probably not been as efficient ambassadors of the program, in terms of publicizing it, as might have been expected. However, their help has not been solicited explicitly in "marketing" the program. The questionnaire survey indicates that only one-half of those replying say they are familiar with the current consortia programs and have promoted them.

2. The fellowship "competition"

a. Developing proposals: WID campuses coordinators

Writing and judging of proposals is not a true "competition," in that the quality of the submissions for WID technical assistance depends very much on the enthusiasm and the time committed by the campus coordinator. Thus, a "good proposal" might reflect more on the campus coordinator than on the candidate, and those potential recruits from universities where the coordinator is not so available might produce "poor proposals." The evaluator finds, however, that there is a certain equalizing activity that takes place in the proposal review (see next section), where the WID Advisory Committees help in bringing proposals up to par. Additionally, last year SECID/CWID sponsored two proposal writing seminars for 1890's schools of the region (at Tennessee State in Nashville and Southern University in Baton, Rouge).

Both consortia are moving toward a "competition" that addresses project needs in a more realistic fashion. This is being done in two ways:

- o In those proposals where WID issues have not been sufficiently addressed, they are sent back with suggestions for revision. Henderson reports that in the last competition, two promising proposals from the point of view of the technical aspects, were returned with instructions to rethink them and address much more explicitly the issues of women's situation and potential contributions in the countries; and

- o In those cases where projects have submitted scopes of work, the potential candidate is assisted in addressing the WID issues if these are not already explicit.

The problem has been that on most campuses it is difficult on the "supply" side to recruit people from the non-traditional fields such as forestry, agronomy or animal science (the fields that PPC/WID desires that the consortia programs emphasize) who also are sufficiently aware of WID issues. Those in the social sciences have had much more opportunity to be exposed to women-in-development issues and concepts. A great deal of work now goes on in "WID-izing" prospective candidates. From this point of view, writing a proposal and digging through the literature to make the connections between animal science, forestry, agronomy, etc., and women's situation and problems in the Third World is an essential exercise. The questionnaire survey demonstrates that while one-half of those replying defined the objectives of the consortia programs in narrow terms (of "providing opportunities for overseas experience" rather than in terms of WID issues), those in agricultural sciences were somewhat more likely to see the program narrowly.

There is a sense on the campuses that some of the earlier recruits slipped through without a good grasp of WID issues and, therefore, could not be expected to convey much about these concerns in the field. Some just "did their job"--which, in itself, may have had a demonstration effect, but probably did not affect overall awareness either of WID issues or of the newer gender-in-development concepts.

A related finding is that the campuses are terribly "resource poor" in the information needed to write proposals. Mostly, such information is available only from the campus coordinator's private hoard of materials. The only exception is Arizona where the library acquisitions department buys any and all WID titles that are suggested. A spot check at several other libraries reveals that not even the major work of the "great mother" of women in development, Ester Boserup's 1970 Women's Role in Economic Development, is available. This is particularly striking in one "Title XII Reading Room," full of hundreds of general titles (and many duplicate copies) on economic development, population and health, extension, agronomy, etc., and even some social sciences titles--stamped "bought with Title XII funds" or "bought with 211-D funds"--but not a single women-in-development title.

It is true that a great deal of the material--particularly on gender issues in some of the more technical fields such as forestry, fisheries, small ruminants, etc.--still is in manuscript form, which libraries are reluctant to take on. Thus, proposal writers must lean heavily on the campus coordinator in preparing proposals, and on the materials and bibliographies that are sent on request from consortia headquarters.

b. Reviewing the proposals

Three times a year, campus coordinators, serving in turn on WID Advisory Committees, review the proposals submitted.⁷ Over the years, an estimated 35 percent of the proposals submitted have been accepted. In several unusual cases, proposals have not been submitted. For example, one TA participant who arrived in Senegal after the harvest so that the original idea to look at the use of grinding mills in relation to women's work could not be carried out, was allowed to substitute a research project and did not go through the proposal process. This led to the unfortunate consequence, that the TA participant--with no one with whom to check out the questionnaire--did not ask the interviewees anything about their educational background. If the TA participant had submitted a proposal on the indices to be included in the questionnaire, the omission of such a key variable would have been noted and corrected. Now the TA participant, presently analyzing the data, is hard put to know how to correct for this deficiency.

Review of the proposals is handled quite formally, with each committee member asked to review, score, and comment on each one. In both consortia, there is a willingness to work long and diligently with candidates to develop proposals--not only so that promising candidates, (whose proposals might not have received the assistance on campus that would have brought them an immediate assignment), might be brought up to standard, but also (as will be described in Section 5 below), as the most efficient way for prospective candidates to discover the WID issues relevant to their proposal, and to address them. Only rarely do committee members meet; their reviews are submitted in writing, and final decisions arrived at through conference call.

3. Types of candidates recruited and the consequences

a. More mature candidates

Candidates are recruited for the programs from among somewhat older, more mature women (and men), rather than from younger faculty and graduate students. Calculating from totals of the 50 TA participants for whom ages are available, the median age of the recruits is 36, with a range of 25 to 63. SECID TA recruits, reflecting a larger number of graduate students, are somewhat younger than the norm (with a median age of 32.5 years), while CID recruits are older (median age of 39 years). Table 11 shows the median ages of the recruits by faculty status and consortia region.⁸

⁷The two consortia now are reviewing proposals (and making assignments) as they come in, in order to finish off their current contracts.

⁸Ages are available for 22 of the 30 SECID TAs, and for 19 of the 20 CID TAs.

This is not a geriatric group, but the TA participants are by no means junior faculty or immature graduate students, even though many may be on their first overseas assignments. When one considers that women graduate students, (many returning to school after their families are launched), are likely to be older than their male counterparts, while many faculty women wait until they have tenure before coming involved, there really is no mystery in the fact that the WID technical assistance program has tended to attract more mature professionals.

b. Social science and "non-traditional" recruits

As Table 2 has already demonstrated, more people are recruited from among social science candidates although a significant inroad has been in recruiting people from agriculture and related fields. If some of the "other" fields were to be counted in the calculations, the proportions would not be greatly altered. However, nearly one-quarter have been recruited, overall, from the "hard" agricultural fields.

c. Faculty and Ph.D. candidates rather than graduate students

Overall, the status of the recruits is weighted much more toward faculty and advanced graduate students⁹ (62 percent) than graduate students (38 percent). Each consortium's recruiting patterns reflect its objectives: CID/WID stresses faculty or advanced graduate student status (and has recruited 75 percent among these categories), while SECID/CWID recruits about evenly from each group.

4. Qualifications of candidates

a. Technical qualifications

The technical qualifications of the TA recruits, with only a few exceptions, apparently have been adequate to excellent. The returnee files are replete with the testimonials of field personnel who were quite satisfied with the services rendered. Nevertheless, in at least three of the ten cases of TA participants whose projects were visited by the field evaluators, some deficiencies on the technical side were noted including, a course in farming systems research design that was taught by a graduate student who had taken only one course herself; a field survey carried out by a sociology student that did go beyond the questions that had been asked in prior surveys; and, the above-noted omission of an important variable from a survey by a person unfamiliar with the kinds of indices that generally "explain" variance in survey results, particularly surveys of women respondents.

⁹Ph.D. candidates are termed "advanced graduate students" in this report. They have completed all course work, usually teach and are working on their dissertations.

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Table 11: Median Age and Status of Technical Assistance Recruits in the CID and SECID Regions

<u>Status</u>	<u>Total</u>	<u>CID/WID</u>	<u>SECID/CWID</u>
Faculty/Ph.D. candidate	38.0	40.5	37.0
Graduate Student	30.0	36.0	29.0
Total	36.0	39.0	32.5

Source: CID/WID and SECID files; questionnaires.

Nevertheless, only five project sites (which incorporated interventions) were visited, and thus no firm conclusions can be drawn on this point.

b. Integrating WID issues

As already pointed out several times in considering related aspects of the program, the qualifications of the recruits for integrating WID issues often may have been no more than adequate. The proposal writing process is deliberately designed as a vehicle to address any lacks in this area, and increasingly, proposals are returned until the candidate either gives up (and self-selects out), or comes up with a satisfactory proposal.

c. Qualifications to address the broader issues of gender awareness

Qualifications for addressing broader issues of gender awareness may be quite deficient. As the field reports have revealed, there may be deficiencies in the qualifications of the TA participants for addressing broader issues of gender awareness. However, the problem may be more on the side of the consortia and campus coordinators for requiring that recruits address these issues as this was not part of the original intent of the programs. The evaluator finds that this issue now goes to the heart of the programs perhaps more than any other, and conclusions flow from the KIND of program envisaged: whether the program is intended to field first-time, more junior people (or junior, at least, in their involvement with WID), or whether it is intended to field mature WID experts. In the final chapter of this report, the most basic and fundamental questions related to the program will be addressed, and more on the findings on this point will be elaborated.

d. Cultural, personal qualifications

There is some indication, as reflected in the field questionnaires, that there have been deficiencies in terms of optimal cultural sensitivity, language, and personal qualifications. Here we are on slippery ground; much depends upon the "eye of the beholder." Nevertheless, there was enough evidence in the field reports to indicate that a hard look at these issues is warranted.

5. Orientation to the field

a. Orientation to the technical assistance tasks

In most cases, the technical assistance qualifications must be taken as "given," since neither the consortia offices nor coordinators have any control over the technical preparation of candidates. There is, of course, dependence upon the recommendation of the person's department head and/or professors. There have not generally been complaints about the technical preparation of

candidates, except for those noted in the field evaluations (Annex 3,4, and 5).

b. Orientation to a new culture

In most cases, this orientation is handled by the campus coordinators, with material also provided from the consortia offices. It is up to the campus to provide most of the orientation, and/or to see that candidates take the proper courses, have contact with those who have previously worked in the project, and talk with nationals from the country in which the project operates. Often this is facilitated because there are graduate students from the project enrolled in participant training programs.

Some of the TA participants interviewed on the campuses expressed the wish that they had opportunity for more substantive orientation. Several remarked that at SECID, which provides a day of orientation in Washington for most candidates, the topics covered tended to be "mainly logistics." One returned TA participant, who spent the first two weeks overseas "cowering in my hotel room" said that although the experience was valuable, it would have been useful to know how others dealt with culture shock. In a few cases, candidates have been able to attend team orientations at university campuses, but this usually is not possible since the WID interventions are designed to fit ongoing projects, and the team already has departed.

The questionnaires showed that the amount of time needed by TA participants to acculturate to their overseas working environment ranged from zero (2 individuals) to 35 percent (one individual) 13 participants (45 percent) required 10-20 percent, with the median time expended on adapting to a new culture being 10 percent. Agricultural science participants appear to require more time than social scientists.

c. Orientation on WID issues

As already indicated, the process of writing (and re-writing) the proposals is the major vehicle for the orientation to WID issues. Good "first tries" are given second, and even third chances to incorporate WID concerns if the candidates seem promising. Comparatively little material has been readily available on gender-oriented conceptual work and research, in relation to international development. On a few campuses, faculty members are in the forefront of this approach. On others, as material begins to appear in journals and books, there is every intention of including it in the orientation materials.

Despite serious efforts, many TA recruits display only partial consciousness of the WID programs' larger aims; in the questionnaire survey, one-half took a narrow view of the consortia's goals as mainly to give experience to U.S. faculty and graduate students. Knowledge and interest therefore are still, for many, skewed toward the technical

assistance experience rather than the broader issues in which the WID consortia are interested. But steps are being taken, as directed in several sections of this report, to redress this aspect of the TA orientation.

D. Fielding the Candidates

1. How many projects, how many countries?

Table 12 shows the number of countries to which TA recruits have gone by geographical regions, the number of projects in each region, and the number of TA participants that have gone to each. Africa and Asia have received almost equal numbers, totalling three-quarters of all the TA participants, while the Latin America/Caribbean and Near East regions have received the other one-quarter between them. This reflects the fact that USAID's projects are presently concentrated in Asia and Africa.

2. Length of time in the field

In the beginning, SECID/CWID as the pioneer in the technical assistance endeavor envisioned short-term assignments to the field of three months each.¹⁰ Assignments have, in fact, averaged 3.5 months, with a range of 1.5 to 6 months. CID/WID's TA participants average 3 months in the field.

There has been some effort to lengthen the assignments, since a common observation from the field questionnaires is that the stay is "too short." In the TA questionnaires 38 percent of those replying felt they could have used more time while the others regarded their length of stay as sufficient and appropriate.

There has been no pronounced tendency for the TA assignments to get longer in SECID/CWID, the first 5 persons fielded stayed an average of 3.1 months, and the last batch of 7 persons in 1985 averaged 3.2 months in the field. The reason for the short-term nature of the field stay is not hard to fathom; neither faculty nor graduate students find long stays away from university feasible. Many university people commented that the short-term nature of this program was one of its most attractive features; most other overseas opportunities require much longer periods of commitment. Of the assignments, only about one-third were in the summer months, so that a desire to schedule the overseas stay during the vacation months does not explain the three month average noted above.

3. Consortia member universities participating

Each consortia has sent its TA participants out to 14 different projects (and, in the case of SECID, two persons have done

¹⁰"Phase II of the South-East Consortium . . .," p. 2.

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Table 12: Number of Countries, Projects and Technical Assistants by Geographical Region

	<u>No. of Countries</u>		<u>No. of Projects</u>		<u>No. of TAs</u>	
	<u>No.</u>	<u>Percent</u>	<u>No.</u>	<u>Percent</u>	<u>No.</u>	<u>Percent</u>
Africa	10	(42)	11	(38)	19	(38)
Asia/NE	9	(38)	11	(38)	23	(46)
LAC ^b	5	(20)	7 ^a	(24)	8	(16)
Total	<u>24</u>	<u>(100)</u>	<u>29</u>	<u>(100)</u>	<u>50</u>	<u>(100)</u>

^aOne is an independent research project.

^bNE-Near East

^cLAC-Latin America and the Caribbean

Source: CID/WID and SECID/CWID files, various dates.

independent studies).¹¹ In the overview of the two programs, it was noted that 9 of the 11 CID universities have fielded TA participants, while 15 of the 34 SECID universities have done so. Some of the universities have fielded their own recruits exclusively to their own projects (Arizona, Idaho, Kentucky, Texas Tech, Utah, and Washington State). Some universities have fielded their own and recruits from other universities to their projects (Duke [Virginia Tech, Western Carolina]¹², Louisiana State, Lincoln, New Mexico State and Penn State). Several universities, however, are in the anomalous position of having sent no TA participants from their own campuses to their own projects. Instead, they have welcomed candidates from other institutions (Auburn, California Polytechnic, Clemson, Colorado State [which, however, has one candidate of its own ready to go], and Mississippi State [Virginia State]). Table 13 shows these universities and whether the TA participants are from the home or other member campuses.

The situation of the latter group of universities merits attention. In the case of Colorado State, where four persons have been chosen from other institutions but only one (not yet fielded) from the home campus, women are questioning why. At Colorado, candidates several times have come forward, according to the WID committee, only to be refused by Colorado projects, while persons from other universities were accepted. "We don't want to appear provincial," said one Colorado State WID committee member, "but we can't believe that in all four instances, no one could be found to fill the position on our own campus." Even now, the candidate selected is slated to go to a host government agency, not a USAID project.

In this exercise, it should be pointed out that, in terms of total numbers of TA participants received, the Duke-Virginia Tech-Western Carolina consortium has fielded nine TA participants, and Louisiana State University (one of its projects in collaboration with Tuskegee) has fielded six. However, Louisiana State is in almost the same position as Colorado State, since it has yet to field one of its own (the person who was accepted on a Louisiana State-Tuskegee project was from the latter university).

4. Labor intensity of fielding technical assistants

The fielding of technical assistants is extremely labor intensive. Not only must the normal CID/SECID procedures for getting people out to the field be followed, with its complicated communications--among consortia headquarters, campus coordinators, campus project directors, field team, USAID-mission, and host country

¹¹In one of these cases, the person also did applied research related to women and fisheries for USAID.

¹²Universities in square brackets are the collaborating institutions.

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Table 13: Universities That Have Fielded TAs in Their Projects by Numbers Sent from the Home Campus and from Other Campuses

<u>University</u>	<u>Fielded from Own Campus</u>	<u>Fielded from Another Campus</u>
University of Arizona	3	0
Auburn	0	Maryland, College Park
California Polytechnic	0	University of Idaho
Clemson	0	Penn State
Colorado State	0	Texas Tech (2) California Polytechnic University of Arizona
Duke (Virginia Tech, Western Carolina) ^a	5 ^b	North Carolina Univ. (3) Penn State
University of Idaho	1	
University of Kentucky	3	
Louisiana State University (Tuskegee) ^a	1 ^c	North Carolina A&T (2) Clemson University of Kentucky Penn State
Lincoln	1	University of Florida University of Georgia
Nex Mexico State University	2	University of Idaho University of Wyoming
Mississippi State (Virginia State) ^a	0	Florida A&M
Pennsylvania State (Tennessee) ^a	2	Maryland, College Park

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Table 13: Universities That Have Fielded TAs in Their Projects by Numbers Sent from the Home Campus and from Other Campuses
(continued)

<u>University</u>	<u>Fielded from Own Campus</u>	<u>Fielded from Another Campus</u>
Texas Tech	1	
Utah	1	
Washington State	2	
Other ^d		University of Arizona Colorado State New Mexico State North Carolina Univ. Tennessee State Virginia Tech

^aCollaborating universities in parenthesis.

^bThree from Duke, two from Virginia Tech.

^cTuskegee

^dSECID: FAO, OFF, IMI, independent study.

Source: CID/WID and SECID files, various dates.

officials--but because many participants are "first timers," they need extra help on logistics and procedures.¹³ Added to all this are the preliminaries for developing and submitting proposals.

The labor intensity is exacerbated by the fact that a certain percentage of the persons who receive assistance in developing proposals do not actually submit them; persons submit, but do not revise; persons rewrite and achieve a satisfactory proposal, but cannot be "matched" to an appropriate project. Or even when the preceding process goes well, the USAID mission may (and has, on several occasions) said "No."

It should be pointed out that, although they are roughly equivalent in number at this time, the fielding of technical assistants by each consortia has occupied different time spans. SECID, completing 4 years of operation, has fielded an average of 7 per year, while CID is committed to fielding 14 per year during the first 2 years of its program.

The labor intensity of the CID/WID operations is compounded by the fact that the same number of projects are involved for both efforts, i.e., in CID, 20 persons went to 14 projects, and in SECID, 30 persons went to 14 projects (plus 1 independent research site). This makes the CID operation more labor intensive because it is easier to deal with fewer projects, in relation to the total number of persons to be sent.

There also is labor intensity in the contacts the consortia maintains with universities. In less than 2 years, CID/WID has managed to involve 82 percent of the universities in its region, while in four years, SECID/CWID has involved 62 percent of the region's member institutions in the TA activities.¹⁴ However, it should be noted that CID/WID is dealing with only 9 of 11 member institutions, while SECID/CWID is reaching 21 of 34.

5. Roadblocks from other actors

a. Field teams

As has been discussed in several sections above, university field teams do not in all cases welcome TA recruits. Besides taking their time, which they often feel should be spent in achieving project targets, field staff do not believe that TA

¹³According to the questionnaire results, of those responding, nearly 70 percent were going overseas to do development work for the first time.

¹⁴"Involved" is defined as either sending TA participants from the campus, or receiving TA participants from other member universities on an institution's projects, or both.

participants in all cases address real project needs. Field staff are told by USAID to view their role as contractors; they often cannot "bootleg" in their own graduate students.

b. USAID missions

In many cases, USAID missions also view the TA program as just another complication in projects that already have too many components. Project liaison officers sometimes view their role as "gatekeepers," charged to keep people viewed as extraneous or non-essential away from AID projects. Their reputations also are on the line if projects do not achieve their targets, and they do not generally believe that they accrue any extra "points" for clearing off, or assisting, WID-related activities.

c. Host country development personnel

In times past, for example in the early days of the Peace Corps, there was more interest among Third World countries in receiving persons from the U.S. to assist with development efforts. Now, host country development personnel often take a negative view of persons such as the technical assistants fielded under this program. Not only are they seen as (and often, in fact are) less qualified than unemployed nationals, but even when project funds are in the form of grants, host countries object to spending "their" money on persons they view as interns.

d. Host country women and women's organizations

The "missing actors" in field WID TA participants are host country women and, in particular, women's organizations. The support and backing of these organizations could be a valuable asset not only in making the field experience more effective, but also in the whole effort of getting more women--both host country and overseas technical assistants--involved in projects. There is little evidence, however, that TA participants have much contact with host country women leaders; even contact with female project beneficiaries often is not very direct. So far as counterparts are concerned, 16 participants rated their relationship with their host country counterpart as no more than limited to moderate, although only one person did not have a counterpart (in several cases, however, TA participants found their own counterparts, when the project did not designate any). Twelve participants rely to the questionnaire, or 41 percent, did rate their relationship to counterparts as "substantial."

6. Communications

Communication is an essential task in order for the WID technical assistance program to run smoothly, and for the TA participants themselves to have the optimum experience. As well as the "logistics" for fielding candidates, there also is a need to communicate the general goals of the program to the field, and to

solicit and receive requests for TA participants related to the needs of projects.

In such a complicated operation as this one, with so many persons who need to receive general information about the program; provide ideas and information on possible WID activities in projects; recruit and prepare TA participants with maximum participation possible from the field; critique proposals and scopes of work; clear TA participants and receive them in the field, etc., communication becomes something of a nightmare.

From interviews on campus and in the field, overall communication appears to be one of the most difficult and sensitive aspects of the project. Levels of effectiveness in communicating can be divided into three categories: good, needing improvement, and poor. Communications between consortia headquarters and the field, and between campus and field, appear to be adequate most of the time when a TA participant is being considered or fielded, but there have been some notable oversights, as the field reports document. One of the TA participants, for example, arrived in Senegal to find that the chief of party was leaving the country the next day, and "No one knew who I was." There was serious miscommunication between both projects and USAID in relation to the two TA participants assigned to Honduras. Consortia headquarters appear to have little communication with host country agencies.

While communication of project results to the campus and consortia headquarters appears to be adequate, reports do not always find their way back to the field. The process of returning results to the field appears to work best when a draft is left behind. TA participants, the campus, and the consortia all have been remiss in communicating to the field when final reports are delayed (for example, those that require several months of computer analysis). The field typically hears nothing about why the reports are not forthcoming. In the case of the video on pig-raising in Honduras, for example, while the participants were shown some of the results, the editing had to be completed at the home university. A copy has now been sent to the project via the project director who was visiting Overseas Education Fund headquarters in Washington. However, no funds were provided to the TA participant for buying cassettes or for the editing process.

From what we have been able to tell through the field visits, communication by TA participants with the host country before and after their assignments has been almost nil. With counterparts, the situation is mixed. In some cases, the relationship that developed is a close one (there are several instances where TA participants were instrumental in arranging for their counterparts to come back to their home universities as host country participants trainees). In another instance, a TA faculty member is paying for the college education in the U.S. of the daughter of her counterpart, who died after the TA participant left the field. In other cases, where no counterpart was provided, nevertheless counterparts were recruited; in Dr. Bowser's

case, for example, she worked with women connected with local women's groups in Belize, and two of these are now scheduled to enroll at North Carolina A & T.

Another sensitive area, mentioned by many of the TA participants personally interviewed, is the fact that they said they did not hear from consortia headquarters while they were in the field, nor did they receive any feedback after their reports were turned in.

So far as the campus actors are concerned, several project directors and international programs officers mentioned that they had never had any communication from consortia headquarters. The consortia WID directors depend upon the campus coordinators to be the link; nevertheless, persons involved in the program on campus still expect to hear occasionally directly from headquarters.

Finally, the consortia are not in touch with each other on any regular basis, either to exchange materials or to collaborate.

7. Some glitches in the fielding operation

a. Funding

Procedures for funding and accounting are not clear to the participants, even though the field manuals and orientation sessions do convey the information. Neither consortia provides "per diem" in the strict sense: SECID/CWID advances the equivalent of one month's per diem according to the rates authorized for the country, but expects the person to, in fact, account for the money strictly on a reimbursable basis for authorized expenses. The purpose of advancing the equivalent of a month's per diem is to be sure the person has sufficient funds to get started. However, several TA participants--checking with persons on regular temporary duty, and finding the rates equivalent--presumed they would receive the same amount every month. Since then, SECID/CWID has stopped calling the stipend a "per diem."

CID/WID calculates a special per diem rate according to the anticipated expenses--consultation with persons familiar with the project. This amount almost never is equivalent to the U.S. government-authorized per diem rate. The person keeps the total sum allocated; the mechanism is a subcontract and pass-through of funds, with the sponsoring university (with no overhead being charged).

In SECID/CWID's case, there is general unhappiness with the funding process, not because anyone thinks the amount is insufficient (all agreed that basic needs are quite adequately covered), but because they do not understand why, if they "save" on food and housing, they cannot be allowed to spend the surplus as they like. Most wanted to save out enough to take side-trips not related to the project, and to buy souvenirs.

The amount of resentment over this factor would be hard to exaggerate; among those returnees personally interviewed all mentioned it. "Money colors everything," one remarked. Somehow, the fact that U.S. taxpayers' money cannot be spent on purely personal items and pleasure trips has not been gotten across to the participants. Several said that they "splurged" on eating, going to the big hotels, "because there was plenty of money, and we wanted to get back at the project for being so inflexible in its accounting." Others resented having to give back money to the consortium, when they had felt so restricted. In one case, the resentment is so great that relations have been broken off, at least for the time being, between the returnee and the consortium.

Another difficulty in funding is the question of "bridging time" between the date when a faculty member or graduate student goes off salary or stipend, and the date when the project (and funding) begins. While people are warned not to burn their bridges until departure has been confirmed, sometimes this is difficult when salaries and graduate student funding are on a semester basis. There also is a problem of "bridging time" when the TA participant returns: there may be some weeks or even months before salaries and stipends commence again.

