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Agency for International Development
Room 2845, New State
Washington, D.C. 20535
(202) 632-3992

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WORKSHOP

ON THE

INVOLVEMENT OF WOMEN

IN THE

DEVELOPMENT PROJECT IMPLEMENTATION PROCESS

Freetown, Sierra Leone

American Council of Voluntary Agencies for Foreign Service, Inc.
Technical Assistance Information Clearing House
200 Park Avenue South
New York, N. Y. 10003

November, 1978

FINAL REPORT OF THE WORKSHOP ON THE INVOLVEMENT OF
WOMEN IN THE DEVELOPMENT PROJECT
IMPLEMENTATION PROCESS

Freetown, Sierra Leone
October 11-14, 1977

Co-sponsored
by

Subcommittee on Women in Development/Committee on Development Assistance
American Council of Voluntary Agencies for Foreign Service, Inc.
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and

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THE AMERICAN COUNCIL OF VOLUNTARY AGENCIES FOR FOREIGN SERVICE, INC. (ACVAFS), was incorporated June 1944 as a confederation of 44 member agencies for the purpose of providing a forum for cooperation, joint planning and the exchange of ideas and information, in order to avoid duplication of effort and to assure the maximum effectiveness of the overseas programs of American voluntary agencies. The work of the Council is carried on primarily through the functioning of its established committees dealing with areas of concern to its members, namely development assistance, material aid and refugees and migration.

THE SUBCOMMITTEE ON WOMEN IN DEVELOPMENT of the Committee on Development Assistance is an example of Council formation of subcommittees in response to members' needs or interests. International Women's Year was the catalyst for the establishment of the Subcommittee in February 1975, and the knowledge that the task of including over half the world's population in the development process is a long and arduous one, continues to give meaning to the evolving work of the Subcommittee. Representatives of 15 Council member agencies serve on the Subcommittee, and by inviting participation of non-members also, a wide diversity of experience and opinion is brought to bear on its activities and discussions.

THE TECHNICAL ASSISTANCE INFORMATION CLEARING HOUSE (TAICH), one of the Council mechanisms to maintain relationships with non-member agencies and governmental, intergovernmental and international organizations, serves as a center of information on the socio-economic development programs abroad of U.S. non-profit organizations, including voluntary agencies, church missions and foundations. Through publications and the maintenance of an inquiry service TAICH responds to the need for current information about development assistance with particular reference to the resources and concerns of the private, non-profit sector. The Council has operated TAICH since 1955 with support from the U.S. Government, currently with a grant from the Agency for International Development.

THE NEW TRANSCENTURY FOUNDATION, INC., is a non-profit, consultant organization operating domestically and overseas. Under a grant from the Agency for International Development, Office of Private and Voluntary Cooperation, the Foundation carries out a program of technical assistance and management consulting services in the areas of recruitment, organizational development, program planning and evaluation, management information systems, budgeting and accounting, fund-raising and women in development for private agencies working in the Third World.

THE SECRETARIAT FOR WOMEN IN DEVELOPMENT is TransCentury's special division, established under the grant for the larger technical assistance and management consulting services program, to enhance the capacity of private agencies to integrate women more fully and effectively into overseas programming. Its functions include: a) a clearinghouse/library; b) technical assistance and training in program design and implementation; c) development of case studies and profiles of projects involving Third World women; and d) organization of workshops and conferences on Women in Development.

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PREFACE

The Subcommittee on Women in Development of the American Council of Voluntary Agencies for Foreign Service, Inc. (ACVAFS), was established in February 1975 as that community's response to the challenge of International Women's Year: how to increase women's participation in the development process, thereby raising their status in their society. As representatives of agencies operating humanitarian and development assistance programs in a wide range of countries overseas, they decided to pool their knowledge and experience to significantly improve agency programs involving women.

The first product of that collaboration was the creation and adoption of Criteria for Evaluation of Development Projects Involving Women. These Criteria, which addressed the factors of Initiation and Leadership, Participation and Control, Benefits, Social Change, and Process, were conceived with several ends in mind. Principally, they were seen as a tool in the critical examination of programs involving women, but they were also to be used as an awareness builder and as a catalyst for information-sharing in the development community at large. In this respect, over 5,000 copies have been distributed to date to voluntary agency staff, AID and UN missions, donor organizations, academicians, and the general public. The Criteria have been used in training Peace Corps Volunteers, in discussions at international conferences and have been incorporated in several training manuals.

But it is not enough to write and disseminate criteria. The Subcommittee believed that if it were really going to achieve its purpose of improving the impact of projects on women, then it needed to make direct contact with voluntary agency field staff and their local cooperating institutions in order to raise consciousnesses, provide a time and a place for a serious review of on-going activities, and to determine other ways that the Subcommittee and voluntary agency headquarters could assist staff and counterpart personnel. Hence, the idea for a workshop was born.

The idea matured with the support of the New TransCentury Foundation, a Washington-based private group, one of whose divisions, the Secretariat for Women in Development, tries to enhance the ability of private and voluntary agencies to integrate women more fully into programming. TransCentury offered to co-sponsor the workshop with the Subcommittee, with the assistance of the Agency for International Development (AID), Office of Women in Development, which provided travel funds for participants and a resource person, and AID's Office of Private

and Voluntary Cooperation. The workshop received the enthusiastic reception of development workers in Liberia and Sierra Leone, countries surveyed as possible sites in August 1977, and was held in October of the same year.

The four days of the workshop were a difficult but exciting time. To bring together representatives of governments, U.S. voluntary agencies and the private sector from two countries to examine the question of women in development is no easy matter as the long hours and intense exchanges can attest. But the international, cross-cultured mix did spark a vibrant discussion of philosophies, objectives, future and on-going projects which has not ended with the conclusion of the sessions on October 14th. The pages which follow attempt to summarize the content of these discussions, but they can never capture the flavor, the wit, and emotion of the individual and collective personalities which made the workshop in Sierra Leone.

We, the workshop organizers, have learned much from our participation in this dialogue and hope that we can continue to be a small part of it. Our special thanks go to Nancy Minett and Jim Meyers, Assistant Country Directors for CARE in Sierra Leone and Liberia, respectively, who so capably supervised the logistics in both countries, and to Faye Thompson from AID's Office of Women in Development who served as a resource person and ambassador-at-large.

A final word of gratitude goes to all the participants. We thank them for the time they gave, their patience when things went awry, and the warmth with which they accepted us. We hope that this report in some measure reflects the acuity of their perceptions and the depth of their commitment. May it stand as a symbol of our compact with each other to continue working on behalf of women in development until the job is done.

Elaine L. Edgcomb
Chairperson,
Subcommittee on Women in
Development, ACVAFS

INTRODUCTION

Background

This workshop was the fruit of several months of collaborative effort between its two co-sponsors, the Subcommittee on Women in Development of the Development Assistance Committee of the American Council of Voluntary Agencies for Foreign Service, Inc. (ACVAFS), and the New TransCentury Foundation. The Subcommittee had cited as a key priority activity the holding of overseas workshops to encourage agency field staff to involve women more effectively -- beneficiaries as well as staff members -- in the project implementation process. TransCentury was asked to assist in procuring funds and in planning the first workshop, which was envisioned as a pilot and which was to convene in Freetown, Sierra Leone, for participants from Sierra Leone and Liberia. Participants from both countries were invited due to the small number of U.S. voluntary agencies in each alone.

Prior to the workshop, two TransCentury staff members conducted a survey in the two countries. They interviewed prospective participants as well as key resource persons. This survey sought information on the individuals themselves; their agencies and how their major programs involve/impact on women presently; the role, status, and major activities of women in Sierra Leone and Liberia; and what participants would want out of the workshop. The survey process was used to familiarize the organizers with the personalities and issues, to ensure the most appropriate selection of participants, and to provide basic information for focussing the workshop's content around the participant needs.¹

In-country coordination and logistical planning in Sierra Leone and Liberia were handled by the CARE offices in each country. The workshop organizing team included two Subcommittee representatives and three TransCentury staff members. The Agency for International Development (AID), Office of Women in Development, provided one staff person to serve as a resource to the workshop.

Participants

The workshop opened in Freetown on October 11, 1977 and ran for four days. Participants came from three groups: U.S. voluntary agencies, their Sierra Leonean or Liberian Government counterparts, and indigenous women's organizations. With survey results as a guide, workshop organizers tried to select participants who:

¹ The survey questionnaire and survey results are attached to this report in Appendixes 1 and 2.

held decision-making positions within their organizations;

had programming-level field experience;

had established working relations with other participants or had the potential to do so; and

could contribute substantively to the workshop -- i.e. were specialists who could give of their knowledge and experience as well as receive.

Following is a numerical breakdown of participant representation, by group and country:²

	<u>Sierra Leone</u>	<u>Liberia</u>
U.S. Voluntary Agencies	8	5
Indigenous Women's Groups	6	2
Government Counterparts	2	3

WORKSHOP GOALS AND AGENDA

The overall workshop goal was to assist agencies working in Sierra Leone and Liberia to involve women more fully and effectively in the development process. Subgoals to achieve this were:

- 1) To develop methods for design and implementation of projects;
- 2) To provide resources;
- 3) To identify how expatriate organizations can more effectively support women's involvement in the development process;
- 4) To develop individual action plans for the future; and
- 5) To encourage the further development of a network of persons committed to Women in Development goals.

²

Figures indicate the number of persons, not the number of agencies; some agencies sent more than one representative. See Appendix 3 for complete listing of individuals and affiliations.

