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EXTENSION SERVICES

FOR RURAL WOMEN

IN FAMILY HEALTH AND INCOME GENERATION

USAID Implementing Agreement No. 003,
PVO Co-Financing 383-0060

A Project of:

The Women's Bureau
Ministry of Plan Implementation,
Government of Sri Lanka .

and

The Overseas Education Fund
Washington, D.C.

FINAL EVALUATION

The Overseas Education Fund

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TABLE OF CONTENTS

INTRODUCTION	1
I. PROJECT OVERVIEW, CONCLUSIONS, AND RECOMMENDATIONS	2
II. ACHIEVEMENT OF PROJECT PURPOSES	9
III. INITIATION OF VILLAGE-LEVEL HEALTH AND INCOME-GENERATING ACTIVITIES	19
IV. THE EVALUATION METHODOLOGY	27
V. LESSONS LEARNED	37
APPENDICES	42
A. Memorandum Regarding Project Purposes	43
B. Handbook Table of Contents	44
C. D.O. Questionnaires	46
1. Questionnaire A	46
2. Sample Questionnaire Responses	47
3. Questionnaire B	49
D. Evaluator's Schedule/Sri Lanka	50
E. Site Visit Questions	51

INTRODUCTION

The Women's Bureau (Ministry of Plan Implementation, Government of Sri Lanka) and the Overseas Education Fund (Washington, D.C.) collaboratively implemented a project designed to involve low-income rural women in income generation and health activities through enhancing the capabilities of government development officers. The project was funded by a grant from the U.S. Agency for International Development Mission in Sri Lanka for a twenty-month period (August 1980-April 1982).

The purposes of the final evaluation were to assess the project's results and to identify learnings useful for continuing activities in Sri Lanka and similar activities in other countries. The evaluation was carried out by Ms. Carolyn Rose-Avila, OEF Director of Program Planning/Asia and the Americas, from March 5-17, 1982. In accord with OEF's participatory evaluation approach, Ms. Rose-Avila served as "coordinator" and member of a local evaluation team rather than as an evaluation "expert." The conclusions and recommendations discussed in this report are based upon the analyses and findings of the evaluation team.

Part I of the report presents an overview of the project and summarizes conclusions and recommendations. Part II assesses the achievement of project purposes, and Part III looks in detail at the small-scale health and income-generation projects initiated at the village level. Part IV reviews the evaluation methodology, and Part V presents "lessons" to be considered in planning and implementing other similar projects. The appendices include relevant background data.

The evaluator and OEF wish to thank all those whose hospitality and hard work made the evaluation such a rich learning experience.

I. PROJECT OVERVIEW, CONCLUSIONS, AND RECOMMENDATIONS

Project Overview

Rural Sri Lankan women, despite the resources theoretically available to them, face serious deficiencies in their families' health and income.

Traditionally considered to be of lower status than men, rural women have generally led restricted lives with less access to education, less opportunity for employment or activities outside the home, and less recognition of their labor. Their work includes farming, home management, and child-rearing. Their household labor, however, has rarely been considered "work," and their contributions to agriculture have been undervalued.

The effects of women's low income and heavy burden of work extend throughout the family, taking their toll in the quality of family life, education of children, nutrition, and health. The project examined in this evaluation was designed to deal with both family health and income, due to the strong relationship between these two factors and women's major role in both areas.

The project was implemented by the Women's Bureau, Ministry of Plan Implementation (Government of Sri Lanka), with technical assistance provided by the Overseas Education Fund (Washington, D.C.). The Women's Bureau was established in 1978 and maintains broad responsibilities for coordinating, catalyzing, and implementing women-in-development activities throughout the country. The project considered here complemented the Women's Bureau's extensive plan of "integrating rural women in development." OEF, with more than 30 years' experience in carrying out projects to

benefit women and their families, provided an on-site project technical advisor (project coordinator), assistance with the design of training programs and materials, coordination of project evaluations, and other support services.

The project aimed to assist women in all 24 districts of Sri Lanka to improve their families' health and increase their incomes. Specifically, the project trained about 100 government Development Officers (D.O.s) to enhance their capabilities for implementing development activities with rural women. The project was divided into two basic phases. In Phase I (August 1980-July 1981), D.O.s participated in one-month residential training programs focusing on basic skills in nonformal education and community development and began to explore pilot activities at the village level. In Phase II (August 1981-April 1982), the D.O.s participated in another one-month course, with an emphasis on specific technical areas of health and income generation and on how to combine technical content with nonformal education approaches. Following the Phase II workshops, D.O.s applied their learnings in work with village women on small-scale projects.

Development officers are university arts graduates whose positions were established mainly due to unemployment problems of the graduates and the unemployment problem of the country. In addition, most are men. The Women's Bureau training was the sole in-service training the majority of D.O.s have experienced.

Training in nonformal education principles and practice was undertaken through this project as means to an end, successful development projects for women in the villages. The development officers were already in positions of service in their districts; therefore, the field work components were not additions but opportunities to practice

new methods in their own workplace.

Eight out of 24 districts in Sri Lanka have or will soon have injections of foreign funds for initiating and supporting women's projects through the Women's Bureau. The other 16 districts must develop projects with Sri Lankan resources. Therefore, a major component of the D.O. training was the mobilization of local resources: persons, institutions, materials, facilities, etc. While all D.O.s had the same training during the project, their differing access to resources, particularly external sources of seed money, was an important variable for project effectiveness.

In addition to expanding the D.O. skills and involving rural women in health and income-generating activities, the project has produced a training handbook for future use in Sri Lanka and other countries.

The project also included a special Women's Bureau "sub-project" in Kalutara. During the midpoint evaluation, the evaluator visited the site, but limited information was available on sub-project activities (see midpoint evaluation). During the final evaluation, the evaluator did not visit the site.

Conclusions

This section summarizes the evaluation findings discussed in detail chiefly in Parts II and III of this report.

1. In total, 9 training programs were held. Phase I included 3 two-day workshops for AGAs (Assistant Government Agents--supervisors of Development Officers) and 3 one-month residential courses for D.O.s. During Phase II, 3 more one-month residential courses for D.O.s were held. A total of 52 AGAs and 92 D.O.s were trained. This is 10 less than the projected 102 D.O.s. The AGA training had not been included in the

original project plans. However, it was added because of the AGAs' key role in D.O. support and supervision.

2. During Phase I, D.O.s improved their skills in areas including: planning, working with groups, questioning and leading discussion, using nonformal education approaches, mobilizing local resources, evaluation, and producing learning materials. In Phase II, the D.O.s increased their technical knowledge and improved their technical expertise in areas such as poultry, beekeeping, horticulture, coir manufacturing, banana cultivation, piggery, soya cultivation, etc.
3. In total, each D.O. had approximately 7 months available for field work to initiate small-scale health and/or income-generation activities with village women in the technical areas such as those listed above. The majority of the D.O.s initiated such pilot projects, involving more than 3,000 rural women.
4. Project staff developed an innovative and effective training program for grassroots development workers, appropriate for continued use in Sri Lanka as well as in other contexts.
5. The D.O.s and project staff produced all the exercises and materials required for the project training handbook, and both Sinhalese and English versions of the handbook are in publication.
6. More than 2,000 health and income-generating projects were initiated at the village level.
7. Cost per beneficiary (including women involved in small-scale projects, their families, and the D.O.s) was approximately \$13.50.
8. By the end of the project, estimated increase in monthly income for village women involved in small-scale income-generation projects ranged from Rupees 55-426 (\$1 = approximately 20 rupees). However, it is important to emphasize that this project was only 20 months in duration, most of which necessarily was devoted to D.O. training. D.O.s had a maximum of 7 months available for field work, and most pilot activities were begun toward the end of the project. Since accurate data on changes in income must be based on some months of production and sales, definitive figures on income increases could not be determined in this end-of-project evaluation.