While several of these problems are endemic to overseas service, and are out of the hands of the consortia to control, other may lend themselves to reassessment and redress.

b. Insurance and medical care in the field

With medical insurance now provided in both programs, along with MEDIVAC insurance for catastrophic illness, the one oversight here may be the question of personal life insurance. In one case, I found a graduate student who had gone out with no life insurance because, she said, she could not afford it (the cheap insurance available on campus being restricted to those who are currently enrolled in course work). Thus, while a very sick person would be evacuated home quickly, a dead one without life insurance (and, in this case, without any relatives) might have posed some serious problems to the consortium concerned.

c. Transport and interpreters/translators

Without doubt, the two greatest potential problems of TA participants in the field involve transportation and interpreters. Those who have been on a project know how sensitive is the situation in relation to project vehicles. "Everyone fought over transportation," commented one returned TA participant. "We couldn't get out to the villages as much as we would have liked, because we had no transport." Car rental generally has not been a part of the authorized expense for TA participants, and, in some countries, there would not have been vehicles to rent in any case. In one instance, the TA participant said that she had "saved enough on housing and food to rent a car"; that no one had said that she had either to have prior authorization or to

the TA participants did not raise this as a crucial issue in the questionnaire survey; as with the interpreters and translators, this may be because the field projects did their best to provide both transportation and translators when these were required (see Annex 9.1). In the field questionnaires, however, project personnel indicated that they were unhappy to be asked to provide transportation and translators if arrangements had not been made ahead of time.

In relation to interpreters and translators, there is no suggestion here that interpreters should be provided in cases where the language spoken in the country is one of the major world languages. However, the consortia have been aware of this issue, and money for translators has been provided for esoteric language areas. However, there may be some argument to be made for translation funds for reports. There are few persons so fluent in a Third World language that they are able to do their own translation of a report or paper. Thus, in several cases, reports have not been returned to the field, or shared with host country agencies, because there has been no provision for translation. Finally, there is a curious provision in the SECID/CWID guidelines that says the project will pay for film, but not for developing it.

E. Impact on Technical Assistance Participants

Of the twenty-nine TA participants responding to a questionnaire, 17 were in agricultural or related technical sciences and 12 in the social sciences. Altogether 15 were faculty members and 14 graduate students. Twenty-five of the TA participants were female and only 4 were males. This was the first overseas experience for 19 of the TA participants. Twenty of the TA interventions lasted from one to three months while nine were of more than three months duration. Sixteen of the interventions were in applied research, four each in basic research and training, three in technical assistance and two in technical assistance and applied research. Additional details on the questionnaire analysis are provided in Annex 6 and the more important points are summarized below.

Most of the respondents felt that their TA activities were appropriate to the overall USAID project needs and that they had substantial input into identifying their projects. They also felt that their arrival in the field and the timing to be adequate or good while 18 participants judged the length of time in the field was sufficient to carry out the project.

Only one-half of them felt that they had substantial interaction with their respective consortium WID representative on campus although, in the field, most participants stated that they received good support

¹⁵Indeed, this returned TA participant, a faculty member, said that she finally understood the financial arrangement only during this conversation.

from the campus program office. They also stated that support from and coordination with the university/consortium field teams, project counterparts and project beneficiaries was generally strong. However, support from host country officials and USAID missions was perceived as being weak, reflecting perhaps lack of interaction between the participant and these parties.

All participants required an orientation period before they could begin to work effectively, although the amount of time they judged necessary for acculturation ranged from zero to 35 percent. Briefing and planning activities took a relatively small proportion of the TA participants' field time, while 76 percent of them spent one-half or more of their field time on WID assignments. The TA participants judged that WID issues awareness among consortia field team members and USAID staff was limited as it was among host country officials. They felt that they had a positive effect upon beneficiaries and on their respective field projects but about two-thirds of them did not feel that they had a positive impact on USAID staff.

Most of the TA participants felt that their experience contributed significantly to their personal growth and provided them with opportunities to increase their own awareness on social, political, economic, cultural and WID issues. They also mentioned that the experience provided valuable contacts to continue their international work. Some of them have indeed won overseas fellowships from various organizations including Fulbright Hays. They have also presented papers in international and professional meetings based on their TA experience and have done some consulting and training work.

F. Other Activities Carried Out Under Consortia Contracts

1. Institutionalization of WID concerns in project development

a. Activities of consortia management and campus coordinators

This report has already referred several times to these activities. To sum up, consortia management and campus coordinators spend around one-half their time in activities of a general nature, providing information on WID issues for answering requests for proposals, and in general, striving to affect project formulation and design.

b. Providing salaried technical assistance

Under each contract, there is provision for sending out regular, salaried technical assistants. These funds are reserved for cases where an experienced WID expert is requested. Under the two contracts, technical assistants have been provided periodically, and the consortia managers themselves have gone out to the field. However, a lesser number has been sent than funds could have provided for. For

example, with funds for six salaried faculty per year, CID/WID has to date fielded only one.

c. Getting former TA participants on project teams

In some cases, TA participants have been invited to stay on, and have been paid out of project funds. In a few other cases, returned TA participants have been included in regular projects, and as one international agricultural program head put it, the returnee from his university now "is on the list whenever we consider international work." However, there is not yet as much incorporation of returned TA participants into regular projects as might be expected, considering that this is one of the aims of the WID consortia program. Everywhere university people asked to xerox the list of SECID/CWID TA participants that I was carrying, and it was evident that few knew the extent of the program, or that so many specialities were represented. Several said they wished that they had known about this or that person.

d. Other WID-related activities

Some of these have been mentioned in the preceding text. By way of summation, these include:

- o Two proposal writing seminars sponsored by SECID/CWID for 1890s institutions and staffed principally by returned TA participants;
- o Visits to campuses by the WID consortia headquarters directors;
- o Production (by CID/WID) of "Quick Facts" series, on the people, geography, government, economy, etc., of countries for which WID consortia members are writing proposals. The papers, each seven pages long, are filled, needless to say, also with "facts" on the women of the country;
- o "Occasional Series" made up of papers and reports from returned TA participants. SECID/WID has published five papers from the Nepal project, and has two other series that are xeroxed on demand. From CID/WID, there is a brisk demand currently for the Ater and Khan paper on Analysis of Water Management Processes, Agricultural Activities by Gender Roles in Four Villages, Punjab, Pakistan.¹⁶

¹⁶Carolyn Ater and Samina Khan, Analysis of Water Management Processes, Agricultural and Household Activities by Gender Roles in Four Villages Punjab, Pakistan (Lubbock, Texas: Texas Tech University, 1985).

- o Publications of news on consortia WID programs: this information is provided to regular university publications issued by the various international development programs;
- o Use of faculty fora and graduate student seminars for returned TA participants to report. On the campuses visited, this was a regular happening;
- o Integration of WID issues into development courses and women's studies; many of the campus coordinators and returned TA faculty are involved; and
- o Publication in campus and local newspapers, and use of both local and campus TV, for reporting on the program and the returnees' experiences. One dean said that the returned TA participant, who is a dynamic member of the business school faculty, "has put this university on the map" through the TA program.

G. Congruence of TA Activities With WID Priority Goals

1. Congruence with emphasis on "non-traditional" fields

While not all of the 50 TA participants, by any means, come from the agricultural and related sciences, almost one-half do so. The remaining TA participants have most often worked in agriculturally-related projects. Only four persons have been selected from nutrition and health fields, indicated by PPC/WID as non-priority areas for the purposes of this program.

2. Congruence with emphasis on Title XII goals of research, technical assistance, and training

The TA participants are heavily weighted toward research (62 percent); however, only 12 percent engaged in basic research, while 50 percent did applied work closely related to the aims and goals of the project. Technical assistance and training accounted for the other 26 percent of project activities.

3. Congruence with desire to give a "first experience" overseas

If the questionnaire's respondents are representative, then it would appear that this goal is being met: 20 of the 29 respondents, or 69 percent, were on their first overseas development assignment.

Nevertheless--and this issue did not surface on the university campuses in explicit fashion, but led to a heated debate in another,

related forum¹⁷--there is a question basic to this entire enterprise that needs to be addressed by PPC/WID and the WID consortia managers:

- o If a technical assistant from the consortia program is the only representative of women in development that persons on the project--team members and host country personnel, as well as USAID liaison officers--encounter;
- o If this TA is perceived (no matter what the person's professional capabilities) as an intern; and
- o If no other aspect or component of a project is handled in this manner, i.e., interns on fellowship are not in charge of the soil conservation, forestry, etc., and any graduate students who are interns work with an appropriate faculty mentor--

Then, does the provisional, intern-like character of this program demean women in development? That is, if women in development is provided "on the cheap," can it be respected?

Certainly, possessing a Ph.D. degree is no guarantee that a person is a fully-qualified professional; many graduate students would, in fact, do a better job than a degreed person. Moreover, if the consortia decide to pay salaries, for each three TA participants presently fielded, only one salaried technical assistant could be sent.

To raise these question poses not so much the notion of a different model for the WID consortia programs, but of a quite different packaging, as well as definition of goals and approaches. The analysis in this report shows that, in any case, the program already is sending not graduate students or "junior" faculty, but more mature, qualified faculty women and Ph.D. candidates.

4. Congruence with goals of increasing WID knowledge and genderawareness in the university, the field and among WID consortia members

On the issue of WID awareness, the findings are mixed. Overall, there appears to be an awareness that women in development approaches should be strengthened, particularly among the technical applicants. Measures have been taken to tighten the proposal writing, forcing candidates to think through approaches in terms of the pertinent WID issues, or to drop out of the competition.

On raising gender awareness in the public indicated, the findings are not very positive, as this is a more difficult area to address than

¹⁷At the Conference on Gender in Farming Systems Research, University of Florida, February 28 - March 3, 1986.

On raising gender awareness in the public indicated, the findings are not very positive, as this is a more difficult area to address than the question of bringing a WID-sensitive approach to a particular project, although that is not easy either. The question of whether to require the program to effect a deep modification of projects, and a marked change in peoples' thinking on women is one for prolonged debate. As one person remarked, "No agency has been able to achieve this--not USAID, nor any other national or international agency--so why should a program designed to give short-term experience be expected to do all this?" How so illusive a process as "increasing gender awareness" would be measured is yet another question.

III. THE WOMEN IN DEVELOPMENT TECHNICAL ASSISTANCE PROGRAM: VIEW FROM THE FIELD--FINDINGS

A. Overview

The objectives of the field evaluations carried out as part of the overall evaluation included the following:

- o To assess the role of the consortia WID management in:
 - Identifying WID TA field activities and participants, and
 - Coordinating and following up activities with local consortia teams and host country representatives;
- o To assess the progress and/or impacts of the WID TA programs in:
 - Increasing opportunities for Title XII faculty and students, especially women¹, to gain international development experience and address gender issues in project design and implementation;
 - Benefitting AID-funded projects; and
 - Increasing gender issue awareness among various actors in the programs (e.g., the consortia in-country project teams, host country agencies, and/or USAID staff).

As noted in the Chapter I, some of these objectives address impacts beyond those in the original purposes of the consortia WID programs.

Three field evaluations were carried out--in Asia, Africa, and Latin America. The evaluators visited five countries--Belize, Honduras, Indonesia, The Gambia, and Senegal--where a total of 12 WID TA participants had carried out field activities. The field visits included interviews with numerous USAID staff, Title XII university project staff, and host country participants. The evaluators also examined project documents and other data gathered from USAID missions and consortia projects in other countries and questionnaires submitted by a variety of participants in the larger projects which hosted WID TA field activities. The field evaluation reports can be found in Annex 3, 4 and 5 and some of the main findings are summarized below.

¹An effort was to be made to involve women in professional fields in which women have not traditionally been strongly represented, e.g., agronomy, forestry, and related technical fields.

At the time of the present evaluation (February 1986), a total of 44 WID TA participants had completed field activities on 29 consortia or member-university projects in 24 countries. Six additional participants will have completed field activities by June 1986, for a total of 50 WID TA participants.

The Asia and Near East WID TA activities account for almost half (23) of the WID TA participants. Eighteen participants have served in Indonesia, Nepal, Sri Lanka, Pakistan, India, Egypt, and Jordan. Seven of the participants served on SECID's Resource Conservation and Utilization Project (RCUP) in Nepal. Five additional participants were in or preparing to go to Thailand, Sri Lanka and Yemen. Field activities included research on women's roles in resource conservation, decision-making on new agricultural technologies, water management and related activities; monitoring and/or evaluation of a new smokeless stove; kitchen gardens and/or nutrition-focused activities; training for forestry technicians; research on traditional breads; setting up a library; and examining the potential of beekeeping as an income-generating activity.

Sixteen WID TA participants served in sub-Saharan Africa--in Senegal, The Gambia, Cape Verde, Zambia, Swaziland, Burkina Faso, Mali, Kenya, and Rwanda. Field activities have been carried out in the areas of small ruminants, intensive agriculture, solar energy, nutrition, women in agriculture, and pest control.

Seven WID TA participants served in Latin America--in Belize, Honduras, Bolivia, Brazil, and Jamaica. Field activities included swine and dairy production, fisheries, community development and mothers' clubs, women and migration, and working women and infant mortality.

B. Management of the WID TA Programs

1. Identification of the WID TA field activities

In general, the WID TA field activities were identified by the consortia's WID program headquarters or the local Title XII project field teams, with little or no input from USAID missions or host country representatives. WID technical assistance was almost never originally requested by in-country field teams, but members of such teams were involved at some point in the identification process for most successful activities. In numerous cases, field activities were chosen because they were related to a potential WID participant's attributes.

2. Identification of the WID TA participants

The WID TA participants were generally self-selected--"volunteers" rather than "recruits." The final selection was carried out by the consortia and host country or project field staff were not involved. In most cases, the participants' technical preparation was

felt by others on the project to be excellent. In some cases, interpersonal and/or cross-cultural skills were found wanting, resulting in detrimental impacts. Although in the beginning it was generally thought it would be easier to find graduate students, as opposed to faculty members, free for assignments, 62 percent (31) of the 50 participants were Ph.D. candidates or faculty members. As discussed in Chapter II.C.4, over one-quarter of the participants were women in professional fields in which women have not traditionally been strongly represented (see Table 2).

3. Communication, coordination, timing, and follow-up

In many cases, close communication between the home campus WID coordinator and the field team was an important factor in identifying and carrying out successful field activities. In some cases, this communication was begun on the basis of an existing long-standing relationship. In general, there was very little communication with USAID personnel, who were "too busy." Only one-half of the WID TA participants surveyed had any contact with the mission's WID officer. In some instances, however, USAID and/or host country personnel suggested additional or redirected activities, in response to which work plans were changed. In general, there was a lack of clarity among field personnel regarding the objectives of the WID TA programs' objectives, probably reflecting overall unsureness of the objectives as discussed in Chapter II.A.

Close contact between the WID participant and the local project team enhanced the implementation of the participant's activity in many cases. Similarly, active interest on the part of a local project team member was also helpful. Some felt that direct participant-team interaction should have begun earlier, through correspondence before the participant's arrival. Along these lines, in several cases state-side orientation of WID TA participants was weak and helped improve neither cross-cultural understanding nor the ability of participants to adapt their expertise to the needs of the host country.

Many persons felt that the field activities were often too short to have any significant impact. Timing of field activities sometimes resulted in poor fit with host country project activities.

In most cases, follow-up from the consortia has been minimal. Final reports and end-of-activity seminars have often been excellent but the former have not generally been widely distributed. However, in Nepal, follow-up has led to a program which has fielded seven participants, each of whom has been able to build on the work of others before her.

C. Impact of the WID TA Programs' Field Activities

1. Impact on the WID TA participants

The persons who most benefitted from the WID TA programs' field activities were the WID TA participants. The experience was especially beneficial for faculty members who had no previous overseas experience. Technical training activities, as opposed to research activities, were generally felt to have the highest impact on host country project participants. Training was felt to be a high-impact activity even when the TA participant had no previous overseas experience. Impact on the WID TA participants is discussed further in Annex 6.

2. Impact on the larger projects

Impact on the target populations of the Title XII projects was mixed and, even when favorable, generally indirect. In most cases, WID TA field activities did not contribute significantly to carryover activities of the larger projects, USAID missions, or host country agencies. In Nepal, India, Jordan, and Egypt a variety of carryover activities did result, at least in part from WID TA field activities. However, not all of these were WID related.

Some of those interviewed felt that the programs would have been much more effective if the fellowships for WID TA were given jointly to a host country person and an expatriate, who would plan and carry out field work together.

3. Impact on gender awareness

The impact that the WID TA field activities had on the field teams of the larger project varied from little contact and no impact to having "made WID issues visible." Impact on USAID missions was generally felt to be minimal or non-existent, in part because contact was often minimal and in part because, as one chief of party felt, "USAID is very insensitive". In some cases, for example Belize and Honduras, little apparent effort was made to raise gender awareness.

The impact on host-country personnel was generally seen as greater. Most importantly, the WID TA program has provided opportunities for host country and American women to work together. In many countries for which responses were received from the questionnaires, the importance of the WID TA participant as a role model for host country professional women was emphasized. It was generally felt that rural women benefitted from the rather novel experience of development technicians expressing interest in what they were doing.

D. Continuation of the WID TA Program

Almost all of those contacted in the field or responding to questionnaires felt that the WID TA program should continue. Numerous suggestions were made for its improvement. There was a general consensus that greater participation by host country personnel has helped or would help to improve WID TA field activities. Closer collaboration with in-country project staff was seen as essential to better pairing of needs with WID participant assistance. Some suggested that each activity should be a cooperative project with the host country. One person suggested that the program include similar exchange opportunities for women of developing countries.

IV. CONCLUSIONS AND RECOMMENDATIONS

In light of the original aims and goals of the WID TA programs, as set forth in the project proposals of the consortia and as communicated to campus coordinators and prospective TA candidates, the consortia WID TA programs have been generally successful--both at the Title XII university campuses and on the host projects in developing countries where the technical assistance interventions are made. There has been, however, some confusion about the programs' overall objectives among staff, participants, and intended beneficiaries. The evaluation team recommends that the consortia WID programs be continued subject to some of the modifications noted below to improve the effectiveness of the program.

A. Overall Effectiveness of the WID Consortia Programs

1. Program objectives

a. Conclusions

Confusion about the overall goals of the consortia WID programs at all levels has led to unrealistic expectations on the one hand and inaccurate perceptions of real achievements on the other. Part of this is due to a growing awareness of the importance of gender issues, as contrasted with specifically WID concepts. Raising gender issue awareness was not a stated requirement under the respective consortia contracts with PPC/WID, but interest has increased more recently in the degree to which the programs have addressed gender issues (see Annex 1, Scope of Work).

Similarly, while recognizing that it would be unrealistic to expect the TA participants to have had a significant impact in raising WID awareness among all levels of project management, it was deemed useful to assess the extent to which there was an impact. The TA interventions lasted an average of only three months and their work generally put the participants in contact with only those few project personnel with whom they were directly working in the field. Their contact with USAID mission personnel was generally limited. On the other hand, they were in direct contact with the beneficiaries of the technical assistance and should be evaluated at least on the impact made on them.

Finally, confusion over the programs' objectives has contributed to a general disregard for the real achievements of many of the TA participants. They were almost universally regarded as inexperienced interns when, in fact, the majority were faculty or advanced Ph.D. candidates with substantial experience in their technical specialities (even though this may have been their first experience overseas). The problem has resulted from the fact that university coordinators and potential TA participants were not sure if the program

was to give initial overseas experience, initial WID experience, or initial technical assistance experience. The problem has been compounded by the use of nomenclature that shifted from describing the TA participants as "fellows" to "interns".

If the intention of the WID TA program was to have large impacts on development projects then the programs should have been directed toward the CID model of using more faculty and experienced graduate students and/or pairing graduate students and faculty to collaborate on projects. If, however, the intention was to support a program to give first-time overseas experience then the less-experienced persons employed should have been frankly labelled "interns". In any case, an initial overseas experience should not be equated with an initial field experience and TA participants should not be applying their technical expertise for the first time on a WID overseas assignment.

b. Recommendations

- o The consortia WID TA programs should joint together in clarifying the objectives for the overall program before new proposals are written. Issues about which there is uncertainty--e.g., gender versus WID awareness, use of technically-qualified and experienced faculty versus graduate students--should be clarified;
- o The WID TA program should be geared to faculty and advanced graduate students as they are more likely to carry out their technical assignments professionally and to have a greater impact--both in the field and upon return to their universities where they can provide feedback toward capacity-building in international work. For maximum impact, potential TA participants should not be put in the field for the first time on a WID assignment; and
- o The consortia WID programs should attempt to erase the prevalent image that the TA participants are "interns" or "amateurs" by publicizing the statistic that more than 60 percent of the participants to date have been faculty or advanced PhD candidates.

2. Program management and coordination

Overall program management on the campus and in TA candidate recruitment has been good. The directors of the two consortia WID TA programs are well placed for the purposes of carrying out their programs and much of the success in managing the program can be attributed to the relationships already established among universities through their regional consortia membership. However, there have been persistent communication problems at all levels--consortia/WID, campus/WID, campus project staff and field project staff--and some difficulties in timing and the process of fielding candidates. The recommendations below are intended to address these problems.

a. Communications and coordination

(1) Conclusions

Overall communication was one of the most difficult, sensitive, and vital aspects of the program, given the number of different actors involved in the process of project selection, candidate recruitment, fielding and follow-up. While communication among WID consortia headquarters, the campus WID coordinators, and project staff needs improvement, the major problem was in communications between the field, one the hand, and WID consortia headquarters and on-campus WID staff on the other. Field project staff were generally not aware of the opportunities available to them through the WID TA consortia program, nor were the WID consortia staff well-informed about project needs and opportunities in the field.

Publicity is a major element in the communication and coordination process. Once again, publicity on the campus has been generally good, particularly where there are vigorous WID programs and active WID committees. However, publicity to the field has been sporadic and dispersed. The field evaluators found that the WID consortia programs are hardly known in many of the projects or at the USAID missions. Sending out publicity and announcements a few times a year is not sufficient to keep field people informed about the program. In general, key people involved in projects were not frequently contacted enough nor kept well enough informed on important aspects of the program in order to develop a good "fit" between the potential TA interventions and the field project's needs.

Once the TA participants were in the field, there was little backup from the consortia headquarters. Furthermore, while follow-up was good between returned TA participants and campus and consortia headquarters, it was weak in terms of relating back to the field project. Each of these elements is vital to making the TA intervention a success and to fulfilling the goals of the WID consortia programs.

(2) Recommendations

- o Communication between the field and consortia/WID and campus/WID should be improved in a variety of ways including:
 - Better and more frequent publicity to the field projects about the TA programs;
 - Strengthened linkages with key project actors both on campus and in the field; and
 - Increased lead time to field TA candidates so that the host project is fully informed about the timing and nature of the proposed TA intervention.

Field participation in identifying needs and developing scopes of work, will also help the process of improving these linkages;

- o The TA participants themselves should be used to improve communication by better follow-up activities, for example, by making their final report available to the field project staff. Another possibility would be an "exit seminar" which could be an effective tool for briefing consortia and campus staff on field activities and needs. The TA participants could be used as well to provide orientation to future TA candidates;
- o Communications and linkages on campuses should be improved by holding campus-based meetings attended by consortia directors and selected returned TA participants and participants from nearby campuses;
- o Publicity to the field should be carried out more energetically and more regularly. It should be ongoing and should be seen as an interactive process, not as an occasional general mailing to the field. After an initial mailing, there should be a series of follow-ups and exchanges of information. As the relationships develop, the consortia WID directors should visit the projects personally and funding should be made available for this purpose; and
- o The consortia WID staff should set priorities and decide to target especially a few of the larger projects by getting to know them well and targeting publicity to key persons in the field, on the campuses and in appropriate USAID missions.

b. Fielding the candidates on the campus and in the field

(1) Conclusions

The major problems involved in fielding candidates include: the labor intensity of the process for consortia directors and campus coordinators; the fact that universities receiving the largest amounts of USAID funding do not send out WID TA candidates proportional to the amount of their funding; and the resentment caused by some universities who have sent out no participants from their own campuses while fielding candidates from other campuses. Additional problems have arisen with respect to clear delineation of the use of funds given to TA participants while in the field and the provision of such necessities as life insurance and transportation, interpreters and other miscellaneous needs that facilitate project implementation.

(2) Recommendations

- o Universities that have received TA participants from other campuses but not from their own should make a greater effort to find talent on their home campuses. In the cases where the situation is most blatant, no more candidates should be accepted from other campuses until this situation is addressed; similarly, universities that have fielded only their own candidates should be examined to see if this is a deliberate policy. If so, it ought to be questioned because it appears to go against the "spirit" of the consortia;
- o The consortia should encourage the increased participation in the WID TA program of the universities receiving the largest amount of AID funding. These include Oregon State and North Carolina State who have neither sent nor received any TA participants and Utah State and the University of Florida who have fielded only one each;
- o CID/WID should adopt the SECID/CWID strategy of sending more TA candidates to the same projects as it is both less labor intensive and allows the TA participants to build on each other's work. Moreover, one shot TA assignments are to be avoided. In order to reduce its workload, CID/WID should cut back on the number of TA candidates it fields unless there is an increase in staffing. SECID/CWID could field slightly more--about ten per year;
- o The funding of TA participants in the field should be made clear to them before they leave because the procedures do not appear to have been fully understood by many of the participants. Provision must be made to cover all normal necessary expenditures, such as insurance, while in the field; and
- o The agreement as to who is responsible for providing facilities for the TA participant, such as transportation, housing, interpreters and the other support services in the field should be negotiated beforehand and stated in writing.

B. The TA Interventions

The evaluation team concluded that WID TA interventions in ongoing projects were not nearly as effective a strategy for making a lasting impact on development as was work at the feasibility and design stages to influence an entire project from the start. However, until WID experts are written into, and funded from, projects as a matter of course, the TA intervention strategy may be the only way to introduce WID awareness and concerns in projects underway. The following conclusions and recommendations are based on the general acceptance of TA interventions in on-going projects as a tool for carrying out the

WID consortia program objectives and are intended as suggestions to make it more effective.