The workshop's organizational strategy to accomplish these subgoals was to start with the general and move to the specific. Day One was devoted to a wide-ranging discussion of the underlying philosophical and programmatic issues surrounding the increased integration of women into development. Day Two dealt with more concrete objectives of women's involvement in development projects: benefits, participation and control, initiation and leadership. It also included program design exercises intended to introduce specific techniques of implementing projects so that they involve women more effectively. Day Three continued the program design sessions, with participants dividing up by sector and country to analyze, design or redesign individual projects. On Day Four, the workshop's final day, participants worked on generating in-country networks of persons devoted to the goal of increasing women's participation in development activities. Ways to involve organizations outside Sierra Leone and Liberia were also discussed, along with ways to obtain funds and material resources. Each participant, as part of this session, developed his or her individual action plan for the future.

What follows here is a detailed summary, not an exhaustive description, of how the workshop proceedings attempted to further accomplish the subgoals described above. Each subgoal is analyzed in terms of process (how did we do it? what was the learning method employed?), inputs (what did organizers and participants bring to the workshop, both in knowledge and resources?) and outputs (what was generated from the sessions that contributed to achievement of the subgoal?).

Subgoal 1:

TO DEVELOP METHODS FOR DESIGN AND IMPLEMENTATION OF PROJECTS

This subgoal divided itself naturally into two parts: (A) general and/or thorny issues relating to the theme of integrating women more fully into the development process; and (B) "how-to" or actual feasible methods of involving women in projects, both as participants and planners.

(A) Issues

Process

As noted, several early sessions were devoted to discussion of the philosophical beliefs that underlie programming decisions. These sessions were designed to give participants the opportunity to explore their own values and attitudes, and those of others, in a relaxed and non-threatening environment. The object was to provide support for a diversity of opinions and perceptions and to build a mutually accepting spirit of respect.

Three basic methods were used to elicit participant views on philosophical issues and to build mutual respect.

A report on the results of the pre-workshop survey, providing numerical analysis of the three participant groups' views on various issues.

An open debate in plenary of some of the tougher and admittedly unresolvable questions which appeared to give survey respondents the most trouble.

Discussions in small groups of problems raised by a case study of a fictitious American voluntary agency operating a project in Sierra Leone. Participants were asked to read the case and then give their advice to the voluntary agency's director.³

Inputs

The survey highlighted a number of thorny issues. Central among them was the question of whether or not development efforts should or do attempt to influence prevailing value systems involving women. According to the survey, most U.S. agencies operating in Sierra Leone and Liberia design their projects to work primarily within the existing value systems and in line with the roles of indigenous women. However, a few American agencies did have projects specifically designed to change women's attitudes about themselves. These groups focused on three main efforts: increasing self-esteem, increasing understanding of the importance of education, and increasing women's economic independence. American agency reluctance to interfere with the prevailing value systems contrasted with responses from indigenous women's groups; seven out of nine interviewed said that their projects did attempt to influence values and attitudes of participating women, mainly through traditional or mass media education. Responses to the question on raising women's status (effecting social change) were similar, with only three U.S. voluntary agencies but all indigenous groups saying it was a major part of their work.

Two somewhat surprising facts uncovered by the survey were that roughly two-thirds of respondents believe that women in general (rural and urban) perceive a gap between their status and that of men, and that the majority of agencies thought that men would be neutral to very encouraging of women changing their status.

An additional input was the case study of the mythical African Development Fund. To give cohesiveness, both the study and its output, the general discussion about it, are presented below under outputs.

³ See Appendix 4 for text of the case study.

Outputs

General discussion: the general issues session produced lively discussion on a number of knotty philosophical questions, none of which was resolved or expected to be resolved by participants. One question in particular, "Do we have to slow down the present rate of developmental change in order to accomodate fuller involvement of women?" unleashed a storm of debate. Some members felt that although the question was asked tongue-in-cheek, it implied the faulty assumption that development can move ahead without the specific involvement of women. Others argued that the development process, always a difficult one, is made even more arduous by working against established values that limit the participation of women, and questioned whether direct programs to involve women are the most useful way to achieve progress.

Case Study: In the case study exercise, participants turned to more operational questions and were able to raise broad issues in a project context without reference to their own programs.

The case study presented the predicament of Roy Latham, director of the Africa Development Fund, a mythical American voluntary agency operating in Sierra Leone. ADF's main project, a multipurpose rural development effort, had three major components: a swamp rice cultivation package, health/nutrition clinics, and a well-digging program.

Over the course of several months, Roy was confronted with information from various sources indicating that his project, which on the surface appeared to be achieving its pre-set goals more or less according to schedule, might be having some detrimental consequences to the lives of women living in the target area. For example, two female Peace Corps Volunteers told him that since inception of the swamp rice cultivation program, women were spending more time in the fields and that as a result school attendance of young girls had declined. Similarly, a health clinic worker complained to Roy that very few women from outlying areas were availing themselves of the new clinic facilities.

In addition to this verbal feedback, Roy happened across written materials on women's roles and activities -- a newspaper article, a booklet sent out from New York headquarters on ways to assess the impact of development projects on women, etc. With the annual evaluation just a few months off, the case left Roy thinking about how his project would stand up in terms of benefit to and involvement of women. Workshop participants were asked to put themselves in Roy's shoes and decide what he should do, if anything, regarding this issue.

Virtually all groups pinpointed a lack of accurate information on the roles and activities of women and on the true impact of the project on women, as the first critical problem to be faced by Roy. Evaluation of the project as currently constituted was one recommendation deemed essential, and most of the issues flowing from the case study discussion dealt with various approaches to carrying out evaluation. Following are illustrative sets of questions which workshop groups felt should be asked before any redesign of the project could take place:

Set #1

1. Do village women have problems?
2. If so, who is identifying them?
3. If there are problems, do they require external resources or can they be solved by the local population? Would the provision of information be sufficient for their local solution?
4. Whom do you want to evaluate the project?

Set #2

1. How do cultural attitudes affect the involvement of women in planning at the village level?
2. Who should identify local human resources?
3. What should be reported to headquarters and what should not? How much communication is necessary between headquarters and field for adequate evaluation?
4. Is outside evaluation more effective than self-evaluation? To what extent is either outside or self-evaluation necessary?
5. How objective is local evaluation by those involved in the project, i.e. agency and beneficiaries, as opposed to evaluation by an independent, outside consultant or agency?

As can be inferred from these questions, discussion surrounding the case study stressed the importance of gathering specific data about women and assessing the impact of the project on women. The importance of involving women, especially knowledgeable local women, was also emphasized. Other issues, such as the use of self- or outside evaluators and whether the information collected should be shared with headquarters, are common to all development projects but were felt to have special implications due to the possible need for outside resources to help with the analysis of information involving women.

(B) Feasible Methods for Involving Women in Project Implementation

Process

A report of survey results provided participants with an overview of the kinds of projects various agencies are undertaking, and the extent to which women are involved as planners and beneficiaries. With this background, the workshop turned to the problems of implementation methodology, i.e., what needs to be done differently in the planning and implementation phases of projects if women are to be involved as full contributors and beneficiaries? Participants divided into small groups -- sometimes by country (Sierra Leone or Liberia), sometimes by sector (agriculture, health/nutrition, education, infrastructure), sometimes by both country and sector -- to work with new and ongoing projects. Some groups chose to examine projects which currently seem to be impacting beneficially on women; others evaluated projects and then redesigned them to better incorporate women; still other groups elected to create new projects. Both women-specific and multi-focus programs were analyzed.

Inputs

The survey results gave participants an overview of the agencies' current programming and management situations vis-a-vis women. To wit, voluntary agency programs designed specifically to respond to women's needs are few and are clustered almost exclusively around health and education. Voluntary agencies have no projects specially aimed at women in the fields of construction/infrastructure or agriculture; although they are active in these sectors. By contrast, projects in construction and business skill development for women were a central focus for indigenous women groups. These findings were particularly striking in light of other survey responses indicating participants' virtually unanimous belief that farming and petty trading are two of the principal activities of rural women in both countries.

Concerning women's involvement in project planning and management, some U.S. agencies do use women as officials or managers and/or seek their inputs as project participants, but women's influence is uneven; few agencies do both consistently and many do only one or neither. The picture is vastly different for indigenous women's groups who employ mainly women in decision-making positions and whose programs are geared principally toward women.

Beyond the survey a second input brought to the workshop by the organizers was the Criteria for Evaluation of Development Projects Involving Women.⁴ Although still in the process of refinement, these

⁴ The Criteria were developed by the ACVAFS Subcommittee on Women in Development. A copy of the Revised Criteria appears in Appendix 5; they are also available in French and Spanish.

Criteria provided the basis for both discussion and analysis of ways to more fully involve women at all levels. They include five primary dimensions: (1) the degree to which women are involved in initiation and leadership; (2) the level and nature of women's participation and control; (3) the benefits that accrue to women from the project (i.e., knowledge, power and resources); (4) the results of the project in terms of ongoing social change involving women; (5) the ways in which the project fits into a process of development -- does it relate to a larger plan, does it or can it generate spin-off programs?

Outputs

Based on this framework for analysis, workshop organizers extrapolated a set of questions which participants used as a guide in small group project design and redesign exercises:

- What are the project objectives?
- What does the project do for women in terms of knowledge, power, and resources?
- What does it not do?
- What are our maximum desirable objectives?
- What can actually work now? in terms of economic feasibility, social acceptability, and immediate applicability?

Some groups supplemented or replaced these questions with other guidelines such as:

- What do we know now about women's roles and activities?
- What do we need to know?
- How do we go about gathering missing data?
- Whom do we employ to gather the data?
- How can women participate in management of the project, both as staff members and project beneficiaries?
- What evaluation techniques need to be developed?