Recommendations

As discussed in the body of this report and in the mid-point evaluation, most of the challenges encountered during project implementation involved structural factors rather than the effectiveness of the training methodology. These challenges have been translated into recommendations to guide continuation and replication of the project activities.

1. In the project, stronger provisions needed to be made to ensure continued use of the training approach by the Women's Bureau after the end of OEF technical assistance and AID funding. During the project, no permanent Women's Bureau staff member was consistently involved with the training, and the Sri Lankan project manager was not a permanent Women's Bureau staff member. Future projects need to have mechanisms firmly established to promote institutionalization.
2. The original project design planned for each D.O. to work in 3 villages with 60 women. Instead, each D.O. worked with 125 women, oftentimes scattered throughout more than three villages. This modification in the project constrained the D.O.s' potential for applying skills learned in the training. D.O.s were not able to work with women in groups and incurred higher-than-expected costs for transportation. The change occurred in part due to the fact that the D.O.s were assigned to work with the Women's Bureau but were still accountable to their district supervisors (Assistant Government Agents). Oftentimes their supervisors had other job responsibilities for the D.O.s. Thus, D.O.s were caught in a system where they were responsible to two supervisors: the Director of the Women's Bureau and the AGA. In planning other similar projects or follow-up activities, the potential for encountering such bureaucratic constraints should be anticipated. In particular, coordination among government offices needs to be clearly defined.
3. The project design assumed that D.O.s would be able to draw upon local "experts" to provide technical assistance for health and income-generating projects. However, these experts (such as veterinarians or extension agents) often were unavailable or did not keep commitments made. Thus, D.O.s were left without the crucial technical input needed for their small-scale projects. This experience underscores the need discussed in point #2 for coordination among government offices.

4. The scope of work as outlined in the original project design was to be carried out by two full-time staff, in conjunction with staff of the Women's Bureau. The two staff members, an expatriate and a Sri Lankan (not a permanent member of the Women's Bureau staff) were expected to concentrate mainly on developing two training programs, implementing six residential training programs, and preparing a training handbook. However, the task of monitoring 7 months of field activities for more than 90 D.O.s also largely fell to the two project staff rather than to Women's Bureau staff. This represented too great a workload for two individuals, particularly since D.O. work assignments were changed from working with 60 to working with 125 women. In planning future projects, it is important to specify job responsibilities of project staff and permanent members of a collaborating organization. These responsibilities need to be realistic in terms of time and skills available.
5. The production of the D.O. training handbook by the participants was a valuable way to capture the training process and make it available for future replication in other training programs. It can also help facilitate continuity of project activities within the Women's Bureau. The handbook should be disseminated widely, and other projects should also include the development of such training materials.
6. The original project proposal specified that the beneficiary population (village women) were to be low-income. However, no specific selection criteria were adhered to by those who selected the village women participants. In addition, there was no mechanism by which the project staff could promote the application of criteria (note: selection was controlled by the local government authorities because the project was part of the government structure). During project design, provision needs to be included for establishing criteria that identify a particular population. There should exist some realistic assurance that the criteria can be enforced.
7. One of the primary objectives of the D.O. training in income-generation activities was to enable village women to mobilize local resources. At the same time, the Women's Bureau was interested in garnering external funding for the institution. The need to acquire external funding was implicitly communicated to the D.O.s and ultimately to the village women. In addition, some districts were receiving external funding for their projects, and the Women's Bureau gave greater attention to the funded districts. These elements countered the efforts to encourage the development of strategies for local mobilization of resources. It was not uncommon to hear that nothing could be done without external funding. While seed money for

new projects is oftentimes essential, external sources of funds are not the only answer. Information on credit, loans, and non-financial resources (e.g., training programs, technical assistance) need to be a major component in small-enterprise development projects.

8. Many income-generating initiatives have been stimulated among rural village women as a result of the D.O. training project. However, no mechanisms are in place to provide the follow-up support required to establish these initiatives as successful small enterprises. For the activities to thrive, it is essential that they receive follow-up assistance in areas including marketing, transportation, management, etc. This assistance could be provided through a non-profit organization, working in conjunction with the Women's Bureau. A first phase should concentrate in only one district and be viewed as a pilot effort before attempting to extend itself nationwide.

II. ACHIEVEMENT OF PROJECT PURPOSES

In low-income rural families, poor family health is caused by a number of factors. Families may lack knowledge of healthful practices; perhaps more importantly, they often are unable to afford adequate food supplies and health care resources. Women's income particularly is linked to family health, since research has shown that women tend to use their incomes for their families' immediate needs.

As a means to reach the goal of improving both family health and women's income-generation opportunities, the project agreement included four specific purposes. These purposes were modified in a meeting between USAID/Sri Lanka, the OEF Project Coordinator, and Women's Bureau staff and were documented in an undated memorandum of understanding (see Appendix A). This meeting cleared up a confusion that existed over which version of the project proposal (February 1980, March 1981, or May 1981) was in effect. The modifications have been incorporated into the statement of purposes below:

1. Establish two one-month training courses; train 102 Government Development Officers (D.O.s) of the Ministry of Plan Implementation currently assigned to 24 districts to enable them to work with village women in identifying needs/problems and planning improvement programs. (Note: The original agreement specified 96 D.O.s; the additional six are principally assigned to the Women's Bureau in Colombo.)
2. Develop and schedule seven months of field work for these D.O.s to plan, implement, and evaluate health-improvement and income-earning projects with women in 288 villages (3 villages each for 96 D.O.s assigned outside Colombo).
3. Train the 102 D.O.s in nonformal education processes and techniques for enabling rural women to increase their participation in personal and community development. (Note: The grant agreement called for an intensive nonformal education program involving only two D.O.s, 20 village women leaders, and 100 rural women participants; the revised plan enables all the D.O.s to

receive this training.)

4. Prepare and translate a training handbook covering actual training and field work experience to be used by trainers and D.O.s. (Note: Initially, when the training in "1" and "3" above were separate, two handbooks had been planned; with the integration of the two training components, the change to one handbook was made.)

The project implementation plan included two major phases:

Phase I: Training Development Officers in nonformal education and organizational skills; exploration of pilot activities in health and income generation.

Phase II: Training Development Officers in technical aspects of health and income generation, in additional nonformal education techniques, and in mobilizing local resources; initiation of projects in health and income generation; handbook production.

An assessment follows of the achievement of the project's purposes, examining both the accomplishments and the problems encountered.

Development Officer Training

Ninety six Development Officers from all the country's 24 districts were divided into three groups and participated in two intensive one-month courses to prepare them to work in development activities with village women.