1. The project identification process

a: Conclusions

Project identification is generally more in the hands of the consortia staff and/or based on candidate needs and interests, rather than being responsive to project needs as identified in the field. The result is that the "fit" between project needs and the technical intervention is not always good. The likelihood of success of a technical intervention is enhanced when:

- o The field activity is directly responsive to well-identified needs, often but not always best identified in the field by host project personnel;
- o A well-defined scope of work is negotiated between the host project, the TA participant and the consortia WID staff; and
- o An interested and effective advocate provides support in the field.

The current process of needs identification is impeded by the lack of ongoing communication and coordination between all parties concerned--the host project, the TA participant, consortia WID directors and project directors on campuses. One problem is that consortia WID directors do not have funds available to travel overseas to project sites where they could directly acquire information about host country and project needs. But they also do not have direct and frequent personal contact with campus project directors who are likely to be familiar with field and host country needs.

b. Recommendations

- o The needs identification process should be refocused from emphasis on the TA participants' interest to the needs of the project in the field. Ideally, scopes of work should be initiated in the field by project staff in cooperation with host county participants and carefully defined so that the TA intervention goals can be attained in the time available. Former TA participants could be involved in the process by drawing up job descriptions for future interventions to include in their final reports;
- o The nature of the TA selection competition should be revised so that candidates write proposals responsive to the scopes of work originating in the field, thus requiring potential TA participants to demonstrate how they would accomplish a defined scope of work needed in the field rather than create a scope that may or may not, be relevant to field needs;

- o There should be stronger collaboration between the consortia/WID, campus/WID and field and university project staff in the identification of needs and the development of scopes of work that are responsive to the field needs and have the appropriate WID content;
 - o Consortia WID staff should have funds made available to travel to selected field project sites to become directly acquainted with field needs, especially on the larger projects. They should also keep in closer and more regular contact with the campus project directors of the larger projects; and
 - o As the support of an advocate for the WID TA program in the field is beneficial, those projects should be selected for TA interventions where such an advocate exists and his support should be obtained early in the process.
2. The participant selection and orientation process

a. Conclusions

The consortia WID management has played a generally effective role in selecting technically well-qualified TA participants. The WID consortia and campus coordinators have developed a rigorous effective recruitment device in the fellowship competition. Moreover, the goal of emphasizing TA candidate recruitment from the priority disciplines of agriculture and the related sciences is being met. Although most TA participants have been from the social sciences, nearly one-quarter were from the high priority "non-traditional" fields. One implication of increased recruitment from among candidates in the agricultural sciences is that they generally, but not exclusively, tend to be less aware of WID issues than those in the social sciences so that more effort has to go into "WID-izing" prospective candidates from these fields. Also, in some cases, insufficient emphasis has been placed on standard criteria for selection, such as language skills, which have made some TA participants less effective than others.

Most of the returned TA participants felt that their orientation was inadequate particularly as related to WID and/or gender issues topics. This is not surprising as resource materials on WID and gender issues in development are scarce on campuses. Moreover, the current orientation process is generally informal and geared toward matters of "logistics". Thus, an opportunity is lost for briefing TA participants on essential WID concerns and the acculturation process. While "culture shock" was not a problem for most of the TA participants, virtually all of them required some time to adjust to their country of assignment. Not surprisingly, the TA participants who were qualified in the three requisite areas--technical, WID and personal--did the best in the field.

b. Recommendations

- o Selection criteria for TA candidates should be standardized and measures should be taken to assess candidates' language qualifications and abilities. If there is a need for communication in local languages, funds should be available to hire translators;
- o TA participants should be briefed about their projects during a formal and structured orientation that includes logistics as well as more substantive matters related to their projects, WID issues, and the process of acculturation so that they understand that "culture shock" is a general phenomenon that has tested solutions. Returned TA participants could play a role in assisting in the orientation process;
- o The TA candidate selection and orientation process should be more focused on the needs of the project and how to raise WID concerns in the context of the project. A process of intensive and interactive proposal writing should be adopted to focus on the specific field-identified needs of a particular project; and
- o Provisions should be made for building an "essential WID library" at each university campus of participating consortia.

3. Timing and duration of interventions

a. Conclusions

While the timing does not appear to have been a particular problem in terms of when an intervention occurred in relation to a given field project, the short duration of most interventions has raised concern about the degree of effectiveness of these TA interventions. If these interventions are intended to make a significant impact on the way universities carry out development projects, then the average three-month assignment is too short. However, under the present system in which the university does not reward people for long stays away from campus, any trend toward longer-term service for regularly faculty members and advanced graduate students probably cannot be anticipated.

b. Recommendation

- o Efforts should be made to lengthen the TA participants' stays in the field to a minimum of 6 months, possibly 12. Some participation from the project and/or USAID mission in the funding might make it possible to pay or supplement salary,

and thus encourage faculty to plan for longer periods in the field.

C. Institutionalizing WID Concerns on Title XII Campuses and in the Field Projects

1. Title XII campuses

a. Conclusions

The issue of institutionalizing WID concerns on campus is inevitably linked to that of university international programs as a whole since the vehicle in this case is the WID consortia programs whose focus is on international development. On a number of campuses, the WID consortia programs along with other WID activities have been more successful than any other programs in broadening the reach of international development into many disciplines and in building broadly-based, cross-disciplinary support networks for international development. This contributes significantly towards fulfilling the WID consortia program's purpose of attempting to build a more varied professional pool of experts for foreign assistance activities. Campus WID coordinators have, however, been less successful in reaching into the agricultural schools for key supporters of WID activities and for potential TA candidates.

The process of institutionalizing WID concerns has also benefitted from the movement of WID campus coordinators into professional positions in international programs offices that are part of university central administrations. In the measure that more prestigious women take on the task of coordinator of the WID TA programs, and other WID assignments, the programs gain respect and stature.

b. Recommendations

- o WID coordinators should work with their department heads to promote a greater understanding of the values of international service to the university community. Their support is particularly crucial because they are the ones who finally control whether or not faculty and advanced graduate students may take on overseas assignments;
- o WID campus programs should be given financial support to continue the very useful activity of building support networks for international development. It would be beneficial to have monies coming into the universities for WID activities from USAID and other sources, as there is for other programs. Such funds could be matched by the universities in cash or kind (facilities, materials, released time, etc.) for graduate assistanceships in WID; and
- o In order to motivate campus WID coordinators to be active rather than merely reactive, they should be given incentives

and rewards, not necessarily in the form of salary but in released time or assignment of graduate assistants, etc.

2. Field projects

a. Conclusions

The WID awareness issue received minimal attention from TA participants, and therefore, the impact on beneficiaries was minimal. Any notable impact resulted from a demonstration effect rather than from conscious WID-oriented implementation strategies pursued by the TA participants. The result was that important opportunities for raising WID awareness among project beneficiaries were lost. For maximum WID impact it would be best to have experienced WID personnel participate on project design teams. Funds available for this have not been fully used by the WID consortia, thus missing an important opportunity for having an impact on projects from the start.

b. Recommendations

- o The importance of the WID element in the TA interventions should be emphasized to the TA candidates through all means possible. The role of proposal-writing and orientation in contributing to this process has been stressed above. Attempts should be made to find additional ways of recruiting candidates with interest in and familiarity with WID issues. If candidates are selected for their strong technical competence and are lacking in exposure to WID concepts special efforts should be made to prepare them for the field;
- o TA participants should make contact with host country women's organizations and leaders wherever these exist to maximize their own efforts to raise WID issue awareness and to integrate this into the ongoing process in the host country; and
- o To date, not as much salaried technical assistance has been provided as has been authorized. Greater efforts should be made to send salaried WID experts from the campuses on design teams, feasibility studies, etc., in order to ensure maximum impact of WID concepts from the very beginning of projects. Additional funding should be provided for this purpose and steps should be taken to ensure that it is expended for the designated purposes.

ANNEX 1

Scope of Work

Background

Over the past several years, PPC/WID has funded programs in technical assistance with both the South-East Consortium for International Development/Center for Women in Development (SECID/CWID) and the Consortium for International Development/Women in Development (CID/WID). The goal of these programs has been: (1) to assist agricultural and community development projects to more actively integrate women and girls during their implementation phase; (2) to increase opportunities for women (and some males) to gain experience in international economic development; and (3) to integrate WID concerns into the member institutions of the Consortia.

In response to field team and mission requests over the past few years, SECID/CWID and CID/WID have provided short-term technical assistance in such areas as agricultural development, natural resource conservation, small-animal herding, training, and farming systems research. This assistance has gone to such countries as Nepal, Sri Lanka, Mali, Senegal, Sudan, Swaziland, Honduras and Jamaica.

The present evaluation of these programs is required to assess the impact of the program activities in order to determine whether PPC/WID should continue funding the existing programs and/or expand the funding to similar programs which have been or are to be proposed, respectively, by MUCIA/WID and NECID/WID. This evaluation will utilize a combination of field visits to four of the countries which have received the technical assistance, a survey of some of the Title XII member institutions which have provided the assistance, and a survey of a number of the technical assistants themselves.

PPC/WID stresses that this effort to evaluate the activities of both SECID/CWID and CID/WID is not intended to draw favorable or unfavorable comparisons between the two consortia. Rather, it is to focus on the successes and failures of two very similar programs in technical assistance.

Article I - Title

Evaluation of Title XII consortia programs in technical assistance.

Article II - Objective

To evaluate the impact of SECID/CWID's and CID/WID's programs in offering technical assistance to specific AID-funded projects which were targetted for the assistance, on the respective Title XII field teams and USAID missions implementing the targetted projects, and on the home campuses of the Title XII institutions providing the technical assistants.

Article III - Statement of Work

The contractor will provide the services of a three person team as indicated below:

<u>Technical speciality</u>	<u>Duration</u>
-- Principal Evaluator: agricultural development and development economics, the structure of Title XII institutions/evaluation methodology, WID	8 wks.
-- Evaluator: agricultural development and farming systems research/evaluation methodology, WID	6 wks.
-- Evaluator: resource conservation and water management/evaluation methodology, WID	6 wks.
-- Evaluator: small ruminants, agricultural development and WID	6 wks.

To achieve the objectives of the evaluation outlined below, the contractor will perform the following major activities:

- develop an evaluation methodology
- prepare questionnaire/survey methodology
- review project/contract documents and files
- conduct field trips to Senegal and the Gambia, Honduras and Belize, and India and Nepal
- conduct reviews on at least eight Title XII campuses in the SECID and CID consortia.

The Objectives of the evaluation are as follows:

Objective 1. US-based evaluation:

- To assess the performance of SECID/CWID and CID/WID program management and the overall coordination with the Consortia staff, especially in terms of the extent to which the project goal and purpose have been achieved.
- To assess the project and respective technical assistant selection processes, especially in terms of whether the technical assistance was directed to maximize the integration of PPC/WID concerns into on-going project implementation.
- To assess the Consortia's domestic activities including results of participant and speaker travel, foras and conferences and information dissemination.

- To assess the role, activities and performance of each Consortia's WID Advisory Committee.
- To assess the impact of the technical assistance programs in terms of institutionalizing the WID concerns in project development and implementation on the Title XII campuses.
- To assess the consistency of the chosen TA activities with the PPC/WID emphasized priority areas.

Objective 2. Field evaluation: (6 field sites, three SECID and three CID sites)

- To assess overall progress in reaching stated goals including: 1) integrating gender issues into existing Consortia and member institution projects; 2) increasing knowledge and understanding of gender issues throughout the Consortia systems; and 3) increasing opportunities for Title XII students and faculty, particularly women, to gain international experience and identify and address gender issues in the project design and implementation process;
- To assess the role of the Consortia management in identifying project interventions, identifying and recruiting fellows, coordinating with SECID and CID project staff, timing project interventions, undertaking follow-up, and coordinating with host-country representatives;
- To assess the extent to which AID-funded projects have benefitted from the Consortia's technical assistance through the program activities. For example;
 - a. who were the intended direct and indirect beneficiaries of the technical assistance provided by the Consortia;
 - b. who actually benefitted;
 - c. what was the impact upon intended (or unintended) beneficiaries;
 - d. once technical assistance ended, what activities did the Consortia field teams and/or the missions pursue as a follow-on to that assistance;
 - e. to what extent can the technical assistance be said to have contributed to a solution of the problem(s) identified initially by the field teams.

Objective 3. Recommendations.

→ To recommend whether or not the TA programs should be continued and, if so, to recommend ways in which SECID/CWID

and CID/WID can improve their technical assistance efforts to both enhance the economic potential of LDC women and to institutionalize this need in their field teams and in the USAID missions.

- To make recommendations as to how the Consortia WID programs can be more fully integrated into, and funded by, Consortia activities.
- If appropriate, to make recommendations concerning recruitment of technical assistants to participate in program.
- If appropriate, to make recommendations concerning the project selection and the identification of specific interventions in which TAs have become involved.

Article IV - Reports

The contractors who undertake the overseas field trips will submit a first draft of their respective evaluation reports to the principal evaluator and to PPC/WID, for review and comment, within two weeks of completion of their field visits.

Final evaluation reports will be submitted to PPC/WID by these two contractors within two weeks after completion of this initial review.

The principal evaluator will submit a first draft of the complete evaluation to PPC/WID for review within two weeks of receiving the final evaluation reports of the two field evaluators. The principal evaluator's final report will be due two weeks after receiving the comments on the first draft by PPC/WID.

The final evaluation report should include an analysis of the results of the field trips, telephone surveys, interviews, and so forth, focusing on the overall impact of the activities undertaken during the project, in accordance with the scope of work.

Information gathered from/by AID personnel during field trips associated with this evaluation should be incorporated into the Contractor's final report. The report will also include the Contractor's recommendations as outlined in Article III of the scope of work.

Article V - Relationships and Responsibilities

The Contractor will be responsible for overall planning, development of the evaluation methodology, questionnaire design, data gathering, analyses and preparation of the interim and final evaluation reports and recommendations. Rebecca Masters and John Hourihan, both of PPC/WID, will be the AID

contacts for the conduct of this evaluation. They will provide additional information and guidance as necessary during the planning stages and throughout the various phases of the evaluation.

The Contractor will compile and submit to PPC/WID a listing of proposed consultants/subcontractors whose services may be utilized during the evaluation. All consultants/subcontractors must be approved in writing by PPC/WID in accordance with the terms of the contract.

Selection of countries to be visited by the Contractor will be decided by PPC/WID; it is expected at this time that AID personnel will not accompany the contractor on the field visits outlined in the scope of work.

SECID/CWID and CID/WID will provide the Contractor with background information and access to their files as necessary for the conduct of this evaluation. The Contractor will discuss the methodology of the evaluation with SECID/CWID and CID/WID and share the results and recommendations of the evaluation with the Consortia.

Article VI - Term of Performance

Work will begin on or before January 1 and be completed by February 28, 1986.

Article VII - Work Days Ordered

Principal evaluator:	40 days
Overseas field evaluator:	30 days
Overseas field evaluator:	30 days
Overseas field evaluator:	30 days
Total:	<u>130 days</u>

Article VIII - Special Provisions

1. Duty posts:

- A. Principal Evaluator: Washington, D.C. and ten universities within the SECID and CID Consortia
- B. Field evaluator: Washington, D.C. and Senegal, and the Gambia
- C. Field evaluator: Washington, D.C. and Honduras and Belize
- D. Field evaluator: Washington, D.C. and India and Nepal

2. Language Requirements: Working knowledge of Spanish for Honduras field evaluator; working knowledge of French and Portugese for Senegal/~~Cape Verde~~ field evaluator.

3. Access to classified information: none.

4. Logistical support: AID/W and SECID/CWID and CID/WID will provide contractor with background information on the project. The contractor will be responsible for all domestic and international travel arrangements for evaluation team members, including hotel reservations and any travel within the countries targetted for tne evaluation. PPC/WID will be responsible for securing the respective USAID and government clearances for the evaluation team members.



ANNEX 2

Background on the First CID/WID and SECID/CWID Grants
and the Working of the Technical Assistance Programs

ANNEX 3

Regional Report for Senegal, The Gambia, and Africa

ACKNOWLEDGEMENTS

The following individuals provided valuable assistance during my evaluation mission in Senegal and The Gambia.

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In Abuko: Mr. Glen Fulcher, Ms. Sandra Russo, Ms. Marie Sambou and Mr. Neil Patrick at the Gambian Mixed Farming and Resource Management Project, and Mr. Oumar Jallow at the Animal Health and Production Unit.

Iria D'Aquina
Associate

ACRONYMS AND ABBREVIATIONS

SENEGAL

ISRA	Institut Sénégalais de Recherche Agricole
ITA	Ingenieur de Travaux Agricole
LDC	Less developed country
PIDAC	Projet Intégré de Développement Agricole de la Basse Casamance
SECID	South-East Consortium for International Development
SOMIVAC	Société pour la Mise en Valeur Agricole de la Casamance
Volet Feminin	Women's component. A division within PIDAC, staffed primarily by women (managers and 15 extension workers) that addresses women's issues.

THE GAMBIA

CID	Consortium for International Development
MFP	Mixed Farming Project, abbreviated form for the Gambian Mixed Farming and Resource Management Project.



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EXECUTIVE SUMMARY

Description and Findings

The purpose of the regional Women In Development (WID) Technical Assistance (TA) evaluation is to assist PPC/WID in determining if it should continue funding the existing SECID/WID and CID/WID TA programs. These two programs have the following two objectives in common:

- o to establish an institutional base whereby women in development issues may become integrated into all phases of current and future AID projects; and
- o to initiate a program to provide technical assistance to AID funded projects through an international fellowship program.

Within the context of the above program directives, the field evaluation endeavored to assess the overall progress and effectiveness of the WID TA program in the field. Evaluation results regarding TA participants' effectiveness in raising gender issue awareness should be tempered by the presence of an ongoing discrepancy between expressed Consortia/WID TA program objectives and general, albeit informal, expectations of TA implementation objectives on this issue.

There were a total of 16 TA interventions in the Africa region: in Senegal, The Gambia, Cape Verde, Zambia, Swaziland, Burkina Faso, Mali, Kenya, and Rwanda. The TA interventions in these countries were in the areas of small ruminant herd development, intensive agriculture, solar energy, nutrition, women in agriculture and pest control.

The TA interventions were generally well received by local AID Missions, SECID and CID teams and host country representatives. However, most of these people made suggestions to increase the effectiveness of the WID TA program.

The identification of the TA interventions and of the TA participants was made primarily by the SECID/WID or CID/WID US headquarters and the local SECID and CID teams, with little or no input from local AID missions and host country representatives. The TA interventions were generally "appropriate" since they were designed to suit larger ongoing projects. However, they were seldom or never requested by local AID missions, local SECID or CID teams, or host country representatives. In one instance the TA intervention was not suitable and the project had to be adapted or totally changed. In most cases, the length of the TA interventions were judged by local SECID and CID teams and host country representatives to be too brief to be truly effective. In one case the TA participant was hired by the project and was able to continue her work for three additional months.

Communications and coordination between consortia US headquarters and local teams were generally good. Communications and coordination between TA participants and local SECID and CID teams were good, but not as satisfactory between TA participants and host country representatives. There was little follow up of TA activities by consortia US headquarters and almost no carry-over activities as a result of the TA intervention.

Conclusions

The major conclusions are as follows:

- o The likelihood of success for a TA intervention is enhanced if 1) there is a good match between project needs and TA participant resources, 2) there are good communications and coordination among all project levels, and 3) there is a sound understanding of TA program objectives and resources by all parties concerned.
- o The implementation and subsequent effectiveness of the five TA interventions evaluated varied according to the relative presence or absence of the above mentioned variables.

Recommendations

Recommendations for improvements of the WID TA program are as follows:

- o SECID/WID and CID/WID should systematize their process of identifying TA interventions to better match project needs and available TA participant resources;
- o SECID/WID and CID/WID should systematize their communications and coordination vis-a-vis all levels of the ongoing project;
- o SECID/WID and CID/WID should re-examine both expressed and informal TA program objectives concerning gender issue awareness and, if appropriate, should more clearly and emphatically communicate the WID objectives of the WID TA program to TA participants; and
- o SECID/WID and CID/WID should more strongly publicize to project coordinators its program objectives (especially gender issue awareness) and the means to access its resources for specific activities.



A. Introduction

1. Purpose, procedure and scope

The purpose of the regional WID TA evaluation is to assist PPC/WID in determining if it should continue funding the existing SECID/WID and CID/WID TA programs. The SECID/WID and CID/WID programs have two primary objectives: (1) to establish an institutional base whereby women in development issues may become integrated into all phases of current and future USAID projects and, (2) to initiate a program to provide technical assistance to AID funded projects through an international fellowship program.

Within the context of the above program directives, the field evaluation's objectives were as follows: (1) to assess overall progress in increasing gender issue awareness at all levels of TA program participation (i.e., USAID, local consortia teams, host country agencies, TA participant, and among the target population of the AID ongoing project), (2) to assess WID capacity building at all levels of TA program participation, including increasing opportunities for Title XII faculty and students, especially women, to gain international development experience and address gender issues in project design and implementation, (3) to assess WID consortia management's role in identifying TA interventions and TA participants, and coordinating and following up activities with local consortia teams and host country representatives, and (4) to assess the extent to which AID funded projects have benefitted from the consortia WID TA program.

To do so the evaluator visited two African countries (Senegal and The Gambia) that received consortia WID TA interventions and assessed both the technical and the gender issue awareness impact of the TA interventions. The evaluator also examined (1) data gathered from other participating AID missions and consortia teams in the African region and (2) data submitted by the TA participants in order to present a regional report that encompasses the impact on the TA participants themselves and on the consortia and participating institutions in the US.

The scope of work for the evaluator's fieldwork included (1) on-site visits to local AID missions, consortia headquarters in host countries and host country agencies participating in ongoing projects affected by TA interventions, and (2) data gathering through formal and informal interviews.

2. Overview

In the African region, there were 13 SECID/WID TA interventions, three in Senegal, one each in Mali, Kenya, Zambia and Rwanda, three in Burkina Faso, and three in Swaziland. There were four CID/WID TA interventions, two in The Gambia, one in Egypt and one in Cape Verde. The TA interventions focused on the following areas: small ruminants projects, intensive agriculture with emphasis on garden

vegetable production and intercropping, decision-making models regarding farming practices and farm credit, nutrition, women in agriculture, solar energy, pest control.

B. Implementation of the WID TA Field Activities: Findings

1. Senegal

a. Casamance Regional Development Project

The three SECID/WID TA interventions were integrated into the USAID Casamance Regional Development Project that had the following objectives: (1) to develop an efficient agricultural production system which increases agricultural production; (2) to strengthen applied agricultural research; and (3) to develop a capacity for regional planning and coordination for rural development.

b. The WID TA project intervention No. 1--Intensive Agriculture Project/Garden Vegetable Production

(1) Description

The project had three distinct parts: (1) Crop Protection, entailing pest identification and seed treatment; (2) Training Activities with the Volet Feminin, entailing compost preparation, preparation of technical hand-out for female extension agents and field demonstration of pesticides and sprayer use; and (3) vegetable production, entailing two field demonstration plots for men, women and children, vegetable protection training and marketing assistance.

(2) Identification of the WID TA intervention

SECID/WID's US headquarters contacted SECID's team in-country and informed them of the availability of a TA participant with expertise in plant pathology. The SECID chief of party in-country in turn asked the Casamance Regional Development Project's project officer if there was any objection to a "WID fellow" working on the project. The project officer cleared the proposed TA intervention with the appropriate host country agency. No individual (USAID or local SECID team member) or host country agency requested the TA. It was then up to the local SECID crop protection officer who would supervise the TA participant to devise a project and scope of work. This was done with the following objectives: (1) to minimize the disruption to his own work; (2) to integrate the TA intervention as much as possible into his ongoing project; and (3) to maximize the possible benefits of TA intervention to his ongoing project. Thus, on a thematic level, the identification of the TA intervention was determined between SECID/WID's US headquarters and SECID in-country. Details of TA interventions were determined in the field. The TA intervention was deemed by all to be well identified in as much as it was successfully integrated and implemented. Host country officials

felt it did not contribute substantially because it did not introduce new technology or methodology. However, introduction of new technology and methodology were not part of the TA's scope of work.

(3) Identification of the WID TA participant

Identification was made by participating university and SECID/WID US headquarters. Neither the USAID Mission, the local SECID team or host country officials had any input beyond giving clearance. It was deemed by all concerned, however, that the choice of the TA participant was appropriate.

(4) Communication, coordination and timing

There was little communication and coordination between the local SECID team and the SECID/WID US headquarters after the initial contact. Communication and coordination were good between the local SECID supervisor and the TA participant and between the supervisor and appropriate host country officials in implementing the TA intervention. There was no communication among participating host country officials, nor follow up or sharing of information regarding the TA intervention that might have been mutually beneficial. The timing of the TA participant's arrival was satisfactory, but the duration of the TA intervention was too brief.

(5) Consortium follow-up

During implementation of the TA intervention, there was little or no follow-up by the consortium. Eventually, the only remaining local SECID member (who fortuitously was the TA participant's supervisor) did receive a report. Host country officials, however, did not receive reports.

c. The WID TA project intervention No. 2--Decision Making Among Males and Females Regarding Agricultural Practices and Agricultural Credit

(1) Description

The project involved research on decision making among males and females regarding agricultural practices and agricultural credit. It consisted of a survey, through questionnaires, of: (1) decisions and practices regarding acquisition and use of fertilizers and (2) decision making regarding needs and acquisition of agricultural credit.

(2) Identification of the WID TA intervention

Identification of the TA intervention was made by the local SECID member responsible for supervising the TA participant and on the basis of his project needs. The TA intervention implemented was not the one originally proposed (survey of grain mills

and their use) because (1) the original TA participant was unable to undertake the intervention, (2) the need to identify another TA participant delayed timing of the TA intervention, and (3) by the time a substitute TA participant arrived in-country, the local SECID member's project was at a later phase and the needed input had changed. A new TA intervention was designed by local SECID members to respond to the changing needs of his ongoing project.