Among the projects analyzed were the Community Education Center (Pujehun, Sierra Leone); Catholic Relief Service's Rural Rice Farming Project (Sierra Leone); the Rivercess Mission Outpatient Clinic (Liberia); the Bendu Health Center (Sierra Leone); the CARE Nutrition and Health Education Project (Sierra Leone); an adult literacy project (Liberia); and a fictitious water supply project (Sierra Leone).

Using the guideline questions, the small group discussions proved a useful way to think methodically about the involvement of women in project implementation. Each group individually reviewed the principles of good project design (such as involvement of the local population) with special consideration for what they mean in terms of women, both as participants in the design/management process and as beneficiaries. The result was a long list of practical suggestions that dramatize the real improvements that are possible when development specialists devote special attention to the problem.

The following is a synthesis, by no means a complete description of the discussions which occurred during the project implementation sessions. In all groups three main questions provided the central focus for explorations:

1. How can we get data on women's needs?
2. What are the weaknesses in current projects vis-a-vis their involvement of women? and
3. What can be done to improve current projects and new projects in the future?

How Can We Get Data on Women's Needs?

Prior to identifying gaps and proposing solutions, it is necessary to procure reasonably accurate data on women's needs and capabilities. Workshop groups came up with several recommendations for doing this:

- 1) Include women on the design team.
- 2) Involve village women leaders in the data collection effort.
- 3) Talk to informed persons in target area: village leaders (male and female), extension agents, religious leaders, social workers, government officials, health workers, voluntary agency field staff.
- 4) Talk to village women about their lifestyles and activities.

In order to talk to women about their lifestyles and activities effectively, participants made the following suggestions:

Work with and through husbands.

Be sensitive to setting and timing of talks -- e.g., informal chatting may be preferable to formal interview.

Seek women out during the course of their daily routine (clothes washing, sewing class, marketplace, MCH clinic).

Talk to women in their own language.

Avoid direct questioning on sensitive issues such as abortion and marriage.

Ask only the minimum number of questions and avoid use of questionnaire if possible.

Ascertain whether sex of interviewer will affect nature of responses, and plan accordingly.

A central point emphasized by participants was that normal data collection procedures (which are similar to those above but do not specifically seek out women) may not be adequate. Views of village needs and priorities may be quite different between males and females; formal responses of women in mixed groups or to a man may differ from private discussions among women only; and men, although entirely well intended, may not be able to adequately represent the needs of women as well as women themselves can.

What Are The Weaknesses in Current Projects Vis-a-Vis Their Involvement of Women?

This question forced participants to pinpoint gaps, both in terms of unplanned negative impact on women of ongoing projects and previously unidentified needs of women for new and continuing efforts.

In some groups attention was focused on existing projects specifically designed to fill the gaps left by traditional development efforts in the country. The Liberia literacy project was a case in point. This project, a new effort designed to impact on both urban and rural women, developed curricula specifically geared to Liberian women's life styles and activities and made educational materials appropriate for women continuously available.⁵

In other groups participants explored projects not originally designed to include women. One of these was a rural rice farming project in Sierra Leone which had inadvertently left women out of many of its major activities. Specifically, this project gave women no direct knowledge of improved farming methods, no health/nutrition education, no organizational or business skills, no credit, no women's cooperatives, no direct control of returns from the project, no appropriate technologies for women farmers and no say in the way the project was designed or run.

Although providing all of these benefits to women may not be feasible given social and cultural realities in rural areas, the discussion was useful in highlighting the kinds of gaps that may occur when traditional project development and planning systems are used without special consideration for the needs of women.

What Can Be Done to Improve Current Projects and New Projects in the Future?

"Feasible" was a key word here, because as experienced observers of and participants in the development process, workshop group members

⁵ Discussion notes on this project and the others included in this report are given in Appendix 6.

knew that while some proposed solutions could be implemented in the short term, others would require far more time or might never be realized. In the Liberia adult literacy case, the group recommended that classes for rural women be held in the evening, in the post-harvest season, and at the village "community center" or school, if one existed. To attract women to attend, the project would have to advertise through the mass media in the local language, make personal contact with village women, and possibly offer rewards or awards for attendance. Educational material would have to be geared to the needs of participating women and local teachers recruited and trained to fully relate to village women.

The group examining the rural rice farming project explored several possible solutions and rejected a number summarily as not feasible in the short term. For example, in order to bring women into the decision-making process for procurement of a loan to buy agricultural inputs, the group suggested that village head wives accompany the husbands to co-sign the loan agreement. Upon reflection, the group decided that prevailing cultural attitudes would inhibit implementing such a policy for the present, but that through education it might be achieved over the long run. Other proposed solutions deemed feasible for the immediate future included encouraging the Ministry of Agriculture and the Peace Corps to train more female extension agents. Once these agents were trained, placed, and trusted by the local populace, the group believed they could facilitate a number of activities such as training local people as paraprofessionals to transmit improved nutrition practices, helping local women prepare paperwork necessary to seek funds for agricultural inputs and appropriate technologies, helping organize local women into cooperative-type associations, etc.

One important consideration which grew from the discussions of this rice farming project was that many current development projects do not tap women's potential economic contributions (to rice farming in this case), thus causing negative consequences to women themselves and their families. Also in the rice farming project, as in many others, training was a commonly suggested solution. Although easy to specify and hard to effect in the real world, many participants were convinced that the training of women as managers, nurses, extension agents, anthropologists and general development professionals is an imperative first step to accomplishing many of the large goals.

A couple of projects received special attention from the workshop because of their particularly creative approaches. The Community Education Center project in Pujehun, Sierra Leone is remarkable not only for its thriving gara cloth dying industry, but also for its spin-off projects -- a small-scale vocational school in which young girls learn business-related skills (math, English, accounting, bookkeeping, concepts of profit and loss), and a small food processing industry, whose objective is to train female secondary school drop-outs in techniques of jam preservation (jars of jam are subsequently sold in Freetown) and oil palm pressing. This project has also spawned research into development of domestic dyes and the training of several local women in textile and dress design.

Another Sierra Leone endeavor, the CARE Nutrition and Health Education Project, is noteworthy. It provides visual teaching materials to rural-based clinics for use with primarily non-literate women. Because the project had only just gotten underway when the workshop convened, no results other than those uncovered by the baseline survey were available. But the combination of heavy female participation in project planning and management -- from beneficiary women to female clinic staffers to CARE's project manager -- and the innovative visual aid/non-formal education approach makes this project worth watching for possible replication in the future.

Most participants agreed that these project analysis exercises were among the most useful products of the workshop. The process of working through programming situations with which they were familiar tended to concretize and make operational much of the philosophical and methodological discussion that had gone before, and some participants expressed their intentions of reevaluating other planned and ongoing projects in terms of the above-mentioned guideline questions.

Subgoal 2:

TO PROVIDE RESOURCES

Process

Resources provided by the workshop were of three kinds: human, material and financial. Clearly, participants themselves constituted the workshop's richest resource; they had four days to think deeply on the subject of involving women in the development process, to argue from differing perspectives about differing approaches, and to develop relationships and exchange methods and insights with new people interested in the same field.

In order to encourage sharing of the vast wealth of knowledge and experience represented among the participants, significant time was spent on Day One in helping participants get to know each other. Introductions lasted almost two hours and guideline questions all during the workshop were designed to let those with knowledge and experience share their expertise. Much of the workshop was conducted in small groups in which inter-personal exchanges were easier and more likely to be productive. All out-of-town participants were in residence at the same hotel, and all participants lunched together every day. One evening dinner was arranged to further the informal information exchange process, and a resources and hospitality suite was set up to encourage informal gatherings during off hours. An idea board was also established on which participants interested in particular topics posted meeting times to discuss them; and at those meetings they raised questions or made comments.

Information and resources (books, articles, statistics, etc.), to be described below, were provided throughout the workshop by both organizers and participants. In some cases participants were provided with their own copies; other materials were available for review in the resources and hospitality suite, and still others were sent to participants after the workshop closed.

In terms of financial resources, one entire morning was spent in discussion of where and how to get money for development projects involving women. The larger international development agencies, including a representative of the U.S. Agency for International Development, outlined their own policies and procedures for funding, and workshop organizers provided lists of other agencies currently funding projects in West Africa and gave out materials designed to help fund-raisers develop proposal-writing expertise.⁶ Some participants knowledgeable about fund-raising also offered technical assistance to those with less experience in this area.

Inputs

Regarding human resources, it is perhaps worth noting quickly: the wide diversities represented by participants and organizers. Beyond the three primary groupings around which the workshop was organized (U.S. voluntary agencies, government counterpart agencies and indigenous women's groups), the participant group was far from homogeneous. Members ranged in age from early twenties to mid-sixties and in education from secondary school equivalency to doctoral level. They came from at least five countries on three continents and represented many different political persuasions and theories of development. They were black and white, male and female, veteran and novice in development. Some members knew much about African women but little about project design or fund-raising. Others had long years of experience with design methodology but little exposure to the problems of local women. Some understood the operations of governments, some the intricacies of international agencies, others the workings of village councils. Some knew business, some education, some health and nutrition, still others agriculture. Some had never been to Africa before. Others had never been anywhere else. Most significant of all, they represented agencies and groups with very different interests, and agendas sometimes complementary and sometimes competitive.

As might be expected given this spectrum, not all communication was harmonious or productive, and at times it appeared that the very diversity of interest groups represented inhibited effective exchange of views or the reaching of a consensus on the more difficult problems. Yet in the main, participants seemed to feel that the dialogue was one of the workshop's key strengths, and that the diversity, though sometimes painful,

⁶ Swipe File II; see Appendix 7 for bibliographical information.

was a prime ingredient in furthering the development of an effective network of persons committed to improving the lot of women in Sierra Leone and Liberia. Certainly this dialogue that grew out of so many differences provided a texture and richness to the workshop that could have been achieved in no other way.