Phase I training focused on non-formal education and organizational skills; Phase II training focused on technical aspects of health and income generation. In addition, in Phase I, 52 Assistant Government Agents received a general orientation about the project and training in certain project-related skills. The AGA training was added to the project to enhance the effectiveness of the D.O. training; AGAs serve as supervisors for the D.O.s, and therefore, project staff determined that it was important to involve the AGAs in the project.

The D.O. training, the major project activity (in terms of time and financial resources), represented a particularly innovative approach to preparing development workers to be effective at the grassroots.

The goals of the training were to enable D.O.s to:

- o identify personal values and goals
- o identify personal and community resources
- o improve their abilities to work with groups by actually working with groups
- o explore and examine their attitudes toward villagers, women, and working women
- o become aware of various needs assessment methods and then apply these techniques in field work settings to obtain needed information
- o produce their own learning materials
- o lead discussions and make small group representations to the larger group
- o increase their self-confidence through expressing their ideas and receiving feedback in a supportive, non-threatening environment
- o begin planning and implementing field work activities in health and income generation.

In terms of content and process, the training consisted of two four-week residential workshops that utilized a "learning-by-doing" methodology. D.O.s were trained in three different groups; thus, a total of six workshops were implemented. The components of the training fell into four categories: in-class participatory activities; technical presentations on particular health and income-generation activities identified by the D.O.s; field work ("practice sessions" in villages); committee work and activities (e.g., Food Committee, Field Trip Committee, Shramadana Committee, and Welfare, Recreation, and Community Meeting Committee); and materials production. The training was continually assessed and strengthened throughout the project. For instance, in Phase I, following the training for D.O.

Groups I and II, the program was evaluated and revised. The training for D.O. Group III involved village women more directly and included more D.O.-produced training sessions.

Based on reports of the six training programs written by the OEF Project Coordinator, on observation of the D.O.s at a final project workshop, and on interviews with village women and D.O.s, the training generally seems to have been very effective. Clearly, the D.O.s acquired new capabilities for effectively reaching village women and for working with them to initiate health and income-generation projects.

However, factors outside the training itself appear to have hindered the extent to which D.O.s could successfully apply their new skills. For instance, following the Phase II technical training, 47 out of 69 D.O. respondents (69%) to the question, "Was the training you received sufficient?" responded "no."

This was not the fault of the training methodology nor of the D.O.s use of that methodology. Rather, it was a result of a breakdown in the means planned in the original project design to amplify and reinforce the D.O.s' own levels of technical expertise. In the project, D.O.s were expected to develop a general knowledge of particular technical areas, but were not expected to become experts in the field. Instead, D.O.s were expected to be able to coordinate with government and local experts who could provide in-depth technical assistance for village women's health and income-earning activities.

The final evaluation identified coordination with resource people as one of the major difficulties that the D.O.s encountered. Many times, when a government resource person would not arrive to provide

technical presentations to a group of village women, the D.O. would have to attempt to substitute for the expert. It is evident from the comments on the D.O.s' questionnaires that the D.O.s felt very inadequate in these particular circumstances. The evaluation team concluded that arrangements for coordination needed more attention from the Women's Bureau throughout the project.

Other structural challenges confronted by D.O.s are discussed in the remainder of this part of the report and in Part III.

Field Work

Each of the three training groups of D.O.s had a maximum of seven months of field work to apply the skills they learned during their two residential trainings. Data gathered from 72 out of 92 D.O.s trained indicated that 35 different categories of health and income-generating projects were initiated and that these involved about 2,300 women. Considering that on the average each D.O. reached 32 women ($2,300 \div 72$), then approximately 3,000 women (32×92) were direct project beneficiaries.

Several factors affected the quality of the D.O.'s work at the village level. First, all the D.O.s interviewed indicated that they were working with more than 60 women in more than 3 villages (the numbers projected in the original project design). For example, one D.O. stated that he was working with 150 women. The evaluator learned that a circular had been distributed to the D.O.s requesting that they work with approximately 125 women in numerous villages scattered through an entire AGA division.

The purpose of designing the project so that the D.O.s would work in only 3 villages was to enable the D.O.s to meet with the women regularly and to work with them in groups. Also, this enabled women to form their own support groups, often needed for carrying out their projects. Because of the requirement to work in many villages, the D.O.s developed a chronic financial problem. In their efforts to meet their responsibility for working with all the women assigned to them, the D.O.s were in constant need of funding for transportation, which, although increased once, was never sufficient. Moreover, the D.O.s ended up wasting a lot of their time traveling.

A second important factor in the field work was the selection of the women to participate. The evaluator understands that the selection process used for the women participants did not adhere to any coordinated or systematic criteria to ensure their low-income status, as called for in the original project design. Many of the women who became participants were selected by the AGA, often in conjunction with the local member of parliament.

During one of the evaluator's site visits, it was evident that many of the women participating were not among those most in need within the community. For example, many of the women were the wives of men in official leadership positions in the community. One woman was the wife of the chief of police; another was the wife of the largest landowner in the area. However, one of the other women in the group was the latter woman's maid.

This is not to say that most of the participants were not appro-

appropriate from the viewpoint of economic need. For example, one woman met by the evaluator on a site visit had been abandoned by her husband and depended entirely on the meagre income she made from the sale of eggs. She said she was also transferring some of her newly acquired skills to her daughter, so that her daughter might help her more in the care of the chickens.

To summarize the issue of income status, there was no consistency in the economic level of the women chosen for the project due to the lack of defined criteria and selection process. Generally, it appears that the Women's Bureau had no expectation of the project staff to be responsible for the activities of the D.O.s outside of their specific residential training. However, the Women's Bureau itself did not set guidelines for participant selection.

A third difficulty that developed during the field work was that the D.O.s were not allowed to work solely with the women participants but instead had to do other tasks requested by supervising AGAs. Out of 60 D.O. respondents, 30% indicated they were not carrying out the training in the villages. In addition, D.O.s were transferred periodically from one AGA division to another, either by request of the D.O. for a better position or by request of an AGA.

There was also some confusion as to D.O. responsibilities and accountability vis-a-vis the Women's Bureau. Since the opportunities to apply the training received by the project in the field were staggered according to the time of a particular D.O. training, many D.O.s were already in the field under the auspices of the Women's Bureau working on "projects."

Fourth, expecting one trainer and one assistant trainer to monitor the 7 months of field work activities of more than 90 D.O.s was unrealistic. The fact that the field work did not follow the original project design but involved women scattered throughout the AGA divisions made systematic monitoring of field work activities virtually impossible.

Without any systematic monitoring of the field work, it was not possible to provide the D.O.s the support needed for them to carry out follow-up support activities with the women. For example, both the site visits and responses to the questionnaires indicated that some D.O.s perceived their role to be finished after providing a certain period of training to the village women. One D.O. indicated he finished his work with the women after two weeks of training.

Drawing some generalizations on the field work, the evaluation team concluded that despite the structural obstacles encountered, the D.O. training nevertheless stimulated significant income-generating activity among village women in Sri Lanka. Since this is ultimately the goal of the project, the evaluator developed a separate chapter of this report (Part III) to further highlight both the accomplishments in income generation as well as what still must be done.

The Development Worker Training Handbook

The development of the training handbook has been a successful undertaking both in terms of how it was produced and the resulting training material.