(3) Identification of the WID TA participant

The identification was carried out between SECID/WID US headquarters and the participating university. Fortunately, the TA participant was also qualified to implement research on decision making. However, the TA participant's French language ability was very poor. He was only able to work with his SECID supervisor and a couple of English-speaking host country counterparts. This deficiency, severely limited his ability to perform in the field.

(4) Communication, coordination and timing

Communication and coordination between the local SECID team and SECID/WID US headquarters were evidently satisfactory since they were able to identify a new TA intervention and a new TA participant. The host country project counterparts were not kept informed of changes; therefore, they did not know if, or how well, the new TA intervention was integrated onto the ongoing project. Timing of TA intervention was poor causing the project to be less effective.

(5) Consortium follow-up

Follow up by the consortium was judged by host country project counterparts to be very poor since no one received even a preliminary report.

d. The WID TA project intervention No. 3--Small Ruminants Project

(1) Description

The TA intervention had two parts: (a) a survey of the existing sheep and goat population in a half dozen village locations and (b) the development of a pilot sheep and goat project for one of the villages.

(2) Identification of the WID TA intervention

The identification was made originally by SECID/WID US headquarters with concurrence from the local SECID team. Host country officials and counterparts did not contribute to the identification process but judged the choice of TA intervention to be

excellent. The scope of work was developed and later judged by host country officials, the local SECID supervisor, and the TA participant to be overly ambitious. For this reason, new priorities were established for the scope of work.

(3) Identification of WID TA participant

Identification was made by SECID/WID US headquarters without serious input from the local SECID team, and none whatsoever from host country officials. On paper, the identification of the TA participant appeared excellent. The participant had previous less developed country (LDC) experience, had participated in a previous sheep and goat project and had good French language ability. In actual fact, the participant turned out to be a very poor choice and performed badly--causing a lot of ill feelings among all parties involved in implementing the TA intervention.

(4) Communication, coordination, and timing

Initial communication and coordination between SECID/WID US headquarters and the local SECID team were satisfactory, as was the initial communication and coordination among TA participant, local SECID supervisor, host country officials and the target population. Subsequent communication and coordination between the TA participant and host country officials, the local SECID supervisor and the target population were minimal to non-existent and contributed to the failure of the TA intervention and to ill feelings among host country officials and the target population. The timing was poor. Most participants were in the field and unavailable for interviews.

(5) Consortium follow-up

There does not appear to have been any consortium follow-up.

e. Conclusions for Senegal

The agricultural TA intervention was very well received. The decision making research was moderately well received and the small ruminants project was poorly received. Some factors that contribute to acceptance and success of the TA interventions appear to be (a) the technical success of the TA intervention, (b) the amount of host country and local SECID participation and supervision of the TA intervention, and (c) the degree of communication and coordination among project participants at all levels. The garden vegetable production intervention was judged not to have contributed significantly to the larger ongoing project because it did not introduce new technology even though the execution of this intervention was highly successful. In this instance, the identification and design of the TA intervention was considered weak. Additional conclusions are as follows:

- o The lack of funds for in-country transportation of TA participants was judged a serious problem that imposed great hardships on local SECID team members and on host country agencies;
- o French language ability was a key factor for the proper execution of the TA intervention in Senegal. The lack of funds for local language interpreters also posed a problem. French language ability is not always sufficient in villages--especially among women. No one expects TA participants to have local language abilities, but if he/she must interact with villagers--particularly with women--TAs need funds for interpreters;
- o All host country officials and counterparts were of the opinion that there were insufficient communication and coordination at all levels--but particularly between the TA participant and host country officials;
- o Two of the three TA participants were viewed by host country officials as interns, not "experts" in their fields, and therefore sent to gain personal foreign country development experience rather than to contribute significantly to the larger ongoing project and ultimately the host country. The third TA participant in the decision-making study was so inaccessible to host country officials that they only had a vague idea of his intervention. One of the reasons for this being his inability to speak French. There may be others;
- o In every case, the duration of the TA intervention was determined to be too brief by host country officials. In one instance, the local SECID supervisor concurred in this opinion. In the other two instances, the local SECID supervisors found the duration of the TA interventions adequate;
- o In two out of three TA interventions, host country officials felt that TA participants worked too exclusively with their local SECID supervisor and thus did not share information on progress and results with them; and
- o Gender issues awareness were not specifically addressed by the TA participants, who were concerned with the technical aspects of their work.

2. The Gambia

a. The Gambian Mixed Farming and Resource Management Project

The Gambian Mixed Farming and Resource Management Project was intended to intensify crop and livestock production to

ultimately increase net rural farming incomes. Project sub-components included assistance with ecological inventories and grazing land management, and assistance in developing technology for improved maize production.

b. The WID TA project intervention No. 1--Small Ruminants Project

(1) Description

The TA intervention proposed (a) to develop a methodology for data gathering to assess the present status of small ruminant flocks, (b) to investigate possibilities for adapting schemes presently implemented by the ongoing project for improvement of cattle to include small ruminants, and (c) to explore strategies to transfer, to women at the village level, information on improved flock management techniques and marketing.

(2) Identification of the WID TA intervention

Identification of the intervention was made by CID/WID US headquarters. The local CID team concurred with the identification since it suited project needs at the time. Host country officials and counterparts were not consulted and did not provide input.

(3) Identification of the WID TA participant

Identification of the TA participant was made by CID/WID US headquarters and the participating university. The local CID team and host country officials and counterparts were not consulted and did not provide input, but found the selection very appropriate.

(4) Communication, coordination and timing

The TA participant worked independently to a great extent. Her initial coordination and communication with local CID team members and host country officials and counterparts was good. One mitigating factor was her lack of in-country transportation funds that necessitated her suiting her own travel schedules to those of local project members. It appears that she kept the CID chief of party well informed of her activities and progress, but not the principal host country official in the Department of Animal Health and Production, Small Animal Production Unit, who at the time was the director of the Sheep and Goat Center. The latter particularly regretted this and the fact that he did not receive a report. The CID chief of party, however, did get a report. The executive director of the Gambian Women's Bureau does not recall meeting or communicating with the TA participant during her stay and also expressed regret that she was not kept abreast of the TA intervention and that she had not received a report since the Bureau was also proposing a small ruminants

project. The timing of the TA intervention was appropriate, but its duration was judged to be too brief by the project chief of party.

(5) Consortium follow-up

There was little or no consortium follow-up.

c. The WID TA project intervention No. 2--Maize-Cowpeas Intercropping Project

(1) Description

The TA intervention proposed (1) developing and conducting a training program for women extension agents and (2) research on various methods of intercropping to determine the best one for The Gambia. Drought tolerance in cowpeas was also to be evaluated.

(2) Identification of the WID TA intervention

The identification was made by CID/WID US headquarters, and approved by the local CID team because it suited the ongoing project. Host country officials and counterparts were not consulted.

(3) Identification of the WID TA participant

The identification was made by CID/WID US headquarters and the participating university. There was no input from the local CID team or host country officials and counterparts. Selection of the participant was deemed appropriate by the local CID team.

(4) Communication, coordination and timing

Communication was very poor during the initial phase between CID/WID US headquarters and the local CID team, the latter expecting the TA participant to bring sufficient quantities of cowpeas for the experiments, which she did not. However, bringing seeds was not part of her project, but the misunderstanding could have been avoided with better communication. The TA participant worked closely with her host country counterpart but did not interact much with other host country agencies. There was no apparent contact with Gambian Women's Bureau. The timing of the TA participant's arrival was appropriate, but the length of the TA intervention was deemed too brief.

(5) Consortium follow-up

There was little or no consortium follow-up.

d. Conclusions for The Gambia

- o As proposed, both TA interventions were well identified and received, as were both TA participants;
- o Lack of communication and coordination were critical to success or failure of a TA intervention, e.g., the misunderstanding regarding experimental seeds in the maize-cowpeas intercropping project;
- o Lack of funds for local language interpreters and in-country transportation imposed a burden on the local CID team members and restricted implementation of both TA interventions;
- o Communication and coordination was weak between TA participants and the Gambian Women's Bureau as well as with other host country agencies such as the Crop Protection Agency and the Department of Animal Health and Production;
- o The duration of the TA intervention was considered adequate in one case and too brief in the other; and
- o Gender issue awareness was not specifically addressed by the TA participants who were primarily concerned with technical aspects of their work.

3. Other countries in the region

a. Description

There were five TA interventions that addressed the role of women in agricultural production (Mali, Burkina Faso, Swaziland, and Rwanda), one on women's role in livestock production (Zambia), one on solar energy (Kenya), one on nutritional needs and marketing and availability of grains (Burkina Faso), one on pesticides and pest control (Swaziland), and one on male out-migration and its effects on households (Cape Verde).

b. Identification of TA interventions and TA participants

In general, project participants returning questionnaires responded favorably to the appropriateness of TA interventions and TA participants. It should be noted, however, that host country representatives and counterparts were not included in this survey (of other countries in the region).

c. Communication, coordination and timing

Communication and coordination were mostly poor to moderate, with a couple of exceptions where it was considered good. Timing of the TA intervention (arrival and departure of TA participants

and length of the TA intervention) was not reported as inappropriate. it is assumed to have been satisfactory.

d. Consortium follow-up

Consortium follow-up was generally poor.

C. Impact of the WID TA Field Activities: Findings

1. Senegal

a. The WID TA project intervention No. 1: Intensive Agriculture Project/Garden Vegetable Production

The technical impact was minimal on the larger project, on host country agencies and the local SECID team, because intervention did not contribute any new technology or methodology to ongoing projects. The TA intervention did have an impact among male and female cultivators who participated in training sessions and demonstration plots in the villages because the technology was new and beneficial to them. During the planting season following the TA intervention, many cultivators started garden vegetable plots on their own initiative. Inasmuch as the TA implementation was well integrated into ongoing projects and effective, it contributed significantly to the long range success of the project. The lack of adequate funds for in-country transportation of the TA participant was perceived as the major problem imposing a considerable burden on local SECID resources.

b. The WID TA project intervention No. 2--Decision-Making Among Males and Females Regarding Agricultural Practices and Agricultural Credit

(1) Impact upon intended or unintended beneficiaries

There was only minimal impact upon the larger project and none on host country counterparts. The latter had only the vaguest idea about the nature of the intervention. Moreover, there was only minimal significant impact on the local SECID member whose ongoing project should have benefitted from intervention. The SECID supervisor only received a very rough, hand written, preliminary report. Perhaps the most significant impact was among the men and women beneficiaries surveyed since it raised their level of awareness concerning agricultural procedures (acquisition and use of fertilizers) and agricultural credit. There were no carry-over activities as a result of this TA intervention, and the TA intervention contributed only moderately to problems addressed by the local SECID supervisor. Some major problems were as follows: (1) the TA participant's poor language ability and (2) his failure to submit report on his work. Positive aspect: TA participant was very cooperative regarding changes of the TA intervention.

c. The WID TA project intervention No. 3--Small Ruminants Project

Because the TA intervention was not well implemented, the local SECID supervisor, host country officials and targeted population were very unhappy about the TA participant and the poor results of the TA intervention. However, despite this failure, two villages in the area initiated their own sheep and goat projects. It appears that the villagers were stimulated to do so by the "idea" of the TA intervention. The TA intervention did not really contribute to solution of identified problem. Its failure did, however, stress an existing need. In spite of poor execution, the theme of the TA intervention was deemed to be excellent and responsive to a felt need. One of the problems was in-country transportation for the TA participant, although it is uncertain why this happened since the TA participant was allocated a budget for it. Another problem was that the TA participant did not spend sufficient time in the village and was absent from the project area without justification. The TA participant's failure to communicate and coordinate with the host country officials and local SECID supervisor was also considered a serious problem and detrimental to proper execution of the intervention.

2. The Gambia

a. The WID TA project intervention No. 1--Small Ruminants Project

This intervention had good potential for making an impact on the larger project as it was designed to address the need for involving women in the small ruminants project. However, the potential was not realized for reasons that are not clear. The only impact was a recommendation made by the TA that women should be incorporated into the design of future small ruminants projects.

The impact on host country agencies was minimal because they did not get the benefit of the briefings and the final report. The impact on the target population was positive, albeit moderate, since it stimulated interest among women in two villages for sheep and goat projects. To date, there have been no carry-over activities but research results have great potential of benefiting AID, the Women's Bureau and the Department of Animal Health and Production, Small Animal Unit, all of which have small ruminant projects or project components.

b. The WID TA project intervention No. 2--Maize-Cowpeas Intercropping Project

The TA intervention could have had great impact, but did not because it was not well designed and executed. Many factors, most beyond the TA participant's control, were involved. Impact was minimal on local host country agencies. However, the impact was significant, but negative, on the target population because failure

of most experiments discouraged women from wanting to attempt maize-cowpeas intercropping.

The project did not engender any carry-over activities, nor did it contribute significantly to the introduction of maize-cowpeas intercropping among female Gambian cultivators, although it demonstrated the need for more research and testing.

The positive aspects of the intervention were that the TA participant was well qualified, well liked and worked diligently. Problems included lack of in-country transportation, local language interpreter funds and experimental seeds.

3. Other countries in the region

Overall the TA interventions were thought to be appropriate in terms of maximizing the integration of WID concerns into ongoing projects, but it is not clear, from questionnaires returned, how successful they were in contributing to the solution of identified problems. The TA interventions also had a moderate effect in raising gender issue awareness among Title XII project and USAID mission staff, as it did among host country representatives and male and female participant beneficiaries. The TA interventions did not, however, contribute significantly to carry-over activities in the ongoing projects, nor at USAID missions and host country agencies.

D. Impact of the WID TA Activities on Capacity Building for Gender Awareness in Development Programs: Findings

1. Impact on gender awareness

a. Consortia and participating US universities in Senegal and The Gambia

In Senegal, local SECID team members were similarly aware that the TA interventions were intended to address questions of women's participation in the larger ongoing project. The facts that the interventions were intended to raise gender issue awareness and encourage WID capacity building at all levels of project participation were not clear.

In The Gambia, CID team members were similarly aware that the TA interventions were intended to address questions of women's participation but that the interventions were intended to raise gender issue awareness and encourage WID capacity building at all levels of project participation was not always clear to them.

b. USAID Missions in Senegal and The Gambia

The USAID staff (project officer and WID officer) were highly conscious of the need to address WID issues in the implementation of the larger ongoing project in Senegal. However, the

TA interventions did not increase gender issue awareness or WID capacity within the local AID Mission.

In The Gambia, USAID staff (assistant agricultural officer and WID officer) were highly conscious of the need to address WID issues in the implementation of AID projects in general but not particularly in regard to the larger ongoing project--the Gambian Mixed Farming and Resource Management Project. The TA interventions did not increase gender issue awareness or WID capacity within the local AID Mission.

c. Host country counterparts (host country agency officials and project counterparts) in Senegal and The Gambia

Increase in gender issue awareness varied according to TA intervention in Senegal. In no case was WID capacity increased as a result of a TA intervention. Host country officials and counterparts involved in the agricultural TA intervention all claimed to be WID sensitive and stated that their gender issue awareness had increased as a result of the TA intervention. These were general statements that did not indicate how future project designs or implementations would be more WID sensitive. In the cases of the two other TA interventions there was no perceptible increase in gender issue awareness among host country officials or project counterparts, which is not to say that there was none before the interventions.

In The Gambia, there was no WID capacity building as a result of the two TA interventions although there was an increase in gender issue awareness among several host country officials and project counterparts. A host country project counterpart stated that she did not even know the meaning of the term WID before participating in one of the TA interventions. A host country agency official stated that he became more aware of the need to address women's needs in his own projects after contact with one of the TA interventions.

d. Participant/beneficiaries (target population) in Senegal and The Gambia

The target population was positively impacted as a result of the agricultural TA intervention in Senegal. As a result of the field demonstrations in crop protection, seed multiplication and intensive vegetable production participating cultivators (males, females and children) there was increased awareness that female agricultural needs should be addressed. The decision-making research intervention also increased awareness of women's needs for agricultural credit and technology inputs. The target population of the small ruminants project was disappointed with the apparent failure of the intervention but it has not been determined if gender issue awareness was positively or negatively impacted.

In The Gambia, the small ruminants intervention increased awareness among the target population (females) of the necessity to address women's needs concerning sheep and goat production.

The target population of the maize-cowpeas intercropping TA intervention were disappointed with the apparent failure of the intervention, but it has not been determined if gender issue awareness was positively or negatively impacted.

e. Conclusions for Senegal and The Gambia

(1) Senegal

WID capacity was not increased at any level (USAID, host country agencies, SECID team, host country project counterparts, or larger project target population) as a result of the TA intervention although some awareness may have been present prior to the intervention. Increase in gender issues awareness was minimal except in the larger project target population. For two of the three TA interventions the target population of male and female cultivators demonstrated a moderate increase in awareness regarding women's agricultural needs.

(2) The Gambia

WID capacity was not increased at any level (USAID, host country agencies, CID team, host country project counterparts, or larger project target population) as a result of the TA intervention. Increase in gender issues awareness was minimal except in the small ruminants TA intervention's target population (females). In two villages there was moderate increase in gender issues awareness regarding sheep and goat herding.

f. Other countries in the region

By and large, project participants responding to the TA questionnaires judged that there was minimal or no capacity building for gender awareness among consortia and participating universities, USAID missions, host country counterparts or participant beneficiaries. Increase in gender issue awareness was least at the levels of USAID missions or consortia and participating universities because they already had WID staff. It was minimal to moderate among host country representatives and participant beneficiaries. It should be noted that host country representatives and participant beneficiaries did not participate in the survey by questionnaires. The amount of WID capacity building and gender issue awareness attributed to them reflects the opinions of project participants interviewed.

2. Continuation of the WID TA Program

With only one exception, all those interviewed by the field evaluator in Senegal and The Gambia, as well as those in other participating countries in the African region that responded to questionnaires, stated that the WID TA program addresses a genuine if not universally recognized need, and should be continued. No one was entirely satisfied with the program as it is being implemented in

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the field. Their opinions and recommendations have been incorporated in Chapter II.E. of the main report.

E. Conclusions and Recommendations

1. Conclusions

Based on the field findings in Senegal and The Gambia, the overall conclusions are that two of the five WID TA interventions, the small-ruminant project in The Gambia and the intensive cultivation project in Senegal, were viewed as good by almost all parties concerned, especially intended beneficiaries. One project intervention, the intercropping project in The Gambia, encountered technical problems as a result of poor organization and communications between US consortium members and the consortium's field team. In spite of difficulties, the TA participant was well liked and her stay was extended (funded by the project) and she was able to contribute to another, related, WID component of the project. One TA intervention, the grinding mill project in Senegal, was completely redesigned after the original TA participant left the program. The new TA intervention, the agricultural decision-making study, was not well integrated into the ongoing project, or well executed. Unexpectedly, it did have some positive effects among intended participants. As a result of the decision-making survey concluded by the TA the women interviewees became more conscious of their role and their potential for participation in development. The fifth TA intervention, the small ruminant project in Senegal, was well designed and extremely well received, particularly among host country representatives and intended beneficiaries. It was not, unfortunately, successfully implemented. More specific conclusions are as follows:

- o TA interventions are most successful if they respond to a "real" need as perceived by host country representatives and project members. Proper identification of the TA intervention is of the utmost importance;
- o Good technical skills, including language ability, appropriate personal characteristics and a sound understanding of the WID TA program's objectives, especially as they related to gender issue awareness, are necessary for a successful TA intervention;
- o Good communications and coordination among all project levels (TA participant, consortia/WID, host project, campus/WID, USAID) are essential to the successful implementation of TA interventions;
- o None of the five TA interventions led to WID capacity building at any level of field project. Three of the five TA interventions did lead to moderate gender issue awareness among intended beneficiaries. None led to significant increase in gender issue awareness at other levels (USAID,

SECID or CID teams, host country agencies and project counterparts). There does appear, however, to be somewhat of a discrepancy between expressed SECID/WID and CID/WID TA program objectives and general, albeit informal, expectation objectives as they relate to the promotion of gender issue awareness; and

- o Knowledge of the WID TA program, its objectives and available resources, appears to be poor to only moderate at all in-country project levels (USAID, local consortium team, host government representatives and intended beneficiaries) before, during and even after the execution of the TA intervention.

2. Recommendations

Recommendations for improvements of the WID TA program are as follows:

- o SECID/WID and CID/WID should systematize their process of identifying TA interventions in order that there be a better fit between project needs and available TA participant resources;
- o SECID/WID and CID/WID should systematize their communications and coordination vis-à-vis all levels of the ongoing project;
- o SECID/WID and CID/WID should re-examine both expressed and intended, albeit informal, TA program objectives as they relate to the question of raising gender issue awareness, and, if appropriate, should more clearly and emphatically communicate the WID objectives of the WID TA program to TA participants; and
- o SECID/WID and CID/WID should more strongly publicize to project coordinators its program objectives (especially gender issue awareness) and the means to access its resources for specific activities.

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ATTACHMENT 1

List of People Contacted in Field

Persons Contacted in Senegal and Gambia

A. Senegal

1. Dakar

M. Camara	Directeur d'Agriculture, Ministere de Developpement Rural
Ronald Harvey	USAID, Deputy Agricultural Development Officer
Bob MacAllister	USAID, Casamance Regional Development Program Officer
Cheryl Nam	NCNW, Regional Coordinator
Francis Can Ngo	USAID Research Extension Liaison Specialist
Carol Tyson	USAID, Deputy Director

2. Ziguinchor

Thierno Ba	Agronomist, SOMIVAC
Samsidine Coly	Agent technique d'elevage, (ATE) PIDAC
Ibrahima Diamanka	Ingenieur des travaux d'elevage et des industries animales, PIDAC
El Hadji Mamadou Diallo	Zootechnicien, SOMIVAC
M. Diouf	Responsable de formation ITA (Ingenieur de travaux agricole)
Maimouna Lo Gueye	Responsable de Marachasse, PIDAC
Aby Gaye Sall	Responsable de Programme Transformation et Conservation des Fruits et Legumes, Volet Feminin, PIDAC

3. PIDAC

Samba Sall	Coordinateur d'Equipe de System de Production, ISRA
Kulumba Kamunga	Economist, ISRA
M. Bodian	Directeur, PIDAC
Fadel Diame	Macro-economist, ISRA

Persons Contacted in Senegal and Gambia (continued)

- B. The Gambia
1. Banjul
- | | |
|---------------------------|--|
| Tom Hobgood | USAID, Assistant Agricultural Officer |
| Safiatou Kassim-Singhateh | Gambian Women's Bureau, Executive Director |
| Isatou Njie | Gambian Women's Bureau, Deputy Director |
| Binta Sidibe | USAID, WID Officer |
2. Abuko
- | | |
|--------------|---|
| Glen Fulcher | Gambian Mixed Farming & Resource Management Project, Chief of Party |
| Oumar Jallow | Animal Health & Production Unit, Small Animal Unit, Animal Husbandry Officer |
| Neil Patrick | Gambian Mixed Farming & Resource Management Project, Agricultural Economist |
| Sandra Russo | Gambian Mixed Farming & Resource Management Project, Forage Agronomist |
| Marie Sambou | Gambian Mixed Farming & Resource Management Project, Women's Program Supervisor |
3. Serekunda
- | | |
|--------------|--------------------------------------|
| Sue McGrath, | US Embassy Self-Help Program Officer |
|--------------|--------------------------------------|

ANNEX 4

Regional Report for Belize,
Honduras and Latin America

ACKNOWLEDGEMENTS

This evaluator expresses his deep appreciation to the following persons: Margaret Membreno, WID advisor at USAID/Honduras, Paquita de Escoto, DEF project coordinator in San Pedro Sula, Honduras, Dr. Fred Mangum, SECID chief-of-party of the Belize Livestock Project, and Cliff Benson, Land O'Lakes project coordinator of the Macal Dairy Cooperative at San Ignacio, Belize, for their excellent cooperation. Special thanks to Dr. Mangum for having made so many facilities available.

Roberto Corpeno
Associate of Devres

ACRONYMS AND ABBREVIATION

CID	Consortium for International Development
HARP	Honduras Agriculture Research Project
LAC	Latin America and the Caribbean
NMSU	New Mexico State University
OEF	Overseas Education Fund
PVO	Private voluntary organization
SECID	South-East Consortium for International Development
TA	Technical assistance
USAID	US Agency for International Development
WID	Women in development
WIDO	Women in Development Office, USAID/Washington

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EXECUTIVE SUMMARY

Descriptions and Findings

The purpose of this evaluation as of the other regional evaluations is to assist PPC/WID in determining if it should continue funding the existing SECID/WID and CID/WID TA programs. These two programs have the following two objectives in common:

- o To establish an institutional base whereby women in development issues may become integrated into all phases of current and future AID projects; and
- o To initiate a program to provide technical assistance to AID funded projects through an international fellowship program.

Within the context of the above program directives, the field evaluation endeavored to assess the overall progress and effectiveness of the WID TA program in the field. Evaluation results regarding TA participants' effectiveness in raising gender issue awareness should be tempered by the presence of an ongoing discrepancy between expressed consortia WID TA program objectives and general, albeit informal, expectations of TA implementatic.. objectives on this issue.

The evaluator visited two WID TA project interventions in Belize: one that surveyed dairy production practices and milk consumption preferences, and another that assessed the economic feasibility of swine transportation and marketing. In Honduras, the two projects evaluated were research on intrapersonal and gender roles in subsistence farming systems and the development of a video for training in pig raising.

Of the four project interventions, the two in Belize were well received by everyone--project management and beneficiaries alike. The video project in Honduras was well liked by the local beneficiaries, but not as well at the level of project management or by other leaders dealing with women's issues. The other intervention in Honduras could not be judged by the the respondents since the final report had not yet been submitted.

Identification the WID TA needs on both Belizean Projects was done by the consortium representative in the field. The projects were clearly identified and fit the specific needs of the host projects. The identification of needs for the two Honduran projects could not be clearly determined: the TA participants themselves may have chosen the areas. They did not fit the respective host projects and resulted in great dissatisfaction for the coordinators of one of the projects.