As noted, besides the human resources available to participants information and other resources were also made available. Some of these were provided by the organizers and others were distributed by participants. Those made available at the workshop included:

A folder (distributed to each participant) containing the tentative agenda, workshop objectives, the Criteria (both yellow booklet and revised), research papers on women in Sierra Leone and Liberia, and special materials on handicrafts, agriculture, nutrition, and other topics of interest to particular individuals.

Other materials such as the case study; the Area Handbooks for Sierra Leone and Liberia, published by American University; a book on proposal writing; information on grants available from various foundations in the United States and elsewhere.

Descriptions of programs and projects supplied by participants themselves.⁷

Three slide presentations with accompanying recorded narration, on project-related efforts involving African women. The presentations were produced by the United Nations and are available from:

United Nations Development Programme
Division of Information
1 United Nations Plaza
New York, N.Y. 10017.

The results of survey and research work conducted by participants (e.g., the CARE Nutrition Survey).⁷

Some notes on Muslim women graciously provided by the representative of The Muslim Women's Benevolent Association (Kankalay).

⁷ See Appendix 6.

Subsequent to the workshop, the organizers sent participants copies of particularly relevant documents on Women in Development -- e.g., WIN News, a quarterly magazine on developments concerning women; International Directory of Women's Development Organizations, a directory of women's organizations around the world; the Technical Assistance Information Clearing House (TAICH) Bibliography on Women in Development; TransCentury's annotated bibliography, "Development as if Women Mattered: A Third World Focus"; the Church World Service report on the India Consultation on Women in Development, "But We're Not Afraid to Speak Anymore"⁸; and copies of the initial survey results for this workshop.⁹

The workshop also heard from the representative from AID/Washington's Women in Development Office, on the kinds of programs and research currently being financed by that office. Its main thrust is funding multi-country research efforts on women's involvement in development, as well as conferences and workshops such as this one. However, the African Bureau in AID/Washington runs an umbrella WID program which does have money for country-specific projects; participants were urged to contact Nancy Tumavick, WID Officer at the USAID mission in Monrovia, and Robert Huddleston, AID Representative at USAID/Freetown, for further information on the umbrella WID project, as well as the Ambassador's Self-Help Fund in each U.S. diplomatic mission. Indigenous women's groups were encouraged to look for linkages with American voluntary agencies, as a means of tapping these and other funding sources.

Outputs

Contacts established, information exchanged, illusions dispelled, a new spirit of common dedication to the special needs of women -- these were some of the good things that came out of the human interaction process. Regarding material and financial resources, participants took away with them all the materials outlined above plus typed-up transcripts of each day's proceedings, which the organizers hoped would assist them in future planning efforts.

Subgoal 3:

TO IDENTIFY HOW EXPATRIATE ORGANIZATIONS CAN MORE EFFECTIVELY SUPPORT WOMEN'S INVOLVEMENT IN THE DEVELOPMENT PROCESS

Process

A major goal of the U.S. voluntary agencies involved in this workshop was to identify the ways in which indigenous women felt that

⁸ See bibliographical information on some of these resources in Appendix 7.
⁹ See Appendix 2.

outside agencies could best support efforts to more effectively involve women in the development process. Both indigenous and expatriate participants also felt it would be worthwhile to articulate for outsiders not present at the workshop those kinds of support which a consensus of the participants concluded would be the most helpful sort of contributions from outside organizations.

As part of the networking session, participants were urged to articulate specific requests for assistance from outside Sierra Leone and Liberia. Some of these needs became clear through group discussion; others were elicited from personal evaluations of the workshop filled out by each participant.

Inputs

Primary inputs for this part of the conference were participants' own experiences, viewed in light of materials provided by workshop organizers and presentations made by the USAID Representative and others speaking for international agencies.

Outputs

Participant needs from the outside spanned the gamut from outright requests for money to technical assistance and training. Major categories of requirements included:

More information on funding sources. Financing was requested for more in-country research on the roles of women, feasibility studies on programming options, purchase of project-related materials (e.g., arts and crafts materials), and project start-up costs.

Training. One participant wanted scholarships to be made available to send local women overseas for specialized training; another needed grants and scholarships for social work training in-country.

Equipment. Requests ranged from uniforms for a girls' band, to vehicular transport, to visual aid equipment, to mobile Maternal/Child Health clinics, to a pottery craft factory.

Technical assistance. One representative from an indigenous women's group wanted technical assistance in tailoring project proposals to voluntary agency and other donor agency specifications. An American voluntary agency hoped the network could assist him in tapping the energies and creativity of rural women in such a way that he could integrate them into future programming. Another U.S. voluntary agency wanted

names and resumes of qualified North American women seeking employment in West Africa and concrete suggestions on how to use women more profitably as staff members. Still another participant asked that more Peace Corps Volunteers be made available to assist with physical and occupational therapy.

Workshop/Conferences. Many participants hoped that a follow-up workshop to this one would be convened in the not-too-distant future. Others asked that workshops be organized to bring semi-literate women and young school-leavers into the development process.

Subgoal 4:

TO DEVELOP INDIVIDUAL ACTION PLANS FOR THE FUTURE

Process

Participants took time during the last day of the workshop to write individual action plans for future activity.

Inputs

Each participant was given a mimeographed sheet on which she/he was asked to state the result expected, the task required, the time frame necessary for completion of those tasks, and resources needed.

Outputs

The completed action plan sheets were the outputs for this session. Unfortunately, time did not permit discussion and analysis of individual action plans, although some participants, during the networking session, did articulate for the group their own intentions regarding follow-up activity.

Subgoal 5:

TO ENCOURAGE THE FURTHER DEVELOPMENT OF A NETWORK OF PERSONS COMMITTED TO WOMEN IN DEVELOPMENT GOALS

Process

Beyond individual action plans for each participant, a major goal of the workshop was to use the resources identified during the previous few days to engender an active and effective network of people committed

to bettering the living and working conditions of Sierra Leonean and Liberian women. A first task was to clarify more precisely what was meant by the term "network." Group discussion produced a tentative definition: an informal association of people with common goals for purposes of recognition and the exchange of information and mutual support.

A special networking exercise was conducted on the workshop's last day. Using the previously developed individual action plans, the participants identified what they would need from others in order to achieve their goals. Then, armed with these individual lists of "needs," participants divided up into the three representative groups -- U.S. voluntary agencies, indigenous women's groups, and government counterparts -- and compiled a joint list of things they would need from other groups in the network in order to be effective. The workshop ended with a discussion of how these various high priority needs might be provided to each group.

Inputs

Major inputs to the networking exercise included provision of the framework by means of which participants could analyze both the costs and benefits of joining the network and could develop individual action plans and group objectives. The four days of discussion and the many new friendships and associations engendered by the workshop also provided raw material for this process.

Outputs

Lists of priority needs developed by the groups (including the workshop organizers) were extensive and included the following:

U.S. Voluntary Agencies: an established channel for receiving and disseminating information; a funding newsletter, warmer relationships; grassroots participation; clearer definition of what is meant by a "network"; coordination of new projects involving women; names of indigenous and expatriate women professionals available to work with voluntary agencies in Sierra Leone and Liberia; a statement of development priorities of the Women in Development movement; funds for research on involvement of women in development in Sierra Leone and Liberia; complimentary copies of the new TransCentury annotated bibliography on WID.

Indigenous Women's Groups: recognition by donor agencies of the invaluable resource represented by women's groups; to that end, circulation of a comprehensive list of groups in both countries; funds for initial stages of crafts promotion projects, job creation programs, and income-generating projects (e.g. vegetable gardening, coconut oil processing, gara tie-dying); funds to support project feasibility studies, training facilities, provision of markets at home and overseas; provision of adequate incentives for hiring of female professionals (e.g. housing facilities, travel allowances, adequate salaries, social security,

recreation facilities); representation and consultation in planning and evaluation of donor projects.

Government counterparts: money for ongoing projects; grants and scholarships for social work training; mobile MCH clinics in rural areas; mobile in-service teacher training; library services in rural areas; transportation for rural community work; assistance in establishing facilities for developing low-cost teaching materials; relevant literature on programs and projects in other countries and of other agencies; funds for and information on establishing intermediate vocational technology in agriculture, training and health.

Workshop Organizers: detailed information from voluntary agency project staff on projects involving women (for abstraction into case studies); evidence of network effectiveness; recommendations from voluntary agency field staff on their needs to which headquarters can respond; information requirements from voluntary agencies on hiring more women in decision-making positions; information on how voluntary agencies and indigenous women's groups can effect changes in attitude and behavior; information on new working relationships between U.S. voluntary agencies and indigenous women's groups; honest evaluation of the workshop; application of Revised Criteria to projects and feeding back results to organizers.

WORKSHOP RESULTS AND COMMITMENTS FOR THE FUTURE

The workshop produced a number of concrete commitments for follow-up activities. Among the Liberia contingent, several participants agreed to organize themselves in a communication network and said they would keep the organizers informed of their progress. For Sierra Leone, representatives of indigenous groups pledged to establish a roster of women's organizations, both urban and rural, to be distributed to government agencies, voluntary agencies and other donors for purposes of future program collaboration.

Obviously, dialogue among participants regarding their views, needs and priorities was a crucial part of the process of building a network. That participants came from only two countries, that those countries are small, contiguous and English-speaking, that many participants had either worked together previously or had at least heard of one another -- all these facts seemed to increase the likelihood that following the workshop's close, participants would try to continue working on common problems, especially in-country but perhaps even across national frontiers.