The handbook was created in direct collaboration with the D.O.s, based on the D.O.s' field experiences. The participatory process used

to develop the handbook involved all of the D.O.s and was a major component of the Phase II D.O. technical training. The handbook development provided an outlet through which the D.O.s could express their skills and creativity. It became a mechanism which stimulated greater unity amongst the D.O.s and greater enthusiasm for their job responsibilities.

There were two levels of participation by the D.O.s in the handbook. First, as a component of the Phase II technical training, each of the three groups of D.O.s were given a particular responsibility in the handbook conceptualization. Group I was responsible for defining the purpose and goals of the handbook. Group II, using the purpose and goals set out by Group I, developed the outline for the handbook, indicating the content areas, etc. Group III, based on the outline developed by Group II, filled in the outline by developing the material for the various content areas. At this stage, a handbook review team was organized by the D.O.s and met periodically with the Project Coordinator and Manager to further refine the material and to prepare drawings and designs necessary to ready the handbook for editing and publication.

The content of the handbook captures the D.O.s' skills and experiences in working with village women. It is designed to be used by trainers in similar village-level health and income-generating projects. It can be used by villagers within their own community. The complete table of contents of the handbook is included in Appendix B of the report.

One manual is being printed in Sinhalese and another in English, and it may also be produced in Tamil.

It is important to note that the AID-funded project budget did not include a sufficient amount to cover the full costs of handbook production. However, the Overseas Education Fund considers the publication so important that OEF is covering a portion of these costs from its own funds.

III. INITIATION OF VILLAGE-LEVEL HEALTH AND INCOME-GENERATION ACTIVITIES

In this project, the training of Development Officers is a means to an end: better health and increased income for village women and their families. The project timeline was tight, only 20 months, which included about 7 months for village-level field work. Within this short period, the D.O.s initiated a very large number of health and income-generating activities with village women.

This part of the report presents details on the projects, including estimates of changes in income. The reader is urged to keep in mind, however, that production from the income-generation activities in most cases got underway just before the project ended. At least six months or a year of production would be needed to draw definite conclusions about changes in income.

The information presented here is drawn chiefly from two questionnaires completed by 72 D.O.s (see Appendix C) and from five site visits by the OEF evaluator.

Health and Income-Generation Projects Initiated by D.O.s

Out of 92 D.O.s trained, 72 completed a comprehensive evaluation questionnaire. The 72 reported that they had initiated more than 2,000 health and income-generation activities. Of the 72 respondents, 13 noted that they had not begun projects because of "lack of funds."

In this context, an income-generation project means an economic activity, involving increasing existing production or starting new production, carried out by one or more women. Many of the activities were individual, due in part to the large number of villages and women

with which the D.O.s were required to work. (See page 13-14.)

Of the various projects undertaken by the D.O.s, the most common was home gardening, followed by poultry and dairy cattle-raising, sewing (tailoring), and banana cultivation. The next most common projects were family health, coir industry, goats, mushroom cultivation, and potatoes. The following is a list of the type and aggregate number of projects initiated by the 72 D.O.s.

Projects Initiated by 72 D.O.s (In Order of Frequency)

1. Home gardening	442
2. Poultry raising	367
3. Dairy cattle raising	338
4. Sewing (tailoring)	238
5. Banana cultivation	166
6. Family health programs	80
7. Coir industry	70
8. Goat raising	64
9. Mushroom cultivation	52
10. Soya cultivation	50
11. Potato cultivation	48
12. Textiles	45
13. Orchid cultivation	44
14. Beekeeping	38
15. Lacemaking	38
16. Farming	35
17. Piggery	33
18. Cultural shows	30
19. Paddy farming	27
20. Animal husbandry*	25
21. Bookbinding	10
22. Small trade	10
23. Sweetmeats	9
24. Machinery	6
25. Sheep raising	4
26. Thatching	4
27. Fishing	3
28. Mask making	3
29. Jute work (Macrame)	2

(Cont'd.)

* These projects were not divided according to the kinds of animals raised, e.g., poultry, cattle, goats or pigs. Had they been specified, the numbers of these other categories would have increased.

30. Pre-school started	2
31. Betel	2
32. Savings bank book	2
33. Bakery	2
34. Tea Plucking	1
35. Community health worker	<u>1</u>
Total	2,291

Increase in Income for Village Women and their Families

From the responses of 45 D.O.s, the range of increase in income among women who initiated income-generating projects was between approximately R 55 per month and R 426 per month (\$1 = approximately 20 rupees). Of the 72 respondents, 8 D.O.s observed no increase and 19 did not respond.

Data drawn from site visits indicated one poultry project which provided R 88 in additional monthly income and thatching (cadgen weaving) which generated an average of R 200-300 extra every month and sometimes as much as R 900 a month. (The wide fluctuation in the amount of income generated is due to the fact that thatching is a seasonal activity.) Soya cultivation (which is also seasonal) generated an additional R 225 per month.

Based on information from the site visits, the extra earned income was used in such ways as the following:

- o to purchase a radio
- o to purchase clothes and food
- o to purchase a sewing machine
- o to begin a savings plan
- o to purchase a tea set
- o to start other projects
- o to purchase a cow
- o to help husband pay for subsistence of hired hands.

Changes in Health and Dietary Practices

There is evidence that a significant impact was made on the village women's understanding and behavior toward their personal and family health. Based on data from the 72 D.O. respondents, boiling water and making efforts to have balanced diets were the two most prominent areas in which D.O.s observed changes in village women's health and diet practices.

A total of fifteen categories of changes in health and diet practices by village women were identified by the D.O.s. The D.O.s' responses to the question, "What changes in health and diet practices have you noticed in village women with whom you work?" are listed below:

Observed Changes in Village Women's Health and Diet Practices

<u>Item</u>	<u>Number of Communities</u>
1. Boiling water	17
2. Concern for balanced diets	16
3. Mother's concern for family's health	13
4. Family planning	11
5. Eating leafy green vegetables	9
6. Use of latrines	8
7. Immunizations	7
8. Keeping house clean	6
9. Personal hygiene (washing hands, etc.)	5
10. Following a "systematic life"	2
11. Use of local health facilities/"Not following beliefs blindly"	2
12. Eating soya for protein/breastfeeding/use of first aid	1

Problems Faced by D.O.s in Initiating Projects

The most common problem D.O.s perceived themselves facing was a "lack of funds." The second most common problem was "obtaining the services of specialists," referring to the resource people, such as

the district veterinarian, the coconut development officer, cultivation officer, etc., who were (according to the project design) to provide technical assistance to the D.O.s' training groups by invitation of the D.O.s.

The following list indicates the problems identify by 72 D.O.s in order of priority:

1. Lack of funds.
2. Obtaining services of technical specialists.
3. Lack of cooperation from officials.
4. Lack of transportation.
5. Political pressure in selection of participants.
6. Varying educational levels of village women participants.
7. Low economic level of participants; lack of facilities for training; lack of cooperation among participants*
8. Lack of equipment; no stationery; no access to clean water during training.

The Need for Project Seed Money

Funding, in the form of seed money for new projects, was an over-riding concern raised frequently throughout the evaluator's visit. Indeed, the need for start-up funds in any income-generation project is crucial.