Coordination and communication on the two Belizean interventions were skillfully conducted by the local consortium representative, who also provided ample information and communication at the various levels

of management and coordination which contributed greatly to the success of the projects. Communication and coordination were poor on the two Honduran projects and this caused dissatisfaction in the field.

Very little or no evidence was found of the participants' effort to raise WID gender issues awareness. With very minor exceptions, none of the respondents could remember having seen or heard the WID TA participants raise WID gender issues. The two scopes of work seen by the evaluator did not include the subject of gender issues (the local consortium representative was unaware of this objective), and the WID TA participants seemed to have forgotten what they had offered in their respective proposals.

Practically everyone interviewed, men and women, Americans or nationals, urban and rural, project coordinators and direct beneficiaries--were in agreement that the WID TA program should be continued.

Conclusions

- o Overall, the technical assistance provided by the WID TA project interventions was evaluated from fair to good, except for the research project in Honduras which cannot be judged yet since the final work has not been submitted. It may also turn out to be good;
- o The individual identifying the WID TA project interventions may not be so crucial as long as the intervention fits the host project well, and it fulfills one or more perceived needs within the larger project;
- o Coordination and communication of a WID TA project intervention at all levels is extremely important and the success of the intervention hinges upon the effectiveness of communication and coordination. Where communication and coordination are not good, the intervention has less likelihood of success; and
- o In the two countries visited, the need for raising the level of awareness on WID and gender issues was found to be great. Moreover, every time the evaluator brought the matter up in connection with the evaluation, most parties involved immediately recognized the need and implications for such programs, and then--on their own volition--asked the evaluator to recommend the continuation of the WID TA program.

Recommendations

Recommendations for improving the program are as follows:

- o Proposed WID TA project interventions must fit--or be made to fit--into the host/larger project. If changes are required at a later time, they should be discussed with the coordinators of the larger project;
- o Criteria for WID TA participant selection should be standardized and faithfully applied during the candidate selection process. In addition, the pre-selection and orientation process should focus more on raising and emphasizing WID concerns;
- o Matters of coordination and communication pertaining to any WID TA must receive special attention by the consortium WID coordinator. They can cause serious misunderstandings in the field if this is not done; and
- o USAID/WID and the consortia WID need to review carefully with the TAs the main objectives of the WID TA program in order to remove some confusion among the WID TA participants, particularly about the importance of WID issues, and of gender awareness --if this is now a desired goal.

A. Introduction

1. Purpose, procedure and scope

This report contains the evaluation of four Women in Development (WID) Technical Assistance (TA) project interventions executed in two Central American countries--Belize and Honduras. It is part of a wider evaluation conducted by Devres, Inc., on three continents under a contract with USAID/WID. Although this report lists all the WID TA projects funded in the Latin American and Caribbean (LAC) region, it does not purport by any means to evaluate all WID project interventions in the LAC region nor does it attempt to generalize from them. Based on the four project interventions examined, any generalization would be misleading. The selection of the two LAC countries--Belize and Honduras--was made directly by USAID/WID in Washington.

The purpose of this evaluation as of the other regional evaluations is to assist PPC/WID in determining if it should continue funding the existing SECID/WID and CID/WID TA programs. The SECID/WID and CID/WID programs have two primary objectives: (1) to establish an institutional base whereby women in development issues may become integrated into all phases of current and future USAID projects and, (2) to initiate a program to provide technical assistance to AID funded projects through an international fellowship program.

Within the context of the above program directives, the field evaluation's objectives were as follows: (1) to assess overall progress in increasing gender issue awareness at all levels of TA program participation (i.e., USAID, local consortia teams, host country agencies, TA participant, and among the target population of the AID ongoing project), (2) to assess WID capacity building at all levels of TA program participation, including increasing opportunities for Title XII faculty and students, especially women, to gain international development experience and address gender issues in project design and implementation, (3) to assess WID consortia management's role in identifying TA interventions and TA participants, and coordinating and following up activities with local consortia teams and host country representatives, and (4) to assess the extent to which AID funded projects have benefitted from the consortia WID TA program.

The procedure followed by the evaluator was agreed upon with the USAID/WID representative, Dr. John Hourihan, and was uniform for each of the three regions examined in the field studies, namely, the LAC region, West Africa, and Asia. An informal questionnaire was constructed for field use, for three different groups involved in the intervention process (1) AID Mission officials connected with the WID TA Project intervention and/or with the larger project for which the TA project intervention was intended; (2) host-country personnel connected with the larger project; and (3) counterparts and associates of the WID TA participant in the host country.

Prior to the departure for the field, several people connected with the WID TA project interventions were contacted, including the consortia WID coordinators and the WID TA participants who provided information on their work. Also all documentation pertaining to the WID project interventions, such as progress reports, agreements, etc., were collected and read before departure. An evaluative summary of the field trip findings is reported here.

2. Overview

Field questionnaires were sent to selected key personnel of the host projects in the LAC countries not visited by the evaluator but having WID TA project interventions. The number of questionnaires returned, however, was so low (two in total) that no legitimate generalizations can be made about the region as a whole on this basis.

The list of WID TA interventions in the LAC countries (including those evaluated) is as follows:

- o Belize
 - A survey of dairy production practices and milk consumption preferences was undertaken by Miriam Fordhan to gather baseline data on the members of the Macal Dairy Cooperative, under the auspices of the Southeast Consortium for International Development (SECID);
 - Swine production in the Toledo District undertaken by Georgia Bowser, involved an economic study on three options for transporting pigs to a major market in the country. This was also under SECID;
- o Bolivia: Community Development and Mothers Clubs of Bolivia was undertaken by Deborah Bender who wrote a strategy paper for further development of the Mothers Clubs under SECID;
- o Brazil: Women, work and infant mortality: The impact of industrialization and global economic interdependence was undertaken by Nancy Scheper-Hughes. It involved research on infant mortality with emphasis on the "selective neglect" hypothesis. It was done under SECID auspices;
- o Honduras:
 - Intra-personal and gender roles in subsistence farming systems was undertaken by Gordon Dean. It involved research in several Honduran villages, and was conducted under the auspices of the Consortium for International Development (CID);

-- A portable video of a small-scale livestock project for rural women was undertaken by Lynn Johnson-Dean who makes a video tape showing various phases of pig raising to be used for training. This was done under CID auspices; and

- o Jamaica: Women, migration and development in Jamaica was undertaken by Kevin M. Mutchler to study traditional spatial mobility patterns and their implications on the economic status of women in Jamaica. This was done under SECJD auspices.

B. Implementation of the WID (TA) Field Activities: Findings

This section contains the description and findings of the WID TA field activities in Belize and Honduras. In Belize, two "project interventions" were executed through SECID, and in Honduras, two project interventions realized through CID. The nature of the interventions, the way in which they were received by the various parties involved, the process by which the project interventions were identified, and matters of communication and coordination are briefly analyzed below.

1. Belize

a. The Belize Livestock Development Project

The Belize Livestock Development Project was the larger project to which WID TA "project interventions" were assigned. The livestock project is being implemented by the Ministry of Natural Resources with assistance from SECID. It comprises six major components: Swine, Dairy, Beef, Meat Processing, Agricultural Policies, and Procurement (of equipment). One of the two project interventions, "Project Intervention No. 1" (named as such for the purpose of this report because that was the order followed for the field trip) was assigned to the Dairy Component, specifically to the Macal Dairy Cooperative in the Cayo District. This Cooperative received assistance from Land O'Lakes Corporation. "Project Intervention No. 2" was assigned to the Swine component in the Toledo District.

b. Project intervention No. 1: A survey of dairy production practices and milk consumption preferences

Miriam Fordham, a graduate student from the University of Kentucky, was the WID TA participant assigned to the Macal Dairy Cooperative. Her work was placed under the general coordination of SECID country representative, Dr. Fred Mangum. Ms. Fordham's scope of work called for efforts to improve sanitation methods within the Macal Dairy Cooperative plus the following three major areas:

- o Determination of the extent of women's labor involved in dairy production and how improved sanitation practices would impact on women's labor;
- o Determination of who controls income from dairy production at the household level and how farmers would utilize increased income; and
- o Determination of which milk products were currently being consumed in Belize and what percentage of demand was met by local production rather than imports.

(1) Description

As the Dairy Cooperative was not yet in operation when Ms. Fordham arrived, she concentrated on conducting two household surveys rather than on sanitation. The first survey involved 17 out of the 27 farm members comprising the cooperative, and the second, 12 additional households from the community at large. Although the final report does not indicate how the two samples were drawn nor provide data on the socioeconomic characteristics of the cooperative participants, it does provide some baseline data on the cooperative's membership and information on several tasks performed by women in the house and on the farm. A shortcoming is that many of the results were quoted in percentages despite the fact that the total number of farms was well below 40--the minimum generally accepted for computing percentages. However, the various parties assisting the dairy project (Americans and Belizean government officials) were highly appreciative of the WID TA participant's contribution and found it quite satisfactory.

(2) Identification of the WID TA project intervention

Dr. Fred Mangum, SECID's chief of party for the Belize Livestock Project, identified the WID TA project intervention need for Ms. Fordham. His extensive knowledge of all the major projects being implemented in Belize and his personal acquaintance with project implementors, permitted Dr. Mangum to identify an appropriate area in need of technical assistance. He also facilitated the WID TA participant's work by introducing her to key individuals responsible for the larger project.

(3) Identification of the WID TA participant

The selection of the WID TA participant was done by SECID in the United States; everyone interviewed by the evaluator found her selection appropriate.

Three individuals, however, made some pertinent observations. One of them noted that the participant could have been "a little more ambitious" in pursuing her work. A second respondent noted that the participant "needed a little guidance in contrast to the other WID TA

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participant--who was already a PhD." A third one said that the participant "was in a stage of growth and development." But in all instances, they agreed that the participant was appropriate for the project.

(4) Communication, coordination, and timing

Dr. Fred Mangum assumed responsibility for the overall coordination of the participant's work. He placed the participant in contact with the appropriate project coordinators who in their turn recruited the assistance of many other individuals who helped the participant successfully accomplish her work. Consistently, most of the persons with whom the WID TA participant interacted felt that coordination and communication were good. The end result was a positive feeling among all parties.

The amount of time needed to complete the task seemed appropriate as nobody indicated that it was done in a hurry. The evaluator's general impression was that the time factor was not an issue in this project intervention.

(5) Consortium follow-up

Through Dr. Fred Mangum, its local representative, SECID has kept up-to-date with what has happened after the completion of the two "project interventions." His special position within the larger project and the fact that he resides in the country have much to do with this.

c. Project intervention No. 2: Swine production in the Toledo District, Belize

(1) Description

The second project intervention called for an economic analysis identifying which of three means of transporting pigs from Toledo District to Belize City was most economic for swine marketing. Dr. Georgia W. Bowser, a PhD in business administration and chairperson of the Department of Business Administration at the North Carolina Agricultural and Technical State University, was chosen to provide the specific technical assistance.

Dr. Bowser's original proposal was geared towards a swine project for Indian women, but her revised scope of work was limited to the economic analysis of alternative means of pig transport. It read as follows:

"The grantee will travel to Belize to provide assistance and perform under the supervision of SECID's Livestock Development Project personnel. The areas of assistance are: (a) to develop a cost analysis of alternative methods of transporting hogs from the

Toledo District to market in Belize City; and (b) to prepare an operational and financial plan for at least three alternatives:

- o The present system of assembly of live hogs by private truckers working the villages and hauling in small lots over 150 miles of very poor roads;
- o The use of a small slaughtering plant in Punta Gorda and shipment of carcasses by refrigerated truck to Belize City; and,
- o Assembly and shipment of live hogs by barge."

The final report of the WID TA participant discussed each of the three options. No clear-cut recommendation was made as to which option was the most feasible. The interpretation accepted by all parties was that no option was economically viable. A major concern raised by the report was the poor quality of pigs raised in rural Toledo although it suggests that "the Toledo District has the potential to supply a substantial volume of hogs" (page 18). With the exception of one person interviewed, all parties involved with the Belize Livestock Project, whether Americans or Belizean government officials, were very pleased with the participant's technical assistance.

However, the evaluator found some misunderstanding in the field that Dr. Bowser's report had contributed to the termination of the swine project for Indian women even though her analysis did not specifically address this project as it was not part of her revised scope of work.

(2) Identification of the WID TA project intervention

Dr. Mangum identified the WID TA project intervention for Dr. Bowser. His extensive knowledge of all major projects in Belize, as well as his personal acquaintance with the parties involved, helped Dr. Mangum to identify an appropriate area in need of technical assistance.

(3) Identification of the WID TA participant

In the opinion of those interviewed who had interacted with the WID participant and who had major responsibilities with the larger project, the selection of Dr. Bowser could not have been better. Her professionalism was highly praised.

(4) Communication, coordination, and timing

Again, Dr. Mangum was responsible for the overall coordination and communication at various levels of the WID TA participant's activities. The quality of his work was reflected in the smoothness with which the project intervention was executed.

(5) Consortium follow-up

Dr. Mangum was well informed about what had happened after the project intervention. He has been instrumental in keeping alive at the USAID Mission the promise to replace the Indian women's project whose termination was incorrectly associated with this project intervention.

d. Conclusions for Belize

The two project interventions executed in Belize were found to be highly satisfactory both by Americans and Belizean Government officials involved in project coordination. In each case the technical assistance provided was considered to have fulfilled a felt need. The selection of the two WID TA participants was also considered appropriate. The coordination of the participants' main activities and the communication needed at different levels within the larger project were also handled skillfully by Dr. Mangum.

2. Honduras

a. Project intervention No 1: Intra-personal and gender roles in subsistence farming systems of Honduras

Project intervention No. 1 proposed to research "intra-personal and gender roles in subsistence farming systems of Honduras," and was originally intended to serve the Honduras Agricultural Research Project (HARP). HARP was a USAID project coordinated by CID through New Mexico State University (NMSU). Its main purpose was to conduct research on grains for the Department of Agricultural Research of Honduras' Ministry of Natural Resources. HARP, however, was never fully involved with the WID TA project intervention. Dr. Charles Ward, CID's chief of party in Honduras, claimed he was not aware that this project intervention was supposed to be under his coordination, nor had he ever heard of Dr. Helen Henderson, the CID/WID project coordinator.

(1) Description

Charles Gordon Dean, a PhD candidate from the NMSU, was the WID TA participant responsible for this project intervention, which was not technical assistance per se, but research to obtain "intrafamilial information on farming activities." This information had not been gathered by two previous surveys recently completed by HARP in the province of Yoro. The findings were aimed at helping to integrate women into future agricultural projects.

Based on the interim report submitted by Mr. Dean, and on the reports on his activities in the field provided by several of the villagers interviewed, his final report will provide valuable information on the role of women in subsistence farming systems among several Honduran ethnic groups.

(2) Identification of the WID TA project intervention

There was no information in the field on how this WID TA need was identified. Based on the TA's original proposal and conversations with several people involved in the project intervention, it appears that Mr. Dean himself originally identified this particular need when he was serving as the technical backstop for HARP NMSU. Other members of HARP and professors at NMSU recommended his proposal for a WID TA fellowship, and this was eventually attained through the CID Project Coordinator, Dr. Helen Henderson.

(3) Identification of the WID TA participant

Questions about how the WID TA participant and his appropriateness was identified yielded mixed answers in the field. Several of the respondents reluctantly answered the question; others indicated that they could not give an answer because they had not yet seen his final report; others said that they did not know for sure what the participant was supposed to do in Honduras; two people indicated that he was probably well qualified professionally but that they had not yet seen his final work.

In the villages visited by the evaluator, on the other hand, the respondents had a very good opinion of both Mr. Dean and his wife. They were viewed as hard workers and many people asked to be remembered to the Deans.

(4) Communication, coordination, and timing

The lack of communication between CID/WID and CID/HARP caused misunderstanding and ill-feeling about this project intervention. No one in the host country, either in USAID or in other project complements, including the CID chief of party, seemed to have a clear picture of the need for the TA intervention. The WID TA participant was left mostly to his own devices and his work was not well integrated into the project. Several people interviewed felt that the TA intervention had been imposed upon them and that they had insufficient information about it and little or no involvement in it. One of the respondents at USAID said, "I don't mind if an idea comes from Washington--I am ready and willing to take any idea, but I need to know in what way that idea or technical assistance is going to help me in my projects."

In effect, the project intervention lacked a coordinator who understood the need for the proposed services and could act as its advocate in the field. The local CID/HARP representative, probably could have fulfilled this role as Dr. Mangum had done in Belize. The lack of coordination and poor communication were also problems in the implementation of this project intervention.

The evaluator received no comments with respect to the amount of time needed for the execution of this project intervention.

(5) Consortium follow-up

There was some evidence that CID had done follow-up work, but not enough to correct the problems that arose.

b. Project intervention No. 2: A portable video of a small scale livestock project for rural women

Project intervention No. 2 was intended to serve a piggery project run by women. It proposed to make a video tape showing women raising pigs at different stages of the project as a training device. It was part of a larger piggery project run by a group of women under the coordination of the Overseas Education Fund (OEF)--a PVO working in conjunction with the Honduran Ministry of Natural Resources in the western region of the country. When the proposed technical assistance for this project began, the piggery was in its early stages, and the proposed technical assistance did not really fit the needs of the project. This circumstance subsequently created other problems for the TA intervention.

(1) Description

Lynn Johnson-Dean, a graduate student from the NMSU was the WID TA participant in charge of this project intervention. When the WID TA was approved, the women's project was in its early stages. The coordinator of the project was away, and therefore the filming took place at the piggery of a veterinarian. A video tape was completed and shown to several people. The equipment used was that of NMSU, where the participant was doing graduate work. A final report was submitted, but no copy of the video tape was included.

When the evaluator visited the office responsible for the coordination of the larger project in San Pedro Sula, Honduras, they were still waiting for a copy of the video tape. The reaction of those interviewed who had seen the final product was mixed. Among their complaints were: (1) the main actor was a man instead of women; (2) the woman who appeared in the video tape played an almost subservient role which was considered negative for a project that was struggling for fully integrating women into the process of development; and (3) the man in the video tape had used many technical terms that could not be understood by the members of the project. A few people thought the video tape was good but when asked about the complaints stated above, they admitted they had not thought of those implications.

The reaction among the village women who owned the pig project and for whom the video tape was intended was quite different. All those interviewed who had seen the video said it was great. "It is not the same to read a piece of paper as to see a woman do things as she is

talking," commented the previous president of the group. "When are we going to have our own copy?" asked another member.

When the evaluator asked if they had understood everything shown in the video tape, most of them said they had. He then mentioned that some people in San Pedro Sula thought the video tape had used too many technical words that they could not possibly understand. The immediate reply of one respondent was: "You might not believe this, but some of our friends in San Pedro Sula who help us sometimes think that because we are rural we are not intelligent. One thing is being rural and another not to have a head to put things together. More than a couple of times we have felt offended. Of course, we know they meant no harm and we still like them very much."

(2) Identification of the WID TA intervention

The proposed WID TA candidate wrote (or telexed) the project coordinator of the women's piggery at San Pedro Sula asking her to write to USAID in Tegucigalpa recommending the making of the video tape for the women's project. Both women had met before at the NMSU campus, and based on this acquaintanceship, the project coordinator acceded to the request after establishing that certain conditions should be met.

Subsequently, the project coordinator had to leave the country, and while she was away, several of the conditions could not be met. Therefore different arrangements had to be made. Some village women who were not involved in the piggery complained that the TA participant asked questions about family planning which they felt were not her concern. The combination of all these factors resulted in a series of misunderstandings, a breakdown in communications, apprehension about possible consequences for the women's project, hurt feelings, and protests to the USAID mission in Tegucigalpa.

It is quite possible that a great many of these problems could have been avoided if the CID local representative had been involved in the process of incorporating the WID TA into the larger project. The idea of the video tape was acceptable, but no special effort was made to fit it appropriately into the larger project, nor were the other conditions set specifically by the project coordinator taken into account.

Perhaps a lesson to be derived from this experience is that any project intervention originally developed from outside a project must be fully adjusted to the project and special attention must be given to its possible effects upon the host project. The consortium's local representative in the host country can facilitate the task.

(3) Identification of the WID TA participant

The answer to the question of whether the participant had been selected appropriately for the proposed assistance was affirmative, especially in the village and to a large extent in the city of San Pedro Sula. In the capital, most of the persons interviewed knew very little about what the participant had done.

(4) Coordination, communication, and timing

Again matters of coordination and communication were crucial to this project intervention. From the beginning there was not enough coordination and communication between CID/WID and the larger project. Though the idea of using the video tape as a means of communication/training was highly valued by the intended beneficiaries, the implementation was detrimental to the host project.

There was no coordination or communication at all between CID/WID and CID/HARP, especially with the chief of party who was still in Honduras and whose contacts and influence could have probably benefited the participant. There was not enough coordination/communication between CID/WID and the USAID mission, and consequently several people at the mission did not know how to handle the project nor what to do with it. Some of them, like others in San Pedro Sula, thought the two WID participants had probably found a convenient way to have an extended vacation in Honduras.

Finally, there was not enough communication between the participant and the other institutional components of the larger project. Some of the changes made to the original WID TA project intervention, such as using a different cast, should have been at least talked over with the representatives of the host project before going ahead. And, at the end of the project, at least one or two copies of the video tape should have been made available--one for the intended beneficiaries, and another for the larger project. According to some of the respondents, they knew at least one or two people in whose homes they could run the video tape.

(5) Consortium follow-up

Some follow-up has been done, not by CID/WID, but by CID/HARP. At least one or two members of the original CID/HARP, though not directly related to this project intervention, have been aware of some of the difficulties that occurred in the field in connection with it.

d. Conclusions for Honduras

Judgment on the success of the first project intervention was withheld by both Americans and Hondurans interviewed in Tegucigalpa. Most of them said they knew very little or nothing about the participant's activities. Actually, since the participant's

final report had not been submitted, nor had the participant shared any of his preliminary findings with them, they had very little to say. At the village level, those interviewed were not in a position to judge the participant's final work. Nevertheless based on his interim report, project proposal, a telex sent to AID/Honduras on January 28, 1986, and the villagers' reports on his field activities, this intervention may turn out to provide significant findings on WID gender issues.

The second WID TA project intervention was considered a success by the intended beneficiaries. They liked the video tape as a way of self-training on pig-raising techniques, and now they want more. At the city level of project coordination, the project intervention received mixed appraisal. Had the project intervention been better coordinated and had it incorporated the recommendations of the project coordinators, the outcome would have been even more impressive. At Tegucigalpa, very little was known about the project. Some of the people interviewed had little to say about it, since they had not seen the final product nor were they familiar with the reactions toward the use of the video tape by the intended beneficiaries.

Both project interventions lacked proper coordination and communication, and as a result, the two participants became trapped in a series of serious misunderstandings with the managers of the other components of the larger projects. Greater cooperation between CID/WID and CID/HARP in Honduras may have ameliorated the tense situations that arose in the field. At that time, however, neither CID/WID nor CID/HARP was aware of the other's existence.

C. Impact of the WID TA Field Activities: Findings

This section discusses the findings on the impact of the WID TA project intervention. It should be understood that a three-month project intervention in a larger project cannot be expected to have any dramatic or lasting effect on the host project. It is within this context that the following statements are made.

1. Belize

a. A survey of dairy production practices and milk consumption preferences

The work of the TA participant was directed specifically at the Dairy Cooperative. The WID TA participant's contribution was far deeper. Prior to the project intervention very little seemed to be known about the work of women in the house and around the farm except for the obvious--cooking, raising children, and doing laundry. But, according to one observer, Mr. Cliff Benson, the local representative of Land O'Lakes and the dairy coordinator, the TA participant's work helped him "gain a better understanding of the role that women play on the farm and with cooperative members." When asked whether the

WID TA activities had affected his views on project design and implementation, his reply was "yes."

b. Swine production in the Toledo District, Belize

The technical assistance provided in this project intervention was aimed at deciding which of three pig transportation means was the most economic. The TA participant's economic analysis discussed the pros and cons of the three options, but it did not make any specific recommendation. Everyone who had read the analysis paper praised the study.

Neither carry-over activities nor contributions to the solution of the identified problems were cited as a result of this project intervention. The general consensus was that the participant provided very much needed technical assistance, for which the project coordinators were pleased.

2. Honduras

a. Intra-personal and gender roles in subsistence farming systems

Judging from the WID TA participant's interim report and reports of his activities in the villages where he did his research, Mr. Gordon Dean is likely to provide valuable information on the role of women in subsistence farming systems. This will help integrate women into the design and implementation of future agriculture and rural development projects in Honduras. The final judgment, of course, can only be made when his report becomes available.

At this time the evaluator can not address carry-over activities resulting from this project intervention. If any, they will come from the presentation of his report.

b. A portable video of a small scale livestock project for rural women

The impact of this project intervention was mixed. One of the original assumptions, that use of a video tape showing different aspects of pig raising could be an effective means of horizontal communication, was proven to be right. Several respondents, both within and outside the women's piggery project, expressed satisfaction with the pilot project and recommended and requested that more should be done. The participant, however, should seek to appease some of the dissatisfaction that arose from her failure to send copies of the video to the project women by making one or two copies (paid by WID/Washington) of the video tape and sending them to Honduras to the appropriate parties.

D. Impact on Capacity Building for Gender Awareness in Development Programs

1. Impact on gender awareness

Very little evidence was found in all four WID project interventions of the WID TA participants' efforts to raise WID and gender awareness. All persons interviewed, especially those who had interacted with the participants in more than one capacity, were asked whether they had had the chance to discuss WID and gender issues. All but three said no. When they were asked if they knew whether the participants had discussed WID and gender issues with other people, the answers were still "no." However, these findings should be assessed in the context of an ongoing discrepancy between consortia WID TA program objectives as originally specified and the general informal expectations currently prevailing on the role of TA participants in raising gender awareness issues. The more serious shortcoming is the discovery that WID issues were seldom raised.