Other less tangible results were apparent: indigenous women and government people came away with a clearer picture about the kinds of voluntary agency programs now functioning, what may be possible in the future, and the very real and serious programming and funding constraints faced by voluntary agencies, both in-country and at U.S. headquarters.

These women also saw the willingness of voluntary agency representatives, largely male, to listen with full attention to the views and problems of Sierra Leonean and Liberian women. For their part, voluntary agency participants departed the workshop with a better idea of how women leaders in both countries could assist and become involved in future programming efforts; these women's intelligence, long experience, and sensitivity to both urban and rural problems were acknowledged as valuable resources not to be wasted.

APPENDICES

Appendix 1

Interviewer: _____
Date of Interview: _____

Subcommittee on Women in Development, ACVAFS
New TransCentury Foundation

AFRICAN WOMEN IN DEVELOPMENT PRE-WORKSHOP QUESTIONNAIRE

Respondent is:

Country:

- | | |
|--|------------------|
| (1) U.S. Voluntary Agency staff member | (1) Liberia |
| (2) Counterpart Voluntary Agency | (2) Sierra Leone |
| (3) Individual | |

Name of Organization: _____
Respondent's Name: _____
Title: _____
Address: _____
Phone Number: _____

1. We'd like to first get some information about you personally. All together, how many years have you worked in the field of development?
_____ years
2. How many years have you lived in _____ (INSERT NAME OF COUNTRY)?
_____ years
3. How long have you worked for _____ (NAME OF ORGANIZATION)?
_____ years
4. What is the central purpose of _____ (INSERT NAME OF ORGANIZATION) in this country?
5. How long has _____ (NAME OF ORGANIZATION) been working in this country?
_____ years
6. Approximately, what is _____'s (NAME OF ORGANIZATION) total annual in-country budget in dollars?
\$ _____
- 6a. What is your principal funding source?
7. We are interested in learning about the different staff positions _____ (NAME OF ORGANIZATION) has in this country. First, please give me the title -- such as Project Director, nutrition educator, secretary, etc. -- of each position your organization has in _____ (NAME OF COUNTRY). Then, for each position, please tell me: (REPEAT 7a-d AS NECESSARY FOR EACH POSITION LISTED; RECORD RESPONSES BELOW.)

- 7a. What is the total of number of people with that position?
- 7b. How many of these people are women?
- 7c. How many of these people are host country nationals?
- 7d. How many of these people are expatriates?

<u>Position Title</u>	<u>Total number</u>	<u>Total women</u>	<u>Total host country nat'l</u>	<u>Total expatriates</u>
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____

8. How many projects or programs does _____ (NAME OF ORGANIZATION) sponsor in this country?

9. I am interested in your three largest programs currently in progress in this country. What are their names and functions or purposes? (PROBE TO OBTAIN: purpose, size, target group, duration, location, budget size)

Program 1: _____

Program 2: _____

Program 3: _____

10. Are any of these or any other programs you haven't mentioned yet specific designed to be responsive to the needs of women or characterized by special consideration for women?

- (1) Yes (ASK Q. 10a)
- (2) No (GO TO Q. 11)

10a. (IF PROGRAM HAS NOT BEEN MENTIONED IN Q. 9 ASK:) Please describe this (these) program(s) to me. (PROBE TO OBTAIN purpose, size target group, duration, location, budget size, exactly how responsive to the needs of women)

(IF PROGRAM IS ONE THAT WAS DESCRIBED IN Q.9 ASK:) Please tell me exactly how this program was specifically designed to be responsive to the needs of women or is characterized by special consideration for women.

Now I would like to ask you some questions about your projects in general rather than specific projects.

11. First, let's talk about women's involvement in the planning, initiation, and design of projects. On a scale from one to five -- with one being "Very central. Women are always extremely involved in initiation of projects and project design. Their inputs have a very strong influence on design decisions." and five being "Not central at all. Women are not normally involved in the planning and initiation of projects or in project design. They have no influence on design decisions." -- how much influence do you feel women have in planning decisions or determining project design? REPEAT CATEGORIES ONE AND FIVE AS NECESSARY.)

(1)-----	(2)-----	(3)-----	(4)-----	(5)
Very central. Women are always extremely in- volved in initia- tion of projects and project design. Their inputs have a very strong influence on design decisions.				Not central at all. Women are not normally involved in the planning and initiation of projects or in project design. They have no influence on design decisions.
(ASK Q. 11a)				(GO TO Q. 11b)

- 11a. (IF 1-4) How exactly are women involved in the planning, initiation and design of projects? (PROBE TO DETERMINE: formal or informal involvement, which women (indigenous), etc.)

(GO TO Q. 12)

- 11b. (IF 5) Why aren't women involved in the planning, initiation and design of projects?

12. Now let's talk about women's participation in project management and control. We are interested in learning the level of involvement of women in determining the direction of your projects, and implementing decisions and strategy concerning the management of projects. On a scale of one to five -- with one being "No involvement. Women are almost never involved in project management and management decisions," and five being "Heavy involvement. Women play an important role in all dimensions of project management." -- how involved are women in the control and management of your organization's projects?

(1)-----	(2)-----	(3)-----	(4)-----	(5)
No involvement. Women are almost never involved in project manage- ment and manage- ment decisions.				Heavy involvement. Women play an important role in all dimensions of project management.
(ASK Q. 12a)	(GO TO Q. 12b)			

12a. (IF 1) Why aren't women involved in project management and project management decisions?

12b. (IF 2-5) How exactly are women involved in management decisions and the management of projects?

13. In general, are your projects specifically designed to change participating women's attitudes about themselves, or do your projects try to work exclusively within the existing value systems and roles of indigenous women?

(1) Designed to change participating women's attitudes about themselves. (ASK Q. 13a)

(2) Designed to work exclusively within the existing value systems and roles of indigenous women. (GO TO Q. 13d)

13a. (IF 1) What attitudes have you tried to change?

13b. How have you tried to change these attitudes? (PROBE TO DETERMINE SPECIFIC PROJECT DESIGN)

13c. How successful were you in changing these attitudes? (PROBE TO DETERMINE HOW SUCCESS WAS MEASURED)

(GO TO Q. 14)

13d. (IF 2) Why have you decided that your projects would work exclusively within the existing value systems and roles of indigenous women rather than trying to change attitudes?

14. We are interested in the expected benefits of projects to women. Some projects increase women's access to knowledge. For example, teach them how to organize themselves, what legal rights they have, how to identify their problems and seek solutions within their communities, knowledge of child care, health, nutrition, agriculture, home economics, etc. Are any of your projects specifically designed to increase women's knowledge in this way or in any other way?

(1) Yes (ASK Q. 14a)

(2) No (GO TO Q. 15)

14a. (IF YES) What knowledge? PROBE: How has this been done?

15. Are any of your projects specifically designed to help increase women's access to resources? For example, to human resources such as other women, to organizations and institutions including government programs, to material resources such as money, goods?

(1) Yes (ASK Q. 15a)

(2) No (GO TO Q. 16)

15a. (IF YES) What resources? PROBE: How has this been done?

16. Are any of your projects specifically designed to help increase women's access to the power structure? For example, in the family, in the community, in organizations, in the government?

- (1) Yes (ASK Q. 16a)
- (2) No (GO TO Q. 17)

16a. (IF YES) How have your projects helped to increase women's access to the power structure? PROBE: What power structure?

17. (IF YES TO Q. 14, 15 OR 16) Have the women themselves -- that is, the recipients of the program -- specifically asked for any of these "benefits:

- (1) Yes (ASK Q. 17a)
- (2) No (GO TO Q. 18)

17a. (IF YES) How were these requests made -- that is, by what mechanism, vehicle, or process were their requests made known? PROBE: To whom were these requests made? By whom? In an informal or formal way?

18. In general, are your projects specifically designed to encourage women to invest their time, their work, their funds, or their goods in projects?

- (1) Yes (ASK Q. 18a)
- (2) No (GO TO Q. 19)

18a. (IF YES) What exactly are women encouraged to invest in your projects -- their time, their work, their funds, their goods, or what?

18b. Are women in fact willing to make the required investment to participate in your projects?

- (1) Yes (ASK Q. 18c)
- (2) No (ASK Q. 18d)

18c. (IF YES) What is the opportunity cost of that investment -- that is what suffers, doesn't get done, or doesn't get purchased so that the can participate in the project?

18d. (IF NO) Why aren't women willing to make the required investment to participate in your projects?

19. Now I would like to talk about social change. I am interested in learning whether any of your projects are specifically designed to encourage social change involving women. On a scale from one to five -- with one being "Changing women's status is a major dimension of our projects' design." and five being "Changing women's status is not part of our projects' design." how important is increasing women's choices of action and improving their social status in the design of your projects?

(1)------(2)------(3)------(4)------(5)

Changing women's status is a major dimension of our projects' design.

Changing women's status is not part of our projects' design.

(ASK Q. 19a)

(GO TO Q. 20)

19a. (1-4) Please describe these projects which were specifically designed to increase women's choices of action or improve their social status.

19b. How successful was the project -- that is, were women's choices of action actually increased or was women's social status actually improved?

- (1) Yes (ASK Q. 19c)
- (2) No (GO TO Q. 19d)

19c. (IF YES) How exactly were women's lives changed -- that is, what was the result of their choices of action being increased or their social status being improved?

(GO TO Q. 20)

19d. (IF NO) Why wasn't the project successful in increasing women's choices of action or improving their social status? PROBE: How could the project have been designed so it would have been successful? Why did that happen?

20. Are any of your projects specifically structured so that, having attained one goal, the participants can move on to others? For example, from food distribution in an emergency to reconstruction; from curative to preventive health programs; from family planning to training in nutrition and child care, etc.