In this case, the funding dilemma for the D.O.s was exacerbated by the fact that the Women's Bureau, as an institution, depends to a great extent on international funding for its survival. Oftentimes this funding is designated for particular areas of the country and for particular kinds of activities. For example, NORAD, the Norwegian

* One respondent expressed his frustration with the challenge presented by his job in a most sincere way: "It is difficult to get everyone to get a higher income."

development agency, had provided the Women's Bureau with funding for some but not all of the districts in which the Women's Bureau operates. The evaluator noted that greater attention was being paid to the funded districts than to the non-funded districts. This situation was reinforced by the new government policy which encourages foreign investment for the country as a whole. Therefore, it wasn't uncommon to hear the refrain that "nothing can be done without funding" throughout all levels of the government bureaucracy, including among the D.O.s themselves

Ironically, one of the major components of the D.O. training was to provide training in "how to mobilize local resources" to begin projects, in an effort to discourage an unhealthy dependency on outside funding sources and to encourage self-reliance on the part of local communities. Since using local resources was somewhat outweighed by the Women's Bureau's interest in external funds, the D.O.s were not strongly encouraged to mobilize resources in the villages. The distinction between the funded and non-funded areas ultimately became a source of some frustration within the project.

The site visits made by the evaluator showed how the distinction between the funded and non-funded areas was played out at the village level. In each of the visits to funded areas, or to areas ripe with the expectation of outside funding, the evaluator often heard that no more could be accomplished without funds.

In the one particular area where there was no outside funding, nor any expectation of funding in the future, the contrast was striking. Not only was it not stated that nothing more could be accomplished without funding, the village women also said they would not want funding

funding even if it were available. Instead, they were interested in the mechanics of applying for a loan. As one spokeswoman for the group expressed: "We are not interested in having money given to us. We would prefer a loan that we could pay back." This group proceeded to tell the evaluator about all of the information that they had collected on applying for a loan and to ask her for more information on the loan process.

Since the issue of external funds is related to national policy, it is complex. However, the example of the group of women seeking a loan on their own demonstrates that self-reliant approaches are feasible.

Project Health and Income-Generation Activities: What Future?

The central question at this juncture is whether, after the major investment in human and financial resources, the health and income-generation activities began during the project will survive without follow-up support. If they are to become established profit-making enterprises, there is a need for developing local and regional markets and transport systems; for training in basic business practices and business management skills; for coordinating project activities; and for promoting support groups of women involved in similar activities.

For example, the evaluator discussed the marketing strategy one woman was using to sell the milk that her dairy cow was producing. After some discussion, it was evident that her strategy was counterproductive. Although the woman was principally selling her bottles of milk locally, in a few cases she had to travel so far that she required transportation. In these cases, the money she spent on transportation

far exceeded the rupees she was earning on the sale of the milk. After a few more sales, the woman would have found herself worse off financially than before beginning the business venture. She did not realize that she was incurring a loss until she was given the opportunity to think through the profit/loss balance.

In another instance, an AGA took advantage of his interview with the evaluator to express his frustration with all the small-scale projects which he had seen come and go in his district. He felt very strongly that very small-scale projects, especially if carried out on an individual rather than on a collective basis, will never succeed. However, he felt that if activities such as orchid cultivation and animal husbandry (both projects being done by women in his area) were undertaken on a major scale--combining the efforts of various individual microentrepreneurs--they would have the potential for developing into successful profit-making ventures. Importantly, a market exists for both the areas he mentioned.

Without follow-up support for the Women's Bureau project activities, many of the income-generating projects initiated will ultimately fail. To become established and profit-making, women's small enterprise activities require the same supports as men's: not only training, but access to credit or seed money, assistance with marketing and transportation, skills in accounting and management, etc. Future projects in small enterprise development need to consider this mix of inter-dependent supports. If possible, efforts should be made to provide some of the needed supports to women who participated in this project.

IV. THE EVALUATION METHODOLOGY

The process used for the project evaluation needs to be understood in the context of OEF's participatory evaluation system. The system includes analysis and evaluation of a project from project development and design, through project implementation to project completion and beyond. The system aims to include the full participation of the project beneficiaries in the design, implementation, analysis and follow-through of the evaluation. In recent years, OEF has worked to develop new procedures which effectively promote a greater involvement of beneficiaries in evaluation activities. By combining "participation" with "evaluation," OEF has created a system that contributes to:

- strengthening of local capabilities for self-reliance;
- enabling of the group to confront problems that occur in implementation and to make needed adjustments;
- guiding of future projects of OEF and other organizations;
- creating approaches for enabling project beneficiaries to take a more active role in project identification, design, and implementation, and thus ensuring that projects are more responsive to their needs.

The evaluation of the Women's Bureau/OEF project was conducted by Ms. Carolyn Rose-Avila, OEF Director of Program Planning/Asia and the Americas, from March 5 - 17, 1982. This two-week period was a relatively short period of time for both building an evaluation team and carrying out the evaluation (see Appendix D for evaluator's

schedule). The process included three major phases:

- Phase I consisted of workshops on the theoretical and technical aspects of evaluation and on the development of the summative evaluation design the team would use in gathering and analyzing data (Design Workshops).
- Phase II consisted of meetings, interviews, and review of documents (see Appendix C for sample questionnaires) (Data Collection).
- Phase III consisted of a final meeting for data presentation and discussion (Data Analysis).

This section of the report describes the three phases in sequence.

Design Workshops

The evaluator and evaluation team met for a full-day "design workshop" on Friday, March 5, the day after the evaluator arrived in Colombo and again for a full day on March 12, 1982.

For the first meeting the team included:

Project Staff: Project Manager
 Project Coordinator

Women's Bureau: Director
 Assistant Director
 One development officer

Field D.O.s: Three from Kandy, Kurenegela, and Jaffna

The second meeting included the same team members except for the two D.O.s from Kurenegela and Kandy.

During the first design workshop, the team addressed a series of questions: What is the difference between "expert" and participatory evaluation approaches? What are the differences between formative and

summative evaluation? If we could continue this project, in what direction would we go? What would be next?

Since the final D.O. workshop was to be held on March 11 - 12, 1982, the first day of the design workshop ended with the development of data collection instruments to be administered during the final D.O. workshop.

The second design workshop was called because the team decided that information needed to be gathered not only from the D.O.s, but also from the village women involved in projects. Therefore, the day was used to plan the best ways to collect the information, the sample size and selection, and the logistics of the trip. One overall criterion was established for selection of the sites to be evaluated: a balance between those with and without external funds for the small-scale projects.

Data Collection

The data gathered for the final evaluation included: project reports, D.O. responses to questionnaires; observation of D.O.s in final workshop; site visits and interviews with village women by the evaluation team; and additional site visits by the OEF evaluator. These are described in detail in this section.

D.O. Final Workshop

The evaluator was very fortunate to have had the opportunity to meet 92 D.O.s during their last activity of the project. The D.O. final workshop became a very special time for all of the D.O.s, the project staff, and Women's Bureau to come together and reflect on

their last two years of learning and teaching.

The two days were full of various activities that gave the D.O.s the opportunity to demonstrate what they had learned, what they were feeling, and how they were viewing the future. During the workshop, the Women's Bureau also formally recognized the contributions the D.O. s had made to the well being of village women throughout Sri Lanka. It was a time of remembering past jokes and receiving fancy diplomas. It was a time of renewing friendships and saying good-byes.