The basic reason for this failure appears to stem from the following:

- o Insufficient information about the WID TA's main objectives. Both WID/Washington and the consortia/WID need to clarify and stress the gender awareness objective; and
- o Confusion with the scope of work (in Belize only) of the specific technical assistance to be provided to the larger project. Notwithstanding that the participants had proposed to work on WID related issues, after they received the new scope of work, WID and gender issues were forgotten.

In the case of the first intervention in Belize, a male respondent said that, as far as he knew, the TA never discussed WID issues with anybody. He said: "But her mere presence in one of the Dairy Cooperative Board meetings influenced the outcome of a proposed resolution. A male member proposed that the new manager that was going to be hired should be a man. But because the participant was present and was a woman, other members strongly opposed the motion."

In the case of the second intervention in Belize, a female respondent said, that they had discussed WID issues extensively. She said, "As a matter of fact, she [the participant] contacted a US organization to help me attend the women's international congress held in Kenya last year." In Honduras, a member of the village women's pig project said "sometimes she [the participant] told us that we [women] must look to our own interests first." The respondent, however, could not remember more on the subject. But aside from these few instances, raising the level of WID issues awareness did not seem to have received much attention from the WID TA participants. Had the TA's formally or informally raised WID issues, they would have had rewarding experiences. When the evaluator experimented with raising gender

issues with respondents during the evaluation it usually generated greater interest among both males and females. As an illustration, the evaluator took a project known to the respondent and then applied three major sets of questions suggested by the WID Framework for Project Analysis (See Catherine Overholt, et al., "Women in Development: A Framework for Project Analysis" distributed by WID/Washington):

- o Who does.... (a list of main activities);
- o Who has access to... (another list of items); and
- o Who has control of... (another list of items)?

In Belize, for example, responses to these questions by the Maya Ketchi Indians revealed:

- o Women feed and take care of the pigs;
- o Men bring the corn/feed for the pigs;
- o The extension agents train the men about feeding and caring for the pigs;
- o In some instances the extension officer also neuters/cas-
trates the hogs--males or females;
- o Men and only men sell the pigs; and,
- o Men--according to most respondents--generally keep the money, although some said that both (the man and the woman) decide how the money should be spent.

When the extension agents who worked with the Maya Ketchi Indians were confronted with the information on male/female labor participation, it did not take them long to recognize the inconsistencies in their work. For example, they trained men for work usually done by women. The reasons given for these inconsistencies were also revealing ranging from general "practice" to the response that "among the Ketchis the man wears the crown." One respondent offered a useful suggestion: "We actually need trained women to work with the Ketchi women. We deal more with the men because it is easy for us to relate to them. In fact, we have requested in the past for trained women as extension officers but so far we have not gotten any."

In short, it appears that the four WID participants missed a good opportunity for what could have been interesting and rewarding discussions on WID and gender issues across different cultural/ethnic groups. In addition to their contribution in their specific technical assistance provided, they could have enriched others and themselves by uncovering invaluable information on gender issues. USAID/WID and consortia/WID undoubtedly should review their communication of the importance of gender issues as an integral part of the TA intervention program.

2. Continuation of the WID TA program

With the exception of one person who hesitated before answering yes, all those who were asked if the WID TA program should be continued, responded with an emphatic "yes". It did not matter whether the respondent was male or female, urban or rural, American or Honduran --all gave several reasons for the continuation of the program. In the case of Honduras, however, the respondents stressed that there ought to be better coordination between the consortia/WID and USAID and the appropriate project coordinators of the host-country government.

The respondents' arguments underlined the need for integrating women in a more meaningful manner into the process of development. A woman said "Even here at AID we have males that consciously or unconsciously overlook the role of women in development. They seem to be oriented to a world of males made for males but a program of this nature helps us all remember the role of women in development."

At the rural level, several Mestizo women both in Belize and Honduras, pointed out that the local "macho culture" prevented them from helping to increase their family income by confining them to the traditional women's role, but that a WID program that contributed to changing male views on the subject would be beneficial. These views were supported by an agricultural officer with extensive experience with Indians (Mayan Ketchi and Mayan Yucatec), Caribs (Garifuma language), and Mestizos, said: "We need this type of program to raise the level of awareness of WID gender issues. Most duties, particularly those concerned with money, are carried out in Belize by males. We need to involve women for more home income generating." Then he added, "Traditionally all over Belize country the male was always the boss. With the creation of the [Belize] Women's Bureau and the women's lib movement women are now beginning to take a more active role in areas that once were considered the males' domain."

In both Belize and Honduras, there are strong women's movements. Their leaders also endorsed the need for continuing the WID TA program. One of them said, it helps women "become aware of their importance in the development of their country, and assists them in making positive decisions."

But perhaps the strongest argument comes from the statistics themselves. Nationwide in Belize, for example, there are marked differences in the participation of women in the labor force (15 years and older). While in Belmopan, the capital of the country, women in 1980 comprised one-third (33.6 percent) of the total labor force, in rural Toledo (where one of the WID TA project interventions was assigned), the participation of women in the labor force was only 6.1 percent, as can be seen in the last two columns of Table 1. In other words, notwithstanding the 40 years of work in development around the world, there are many communities in which efforts to integrate women into development still have a long way to go.

TABLE 1: WORK FORCE (15 YEARS OLD AND OVER) IN BELIZE
BY SELECTED DISTRICTS AND SEX

	POPULAT. (15-Over)	% EM- PLOYED	% JOB SEEKING	% HOME DUTIES	% OTHER	:	TOT WORK FORCE	% WORK FORCE
<u>Toledo District</u>								
Males	2,703	88.1	2.7	0.3	8.9	:	2,381	89.3
Females	2,916	10.1	0.2	83.0	6.7	:	284	10.7
						:	2,665	100.0
Punta Gorda (Urban)								
Males	502	76.5	2.0	0.2	21.3	:	384	71.5
Females	617	14.8	0.2	83.0	2.0	:	153	28.5
						:	537	100.0
Toledo Rural								
Males	2,201	90.7	2.9	0.3	6.1	:	1,996	93.9
Females	2,199	5.9	0.2	90.2	3.7	:	130	6.1
						:	2,126	100.0
<u>Cayo District</u>								
Males	5,793	83.3	3.2	0.6	12.9	:	4,826	81.0
Females	5,824	19.4	0.7	71.4	8.5	:	1,130	19.0
						:	5,956	100.0
San Ignacio (Urban)								
Males	1,274	72.8	5.4	0.5	21.3	:	924	76.6
Females	1,504	18.8	1.6	69.8	9.8	:	283	23.4
						:	1,207	100.0
Cayo Rural								
Males	3,708	87.9	2.4	0.7	9.0	:	3,259	86.1
Females	3,471	18.1	0.4	78.7	2.8	:	524	13.9
						:	3,783	100.0
<u>BELMOPAN (Capital)</u>								
Males	811	78.7	3.7	0.2	17.4	:	638	66.3
Females	849	38.2	0.6	44.9	16.3	:	324	33.6
						:	962	100.0
<u>ALL BELIZE</u>								
Males	39,626	81.9	3.8	0.5	13.8	:	32,454	79.9
Females	38,570	21.2	0.9	64.4	13.5	:	8,177	20.1
	78,196					:	40,631	100.0

SOURCE: Belize 1980 Population Census, SUMMARY TABLES, Statistical Office, May 1980.

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E. Conclusions and Recommendations

1. Conclusions

Based on the field findings in Belize and Honduras, the overall conclusion is that three of the four WID TA project interventions were viewed as good or very good by the intended beneficiaries. One of the three had a mixed reception at the level of project coordination, in the urban areas, but at the level of the intended beneficiaries, it was very much appreciated. Very little can be said at this time about the fourth project intervention as the participant has not yet submitted his final report. However, the WID TA participant researched important gender roles in subsistence farming systems that when published will likely make a significant contribution. More specific conclusions are as follows:

- o The likelihood of success of a TA intervention is enhanced if it fits a "real" need in the host country and project and has an advocate in the field;
- o The likelihood of success of a TA intervention is enhanced if communication and coordination are good at all levels of project coordination: consortia/WID, host project, campus/WID and USAID;
- o The likelihood of success of a TA intervention is enhanced if the TA is well-qualified technically and has the appropriate language skills, personal characteristics and understanding of the WID TA program's gender awareness objectives; and
- o Little or no evidence was found that any of the four WID TA participants undertook any significant effort to raise WID or gender awareness issues though at least the WID concerns should have been one of their major objectives.

2. Recommendations

The following recommendations follow from these conclusions:

- o Proposed WID TA project interventions must fit--or be made to fit--into the host/larger project. If changes are required at a later time, they should be discussed with the coordinators of the larger project;
- o Criteria for WID TA participant selection should be standardized and faithfully applied during the candidate selection process. In addition, the pre-selection and orientation process should focus more on raising and emphasizing WID concerns;

- o Matters of coordination and communication pertaining to any WID TA must receive special attention by the consortium WID coordinator. They can cause serious misunderstandings in the field if this is not done; and
- o USAID/WID and the consortia WID need to review carefully with the TAs the main objectives of the WID TA program in order to remove some confusion among the WID TA participants, particularly about the gender awareness issue.

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ATTACHMENT 1

Persons Contacted in Belize and Honduras

BELIZE

Hon. Basilo Ah	North Toledo representative
Antoniette Audinette	Former landlady of a participant
William Bakka	Peace Corps member assigned to the Macal Dairy Cooperative
Cliff Benson	Dairy project coordinator under Land O'Lakes
Dorla E Bowman	Director, Women's Bureau
Estelita Boyton	Former neighbor of one of the participants
Ismael Cal	Extension officer, Cayo District
Gilbert Canton	Officer, Home Economics Office
Lorna Cayetano	Welfare officer, Home Economics Office
Vicente Chen	Extension agent, Toledo District
Filiberta Choc	Mayan Ketchi neighbor in Toledo Rural Community Health Services
Francisco Chu	Mayan Ketchi neighbor residing in the Laguna Village
Jose Coc	Alcalde of the Ketchi people at the Laguna village, Toledo District
James (Jim) Corven	Director, Cocoa Project
Douglas Dooling	Peace Corps member assigned to the Belize Cocoa Project
Elvira Duarte	Home economics officer
Barbara Ellington	Acting assistant agricultural development officer, USAID mission
Cynthia Ellis	Works in a non-governmental women's organization

Persons Contacted in Belize and Honduras (continued)

Zoila Ellis	Lawyer and community leader active on women's affairs
Ralston Flowers	Agricultural officer, Toledo District
Dalbert Gish	Peace Corps member, pottery instructor
Liborio Gonzalez	Chief agricultural officer, Ministry of Natural Resources
Mary Gram	Peace Corps member assigned to Department of Social Services
Alicia Harrison	Senior home economics officer
Marla Holder	Officer in Charge of Central Farm
Cayetano Ico	Community leader and Secretary of the Women's Chicken Project at Laguna
Kimball Kennedy	PDAP Advisor, USAID mission
Melva & Bill Kohrs	Dairy farmers from Minnesota under new "Farmer to Farmer Program"
Dr. Fred Mangum	Chief of party, SECID Belize Livestock Project
Edwin Martinez	Extension officer, Toledo District
Rene Montero	Livestock officer, Central Farm
Araceli Paredes	Manager of the family meat shop; member of the Macal Dairy Coop
Alexander Parham	Farmer and hog dealer
Harold Parham	Leader of Pasture Research Program at Central Farm
Dr. Balmore Silva	Principal veterinary officer, Ministry of Natural Resources
Mike Spat	Community leader in Punta Gorda
Mellen Tamanly	GDO/WID advisor, USAID Mission

Persons Contacted in Belize and Honduras (continued)

David Tzul	Extension officer/agent
Vera West	Community leader active on women's affairs
Alyn Willmore	Agricultural development officer, USAID Mission
<u>HONDURAS</u>	
Berta Alvarado	President, Women's Pig Project at La Nueva Jutosa
Adrian Avila	Next door neighbor of Deans at the Nueva Jutosa village
Rosa Brunn	Sociologist and assistant manager at USEPA, American Embassy
Rebecca Bunnell	Peace Corps member assigned to local pig project
Mario Bustamante	Consultant on farming systems, weed control/agricultural researcher
Patrocinia Cid	Former president, Women's Pig Project at the Nueva Jutosa
Herminia Claros-jobel	Vice-President of village women's pig project at Caraos
Francisca de Escoto	Project Coordinator of Women's Pig Project, Overseas Education Fund
Dr. Roberto Gamez-panchame	Veterinary, general manager of family firm
Juana Herrera	Neighbor at the Nueva Jutosa
Jose Herrero	Advisor at FOPRIDEH
Luisa (Licha) Iglesias-avila	Neighbor of Deans at the Nueva Jutosa village
Margarette Membreno	Private sector programs officer, WID liaison at USAID Mission

Persons Contacted in Belize and Honduras (continued)

Maclovia Munoz del cid	Treasurer, Nueva Jutosa Women's Pig Project
Richard Owens	Rural development officer
Gerardo Reyes	Host-country counterpart of the WID TA participant
Curt Rockman	Project officer, USAID Mission
Gordon Straub	Deputy agricultural development officer, USAID Mission

On raising gender awareness in the public indicated, the findings are not very positive, as this is a more difficult area to address than the question of bringing a WID-sensitive approach to a particular project, although that is not easy either. The question of whether to require the program to effect a deep modification of projects, and a marked change in peoples' thinking on women is one for prolonged debate. As one person remarked, "No agency has been able to achieve this--not USAID, nor any other national or international agency--so why should a program designed to give short-term experience be expected to do all this?" How so illusive a process as "increasing gender awareness" would be measured is yet another question.

ANNEX 5

Regional Report for Indonesia and Asia/Near East

ACKNOWLEDGEMENTS

The evaluator for the Asia/Near East region's field activities appreciates the generous help and attention given by the University of Kentucky, Sriwijaya University, USAID/Indonesia, and other personnel involved in the Western Universities Agricultural Education Project in Indonesia. In addition, many other persons around the world were very helpful--filling out questionnaires sent them, consenting to interviews, and providing valuable comments on the WID TA programs. The evaluator would also like to thank the other members of the evaluation team for their assistance and support.

Allen G. Turner
Associate of Devres

ACRONYMS AND ABBREVIATIONS

CID	Consortium for International Development
CoP	Chief of Party
FSR	Farming Systems Research
RCUP	Resource Conservation and Utilization Project
SECID	Southeast Consortium for International Development
TA	Technical Assistance
UK	University of Kentucky
UNSRI	Sriwijaya University
USAID	US Agency for International Development
WID	Women in Development
WUAE	Western Universities Agricultural Education Project

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EXECUTIVE SUMMARY

Description and Findings

The purpose of the Women in Development (WID) Technical Assistance (TA) evaluation is to assist the WID office of the Bureau of Policy and Program Coordination (PPC/WID) in determining if it should continue funding the existing WID TA Programs being carried out by the South-East Consortium in International Development (SECID) and the Consortium in International Development (CID). These two programs have the following two objectives in common:

- o To establish an institutional base whereby women in development issues may become integrated into all phases of current and future AID projects; and
- o To initiate a program to provide technical assistance to AID funded projects through an international fellowship program.

Within the context of the above program directives, the field evaluation endeavored to assess the overall progress and effectiveness of the WID TA program in the field. Evaluation results regarding TA participants' effectiveness in raising gender issue awareness should be tempered by the presence of an ongoing discrepancy between expressed Consortia/WID TA program objectives and general, albeit informal, expectations of TA implementation objectives on this issue.

The present report evaluates field activities in the Asia and Near East region, as part of an overall evaluation report for the WID TA programs. It assesses:

- o Progress in increasing gender awareness and opportunities for Title XII faculty and students, particularly women, to gain overseas experience;
- o The role of consortia WID management; and
- o The extent to which AID projects have benefitted from the consortia WID TA Programs.

The Asia and Near East WID TA activities account for almost half of the 50 WID TA participants. At the time of the present evaluation (February 1986), 18 WID TA participants had completed field activities on eight consortia or member-university projects in Indonesia, Nepal, Sri Lanka, Pakistan, India, Egypt, and Jordan. Five additional participants were in or preparing to go to Thailand, Sri Lanka and Yemen.

Conclusions

- o WID TA field activities were most successful when they met a well-defined and clearly perceived need--of the host country

or of the project. Involvement of host country personnel--either directly or at least through the larger project's field personnel--is an important aspect of need identification. Poor clarification of the objectives of and resources needed for the WID TA field activities has generally resulted in the participant being seen as a burden rather than a resource;

- o The most successful WID TA participants have generally been those highly qualified in all of three key areas--technical skills, personal characteristics, and a genuine interest in and understanding of gender issues;
- o Field activities have been most successful where strong linkages have been formed among a variety of key actors. Especially important is the linkage between the consortia WID representatives (on-campus or at the headquarters) and the in-country project field teams; and
- o Impact on gender awareness has been generally limited to those individuals who had day-to-day contact with WID TA participants committed to increasing gender issue awareness. The greatest and widest impact on host country and US field staff has resulted from the activities of WID TA women who have served as effective role models for professional women of the host country.

Recommendations

- o The WID TA program directors should give increased attention to becoming better acquainted with specific projects--identifying needs and effective means of working within them;
- o As part of this effort, the WID TA program directors should better publicize their own activities, acquainting USAID and field project staff with specific ways the WID TA program has proven itself effective in other projects;
- o Additional WID TA field activities should be planned strategically, for example, in projects which have previously hosted well-received activities; and
- o The criteria for selecting participants should be applied more rigorously and uniformly. Once selected, participants should be given appropriate orientation in the culture and language of the project site in which they will be working. Gender issues should be more strongly emphasized, both in the criteria and in the orientation.

A. Introduction

1. Purpose, procedure and scope

The purpose of the Women in Development (WID) Technical Assistance (TA) evaluation is to assist the WID office of the Bureau of Policy and Program Coordination (PPC/WID) in determining if it should continue funding the existing WID TA Programs being carried out by the South-East Consortium in International Development (SECID) and the Consortium in International Development (CID). The SECID/WID and CID/WID programs have two primary objectives: (1) to establish an institutional base whereby women in development issues may become integrated into all phases of current and future USAID projects, and (2) to initiate a program to provide technical assistance to AID funded projects through an international fellowship program. The objectives of the field evaluations carried out as part of this evaluation are the following:

- o To assess overall progress in increasing gender issue awareness among various actors in the WID TA Program (e.g., the consortia in-country project teams, host country agencies, and/or USAID staff);
- o To assess progress in increasing opportunities for Title XII faculty and students, especially women¹, to gain international development experience and address gender issues in project design and implementation;
- o To assess the role of the consortia WID management in:
 - Identifying WID TA field activities and participants, and
 - Coordinating and following up activities with local consortia teams and host country representatives; and
- o To assess the extent to which AID-funded projects have benefitted from the consortia WID TA programs.

Three field evaluations were carried out--in Asia, Africa, and Latin America. The present report evaluates field activities in the Asia and Near East region. As originally planned, the evaluator was to visit two projects in Asia that hosted consortia WID TA field activities. Due to difficulties in obtaining either host country or mission clearance, however, the evaluator was only able to visit Indonesia. The evaluator also examined project documents and other data gathered from USAID missions and consortia projects in other Asian

¹An effort was to be made to involve women in professional fields in which women have not traditionally been strongly represented, e.g., agronomy, forestry, and related technical fields.

and Near Eastern countries and questionnaires submitted by a variety of participants in the larger projects which hosted WID TA field activities. The field visit to Indonesia included interviews with numerous USAID staff, university project staff, and host country participants.

2. Overview

The Asia and Near East WID TA activities account for almost half of the 50 WID TA participants. At the time of the present evaluation (February 1986), 18 WID TA participants had completed field activities on eight consortia or member-university projects in Indonesia, Nepal, Sri Lanka, Pakistan, India, Egypt, and Jordan. Five additional participants were in or preparing to go to Thailand, Sri Lanka and Yemen. About one-third (seven) of the participants served on SECID's Resource Conservation and Utilization Project (RCUP) in Nepal. Four had served in Egypt, two in Indonesia, and two in Pakistan. Each of the other countries has hosted only one participant, although Sri Lanka and Yemen will soon have hosted three and two, respectively.

B. Implementation of the WID Technical Assistance (TA) Field Activities: Findings

1. Indonesia

a. Description of the Western Universities Agricultural Education (WUAE) Project

The WID TA field activities took place within a larger AID-funded agricultural education project. Under the WUAE Project, the University of Kentucky (UK) has provided training and technical assistance to 11 universities in Western Indonesia (principally Sumatra). Between July 1981 (project activities began) and July 1985, the UK provided US training to 94 Indonesians at the Master's or Ph.D. level and to 31 Indonesians in other programs. About 15 percent of those receiving training have been women. It also provided short-term technical assistance to improve in-country education at the 11 universities. The project has recently been redesigned for a second five-year phase (1986-1990). The US training component, in particular, has and will continue to include significant emphasis on improving participants' English language skills. Most of the long-term project personnel, including 13 English-teaching aides, have been part of this language training effort, although most senior personnel have been agricultural or related specialists. The short-term technical assistance has included short courses, curriculum development, and support to subject area networks among staff at each of the 11 universities. In identifying technical assistance, the universities have each been canvassed to discover their priorities. The UK Chief of Party (CoP) has stressed home campus support for the project through such means as obtaining the active participation of department chairmen as short-term technical assistance advisors.

b. Description of the TA field activities

The WID TA field activities were carried out at Sriwijaya University (UNSRI) in Palembang, Sumatra (population ca. 800,000) by two WID TA participants over a three-month period (September-December 1985). Each participant's activity was complementary to the other's and the two occasionally worked together. One participant taught a course in Farming Systems Research (FSR) from a WID perspective to eight students, mainly extension workers in the local offices of several government ministries. The other participant carried out a survey of 22 village women in three villages representative of three different farming systems in Sumatra. Both activities focused on the role of women in agricultural production.

c. Identification of the TA field activities

Neither the selection of the particular activity nor a request for a WID TA participant was initiated by the WUAE Project, USAID/Indonesia, or the host country. The acceptance of the WID TA activity was helped by the fact that the requests were from UK students to participate in a UK project. The Indonesians accepted the program largely to accommodate the UK CoP's inquiry on behalf of one of the WID TA participant's initial request. However, UNSRI happened to have some funds set aside for WID activities which had never been used. The request brought these into action.

The initial idea for an FSR activity was that of one of the participants, who had become interested after taking a course in FSR methodology at the UK. She had worked earlier as an English teaching aide in Sumatra for the WUAE Project and wrote to the UK's CoP, asking if he would support such an activity. The CoP presented the idea to his counterpart, the rector of UNSRI, who agreed to accept the participant and suggested that as part of her activity she give some seminars in FSR. This became her principal activity, in the course she developed and taught. None of the other UNSRI staff who later worked with the WID TA participant were involved at this stage.

The survey activity was added after the FSR activity had been accepted. It was felt that acceptance would be easier for that activity on a UK project, as the participant was a UK student and the initial activity (FSR) had already been approved.

d. Identification of the WID TA participants

The WID TA participants were basically self-selected. There appeared to be little or no publicity for the program on campus. For example, one of the participants noted that she learned of the program through a friend whose mother was on the SECID mailing list following her participation in another project in Africa. The participant did not hear about the program from the on-campus WID Officer, even though she had been taking an anthropology course with her.

Many persons involved with the WUAE project commented on the high motivation and enthusiasm of both participants. That one of the participants already knew some Bahasa Indonesia was also seen as very useful. One of the Indonesians associated with the project felt that the relative youth of the participants was conducive to their adjusting well to conditions in Indonesia.

On the other hand, host country representatives, USAID officers, and WUAE project staff all felt that the program could have had a much greater impact if the participants had been more experienced. For example, the UK CoP said that if he had wanted to introduce FSR, he would have chosen a "top-notch expert" in the field, and mentioned one of the professors who had given the course at the UK which had first aroused the WID TA participant's interest. UNSRI staff noted that both the course and the research would have been more effective if the participants had been more experienced. Two of the UNSRI staff felt that the participant who carried out the research seemed to lack methodological expertise in sample survey design and implementation. The USAID WUAE project officer felt that it would be better if WID participants had at least some minimal overseas experience.

At least some of these perceptions are justified. For example, the participant who taught the FSR course had received her Master of Arts in Medical Sociology. Her only experience with FSR was one course which she had taken at the UK. As noted above, her prior teaching experience in Indonesia had been in English as a second language. That she had previously worked for the project as a teaching aide may have also have reinforced host country perceptions of her status as a junior professional.

e. Communication, coordination, and timing

From the beginning, communication about the WID TA program was very limited. Neither the USAID/Indonesia project officer for the WUAE Project nor the UK CoP were aware of the program before being contacted by the prospective TA participant, as described above. Neither was aware of the overall objectives of the WID TA program, although both acknowledged that this may have been due to their own hectic schedules. This ineffective communication at the start resulted in misunderstandings about the program, poor communication among potential and actual participants within the WUAE project, and limited linkages between the WID TA activity and either the WUAE project or the variety of Indonesian institutions from which participants came. Over the course of the WID TA intervention, there was no contact with the SECID/WID office.

The UK CoP and Sriwijaya University staff all agreed that high-level support was inadequate. If the request for placement of WID TA participants had come directly from the SECID/WID office, or even from the UK WID officer rather than from the prospective WID TA participant, the UK CoP felt he could have formally contacted the

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rectors of all eleven universities involved in the WUAE project and invited their participation in identifying activities. The Sriwijaya University staff responsible for receiving the WID TA participants were also uncomfortable that the national research institute--LIPI--had not been contacted early enough for its approval of the research activities to be obtained. The UK CoP felt that this was a minor formality. However, a leading Indonesian WID specialist at the agricultural university in Bogor--IPB--felt that formal contact at higher levels would have aided in better integrating the WID TA intervention into existing Indonesian programs for village development. The UK CoP and the USAID project officer worked together to facilitate the TA activities informally. For example, both were acquainted with the WID specialist at Bogor and asked her to assist through briefing the participants when they first arrived in country.