- (1) Yes (ASK Q. 20a)
- (2) No (GO TO Q. 21)

20a. (IF YES) Which projects are structured in this way and how exactly does this work? PROBE.

21. Are any of your projects specifically designed to develop skills which can be used outside the project activity -- that is, transferable skills? For example, functional literacy, functional mathematics, organizational and management skills, etc.

- (1) Yes (ASK Q. 21a)
- (2) No (GO TO Q. 22)

21a. (IF YES) Which projects are these? What transferable skills are learned?

22. Do any of your projects aim to decrease dependency on outside resources and increase reliance on local resources?

- (1) Yes (ASK Q. 22a)
- (2) No (GO TO Q. 23)

22a. (IF YES) How are local people and resources used in your projects? PROBE: To what extent?

23. The next few questions concern the activities of and attitudes toward women in general in _____ (INSERT NAME OF COUNTRY). What are the chief roles or activities of poor women?

24. Operationally, do poor women have equal status with men in things such as inheritance rights, marriage and divorce laws, etc.?

- (1) Yes (GO TO Q. 25)
- (2) No (ASK Q. 24a)

24a. (IF NO) In what ways are women's rights different from men's?

25. Do girl children usually receive the same education as boy children?

- (1) Yes (GO TO Q. 26)
- (2) No (ASK Q. 25a)

25a. (IF NO) How does a girl child's education differ from a boy child's education?

25b. Why is this?

26. Do you think that women in this country perceive a gap between their status and that of men?

- (1) Yes (ASK Q. 26a)
- (2) No (GO TO Q. 27)

26a. (YES) How do they perceive this gap -- that is, what do they see as the difference between their status and that of men?

26b. Do you sense any movement on the part of women to foster change in this area or to raise their own status?

- (1) Yes (GO TO Q. 27)
- (2) No (ASK Q. 26c)

26c. (IF NO) Why do you feel women are not interested in changing this condition or raising their status?

27. Now I am interested in finding out if men in this country would be adverse to changing women's status, especially increasing their independent income-earning ability. On a scale from one to five -- with one being "Men would be extremely adverse to changing women's status, especially increasing their independent income-earning ability." and five being "Men would encourage women to improve their status, especially their independent income-earning ability." -- how do you think most men in this country feel about this issue?

(1)------(2)------(3)------(4)------(5)

Men would be extremely adverse to changing women's status, especially increasing their independent income-earning ability.

Men would encourage women to improve their status, especially their independent income-earning ability.

27a. Why would men in this country feel this way?

28. What do you feel are women's greatest needs in this country?
29. In your opinion, in what areas can women realistically most improve their situation in this country? (PROBE: How could this be done?)
30. In your opinion, in what ways can American voluntary agencies be most helpful in improving women's situation in this country?
31. What, if any, women's groups already exist in this country?

Group 1: _____
 Group 2: _____
 Group 3: _____
 Group 4: _____

32. Do you know of any particular individuals, either host country nationals or expatriates, who are well-known for their concern for women's issues?

- (1) Yes (ASK Q. 32a)
 (2) No (GO TO Q. 33)

32a. (IF YES) Who are these people?

Name: _____	Name: _____
Organization: _____	Organization: _____
Address: _____	Address: _____
Phone: _____	Phone: _____

33. Do you know if other agencies or organizations are sponsoring programs or projects that are designed to improve women's status?

- (1) Yes (ASK Q. 33a)
 (2) No (GO TO Q. 34)

33a. (IF YES) What programs or projects are these? PROBE: What agencies or organizations?

34. Do you think there should be projects designed specifically for women only or do you think that women should be more involved in regular projects?

- (1) Projects specifically for women
 (2) Involved in regular projects

34a. Why do you feel this way?

35. In 1975 there was an international conference for women in Mexico City in conjunction with International Women's Year. Do you think this conference had any effect on women in _____ (INSERT NAME OF COUNTRY)?

- (1) Yes (ASK Q. 35a)
 (2) No (GO TO Q. 36)
 (3) Unaware of conference (GO TO Q. 36)

35a. (IF YES) What effect did this conference have on women in this country?

36. The Percy Amendment states that AID will try to increase the inclusion of women in programming and participation in AID-funded programs. What effect, if any, do you think the Percy Amendment has had in this country thus far?

37. In _____ (NAME OF ORGANIZATION) do you feel there is genuine concern for Women in Development issues?

- (1) Yes (ASK Q. 37a)
- (2) No (GO TO Q. 38)

37a. (IF YES) How is this concern manifested -- that is, what kinds of things are done that show their concern for Women in Development issues?

38. In your organization, is there concern for equitable hiring practices regarding female employees?

- (1) Yes (ASK Q. 38a)
- (2) No (GO TO Q. 39)

38a. How is this concern manifested -- that is, how does your organization show concern for equitable hiring practices regarding female employees?

39. Has headquarters ever attempted to assist you or given you any guidance in dealing with the Women in Development issue?

- (1) Yes (ASK Q. 39a)
- (2) No (GO TO Q. 40)

39a. (IF YES) What type of assistance or guidance have they given you?

40. What kinds of things -- political, sociocultural and economic -- that we haven't talked about yet do you feel make it difficult to bring about change regarding women in this country?

INTERVIEWER: GIVE DESCRIPTION OF PROPOSED CONFERENCE INCLUDING FORMAT, PURPOSE, ETC. AS YOU SEE IT NOW.

Now I would like to get some input from you concerning the format, purposes, and issues to be raised at the conference.

41. First of all, how would you like to see the conference formatted -- that is, would you like it to be loosely structured, tightly structured, case studies, panel discussions, lectures, round table discussions, or something else? (IF SOMETHING ELSE, PROBE TO DETERMINE EXACTLY WHAT.)

- (1) Loosely structured
 - (2) Tightly structured
 - (3) Case studies
 - (4) Panel discussions
 - (5) Lectures
 - (6) Round table discussions
 - (7) Small group discussions
 - (8) Other SPECIFY. _____
-

- 42. What issues would you particularly like to see covered at the conference?
- 43. What would you like the end result of the conference to be -- that is, what would you like to see accomplished at the conference?

SURVEY RESULTS

(Preparatory to Workshop on the Involvement of Women
in the Development Project Implementation Process,
October 11-14, 1977, Freetown, Sierra Leone)

I Participants

Highly Experienced

- 1) ● 2/3 had at least 4 years in development.
 - 1/2 had over 8 years.
 - Counterparts* had even more experience than U.S. people.
- 2) ● 2/3 had also been in country for at least 2 years.

Familiarity with their organization.

- 3) ● 4 out of 5 have been with present organization for at least 2 years.
 - More than 2/3 have worked for same group for more than 4 years.

II Organizations

- 4) Wide cross-section of organizations.
 - Only 4 directly promote women in development.
 - Half in health, education, social services.
 - 1/3 in infrastructure/community, general/rural development.
- 5) Number of years organizations had worked in country (Sierra Leone or Liberia).
 - 2 voluntary agencies had worked for less than a year.
 - 1 voluntary agency had worked for 2 to 3 years.
 - 1 had worked from 10 to 15 years.
 - 7 had worked about 15 years.
 - 1 counterpart voluntary agency had worked for 2 to 3 years.
 - 3 counterparts had worked for about 15 years.
- 6) The group collectively has experience with a wide range of funding sources; each agency however, has experience with only one or a few.
- 7) Utilization of women in responsible positions in the U.S. voluntary agencies is checkered.
 - 1/5 of managers and supervisors are women.
 - 1/4 of all technical people are women.

* The term "counterparts" refers to those Sierra Leonean/Liberian government and private agencies who work with or sponsor programs of U.S. voluntary organizations.

More than half the managers and financial people in U.S. voluntary agencies are host country nationals but only 10% are technical people.

III Projects and Programs

- 8) All but 1 participating agency has more than one project in country, few have more than 4.
- 9) Of the roughly 60 projects identified by participants as their largest, the bulk are in education, health and social services.
 - 16 are in education
 - 12 are in medical services
 - 6 are in social services
 - 6 are in construction
 - 5 are in business
 - 5 are in general community development
 - 3 in agriculture
 - 2 in religion
 - 2 straight monetary assistance

IV Women's Programs

- 10) Almost all of the organizations represented have at least some programs designed to be specifically responsive to the needs of women or characterized by special concern for women.
 - 8 of the 11 U.S. voluntary agencies
 - 9 of the 10 host country groups
- 10a) However, specific programs are few and these are clustered almost exclusively around health and education for women, especially maternity, child care, family planning and vocational training. Many areas not touched.
 - 6 focus on health care and health education.
 - 4 projects in vocational training, 1 each in home skills and business, only 3 consider process: women trainers, program planning, needs assessment of women.
 - Nothing specifically designed to respond to women in:
 - Construction/infrastructure
 - General community development
 - Agriculture
 - Direct monetary assistance

This contrasts with indigenous women's groups' programs--they have projects specifically designed to respond to women's needs:

- 3 in construction
- 3 in business
- 3 in child care and development (day care)

V Involvement with Women/Planning, Management, and Control

11) Most participant agencies believed women to be actively involved in planning, initiation and design of projects but U.S. voluntary agencies less than counterparts and both of these less than indigenous groups.

central					not central
	1	2	3	4	5
	(5)	(5)		(2)	

- U.S. voluntary agencies also have less female staff involvement (U.S. participant involvement.)
- Only 2 agencies felt women were relatively little involved, and both of these were U.S. voluntary agencies.

11a) Many agencies involve women as officials or managers in project planning and/or seek their inputs as project participants or recipients but influence is uneven, few agencies do both consistently and many do only one or neither.