Of all the days of peering into the past trying to "feel" the value of the project, the evaluator most remembers these two days: a D.O. from Jaffna who knew that sweating less was a good indicator of his personal growth; the D.O.s' thunderous applause for the Project Coordinator and Project Manager; the graphic representations--smiles, steps going upward--that D.O.s used to express what the project had meant to them. In many ways, this workshop taught the evaluator more about the meaning of the work than all the counting of chickens or banana trees to come.

The workshop allowed for data to be collected from the D.O.s in a variety of innovative ways: role play was used to gather information on changing attitudes; small group discussion brought to light constraints D.O.s perceived; and a participatory questionnaire was designed so that the evaluator and the D.O.s had the opportunity to ask questions they both determined relevant in a final evaluation (Appendix C).

The following is the design of the participatory data collection activities that were integrated into the D.O. final workshop:

Introduction 8:30-9:30

Introduce yourself, where you are from, and tell the group what was the most unexpected surprise you experienced during the Women's Bureau D.C. training. This can be anything. (Sample D.O. responses: "Learning to listen"; "Didn't expect the women to be so bold"; "Changes in my personal life"; "Lack of financial help for projects"; "Unexpected assistance from superiors"; "Became revitalized about my work"; "Changes from being against, to supporting nonformal education approaches.")

Changing Attitudes 9:30-11:00 a.m.

Break into groups of 18-19 persons.

- Group 1 - Changing attitudes of the village women with whom you work
- Group 2 - Changing attitudes of the D.O.s
- Group 3 - Changing attitudes of the village women's families
- Group 4 - Changing attitudes of surrounding society (neighbors, community leaders, etc.)
- Group 5 - Changing attitudes of officials (local, departmental, national, etc.)

Your group is to develop a role play based on your experiences with changing attitudes within your group's category.

Constraints 11:30-12:30

Break into 6 groups of 15 each. Discuss among yourselves what you viewed as the major constraints you faced in your role as a D.O. in this training. As a group record the major constraints.

Participatory Questionnaire 1:30-3:30

Break into 6 groups of 15 each.
First, read the evaluator's questions. Then, as a group, decide which questions should be added that you as a D.O. feel should be asked during a final evaluation. Record these questions on newsprint.
After all 6 groups have displayed their list of questions, the facilitator identifies duplicate questions across groups until one final list of additional questions is established.
Second, individually answer both the evaluator's and your own collective list of questions.

Accomplishments 4:00-4:30

All participants gather at newsprint and draw or write whatever they feel was their major accomplishment from the training. The following day, the evaluator distributed another questionnaire to 64 D.O.s.

Site Visits

The evaluator and three D.O.s participated in the collection of data during field trips to a total of five sites. The sites were chosen for their proximity to Colombo and represented both externally funded and unfunded areas. The districts in which sites were visited included Puttalam and Kegalle. Interviewing was guided by open-ended questions prepared by the evaluation team beforehand and was carried out in a group setting. Great stress was placed on keeping the ambience informal and conversational. The following individuals provided input to the evaluation team during the site visits: 65 village women; 7 D.O.s, 3 Assistant Government Agents; 1 Planning Officer; 1 Assistant Director of Planning; and several Deputy Directors of Planning.

Different sets of questions were asked according to the role the individual played in the project. For instance, resource people were asked, "What constraints do you face in providing your services?"; officials considered, "What does the Kecheri (district office) expect from the role of a D.O.?"; and village women were asked, "How much has your income increased as a result of your project?" (see Appendix E, "Site Visit Questions").

During the site visits, the evaluator particularly was struck by the incipient and individualistic nature of the income-generating activities undertaken by the village women.

Kegalle Workshop

The evaluator accompanied the Director of the Women's Bureau to Kegalle to participate in a seminar for the village women of Kegalle

after the official close of the evaluation period (March 22, 1982). However, the evaluator found that the impressions gathered from this trip contributed significantly to the conclusions reached during the evaluation.

NORAD, the Norwegian funding agency, provided funding to the Women's Bureau for the projects initiated by the village women in Kegalle. It was the evaluator's understanding that the two-day workshop was held to give the village women an opportunity to discuss their progress and the constraints they were facing with government officials. The Director of the Women's Bureau presided over the workshop, facilitating the interaction between various government officials, the D.O.s and the village women. The NORAD representative was also invited to participate but was not able to attend.

The evaluator was very impressed by the participatory approach used in the workshop and by the self-confidence demonstrated by the village women in expressing their concerns and requesting action on the part of the local government and the Women's Bureau. Interestingly, one of the major issues discussed by the village women with government officials was the development of a rotating fund for their projects and the development of markets for their produce, especially for the mushroom growers. The evaluator perceived that the Director of the Women's Bureau assured the village women that their concerns would be acted upon. In fact, as for the concern expressed by the mushroom growers, the Women's Bureau had already planned to have a seminar meeting with hotel food buyers in Colombo to look into potential mushroom markets.

The Kegalle workshop appeared to be a very positive step by the Women's Bureau to provide support for village-level activities. Although the evaluator does not know what specific follow-up action has been taken on the concerns generated at the workshop, the meeting itself at least provided: 1) recognition for the village women and their work; 2) a chance to speak directly to government officials and the Women's Bureau; and 3) encouragement to the government officials and the central office of the Women's Bureau to respond directly to the village women's concerns. Unfortunately, such a workshop was not routine and it did not take place in unfunded districts.

The evaluator also visited two village women, one who cultivated bananas and the other who raised dairy cows. When looking for the village woman involved in dairy farming, the evaluator found her father first. In conversation with the evaluator, the father explained that he himself was unemployed and was pleased with his daughter's interest in dairy farming. The family had just purchased their first cow with the financial help of the Women's Bureau.

Visit to Regional Coordinator of Lanka Mahila Samiti
in Kalutara

Although this visit also did not fall within the evaluation period, the evaluator again was able to gather data pertinent to the D.O. training project.

While visiting a representative of the Lanka Mahila Samiti in Kalutara, the evaluator quite by chance met another LMS member who was undertaking dairy farming as an income-generating project of the Women's Bureau. The woman happened to walk through the meeting

evidently very upset and carrying two bottles of milk. When asked what her problem was, she launched into a very frustrated explanation of the marketing problems she confronts in trying to sell her milk. It was during this conversation that the evaluator learned of the loss the woman was ultimately incurring in the sale of her milk because of the transportation costs involved (see pages 25-26).

The evaluator also visited a large poultry-raising project. During this site visit, the issue of Buddhist taboos against the slaughter of animals was raised. The woman raising the chickens held to the restriction against the slaughter of animals. In her business she sold chickens but did not slaughter them. She explained that although the village in general follows the restriction against slaughter, nevertheless, everyone enjoys eating chicken. Villagers usually can find someone who will slaughter the chickens for them. If further entrepreneurial support services are provided to the village women's projects, the impact of cultural issues such as these are important to consider.

Data Analysis

The team members met on March 18 to discuss and analyze the data gathered. The Director of the Women's Bureau participated in drawing up the conclusions. These conclusions, then, were presented orally to USAID staff in Colombo on March 29, 1982.

Since the project was in its final days, the timing of the evaluation activities was difficult to coordinate with other pressing close-out activities. Therefore, the data analysis workshop, in order to have most of the evaluation team members present, had to be sche-

duled prior to the evaluator's visit to Kegalle. Consequently, the impressions gathered from the Kegalle workshop and Kalutura visit could not be shared with the evaluation team.