The actual placement of the WID TA participants at UNSRI was carried out through a "top-down" approach. The UK CoP asked the rector for his support. The rector assigned responsibility for the WID TA participants to the agricultural faculty head during his absence. He, in turn, delegated responsibility to the head of the Population and Environmental Studies Centers, who selected two instructors from the Faculty of Agriculture as counterparts for the WID TA participants. Neither of the instructors were involved in the preparation for the participants' activities. Neither felt they had a clear idea of who was in charge, how they could contribute, or what level of support or resources was needed. For example, the questionnaire for the research activity had been prepared in advance and the instructors did not feel that their input was welcome. Although both made an effort to work with the participants at first, neither continued to act in a counterpart role for more than a few weeks.

Among the factors mentioned by various observers to be important in the failure to work together well were language difficulties, the level of expertise of the WID participants, personality differences, and differing objectives. With respect to the latter, one of the participants felt that, although the two UNSRI instructors were women, neither had much sensitivity to or interest in women in farm households. One of the instructors noted that there was insufficient incentive for them to add an additional activity to their already full schedule. The USAID WUAE project officer felt that because the WID participants had to work with someone who knew English, they weren't able to work closely with some of the most useful people. He felt that a counterpart relationship, particularly for a short-term assignment with more junior technical specialists, is fraught with problems. The counterpart often devotes considerable time translating, running errands, or otherwise facilitating the technician's activities--roles which can be demeaning. This appears to have been partly the case here.

The WID TA participants eventually found a counterpart--a woman extensionist from the local office of one of the agricultural ministries who spoke English well. She also served as a translator for

the WID TA participants in the course and in the research activities. Only two faculty members from UNSRI took the FSR course. The other six students were mainly extension workers from a number of different agencies. Thus, the course reached students who could apply what they learned directly in their work. The course did not, however, reach many people involved in the WUAE Project, where institutional mechanisms were in place which helped sustain other technical assistance interventions under the WUAE Project. Nor were such mechanisms in place with the institutions from which the participants came. Several of the Indonesians interviewed felt that substantive technical involvement of host country personnel would have led to improved course and research activities.

All of those involved felt that project activities were scheduled well in that the course coincided with the UNSRI calendar. One of the host country coordinators, however, felt that not enough time was allowed for preparation, for example, explaining the project to UNSRI personnel and getting their support. The major criticism was that three months was not sufficient time for an activity to have significant impact.

f. Follow-up

No follow-up has taken place. Debriefings by the WID TA participants were limited to short one-on-one meetings with some of the Indonesian and US people involved in the WUAE project. Although several Indonesians felt that a post-project seminar would have been helpful, none was carried out. The final report for the FSR course consisted of the course syllabus and handouts. There was no indication that these would be used again and they were not translated into Bahasa Indonesia.

2. Other countries in the Asia/Near East region

a. Description of the WID TA intervention in the larger projects

At the time of the present evaluation (February 1986), 18 WID TA participants had completed field activities on eight larger projects in Indonesia, Nepal, Sri Lanka, Pakistan, India, Egypt, and Jordan.

Over one-third (seven) of the participants served on SECID's Resource Conservation and Utilization Project (RCUP) in Nepal. These activities included research on women's roles in resource conservation as related to potential training and extension activities (two participants), monitoring and/or evaluation of the RCUP's smokeless stove (two participants), kitchen gardens and/or related nutrition-focused activities (two participants) and advanced training for female technicians.

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Four worked in Egypt. Two worked on New Mexico State University's Major Cereals Improvement Project; one examined women's role in decision-making on new agricultural technologies and another on traditional breads. A married couple worked together on a smaller Nutrition Institute Project.

Two women worked together on Colorado State's On-Farm Water Management Project in Pakistan, examining water management and related activities by gender roles in four villages.

In addition to the activities under the WUAE project in Indonesia, the remaining WID TA interventions included setting up a library for the Jordan Valley Agricultural Services Project, conducting workshops for the Madhya Pradesh Social Forestry Project in India, and examining the potential of beekeeping as an income-generating activity in Sri Lanka.

The following discussion is based largely on comments from 12 field, USAID, and home campus staff who returned questionnaires on the activities in Nepal, Egypt, India, and Jordan. Participants' final reports from these countries, Pakistan, and Sri Lanka were also reviewed.

b. Identification of the WID TA field activities

In general, field activities were chosen because they were related to the WID participant's attributes. In most cases, the in-country field staff did not play a leading role in identifying activities. In at least one case, the technical assistance was not related strongly to the WID programs objectives and only somewhat related to the larger in-country project. In Jordan, the campus coordinator for the project was aware of the project's need for library assistance, and called upon the campus WID director. In this case, one respondent felt that the WID TA activities were "tacked on" to the larger project, rather than effectively integrated with it.

c. Identification of the WID TA participants

The participants were generally self-selected-- "volunteers" rather than "recruits". In most cases, respondents commented on the participants' excellent technical preparation. In at least two cases, interpersonal and/or cross-cultural skills were found wanting, resulting in detrimental impacts. One respondent commented on the difficulty of finding faculty, as opposed to graduate students, free for assignments.

d. Communication, coordination, timing and follow-up

In many cases, close communication between the home campus WID coordinator and the field team was an important factor in identifying and carrying out successful field activities. In some cases, this communication was begun on the basis of an existing

long-standing relationship. For example, the on-campus WID director was the wife of the dean of the college responsible the larger project or the project coordinator was a consortium trustee. Elsewhere, an international programs director felt there was a "lack of communication and clarity" regarding the WID TA programs objectives.

In general, there was very little communication with USAID personnel, who were "too busy". In some instances, however, USAID and/or host country personnel suggested additional or redirected activities, in response to which work plans were changed.

In several cases, respondents noted that close contact between the WID participant and the local project team had enhanced the implementation of the participant's activity. Some felt that this direct interaction should have begun earlier, through correspondence before the participant's arrival.

Several respondents felt that state-side orientation of WID TA participants was weak. They felt that better orientation before arriving in country might have helped improve cross-cultural understanding and the ability of participants to adapt their expertise to the needs of the host country. One of the field administrative staff felt that consortium WID procedural guidelines could have been made clearer and improved to facilitate paperwork. Both in Egypt and Nepal, respondents commented that the participants were under-financed, and that travel and per-diem guidelines were either misunderstood or should be revised.

As in the WUAE project, many persons felt that the field activities were often too short to have any significant impact. In addition, the timing of many activities in Nepal during the summer monsoon was not optimal.

In Nepal, follow-up has led to a program which has fielded seven participants, each of whom has been able to build on the work of others before her. In most cases, follow-up from the consortia has been minimal. Final reports and end-of-activity seminars have often been excellent.

C. Impact of the WID TA Field Activities: Findings

1. Indonesia

a. Impact upon beneficiaries

The persons who most benefitted from the WID TA field activities were undoubtedly the two WID TA participants. Both said they gained personally and professionally from the experience. The Indonesian responsible for their activities felt that the participant who had never been overseas before probably benefitted most from the opportunity. She herself said that it "expanded my world." The other participant noted that her experience in Indonesia helped her in

preparing a subsequent proposal to carry out household production/consumption studies in Niger.

The immediate beneficiaries of the WID TA field activities were the students in the course and the counterparts in the survey activities. Few of these were faculty members of UNSRI, the host country institution receiving assistance from the Title XII project. Two of the students in the FSR course were instructors at UNSRI. The others were extension workers in the local offices of several line ministries. Indonesians involved in the field activities felt that the field activities helped stimulate an interest in English. One of the instructors who was originally identified as a counterpart, as described earlier, felt that she now understood the value of participant observation--a technique that her prior training in agricultural economics had not provided her.

The main indirect beneficiaries were the rural households served by the extension workers who took the FSR course and/or were involved in the survey. One of the participants felt that her impact on this group was much higher than it would have been if her course had entailed--as have the majority of the WUAE project activities--a more basic academic approach rather than an applied approach. Her impact may also have been stronger on this group than it would have been if her students had been limited to UNSRI faculty.

A few of those interviewed felt that the field activities of the WID TA participants had been somewhat a drain on host country resources, in particular the time of the professionals who were called upon to assist in the activity.

b. Carry-over activities

The UK CoP commented that no one was "beating on our door" requesting additional WID TA participants. Some of the students in the course, however, report that they found the course useful and are trying to apply the farming systems approach in their work. The instructor in agricultural economics intends to practice participant observation in her field work.

c. Contributions to the solution of identified problems

As discussed earlier, the WID TA field activities were not selected in response to problems identified by WUAE or host country personnel. The WID TA participant who chose to carry out a farming system research activity, however, felt her activity helped address an imbalance in the WUAE project--i.e., that its activities do not directly benefit poor rural households and may actually widen the gap between rich and poor in providing opportunities for higher education to which the former have greater access. The WID participant felt that an FSR activity which involved field exercises would give trained agricultural professionals a better means to directly help poor Indonesian farmers.

The USAID project officer felt that nothing new evolved from the research activity. He felt that the questions on the survey had been asked "over and over again," and that what would have been more useful was an inquiry into what that kind of data meant and what one could do with it. He also felt that there were no real links to the Indonesian setting or needs.

2. Other countries in the Asia/Near East region

a. Impact upon beneficiaries

As for the WID TA activities of the WUAE project, the persons who most benefitted were the WID TA participants. The experience was felt to be especially beneficial for faculty members who had no previous overseas experience. Technical training activities, as opposed to research activities, were generally felt to have the highest impact on host country project participants. Training was felt to be a high-impact activity even when the TA participant had no previous overseas experience.

b. Carry-over activities

A variety of carry-over activities have resulted, at least in part, from the WID TA field activities. Not all of these are WID-related. Perhaps most concretely, Jordan has a functioning library, staffed by a woman librarian (who was hired as a "counterpart" after the WID TA participant had left). In Egypt, specific data gathered by a participant on different traditional breads was used in the design of another project. In India, there has been increased interest in forestry workshops and the participant was invited back as a consultant the following year. The RCUP in Nepal hired a woman social scientist and women have been admitted to the forestry institute.

D. Impact of the WID TA Activities on Capacity Building for Gender Awareness in Development Programs: Findings

1. Impact on Gender Awareness

a. University of Kentucky project and field team

The UK project and field team were not significantly affected by the WID TA field activities. The WID TA participants did not interact substantively with the UK team members, most of whom were involved in English-teaching activities. The UK CoP felt that he was already sensitive to WID concerns. He was not conversant nor especially concerned with gender issues in the broader context of Indonesia's agricultural development. Rather, his attention to WID issues was focused on providing opportunities for women within the context of the university-strengthening activities of the WUAE project. The CoP noted that the WUAE Project had made significant

efforts to involve women in overseas educational activities, short courses, and networks. In addition, the CoP and the USAID Project Officer had introduced a program to provide vocational or related practical skills training to spouses of overseas training recipients.

b. USAID missions

The WID TA activities of the WUAE Project in Indonesia did not have any impact on gender awareness at the USAID mission. Several of the mission staff were conversant with gender issues and felt that the receptivity of others on the staff to WID concerns has been increased in the recent past. One of the program officers felt that a key problem now is getting specific ideas for action to people and that this has not been accomplished, with respect to the mission's portfolio, by the present WID program. She noted that during the redesign of the WUAE project in 1985, for example, ideas were sought for increased involvement of women. She felt that this would have been facilitated if assistance had been available through AID/WID at the redesign stage.

c. Host country counterparts and participants

Most of those involved with the WID TA field activities felt that these had helped them think of WID as an area where direct, overt action could be taken. They also felt that the WID activities had helped create an awareness of WID concern within the local extension departments of several line agencies of the government. There was only minimal impact on UNSRI personnel. One of the two UNSRI staff who took the FSR course said that he had "learned how to ask farmers what they do" and through doing so had verified for himself that men and women know different things about different aspects of agricultural practices. Some of the UNSRI staff, however, felt that they were already acquainted with WID. The agricultural economics instructor, for example, had earlier attended a three-week workshop at IPB on WID, led by the Indonesian WID specialist mentioned earlier (see section B.1.e). Many of those interviewed felt that the program would have been much more effective if the fellowships for WID TA were given jointly to an Indonesian and an expatriate, who would plan and carry out field work together.

d. Target population

The evaluator did not visit any field sites. It is likely, however, that those people served by students in the FSR course will benefit indirectly through their greater awareness of the role and potential of women in agriculture. However, the WID TA field activities were too short and the number of counterparts and students too small for any significant impact to result.

e. Other countries in the Asia/Near East region

The impact that the WID TA field activities had on the field teams of the larger project varied from little contact and no impact to having "made WID issues visible". Impact on USAID missions was generally felt to be minimal or non-existent, in part because contact was often minimal and in part because, as one CoP felt, "USAID is very insensitive".

The impact on host-country personnel was generally seen as greater. Most importantly, the WID TA program has provided opportunities for host country and American women to work together. In all four countries from which responses were received, the importance of the WID TA participant as a role model for host country professional women was emphasized. The regularity of WID TA participant visits in Nepal was also seen to contribute to greater male awareness of and interest in the forestry-related activities of rural women. It was generally felt that rural women benefitted from the rather novel experience of development technicians expressing interest in what they were doing.

2. Continuation of the WID TA program

Most of those interviewed felt that the WID TA program should continue. Numerous suggestions were made for its improvement. One person felt that the recruitment of WID TA participants without previous experience overseas was not necessarily the most effective way of getting "seed corn." He felt that it might be more cost effective to invest in the "next generation"--those who had already been selected out by some previous experience overseas, e.g., through Peace Corps. Another person interviewed, however, felt that focusing on novices was a useful way to fill what he perceived was a gap in development professionals. Some felt that the program should be targeted more carefully to selected countries and selected institutions. Most of the Indonesian interviewees felt that more interaction and involvement on the part of host country participants was essential, especially those from the project area. They felt procedures should be made clearer and it should be made possible for Indonesians to have input into the terms of reference. One person suggested that improved communication from the very beginning should get down to the actual working level and involve the potential counterparts.

All of the respondents from projects in the other Asian and Near Eastern countries felt that the WID TA program should be continued. There was a general consensus that greater participation by host-country personnel has helped or would help to improve WID TA field activities. Closer collaboration with in-country project staff was seen as essential to better pairing of needs with WID participant assistance. Some suggested that each activity should be a cooperative project with the host country. One person suggested that the program

include similar exchange opportunities for women of developing countries.

E. Conclusions and Recommendations

1. Conclusions

The conclusions which follow are based both on the field visit to the WUAE project and from project documents and the survey questionnaires for other projects in the Asia/Near East region.

a. Identification of the WID TA field activities

WID TA field activities were most successful when they met a well-defined and clearly perceived need--of the host country or of the project. Involvement of host country personnel--either directly or at least through the larger project's field personnel--is an important aspect of need identification. Generally, an individual who has some influence among other key actors and an interest in the WID TA field activity or program must play an active role in ensuring that needed support is present in the host country setting and that appropriate arrangements are made. Poor clarification of the objectives of and resources needed for the WID TA field activities has generally resulted in the participant being seen as a burden rather than a resource.

b. Identification of the WID TA participants

The most successful WID TA participants were generally those highly qualified in all of three key areas--technical skills, personal characteristics, and a genuine interest in and understanding of gender issues. Limited qualifications in any of these areas has diminished the impact of the participant's work. Language skills have been important mainly in field research activities.

c. Communication and coordination

Field activities were most successful where strong linkages had been formed among a variety of key actors. Especially important was the linkage between the consortia WID representatives (on-campus or at the headquarters) and the in-country project field teams. The most successful field activities have occurred where US-based personnel have had a clear understanding of the field project and where project personnel have had a clear understanding of the WID TA program before the participant is fielded. The Indonesia WUAE project had a well-established and effective mechanism for developing curricula and establishing networks in key subject matter areas. Incomplete communication led to field activities which did not take any advantage of this mechanism, which could have been used to greatly increase gender issue awareness.

d. Impact

Impact on gender awareness has been generally limited to those individuals who had day-to-day contact with WID TA participants committed to increasing gender issue awareness. The greatest and widest impact on host country and US field staff has resulted from the activities of WID TA women who have served as effective role models for professional women of the host country. This did not occur in Indonesia but did occur in other countries, for example, India.

2. Recommendations

- o The WID TA program directors should give increased attention to becoming better acquainted with specific projects-- identifying needs and effective means of working within them;
- o As part of this effort, the WID TA program directors should better publicize their own activities, acquainting USAID and field project staff with specific ways the WID TA program has proven itself effective in other projects;
- o Additional WID TA field activities should be planned strategically, for example, in projects which have previously hosted well-received activities; and
- o The criteria for selecting participants should be applied more rigorously and uniformly. Once selected, participants should be given appropriate orientation in the culture and language of the project site in which they will be working. Gender issues should be more strongly emphasized, both in the criteria and in the orientation, if this is considered to be an important dimension of the program.

ATTACHMENT 1

Persons Contacted in the Field

Siti Zainab Bakir, Head, Population Studies Center and Environmental Studies Center, Sriwijaya University (UNSRI)

Cameron Bonner, Project Officer, WUAE, USAID/Indonesia

Margaret Bonner, Deputy Program Officer, USAID/Indonesia

Russell H. Brannon, Professor and Chief of Party, University of Kentucky (UK)/Western Universities Agricultural Education (WUAE) Project

Megan Donahue, WUAE

Cecily Hoshiko, WID TA participant, UK/WUAE (by telephone at UK)

Lanna W. Lubis, former WID Officer, USAID/Indonesia

Roberta McKenzie, WID TA participant, UK/WUAE (by telephone at UK)

Diane Putman, WID Officer, USAID/Indonesia

James Robinson, WUAE

Bochari Rachman, Director of Research, UNSRI

Nicholas M. Rice, Administrative Officer, UK/WUAE

Merry Rusdi, Faculty of Agriculture, UNSRI

Zainal Abidin Sanboe, Faculty of Agriculture, UNSRI

Pudgiwati Sayogyo, Socio-economics Department, Bogor Agricultural Institute

Jack Seeger, WUAE

Heather Wall, Consultant, Canadian International Development Agency

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ANNEX 6

Impact on TA Participants as
Reflected in Questionnaire Responses

ANNEX 6

Impact on TA Participants

A. TA Participant Profile

Twenty nine TA participants responded to a questionnaire on the impact of their TA interventions. Of these 29 individuals, 17 were in agricultural (or related technical sciences) with 10 faculty members and 7 graduate students. The remaining 12 TA participants were in the social sciences, 5 being faculty members and 7 graduate students. Ages of TA participants ranged from 25 to 63 with a median age of 36. Twenty five TA participants were female, with only 4 males.

The TA intervention was the first overseas experience for 19 of the TA participants. Eleven of these individuals were in the agricultural, or other technical sciences and 8 in the social sciences. Of the ten with overseas experience, over half were in social sciences, four in agricultural or related sciences, and one in business administration. Furthermore, the 4 agricultural (or related) science TA participants who had been overseas before had a total of 20 overseas experiences among them, while the 5 social science TA participants with previous experience had only 6 overseas experiences among them. It should be noted, however, that the TA program attempts to recruit and place more individuals from the technical sciences than from the social sciences.

B. TA Intervention Profile

TA participants were in the following disciplines: agricultural economics, agronomy, animal science, anthropology, bacteriology, business administration, education, environmental management, forestry, home economics, international communications, development, nutrition, plant pathology and sociology.

Twenty of the TA interventions were of 1-to-3 months' length, while 9 lasted longer than 3 months. In the 1-to-3 months category 12 participants were faculty members, and 8 were graduate students. In the 3 months-and-longer category, 3 participants were faculty and 6 graduate students. This may indicate that graduate students have more time available for overseas programs. TA interventions in agricultural and related sciences also appear to be of longer duration than those in the social sciences.

The 29 TA interventions were in the following categories: 16 in applied research, 4 in basic research, 3 in technical assistance, 4 in training, 2 in technical assistance and applied research.

C. TA Participants' Views Regarding TA Interventions

1. Appropriateness of TA interventions and TA participants' involvement in identifying the project

Most respondents felt that their TA activities were appropriate to the overall USAID project needs. Furthermore, the majority--24 out of 29 participants--stated that they had substantial input in identifying their project objectives. Regarding a question to test an understanding of those objectives, however, 43 percent of the replies focussed on immediate, short-term technical aims, or on the experience to be gained by the TA participants themselves. Nevertheless, 32 percent of the replies did mention changing the status of Third World women and similar broad long-range goals. The remaining 25 percent linked their technical assistance to women-in-development approaches. This situation reflects an existing discrepancy between formally-expressed WID/TA program goals and the kinds of objectives the TA participants themselves believe they should pursue.

2. Interaction and coordination at various project levels

Only 52 percent of the TA participants felt they had substantial interaction with their respective consortium/WID representative on campus. A significant number (38 percent) judged this interaction to be only limited to moderate, while a small number (10 percent) stated they had no contact at all with their consortium/WID representatives on campus. These responses refer to interaction prior to commencement of TA intervention overseas. In the field, most participants stated that they received good support from their Title XII program office on campus and their respective consortia, but not from their university department faculty or university administration.

Support from and coordination with the university/consortium field teams, project counterparts and project participants (beneficiaries) was generally perceived as very good. Support from and coordination with host country officials and USAID mission staff was acceptable but not significantly strong. This probably reflects a lack of interaction between TA participants and the above parties. It should be noted that interaction between TA participants and USAID/WID officers was significantly weak, only one-half having had any contact. This probably reflects the absence of an USAID/WID officer at some posts or the part-time status of such officers.

3. Time allocations

Twenty-one of the TA participants judged their arrival in the field and the timing of the TA interventions to be adequate or good. Three stated that the timing was poor. Five qualified their responses by citing both positive and negative aspects of the timing of their arrival and the beginning of the TA interventions vis-à-vis the larger, ongoing projects.

Eighteen participants judged the length of field time to have been sufficient to carry out their WID projects, 7 qualified their responses by stating they could have used more time. Three thought the duration of TA interventions to be too short.

a. Acculturation

The amount of time needed by TA participants to acculturate to their overseas working environment ranged from zero (2 persons) to 35 percent (1 person) from their time in the field. Thirteen participants (44.8 percent) required 10-20 percent, with the median time expended on adapting to a new culture being 10 percent of time in the field. Agricultural science participants appear to require a little more time than social scientists to adopt. Regardless of the varying amounts of time perceived by TA participants as necessary for acculturation, all participants required a period of orientation before they could begin to work effectively.

b. Project work

Thirteen persons (45 percent) spent up to 10 percent of their time in the field on project briefing and planning tasks. Ten persons (34 percent) spent between 11 and 20 percent. Only 4 participants (14 percent) spent more than 20 percent of their time on these activities. Two persons spent no time on briefing or planning.

Seven participants (24 percent) spent less than one-half of their time on their WID assignments, while the remaining 22 participants (76.1 percent) spent over one-half or more of their field time on the above task. However, only 21 percent expended over 80 percent of their time on WID TA activities.

Seventeen participants (59 percent) spent no time whatsoever on doing consortium or USAID work. Ten individuals (34.4 percent) spent up to 10 percent of their time on it. Thirteen participants (44.8 percent) spent no time at all on training others while nine individuals (31 percent) spent 10 to 15 percent of their time on it. By and large little time was spent by TA participants on miscellaneous activities and no significant difference was noted between agriculture and social science participants in time allocations on the various activities mentioned above.

c. Allocation of work time

In general participants did not spend significant amounts of time at the project field headquarters but did go to the field, in addition to some small amounts of time at host-country offices. Overall, time spent at country universities and research stations was not significant.

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4. Impact of TA Intervention on Awareness of WID Issues

One-half of the participants judged that the host country officials where their projects were located had no more than a limited awareness of WID issues,¹ while they thought the situation was minimally better among consortia field team members and the USAID staff. More than one-half the interviewees judged that project participants lacked even moderate awareness of WID issues, and they felt the same way about their university faculties and administrations.

By and large, TA participants felt they had a positive effect among host-country personnel, project participants (beneficiaries) in increasing awareness of WID issues and on their respective field projects. Only one-third claimed any effect among USAID staff; most were not aware of any positive effect or thought there was none.

5. Field resources

Only 4 out of 29 respondents stated that a lack of in-country transportation had been a problem in their fieldwork. This was in marked contrast to host country representative and consortia/WID field team members who, in general, stated that the in-country transportation of TA participants had been a burden on their human and financial resources. It appears that adequate transportation was indeed provided participants. The question of ultimate responsibility for providing and financing in-country transportation was not clear or understood by all parties concerned.

TA participants did not perceive the need for in-country local language interpreters as a problem in their fieldwork. It was so perceived by local personnel who provided such services. Medical facilities proved to be a problem to some TA participants but primarily because of the misconception and thus expectation that local US Embassies should provide such services.

5. Carry-over activities

One-half of the participants thought their interventions led to carry over activities in the main project. One-quarter did not, and the others did not know. Most participants did not know if there have been carry-over activities into other USAID projects; 10 percent claimed there have been carry-over activities and the other 10 percent believed there had not been any. Approximately 60 percent of the participants were not aware of any carry-over activities into host-country projects. Nevertheless 30 percent could confirm such activities while 10 percent stated no carry-over activities have taken place. Most participants (89 percent) claim that TA interventions had moderate-to-substantive carry-over effects on their present work.

¹Because a test of the questionnaire revealed that returnees were not familiar with the term "gender issues," WID issues was substituted.

These carry-over activities range from further work in international development to teaching, lectures and seminars.

Most TA participants felt that their experiences in the WID TA program contributed significantly to their personal growth. They stated that the TA intervention provided them with opportunities to:

- o Experience another culture;
- o Do field work and thus to do applied work/research rather than addressing only academic issues;
- o Increase their own political, economic and gender awareness of WID issues;
- o Work on WID issues and thus promote WID awareness; and
- o To participate in international development work, contribute to it in a practical manner, and to develop contacts that will enable participants to do further work in the international development field.

A number of TA participants stated that their TA interventions proved to be excellent learning experiences that made them better teachers and researchers, giving them broader, more international as well as consciousness of WID issues, in their particular fields of expertise, and of women's situation in the Third World.