- 5 involve women as officials or managers.
- 7 agencies (4 U.S.) involve recipients (women) in some way.
- Only 2 agencies (1 U.S. voluntary agency) directly involve recipient women in the planning.
- Approximately 1/3-1/2 have no formal vehicle for input of women (neither staff nor recipient).
- It is not clear that even when women are involved, they actually influence the plans.

12) Women's involvement in project management and control runs across the board from heavy involvement to none and is about evenly balanced.

U.S. voluntary agency & counterpart					heavy
	1	2	3	4	5
	(1)	(3)	(2)	(2)	(3)

- Among U.S. voluntary agencies 4 had heavy involvement of women and 4 light.
- Among counterparts there were none with light involvement.
- 7 agencies total were medium to low (1,2 or 3); 5 of these were U.S. voluntary agencies.
- Indigenous groups had high involvement
 - none light
 - 7 of 9 heavy.

12a) Few reasons were given for the low involvement of women where it did occur.

- 2 each said women were not in positions of authority or not trained in certain skills.

12b) When women are involved in management decisions of voluntary agencies and counterparts it is usually by being project managers/supervisors (6 agencies) or in the majority on the staff (3 organizations).

- Women in no U.S. voluntary agency controlled the money.
- Local (recipient) women were almost never involved in management and control - only 2 agencies involved them in any way (1 U.S.

- voluntary agency) and then only by "soliciting their opinions."
- Only about half the agencies have women as project managers or supervisors.

This contrasts with indigenous groups.

- Less likely to mention managership as source of involvement.
 - Much more likely to have women control the money (4 of 9 do).
- 13) Most agency and counterpart projects are designed to work primarily within the existing value system.
- 10 agencies (5 U.S. voluntary agencies exclusively work from within the existing value system).
- 13a) Those groups which have tried to change values/attitudes focused on:
- Increasing self esteem (3).
 - Importance of education (2) and economic independence (2).
- 13b) Most specific attempts have been fully informal and individually oriented.
- Counseling (1).
 - Only 1 did formal training.
 - Several claimed to have tried but articulated no specific methods.
- 13c) Those groups which did not try to change women's attitudes about themselves attributed this policy to a desire to show respect for existing values or to improve program success.
- 4 to show respect.
 - 3 to improve likelihood of program success.
 - 2 because they believe no change is possible.

All this contrasts with indigenous non-counterpart responses.

- 7 of the 9 groups interviewed said their projects were designed to change values or attitudes of women.
 - Half of these did so formally via traditional education or mass media education.
- 14) Almost all participant agencies have projects designed to increase women's knowledge.
- 14 yes 1 no
- 15) However, the kinds of knowledge emphasized by U.S. and counterpart voluntary agencies is limited almost exclusively to 3 categories:
- 8 (5 U.S. voluntary agencies) in health, nutrition, family planning and child care.
 - 5 in general education and literacy.
 - 4 in home economics, gardening, handicrafts.
 - 1 teaches about rights and politics and education.
 - None in management or organizational skills for women.
 - None in agriculture for women.
 - None in business or trade (marketing, finance, merchandising, storage, production) for women.

- None in construction for women.
- None in community organizing for women.

(Compare this to purposes of the organizations and traditional roles of women in these countries; also to projects' focus on educational/skills transfer noted later.)

Also, by comparison to indigenous groups the U.S. voluntary agencies and counterparts are much less involved with knowledge aimed at process (i.e. literacy, teaching women to organize themselves, to gain access to education, about rights and politics, etc.).

- 6 of the 9 indigenous groups focus in these areas.
- Only 1 U.S. voluntary agency does.

15a) Most participant agencies also have projects designed to help increase women's access to resources (11 of 15).

- Most of these (6 of 7 U.S. voluntary agencies) attempt to provide access to money through self-help, income-generating programs (cottage industry, co-ops, handicrafts, gardening).
- 5 more aim at process: attempt to help women get access to other women or self-reliance training.
- 1 program each assists access to health care assistance and natural resources.
- No project aimed at resources for the primary activities of women:
 - farming
 - trading.

Predictably, perhaps, indigenous groups were less likely to have projects increasing women's access to resources. Those that did, however, also concentrated on self-help income generation.

16) About half the organizations (both U.S. voluntary agencies and indigenous groups) were split over having programs designed to help women get access to the power structures. Indigenous groups and counterparts are more likely to do so than U.S. voluntary agencies.

- 7 of 11 indigenous groups and counterparts do.
- Only 4 of 10 U.S. voluntary agencies do.
- Grand total split 1/2 and 1/2.

16a) The majority of those programs identified by participants which do exist try to give women more access to power in the family (rather than community or government) via more money or education.

- 7 of 10 participants' responses focused on power in family.
- 5 out of 7 indigenous groups' responses, however, focused on more power in community or government.

17) In roughly 3/4 of programs recipients have specifically asked for the benefits provided. However, this communication is more likely to be via staff assessment or community representatives than through some form of direct request.

- 6 of 10 are indirect among all participants.

- Indigenous and counterpart agencies more apt to receive direct requests (recipients seek participation) than U.S. voluntary agencies.
 - 2 of 6 U.S. voluntary agencies use representation mainly.
 - 4 of 6 among indigenous and counterparts.
- 18) 3/4 of all groups encourage or more often require women to invest time, work or funds or goods in their programs.
- 18a) Time and/or work are almost always required, funds or goods less often.
- Only 2 participants believe nothing is required of women.
- 18b) What suffers? Participants, both U.S. and indigenous, agree that child care, farming, petty trading and handicrafts suffer most.
- 19) U.S. voluntary agencies are significantly less inclined to design their projects to encourage social change involving women.
- Only 3 of 11 U.S. voluntary agencies said it was a major part of their work.
 - All 10 counterpart and indigenous agencies said it was a major part of their project design.
- | | | | | | |
|-------|-----|-----|-----|-----|-----------|
| major | | | | | not major |
| 1 | 2 | 3 | 4 | 5 | |
| (3) | (1) | (3) | (2) | (5) | |
- 19a) Primary vehicles for social change or increasing women's choices was to change their economic status, train women to realize their self-worth or provide vocational or general education which raises status.
- 19b) All participants who engaged in changing women's status believed it to be successful, although the forms that success took were varied: more time, more money, more awareness, more access to decision-making.
- 20) All but 2 participants' projects are structured so that having achieved one goal, the recipients move on to others; not clear whether this really happens.
- 21) All participant agencies report their projects to be designed to develop skills which can be used outside the project activity.
- Roughly 1/3 of the agencies taught vocational and literacy skills respectively.
 - Another 2 each taught agriculture, business, health and general education (but apparently not to women).
- 22) Almost all participants said that their projects are specifically designed to reduce dependency on outside resources.
- 1/3 each use local natural resources/supplies and funds respectively.
 - Local people, self-help, appropriate technology also mentioned.

VI Women's Activities and Status

- 23) Participants were united in their beliefs about what poor women do. There appears to be a high level of accurate awareness.
- Virtually all said farming (21).
 - Most said petty trading (19).
 - Most said home care (food, fuel, water) (16).
 - Many said child care (13).
 - Crafts, fishing, domestic work (less).
- Indigenous and U.S. voluntary agency responses match.
- 24) Participants are united in the belief that poor women do not have equal legal status with men. Only 2 agencies, both counterparts, disagreed.
- 24a) Primary areas in which status is different are inheritance and divorce laws. Tradition of male as chief decision-maker was also mentioned, but less often and more likely by indigenous than by U.S. voluntary agency respondents (only 1 U.S. voluntary agency mentioned it, 5 indigenous groups did).
- 25) Participants also united in belief that girls receive less education than boys, mainly due to high drop-out rates, but fewer starting and lack of money also important.
- 25a) The main reasons identified by U.S. voluntary agencies and counterparts were that:
- Not necessary for girls to get education; women's place is in the home.
 - Feeling that men are providers and should go to school.
- Indigenous groups agree somewhat but cite as more important reason that:
- Money lacking and boys sent first.
- 26) Roughly 2/3 of participants believe women in general perceive a gap between their status and that of men.
- 4 U.S. voluntary agencies believe rural women do not; only 1 counterpart or indigenous group felt either urban or rural women do not perceive this gap.
 - 8 participants noted that socialization creates/points out the gap and encourages girls to accept it (only 2 U.S. voluntary agencies felt this way).
 - 6 agencies believe women feel they have less policy and decision-making power and that men are taken more seriously.
 - Indigenous groups are more likely to say that women have decision-making power and are taken more seriously.
 - Equal pay mentioned by only 1 (indigenous) group.
- 27) Majority of participant agencies believe that men would be either neutral or very encouraging of women changing their status:

Counterparts & Indigenous

- Income-producing jobs, better organized trading (5).
- Organizing, coming together especially to get fuller participation in political system and decision making (7).
- General education, literacy, agricultural training (7).

All groups agree

- Education agreed upon by all groups, especially general education and vocational training, including organizational development and agriculture (16).
- Organizing themselves for fuller participation (11).
- Employment, jobs, income-producing projects (14).

30) Ways in which U.S. Voluntary Agencies can be most helpful:

U.S. Voluntary Agencies

- General education and vocational training (crafts) (6).
- Health/nutrition program (4).
- Financial aid (1).
- Technical assistance (1).

Counterparts & Indigenous

- Financial aid, ideas about funding. Sources of loans, income-generating projects (9).
- General and vocational education (9).
- Technical assistance in agriculture (5).

Overall range of responses

- 12 - Income-producing projects--better loans, financial aid, ideas about funding.
- 15 - General education and vocational training.
- 6 - Technical assistance in agriculture.

31) Awareness of women's groups.