Strengths of the Evaluation Process

- o The emphasis on both quantitative and qualitative indicators and change.
- o The selection of interviewees and creation of the interview instruments in a participatory manner.
- o The use of open-ended questions.
- o The chance for members of different "groups" connected with the project--staff, Women's Bureau, D.O.s--to exchange views and opinions as members of the evaluation team.
- o The opportunity for project participants and village women to observe, reflect, and make their own recommendations on future action.
- o The broad view the evaluation took of the project, e.g., the recognition of the importance of factors and supports outside the training program.

Suggestions for Future Evaluations

- o Allow more time for the entire process, at least three weeks.
- o Make sure that expectations regarding the participatory approach are clear from the outset, particularly the importance of participation by key decision-makers.

V. LESSONS LEARNED

The effective training of development officers, extension agents, or grass roots field workers is a challenge undertaken by governments throughout the Third World. This section of the report distills lessons from the Sri Lanka development officer training project, to strengthen future efforts in Sri Lanka as well as in other countries.

1. Project Scope, Resources Available

The Sri Lanka project included a number of components:

- o Development Officer (D.O.) training
- o Small-scale village projects
- o Local resource persons
- o Handbook production.

The original project design was based on the assumption that these four components are interrelated. In order to enhance D.O. effectiveness, training was not enough. Since D.O.s were assigned to the Women's Bureau but still accountable to district supervisors (AGA--Assistant Government Agents), supervisory responsibilities needed to be clear. D.O.s were expected to draw upon local resources for village-level programs, so coordination between government offices was important. Considering that the project aimed to strengthen the long-term capability of the Women's Bureau, mechanisms for continuity and follow-up were also critical.

In the project design, the two project staff members--an expatriate and a Sri Lankan--were to devote most of their time to the D.O. training. The tasks of supervision, coordination, and continuity were left to the Women's Bureau or not clearly delegated.

A number of key aspects in the areas of supervision, coordination, and continuity seriously affected the D.O.s' application of their new skills. For instance, each D.O. was originally expected to work in 3 villages with 60 women but ended up working in many villages with more than 125 women. In addition, the Sri Lankan staff member was not permanently assigned to the Women's Bureau, and no Women's Bureau staff were involved in the D.O. training on a regular basis. Also, the project budget did not include sufficient funds or time for hand-book production. However, the Women's Bureau and Overseas Education Fund are completing this activity with their own funds.

Looking ahead to other projects, the Sri Lanka experience points out two important lessons in terms of scope of work and resources required. First, coordination of a project with existing structures and confirmation of local resources available are essential. If a project depends on a critical input--such as coordination among government departments--every effort needs to be made to pin down this input in advance. Second, the match between project staff time available and project tasks must be realistic. The Sri Lanka project demonstrates the need for certain external supports to be in place for training to have its maximum effectiveness.

2. Private Enterprise Advisory Board

Future projects that focus on the development of income-generating activities for low-income people might benefit from an advisory board made up of individuals active in business and interested in the development of their country. The advisory board could provide needed guidance

on small business development, pointers on marketing, and general assistance on operating in the private sector. The Advisory Board, in turn, would benefit from closer involvement with grass roots development and a deeper understanding of the challenges involved in development efforts.

3. Production of Training Materials

The production of a training handbook based on project experiences is an effective way to maximize participant involvement and to record the "recipe" of the project for future endeavors. A handbook not only provides concrete recognition of the efforts of those who participated but becomes a handy tool to use in starting similar projects. When it reflects the cultural identity of the population, it many times becomes one of the few educational materials to be indigenous to that area. Also, a handbook can be written in such a way that it lends itself to easy cross-cultural adaptation and then can be translated into other languages. Training manuals or the development of training materials (such as slide shows, etc.) should be an essential part of most technical assistance packages.

4. A Participatory Training Approach

The use of a participatory training methodology, though espoused in theory, can clash with certain traditional values. The philosophy underlying a participatory approach has implications that go beyond training and relate to people's place in and relationship to the world around them. An institution that makes a commitment to carry out a participatory training program needs an opportunity to reflect on the

implications of this approach and how it will fit into the local institutional framework. Only after the local institution has acquired this understanding and is inspired by it can it fully blend into programmatic procedures and become characteristic of an organization. In Sri Lanka, the participatory approach was very effective in the training programs. More attention could have been given, however, to the fit between values implicit in the training and those implicit in organizational structure.

5. Role of Intermediary Organizations

As communications and information transfer increases world-wide, intermediary organizations such as The Overseas Education Fund increasingly find themselves in the role of a broker rather than primary implementors of project activities. Relinquishing primary responsibility for project implementation allows the intermediary organization to concentrate more completely on the provision of technical assistance. The local institution then assumes greater authority in implementation. When the Women's Bureau project is seen from this perspective, those elements that were considered project constraints are no longer constraints. Rather, they are factors that are common in any developing setting that are beyond the control of external funding or technical assistance organizations.

6. Public versus Private Sector Implementing Organizations

Development projects that depend on local participation in decision making, are innovative or experimental in nature, or function within a limited time frame often are freer to evolve fully if imple-

mented through private non-profit organizations. Moreover, the public sector frequently looks to the private sector as a proving ground--absorbing those activities that have proven successful and have already corrected their mistakes. Government organizations such as the Sri Lanka Women's Bureau may want to explore the possibilities of working with the private sector on pilot project efforts. This provides time to work out the unknowns before embarking on a project of greater magnitude.. However, project plans need to include concrete ways to ensure transferability of private sector experience to the public sector.

APPENDICES

NAVAMAGA
TRAINING ACTIVITIES FOR GROUP BUILDING,
HEALTH, AND INCOME GENERATION

- Section I: WELCOME TO NAVAMAGA -----
- Welcome to NAVAMAGA -----
- First There Was The Project -----
- How NAVAMAGA Can Be Used -----
- A Salute To The Participants -----

- Section II: GUIDELINES FOR USING THE HANDBOOK -----
- A Look Inside NAVAMAGA -----
- What We Mean When We Say -----
- Some Helpful Hints -----
- Ways To Reach And Train -----
- Making A Training Plan -----
- Friendly Evaluations -----
- Evaluation Quickies -----
- Reflection / Evaluation: Ranking Our Learning
- Reflection/Evaluation: A Stranger Wants To Know
- Reflection/Evaluation: Just One Word -----

Section III: GETTING TOGETHER AND WORKING TOGETHER

- A. Beginning To Build A Group -----
- Word Pairs -----
- Matching Emotions -----
- I Respect You - You Respect Me -----
- Who Am I??? - Roles We Play -----
- Clarifying Our Values and Beliefs -----
- Identifying Resources Within Our Group -----
- Cooperative Problem Solving -----
- Sticks: Let's All Be Involved -----
- Seeing Differently -----
- A Woman -----
- What Do You See -----
- Decision Making And Cooperation: How Others See Us
- How Can We Change? How Can We Become Better Group Members?
- B. Work Women and Leadership: Old And New Roles
- A Good Leader Is Many Things -----
- Communicating With Authority Figures -----
- Decision Making -----
- Women's Work: What Does It Mean? -----
- Problems We May Face: Women Working In A New Way
- C. My Needs And Yours -----
- Assessing Personal Needs For Setting Personal Goals
- Paper Bag Needs Assessment -----
- Picture/Story Needs Assessment -----
- Village Health -----
- Taking A Look At Our Village -----
- Needs Survey -----
- Helping Each Other To Change -----
- Crisis And Change -----
- A Willingness To Change Requires An Open Mind