8. Post-Fellowship Activities

Upon completion of fieldwork, technical assistants use their experiences and data in a variety of ways to further their academic and professional careers. In many cases, the fellowship program has served as the key factor in deciding future directions. At the very least, most technical assistants have made presentations on their campuses and in their communities. Some of the more outstanding accomplishments of the returned technical assistants include: awards of overseas fellowships from Fulbright Hays, AID, the PVO/University Exchange Program and SECID. Some of the TA participants have incorporated their experience into courses, while others have published articles, and made presentations at international and professional conferences. Finally, others have consulted on international development projects, for example, in orientation of new team members for the Nepal Resource Conservation and Utilization Project; as resource persons for the SECID/CWID Proposal Writing Workshop; and health training at Save the Children Fund.

ANNEX 7

Program Announcements of the Two Consortia

CID/WID Project Director and Campus Coordinators

University of Arizona, Dr. Helen Henderson
(602) 621-2462
California State Polytechnic, Dr. Sylvia White
(714) 598-4195
Colorado State University, Dr. Sue Ellen Charlton
(303) 491-5270
University of Idaho, Dr. Dixie L. Ehrenreich
(208) 885-6754
Montana State University, Dr. Margaret Briggs
(406) 994-3241
New Mexico State University, Ms. Sandra Basgall
(505) 646-2017
Oregon State University, Dr. Barbara Isely
(503) 754-2228
Texas Tech University, Dr. Barbara Stoecker
(806) 742-2656
Utah State University, Ms. Nancy O'Rourke
(801) 750-1404
Washington State University, Ms. Genevieve Smith
(509) 335-2541
University of Wyoming, Dr. Joan K. Wadlow, Dean
(307) 766-4106



THE UNIVERSITY OF ARIZONA
TUCSON, ARIZONA 85721
BUREAU OF APPLIED RESEARCH IN ANTHROPOLOGY
DEPARTMENT OF ANTHROPOLOGY

CONSORTIUM FOR INTERNATIONAL DEVELOPMENT



WOMEN IN DEVELOPMENT

Fellowship Program

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WOMEN IN DEVELOPMENT
Fellowship Program

Overseas Fellowship Activities

As a part of an on-going CID university development project, CID/WID fellowship recipients will carry out a detailed program of gender-related work and research while in the field. In most cases, they will receive direct assistance from the project team to enable them to achieve their goals. During their stay in the field, WID fellows will also give a seminar to project team members to indicate the relevance of bringing women into development to achieve over-all project goals.

Candidate Qualifications

Candidates for fellowships should be faculty or advanced graduate students affiliated with one of the 11 CID member universities:

- University of Arizona
- California State Polytechnic University, Pomona
- Colorado State University
- University of Idaho
- Montana State University
- New Mexico State University
- Oregon State University
- Texas Tech University
- Utah State University
- Washington State University
- University of Wyoming

Candidates may originate from the social, life, and physical sciences and related disciplines. They should have familiarity with the women and development perspective and an area of technical expertise relevant to a CID member university project.

CID International Development Projects

At present, CID projects are located in:

- | | |
|------------|---------------------|
| Egypt | Yemen Arab Republic |
| The Gambia | Pakistan |
| Honduras | Tanzania |
| Sudan | |

Universities within the CID system also have non-CID international projects. Many of these projects are willing to add CID/WID fellows to their programs.

To find out about projects directed on your own campus, contact your CID/WID campus coordinator. For information about projects at other CID member universities, contact the CID/WID project director or campus coordinator. Candidates should consult with the CID/WID campus coordinator and the CID/WID project director to determine a project on which they could have an impact.

CID/WID Fellowship Application Procedure

Candidates should submit a five-page proposal describing the work they would like to do in the field and its relevance to a specific international project handled by a CID member university. Interested persons can obtain a copy of the proposal guidelines from their campus coordinators or the CID/WID project director, all of whom are prepared to assist in the location of suitable projects and design of the proposal. Dates for submission of proposals:

- | | |
|------------------|------------------|
| October 15, 1984 | October 15, 1985 |
| January 15, 1985 | April 15, 1986 |
| April 15, 1985 | |

A resume and three letters of recommendation from persons in the candidate's field or related fields should accompany the proposal. All completed materials should be sent to:

Dr. Helen Henderson, CID/WID Project Director
Bureau of Applied Research in Anthropology
Department of Anthropology
University of Arizona
Tucson, AZ 85721

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Proposal Selection Criteria

CID/WID Fellowship proposals will be evaluated on the basis of their ability to integrate the women and development approach into an on-going development project and to have an impact on the needs of the host-country. A detailed listing of selection criteria can be obtained from the CID/WID campus coordinator at each of the participating universities.

Fellowship Report

Upon returning to the United States, participants will prepare and submit a detailed report of their work and findings to the CID/WID project director.

The Office of Women in Development, U.S. Agency for International Development, has awarded a 2-year grant to the Consortium for International Development, with the University of Arizona serving as lead university. There are two major goals of this grant. First, CID projects will be made more effective in reaching all segments of host-country populations through the integration of WID issues into future or current projects. Second, approximately 14 WID-sensitive persons will be placed on new or on-going CID projects, or other non-CID international projects when and where appropriate, during each year of the grant.

CID/WID Fellowships

During 1984-86, CID/WID fellowships will be offered to individuals with an interest in women in development to enable them to gain international development experience as part of a CID member university project team. CID/WID fellowships will cover daily living expenses for a period of approximately 2 months and round-trip travel to the host country.





**The South-East Consortium for International Development
Center for Women in Development**

**International Fellowship Program
in Technical Assistance**

Purpose:

The Center for Women in Development at the South-East Consortium for International Development has established an overseas fellowship program for individuals from SECID member institutions. Since the Center was established in May of 1980 through a grant from the Women in Development Office at the Agency for International Development, it has become apparent that there is a large number of individuals with applicable domestic experience who are interested in applying their skills internationally. In response to this growing number, the fellowship program will offer individuals at all ages and career levels an opportunity to participate in short-term projects in conjunction with existing SECID projects.

Eligibility:

Anyone from SECID member institutions with at least a bachelor's degree is eligible to apply. There will be a minimum of ten fellowships in approximately five countries.

Applications:

Application kits are available upon request. The kit includes a description of existing SECID projects and guidelines detailing the types of projects which would be acceptable. Applicants will be expected to submit a proposal describing the research or work project that they intend to conduct during the fellowship.

Dates:

Timing of fellowships is flexible in accordance with academic calendars. Fellowships will be from three to five months in length. Applications for 1985 will be due in November.

Interested candidates can obtain the application kits by writing:

**Ms. Ellen Fenoglio
Center for Women In Development**

1901 Pennsylvania Avenue, N.W.
Suite 300
Washington, D.C. 20006
Tele. No. (202) 429-1804

ANNEX 8

List of Technical Assistants

SECID/CWID
Technical Assistants

1982

1. Carol Cooper, Virginia Tech, Adult and Continuing Education, (MA), Nepal, Resource Conservation and Utilization Project. Women's roles in resource conservation and the design of appropriate non-formal training courses. Funded by SECID. January - May 1982.
2. Debra Davidson, University of North Carolina, Anthropology (Ph.D. candidate), Nepal, Resource Conservation and Utilization Project. Women's roles in resource conservation and identification of channels for information dissemination in rural areas. Funded by SECID. January - May 1982.
3. Sarah Foster, Florida A&M University, Department of Sociology (Faculty), Kenya, Expansion of Egerton College Project. Introduction of Solar Dryers to Women's Agricultural Cooperatives. Funded by SECID. June - August 1982.
4. Deborah Bender, Duke University, School of Medicine (Faculty/Staff), Bolivia, Andean Rural Health Project. Assisted in establishing clinics for maternal and child health. Funded by SECID.
5. Nancy Scheper-Hughes, University of North Carolina, Department of Anthropology (Faculty). Independent research in Northeast Brazilian squatter settlement on the socio-economic determinants contributing to high infant mortality rates. Funded by SECID.

1983

6. Karen Roesing, University of North Carolina, School of Public Health (MA), Nepal, Resource Conservation and Utilization Project. Monitored the effectiveness and impact of RCUP smokeless stove installation. Funded by AID. April - July 1983.
7. Melodie Goosens-Conlon, Pennsylvania State University, Home Economics Education (Ph.D. candidate), Nepal, Resource Conservation and Utilization Project. Assessed the impact of RCUP's introduction of kitchen gardens, milk, and improved cookstoves on the nutritional status of rural communities, and women's responses to these changes. Funded by AID. April - August 1983.
8. Jane Clark Ellis, Clemson University, Department of Animal Science (MA), Senegal, Casamance Regional Development Project. Design and implementation of a training program for local extension agents involved with goat and sheep production. Funded by AID. June - August 1983.
9. Ardine Kirchhofer, Lincoln University, Department of Home Economics (Faculty), Burkina Faso, Grain Marketing Development Project. Evaluated the nutritional needs of the women and infants for use in development of marketing plans for grains such as sorghum and millet. Funded by AID. May - August 1983.

1983 (Cont'd)

10. Della E. McMillan, University of Florida at Gainesville, Center for African Studies (Faculty), Burkina Faso, Grain Marketing Development Project. Documented the roles of women in agricultural production and marketing on government resettlement schemes. Funded by AID. June - August 1983.
11. Christine Roach, University of Maryland at College Park, Department of International Community Development (MA), Swaziland, Cropping Systems Research and Extension Project. Conducted surveys on women's roles in agriculture on Swazi Nation Land. Funded by AID. June - August 1983.
12. Carolyn Sachs, Pennsylvania State University, Department of Rural Sociology (Faculty), Swaziland, Cropping Systems Research and Extension Project. Conducted surveys on women's roles in agriculture on Swazi Nation Land. Funded by AID. June - August 1983.
13. Virginia Kerns, Virginia Tech, Department of Anthropology (Faculty), Sri Lanka, Agricultural Development Project. Investigated bee-keeping as an income-generating activity for women. Funded by AID. July - September 1983.
14. Martha Beharry, Pennsylvania State University, Department of Agricultural Education (MA), Mali, Agricultural Officers' Training Project. Revised curricula to reflect women's roles in agriculture for the Agriculture Apprentice Center. Funded by AID. December 1983 - April 1984.
15. Garfield Thomas, Pennsylvania State University, Department of Plant Pathology (Ph.D. candidate), Swaziland, Cropping Systems Research & Extension Project. Studied the impact of pesticides on women and children and biological methods of pest control. Funded by AID. November 1983 - April 1984.

1984

16. Kevin Mutchler, University of Maryland, Department of Anthropology (MA), Jamaica, Inland Fisheries Project. Collected socio-economic data on women's roles in fish production and marketing. Funded by AID (per diem) & individual grant (travel). August - October 1984.
17. Linda Dupont, Virginia Tech (D.V.M. candidate), Zambia, FAO Livestock Vaccination Project. Worked with an FAO livestock project on inoculation and vaccination efforts, as well as studied the role of women and children in livestock production. Funded by AID (travel) and FAO (per diem). June - September 1984.

1984 (Cont'd)

18. Susanna Smith, University of Georgia, Department of Child and Family Welfare (Ph.d. candidate), Burkina Faso, Grain Marketing Development Project. Assessed grain availability at household level. Funded by AID. July - September 1984.
19. Sally Sontheimer, Duke University, Department of Environmental Management (MA), Nepal, Resource Conservation and Utilization Project. Worked at the Institute of Renewable and Natural Resources with its first two classes of female students. Funded by AID. July - December 1983.
20. Holly Reid, Duke University, Department of Environmental Management (MA), Nepal, Resource Conservation and Utilization Project. Evaluated the efficiency of improved cookstoves and the health impact of smoke from both traditional and improved cookstoves. Funded by AID (travel and per diem), East-West Center (training and equipment), and SECID (data analysis and post fellowship stipend). July - December 1984.
21. Donald McDowell, North Carolina A&T State University, Department of Agricultural Economics (Faculty), Senegal, Casamance Regional Development Project. Collaborated with the team economist to conduct a study on the introduction of small cereal mills and their potential for income-generation for women. Funded by AID (travel and per diem) and North Carolina A&T University (salary). August - December 1984.
22. Larry Zang, Pennsylvania State University, Department of Plant Pathology (MA), Senegal, Casamance Regional Development Project. Worked with the team's extension specialist on the field trials and integrated pest management techniques and assisted in the design of training programs for female extension agents. Funded by AID. October 1984 - March 1985.
23. Kathy Luchok, University of North Carolina, Department of Anthropology (MA), Nepal, Resource Conservation and Utilization Project. Focused on the planting, care, and use of kitchen gardens to benefit village women and their families. Funded by AID. October 1984 - April 1985.

1985

24. Georgia Bowser, North Carolina A&T State University, Department of Continuing Education and Management (faculty), Belize, Livestock Development Project. Assisted in conducting an economic feasibility study on swine production in the Toledo district and evaluated mechanisms to enhance women's income in this area. Funded by AID (travel and per diem) and North Carolina A&T State University (salary). January - March 1985.

1985 (Cont'd)

25. Miriam Fordham, University of Kentucky, Department of Applied Sociocultural Anthropology (MA), Belize, Livestock Development Project. Assisted the Macal Dairy Cooperative with efforts to improve sanitation methods, focusing on three areas: labor, income, and consumption. Funded by AID (travel and per diem), April - August 1985.
26. Roberta McKenzie, University of Kentucky, Department of Rural Sociology (MA), Indonesia, Western Universities Agricultural Education Project. Examined rural women's roles in agricultural production and marketing. Funded by AID (travel and per diem), September - December 1985.
27. Cecily Mitzie Hoshiko, University of Kentucky, Department of Medical Sociology (MA), Indonesia, Western Universities Agricultural Education Project. Assisted with local Farming Systems Research on women's roles in agricultural production and marketing through training and extension fieldwork. Funded by AID (travel and per diem), September - December 1985.
28. Beth Schmidt, University of Kentucky, Department of Plant Pathology (MA), Thailand, Catholic Relief Service/Waterharvesting Project. Conducted gender specific field surveys to determine women's roles in waterharvesting and aquaculture in Thailand. Funded by AID (travel and per diem), January - June 1986.
29. Sheron Randolph, Tennessee State University, Department of Rural Development and Cooperative Agricultural Research (faculty), Rwanda, RRAM. Collected data on rural women's roles in agricultural production and marketing in five agroecological areas. Funded by AID (travel and per diem). September - December 1985.
30. Jenice Rankins, Tuskegee Institute, International Food and Nutrition Center, (Title XII Coordinator), Senegal, Casamance Regional Development Project. Worked with Tuskegee Title XII Research Team to examine marketing potential for dried fruits and vegetables as an additional income source for women of the Casamance. (December 1985 - February 1986).

CID/WID Technical Assistants

1. Carolyn Ater, Texas Tech University (Ph.D. and Associate Professor), Pakistan, On-Farm Water Management Project. Analysis of community water management processes in Punjab by gender roles. May-August, 1985.
2. Samina Khan, Texas Tech University (Ph.D. and Associate Professor), Pakistan, On-Farm Water Management Project. Analysis of off-farm water management systems in the Punjab by gender roles. May-August, 1985.
3. Laurie Brush, Senegal, National School of Applied Economics (ENEA) Rural Management Project. November-May, 1985.
4. Melinda Burrill, California Polytechnic University (Ph.D. and Associate Professor), The Gambia, Mixed Farming and Resource Management Project. Small ruminant flocks in the Gambia. June-July, 1984.
5. Sue Cabin, University of Arizona (Ph.D. candidate), Egypt, An Operations Analysis of Nutritional Repletion. May-July, 1985.
6. Brian Cabin, (M.D., Resident), Egypt, An Operations Analysis of Nutritional Repletion. May-July, 1985.
7. Abigail Courtright
8. Karen Davis, University of Idaho (M.S., Assistant Research Professor), Egypt, Egyptian Major Cereals Improvement Project. Nutrient content and acceptability of Egyptian breads. August-November, 1984.
9. Gordon Dean, New Mexico State University, (Ph.D. candidate), Honduras. Intrapersonal and gender roles in subsistence farming systems of Honduras. November-December, 1984 and February-March, 1985.
10. Lynn Johnson-Dean, Honduras. Intrapersonal and gender roles in subsistence farming systems of Honduras. November-December, 1984.
11. Margaret Duncan *
12. Rita Fisher, Jordan, Jordan Valley Agricultural Services Project. October-November, 1985.
13. Jo Ellen Force, University of Idaho (Assistant Professor), India. Extension forester training in community participation techniques. October-November, 1984.

14. Susan Henderson, Utah State University (Ph.D. candidate), Brazil, Small Ruminant Collaborative Research Program. Investigation of food supply and food practices in Northeast Brazil. June-August, 1985.
15. Katherine Jensen
16. Margaret Norem, The Gambia, The Gambian Mixed Farming and Resource Management Project. June-October, 1985.
17. Marilyn Quinto, University of Arizona (Ph.D. candidate), Cape Verde, Cape Verde Food Crop Research Project. The role of remittances in Cape Verdian rural development. August-October, 1984.
18. Karen Seger *, Yemen, Yemen IBB Secondary Agricultural Institute, May-August, 1986.
19. Genevieve Smith, University of Washington (M.S., Research Associate), Sudan, Western Agricultural Research Project. Administrative training of new Sudan project manager. April-May, 1985.
20. Doris Williams *, Egypt, Water Use and Management Project. January-March, 1986.

* Indicates selected candidates who had not yet gone out by April 1986.

ANNEX 9

Contributions by Universities to WID
Technical Assistants in the Field

EVALUATION: CONSORTIA PROGRAMS IN WID TECHNICAL ASSISTANCE

Table 9.1: Contributions by Universities to WID TAs in the Field

<u>Contribution</u>	<u>Total^a</u>	<u>CID/WID</u>	<u>SECID/CWID</u>
Subsidized housing	20	2	18
Secretarial services, supplies, office space	15	4	11
Vehicles	13	11	2
Translators	13	7	6
Commissary privileges	8	2	6
Salary continuation	8	3	5
Counterpart salary	1	1	
Drivers	7	7	
Access to international communications	4		4
Laboratory work	1	1	

^aNumbers are for services offered to individual participants.

Source: CID/WID and SECID/CWID query prepared for this evaluation.

ANNEX 10

List of People Contacted at Universities

ANNEX 10

List of People Contacted at Universities

UNIVERSITY OF ARIZONA
Tucson, Arizona 85721

Dr. Helen Henderson	Director, Consortium for International Development/Women in Development and Coordinator, CID/WID Program, University of Arizona
Dr. Don D. Dwyer	Executive Director, CID
Dr. Douglas Jones	Deputy Executive Director, CID
Dr. Jean R. Kearns	Deputy Executive Director, CID
Dr. Earl D. Kellogg	Associate Executive Director, CID
Dr. John D. Wooten, Jr.	Deputy Executive Director, CID
Dr. L.W. Dewhirst	Associate Dean, College of Agriculture
Ms. Ruth H. Dickstein	Central Reference Librarian
Dr. Myra Dinnerstein	Director, Committee on Women's Studies
Ms. Monika C. Escher	Coordinator, Office of International Programs
Dr. Celestio Fernández	Associate Vice President for Academic Affairs
Dr. Timothy Finan	Associate Director, Bureau of Applied Research in Anthropology
Dr. Kenneth E. Foster	Director, Office of Arid Lands Studies
Ms. Barbara Hutchinson	Manager, Arid Lands Information Center
Dr. Charles F. Hutchinson	Associate Director, Office of Arid Lands Studies

List of People Contacted at Universities (continued)

Dr. John Maré	Director, Office of International Programs
Dr. Janice Mouk	Executive Director, Southwest Institute for Research on Women
Dr. Robert M. Netting	Department of Anthropology
Mr. Michael E. Norvelle	Coordinator, Office of International Ag Programs
Dr. Cheryl Rittenbaugh	Research Associate Professor
Dr. Alice E. Schlegel	Department of Sociology
Dr. William A. Stini	Head, Department of Anthropology
Dr. R. Phillip Upchurch	Associate Dean and Director of Instruction, College of Agriculture
Dr. Robert G. Varady	Coordinator of International Research, Office of Arid Lands Studies
Dr. Carlos G. Vélez-Ibañez	Associate Dean of Social and Behavioral Sciences and Director, Bureau of Applied Research in Anthropology
Ms. Emily Whitehead	Editor, Arid Lands Information Center

CALIFORNIA STATE POLYTECHNIC UNIVERSITY,
Pomona, California 97168

Dr. Sylvia White	Acting Director, Office of International Programs; Coordinator CID/WID Programs
Dr. Edwin A. Barnes	Plant and Soil Science; Director, Yemen HITS project
Dr. Melinda Burrill	Department of Animal Science
Dr. Donald S. Castro	Dean of Instruction

List of People Contacted at Universities (continued)

Dr. Allen C. Christensen	Acting Provost and Vice President for Academic Affairs
Dr. Anahid T. Crecelius	Foods and Nutrition
Dr. Ann Holman	Associate Dean, School of Environmental Design
Dr. Patricia M. Hopkins	Department of Marketing Management
Dr. James G. Kamusikiri	Department of History
Ms. E. Suzanne Maltby-Burger	Associate Vice President for Student Support Programs
Dr. Glenda M. Morris	University Director of Affirmative Action
Dr. Yolanda T. Moses	Dean, School of Arts
Ms. Christine Thomas	Library

COLORADO STATE UNIVERSITY
Fort Collins, Colorado 80521

Dr. Mary Helen Haas	Department of Vocational Education Coordinator, CID/WID Program
Ms. Marthy Denny	International Training Programs
Ms. Betty Eckert	Assistant Director, Office of International Programs
Dr. David Freeman	Department of Sociology
Dr. Dan Lattimore	Associate Director, Water Management Synthesis Project
Dr. James Meiman	Director, Office of International Programs
Dr. E.V. Richardson	Director, Hydraulics Program, College of Engineering

List of People Contacted at Universities (continued)

Ms. Karin D. Utterbach	PhD candidate in ag economics (collaborated with Anita Spring on Malawi project)
Dr. Don Wood	Department of Agronomy
Dr. Sue Ellen Charlton	Department of Political Science
Dr. Phyllis Worden	College of Home Economics

UNIVERSITY OF KENTUCKY

Lexington, Kentucky 40546

Dr. Kathleen M. DeWalt	Department of Behavioral Science, College of Medicine and Coordinator, CID/WID program
Dr. Susan Abbott	Chair, Women's Studies Program Committee; Department of Anthropology
Dr. Kurt R. Anschel	Department of Agricultural Economics
Dr. Sue Badenshop	Home Economics Extension
Dr. David Bettez	Associate Director, International Studies Office
Ms. Julia Cohen	Participant in Indonesia project
Ms. Pat Dandridge	Peace Corps Recruiter
Dr. Nancy Dye	Assistant Dean
Ms. Susan Duda	Acting Coordinator, SECID/CWID program
Dr. Thomas Ford	Head, Center for Development Change
Dr. Art Gallagher	Chancellor, Lexington Campus
Mr. Walter Graham	Associate Director, Office of International Programs for Agriculture

List of People Contacted at Universities (continued)

Ms. Toni Powell	Library Science
Dr. Wimberly C. Royster	Vice Chancellor for Research and Dean of the Graduate School
Ms. Kay Ruiz	Coordinator, Kentucky-Ecuador Partners of the Americas
Dr. Angene Wilson	Department of Curriculum Development and Instruction
Ms. Carolyn Holms	Assistant Foreign Student Advisor

NORTH CAROLINA AGRICULTURAL
AND TECHNICAL UNIVERSITY
Greensboro, North Carolina 27411

Dr. Georgia W. Bowser	Chairperson, Department of Business Administration
Dr. Quiester Craig	Dean, School of Business and Economics
Dr. Donald R. McDowell	Department of Agricultural Economics
Dr. Richard D. Robbins	Chair, Department of Agricultural Economics
Dr. Ronald O. Smith	Assistant Vice Chancellor for Academic Affairs and SECID Trustee
Ms. Jane H. Walter	Department of Human Development

NEW MEXICO STATE UNIVERSITY
Las Cruces, New Mexico 88001

Ms. Ida Baca	Assistant Director of International Programs Coordinator, CID/WID
Dr. Harold M. Bergsma	International Development Education and Project Director, Yemen Project

List of People Contacted at Universities (continued)

VIRGINIA POLYTECHNIC UNIVERSITY
AND STATE UNIVERSITY

Blacksburg, Virginia 24061

Dr. Mary Rojas	Assistant Director, Office of International Development Campus Representative, SECID/CWID Program
Dr. Robert E. Adams	Department Head, School of Forestry
Dr. Brady Deaton	Associate Director, Office of International Development
Dr. William A. Leuschner	Department of Forest Economics and Management
Dr. Evie Newlyn	Chair, Women's Studies
Dr. Brian D. Perry	Department of Pathobiology
Dr. Marilyn Prehm	Chair, International Nutrition, College of Human Resources
Ms. Janice Timberlake	Department of Sociology, SECID Technical Assistant in Senegal Casamance Project
Ms. Ginny Seitz	Global Issues Project, and coordinator of Haiti Intern Program

List of People Contacted at Universities (continued)

PAST AND FUTURE PARTICIPANTS
CID/WID AND SECID/CWID PROGRAMS

Arizona

Mr. Brian Cabin, M.D.
Ms. Sue Cabin
Ms. Abby Courtright
Dr. Margaret Norem
ms. Marilyn Quinto
Ms. Karen Seger

Pennsylvania State

Dr. Carolyn Sachs
Ms. Carolyn Richter
Mr. Garr Thomas

California Polytechnic

Dr. Melinda Burrill
Dr. Ann Holman

Colorado State

Ms. Margaret Duncan
Ms. Joanne Wedum

University of Kentucky

Ms. Miriam Fordham
Ms. Mitsie Hoshiko
Ms. Roberta McKenzie

North Carolina A and T

Dr. Georgia W. Bowser
Dr. Donald R. McDowell
Mr. Larry Zang

New Mexico State University

Mr. Gordon Dean
Ms. Lynn Johnson-Dean
Ms. Barbara Gastian