Section IV: EXPLORING RESOURCES AND PROJECTS FOR HEALTH AND INCOME -----

- A. Identifying And Using The Resources We Have -----
 - Identifying And Mobilizing Community Resources -----
 - Where To Go For Proper Assistance -----
 - People: A Most Valuable Resource -----

- B. Exploring Ideas For Improved Health And Increased Incomes -

- Nutrition: The Food We Eat -----
- Home Gardening: Growing Our Own Food For Improved
Nutrition And Increased Incomes -----
- Preventive Health: Planning For Healthy Lives -----
- Environmental Sanitation: Improving Our Village -----
- Mushroom Cultivation: What Do We Need To Know -----
- Child And Maternal Health: How Sugar, Salt and Water
Can Save Lives -----
- Bee-Keeping: But Is There A Market? -----
- Cattle Raising: The Gift Of Milk -----
- Home Remedies: Healing With What We Have -----
- Soy Bean Products: Good To Eat! Good To Sell! -----
- Pig Raising: A Radio Quiz -----
- First Aid: Preparing For Emergencies -----
- Goat Raising: Let's Take A Look -----
- Cottage Industries: New And Old! -----
- Family Planning: Another Child? -----
- Food Preservation: A Contest -----
- Dental Health: An Ounce Of Prevention -----
- Chicken Raising: Sumana's Fowls -----

Section V: PAINLESS PLANNING -----

- What Work Do I Want -----
- Setting A Goal: Ring Toss -----
- A Goal For Me! -----
- Planning To Solve The Problem: Making A Coup Of Tea Or
Starting An Income Generating Project -----
- Goats For Beddegama: Resources For You -----
- How Much To Spend On What? -----
- Managing A Smallscale Project: More Money Is Not Always
The Answer -----
- Working Together For Community Change -----

APPENDIX C-1

DEVELOPMENT OFFICER QUESTIONNAIRE A

1. a. What do you see as your strengths as a trainer?
b. What do you see as your weaknesses as a trainer?
2. How many income-generation projects have been started by village women with whom you work?
3. What types of income-generation projects have been started by the village women with whom you work?
4. What changes in health and diet practices have you noticed in the village women with whom you work?
5. How many women have increased their incomes as a result of their income-generation projects?
6. How much has their monthly income increased?
7. What are the sources of the increased income?
8. How do village women spend their increased income?
9. How many village women do you feel exhibit leadership skills?
10. What local resources have you used working with village women?

(The following are the questions contributed by the D.O.s)

11. Is there coordination of your activities with other departments?
12. As a D.O., is your work sufficient?
13. As a trained D.O., do you get job satisfaction?
14. Do you think you have had sufficient training?
15. How many women outside of the women receiving training have started their own income-generation projects (as a result of the influence by the women involved in training)?
16. What were the problems you faced in this project?
17. Do you use non-formal education techniques on a one-to-one basis?

APPENDIX C-2

SAMPLE RESPONSES TO QUESTIONS 1a AND 1b

FROM QUESTIONNAIRE A

1.a. What do you see as your strengths as a trainer?

- The ability to patiently listen to the views of the women who come for the training
Ability to use various techniques in the trainings (diagrams, posters, questionnaires)
To be trained to conduct trainings
- The ability to make people comprehend
Due to the close association with rural women, ability to understand their problems
Ability to get their cooperation in any official matter
Ability to get the services of government officials in the performance of their duties, without delay
- Organizational ability, ability to avoid the problems of the village to effect the trainings, ability to draw the hidden talents and give opportunities for them to display their capabilities, ability to satisfy and make the participants happy about the trainings
- I have gained the confidence and ability to give ideas and suggestions, etc.
- Organizational ability, identification of needs, determination, respect for views of others
- Ability to identify the needs, ability to understand facts, ability to coordinate with other services
- To be able to make use of the knowledge gained for the benefit of others

1.b. What do you see as your weaknesses as a trainer?

- Inability to keep to schedule
- No specialized knowledge in agriculture
- Difficulties of transport; due to this, sometimes unable to arrive on time
Inability to meet the needs and requirements according to the requests of the members for supply of equipment and other assistance
- Chairing a meeting, or giving a speech at a meeting or speaking to project workers about projects without having money to spend on those
- Too hasty

--No specialized training and knowledge

--Inapplicable

DEVELOPMENT OFFICER QUESTIONNAIRE B

Use 1 sheet for each sheet of answers. Number the answers as they are numbered in Sinhala.

1. Your district
Whether you're funded or unfunded
2. What organizations are represented by the women with which you work? How many women per organization?
3. (Unfunded areas only)
What resources have you been able to mobilize?
4. Are you actually being able to carry out some of the training in your villages for which you were trained?
5. (Funded areas only)
Do you arrange for the training of rural women in leadership projects?

APPENDIX D

SCHEDULE OF EVALUATION ACTIVITIES

Friday, March 5	First Design Workshop
Wednesday, March 10	D.O. Final Workshop; Questionnaire Administration
Thursday, March 11	
Friday, March 12	Second Design Workshop
Monday, March 15	Data Collection and Site Visits
Wednesday, March 17	
Thursday, March 18	Data Analysis Workshop
Monday, March 22	Kegalle Workshop; Evaluator's Field Trip
Monday, March 29	Evaluation and Project Close-Out; Meeting with USAID staff

APPENDIX E

SITE VISIT QUESTIONS

A. Questions for Resource People

1. Do the village women possess enough skills in their respective fields?
2. What constraints do you face in providing your services?

B. Questions for Officials

1. What do you think about the Women's Bureau Program?
 - a. D.O. training
 - b. Rural women's leadership program
2. How do you select village women? What are the difficulties you face in selecting them?
3.
 - a. Can/do you release the D.O. for Women's Bureau activities?
 - b. If not, why?
4. What are the other duties the Kechcheri expects from the D.O.?

C. Questions for Village Women

1. Changing attitudes of women.
2. Changing attitudes of D.O.s.
3. Changing attitudes of husbands and families.
4. Changing attitudes of neighbors.
5. Changing attitudes of officials.
6. D.O.s training skills.
- 7a. What changes in health practices?
- 7b. What changes in diet practices?
8. How many women (or have you) increased their income as a result of this project?
9. How much has your income increased? (Other women's?)
- 10a. How many women have exhibited leadership skills?
- 10b. What are the examples (indicators) you identify as exhibiting leadership skills? In yourself?

- 10c. In other women?
11. What surprises (or unexpected outcomes) arose from training?
12. Constraints you face to project implementation?
- 13a. Awareness of local resources by you.
14. Use of local resources by you.
17. Type of income-generating project.
18. Who makes the decision on how the extra income from project is spent (i.e., what do you do with the extra income)?
19. What is the extra income spent on?
20. What other income-generation projects have you started besides the ones as a result of D.O.s' assistance?
- 21a. Projects started by other women as a result of your influence?
- 21b. How many?
- 21c. What types?
22. What are your expectations of the D.O.?