- All but one knew of at least 1.
- About 1/2 (6) knew 3-5.

32) Awareness of other groups, programs for women.

- 2/3 of all groups identified other programs.
- 4 voluntary agencies and 3 counterparts did not.
- Best known program (8) is YWCA.
- 5 knew of international groups' efforts.
- 10 mentioned some other host country organization.
- Most agencies know only 1 or 2 other programs.

33) How should women be involved?

- Agencies roughly split.
- Slightly more felt they should be integrated.
- 1/3 said both (probably more would have said both, had the option been identified).

33a) Reasons why women-specific programs preferred.

- Otherwise men take over (3).
- Women need to catch up, change power structure, special attention to business, etc. (4).
- Culturally separate, work better that way (2).

33b) Reasons why integrated programs preferred.

- Men and women need to work together; can't/shouldn't be isolated from each other (7).
- Community needs/systems approach (needs assessed together) (5).
- Men won't/don't support women's projects (3).

U.S. and counterparts in rough agreement on reasons.

34) Almost all groups (19) said they felt their organizations had general concern for women.

- In most cases in all groups this is manifested through provision of services to women, especially education (17).
- Relatively few agencies mentioned any special concern for the involvement of women in the process of development.
 - 6 said they hire more women (3 U.S. voluntary agencies).
 - 2 U.S. voluntary agencies mentioned conference on women in development.
 - 3 (all indigenous or counterpart) mentioned organizing women's groups, encouraging women to participate in community.
 - Only 1 agency (U.S. voluntary agency) mentioned putting women in higher positions.

35) When asked specifically if there is concern for equitable hiring practices in their organizations, almost all agencies said yes (18).

However, when asked how this concern was manifested, most replied only that there is no discrimination or that sex doesn't matter (8). 4 agencies each said they hire more women or put more at the top.

36) When asked whether headquarters has attempted to assist or give guidance on women in development, most (14) responded affirmatively (8 U.S. voluntary agencies).

- All indigenous and counterpart said yes.
- All but 3 U.S. said yes.

37) The primary way this was done was to send out information.

- 7 - (6 U.S. voluntary agencies) get information.
- 5 - (2 U.S. voluntary agencies) had conference or training seminars.
- Only 2 (both U.S. voluntary agencies) said headquarters provides money.
- 2 more (1 U.S. voluntary agency) asked for information or progress report on women in development.

38) When asked what other things make changes for women difficult in these countries, most agencies agreed that traditional practices and political bias are major obstacles, and lack of money.

- 9 said tradition
- 5 said politics
- 4 said money

39) Organizations were split on opinions about workshop format.

- 12 said loosely structured.
- 10 said tightly structured.
- 4 said both.

However, there was rough agreement among all groups that small group discussion and lectures (16) should be the dominant forms, backed up by case studies (12), panels (12), and round table discussions.

40) Issues they want covered at workshop.

U.S. Voluntary Agencies

- Concrete methods to develop and implement projects (5).
- How to change traditional attitudes toward women, get government to take interest (4).
- How to get more women involved in projects--organizing women, especially rural women (3).

Counterpart & Indigenous

- Information on specific types of projects (i.e., health, nutrition, literacy), case studies, how to set up these programs (9).
- How to change traditional attitudes (5).

41) Those objectives or products that participants seek from the workshop include:

- Indigenous and counterpart groups were most concerned that there be implementation and follow-up on decisions made by the conference (7); only 1 U.S. voluntary agency mentioned this.
- U.S. voluntary agencies were most concerned to generate guidelines on:
 - How to "do" women in development better (4)
 - How to get funds (3) (indigenous did not say this)
 - To encourage more concern for the needs/role/objectives of rural women.

General objectives (combined emphasis).

- Implementation and follow-up after conference on projects designed by conference (7).
- More concern for role/objectives of rural women (6).
- Guidelines on how to design projects that integrate women better (4)
- Ideas, recommendations, specific projects plans for developing projects (3).
- Greater awareness of women in development among voluntary agencies and definition of their role (3).
- Strategy to convince power structure of importance of women in development to get commitment (3).
- How to get funds, information on funding sources (3).

Appendix 3

WORKSHOP ON THE INVOLVEMENT
OF WOMEN IN DEVELOPMENT
PROJECT IMPLEMENTATION PROCESS

October 11-14, 1977

List of Participants

<u>Name</u>	<u>Phone No.</u>	<u>Name</u>	<u>Phone No.</u>
Ken Taylor Partners For Productivity c/o Lamco, Yekopa Roberts Field, Liberia	267	Haja Fatmata Jenneh Kankalay P.O. Box 1168 Freetown, Sierra Leone	
Ethel Davis Y.W.C.A. P.O. Box 511 Freetown, Sierra Leone	40383	Abram Kargbo Ministry of Social Welfare Kenema, Sierra Leone	042-255 042-359
James C. Myers CARE P.O. Box 246 Monrovia, Liberia	26258	C. Leona Chesson Liberian Federation of Women's Organizations Ministry of Foreign Affairs Monrovia, Liberia	21355
Florence Kanyako Community Education Center Pujehun, Sierra Leone		Nancy Minett CARE P.O. Box 744 Freetown, Sierra Leone	23985
Geri Snyder Church of Open Bible Standard P.O. Box 1866 Monrovia, Liberia		Craig Hafner Peace Corps Private Mail Bag Freetown, Sierra Leone	24451
Jeff Hill Peace Corps Private Mail Bag Freetown, Sierra Leone	24451	Elizabeth Hyde Ministry of Education New England, Sierra Leone	
Vera Bailey JFK Medical Center Monrovia, Liberia	26772 ext. 229	M. Alice Fitzjohn Y.W.C.A. Vocational Institute Freetown, Sierra Leone	
Jerry Vink Foster Parents Plan Int'l. Private Mail Bag 257 Makeni, Sierra Leone		Yvonne Reeves Y.W.C.A. Monrovia, Liberia	
Sr. Carmel Tuite Community Education Center Pujehun, Sierra Leone		or Monrovia Consolidated School System Central Office P.O. Box 1545 Monrovia, Liberia	

<u>Name</u>	<u>Phone No.</u>	<u>Name</u>	<u>Phone No.</u>
Bertha Baker Azango Ministry of Education Monrovia, Liberia		Isabella A. Johnson Christian Health Association of Sierra Leone 4, College Road, Congo Cross Freetown, Sierra Leone	23794
Priscilla Payne ELWA Hospital Sudan Interior Mission Monrovia, Liberia		Foday Seisay Catholic Relief Services P.O. Box 1392 Freetown, Sierra Leone	23794
Isatu Kargbo Foster Parents Plan Int'l. Private Mail Bag 257 Makoni, Sierra Leone		Rose Mends-Cole Ministry of Health and Social Welfare Monrovia, Liberia	
Jim Stevenson Peace Corps/Liberia P.O. Box 707 Monrovia, Liberia	26312	James P. Kelley Catholic Relief Services P.O. Box 1392 Freetown, Sierra Leone	23794
Abdul Rahman Kamara Planned Parenthood Assoc. of Sierra Leone P.O. Box 1094 Freetown, Sierra Leone	24488	Kezia O. Cozier A.P.C. National Headquarters 39, Siaka Stevens Street Freetown, Sierra Leone	
Faye R. Thompson Agency for International Development Office of the Coordinator for Women in Development Washington, D.C. 20523			

ORGANIZERS

Elaine L. Edgcomb
Maryanne Dulansey
Subcommittee on Women in Development
American Council of Voluntary Agencies for
Foreign Service
200 Park Avenue South
New York, New York 10003
(212) 777-8210

May Rihani
Brenda Eddy
Mary Ann Riegelman
New TransCentury Foundation
1789 Columbia Road, N.W.
Washington, D.C. 20009
(202) 462-6661

CASE STUDY

Place: Sierra Leone.

Time: 1976.

As part of an integrated rural development project sponsored by the Ministry of Agriculture and Natural Resources and financed by various international donors, the Africa Development Fund (ADF), a U.S. private organization operating in several African countries, is contributing to and managing three project components: provision of agricultural inputs and training in their use for cultivation of swamp rice and other crops (maize, millet, okra); installation of rural water systems in villages; and a health/nutrition clinic. The project, which involves some 200 farm families and 1,000 people, has been operating for about two years.

For the agriculture component, participating farmers were given three-acre plots for swamp rice cultivation, loans through the project to purchase seed and fertilizer, and extension training on site by extension agents, including some Peace Corps Volunteers. Marketing of rice was to be handled through a struggling but functioning local cooperative, to avoid some problems associated with government-run marketing agencies.

The water systems component required installation by ADF of hand-dug wells serving 35-house clusters, with the goal of providing villages with clean water and reducing the amount of time spent fetching water from the river. This was done on a grant basis, with the community providing unskilled labor and ADF supplying construction materials, technical assistance, plans, and engineering supervision. Education of users in the relationship and importance of clean water to good health and prevention of water-borne diseases was planned as part of the health/nutrition clinic operation.

ADF built a health/nutrition clinic which is located in a central village. Services provided include nutrition education of mothers, immunizations and drugs, P.L. 480 food for babies and family planning counseling. The Ministry of Health provided clinic staff who received additional training from ADF.

A few months prior to the second-year evaluation of the project, a directive from New York headquarters arrives at ADF/Freetown, instructing staff evaluators to pay special attention, during the upcoming evaluation, to assessing the impact of this project on women. After all, it's 1976, International Women's Year has just ended, and headquarters is a little worried about all this talk about Women in Development. The directive also suggests that a local female anthropologist or sociologist who is fluent in the local language accompany the ADF evaluator on his inspection tour.

The ADF director, Roy Latham, considers the directive carefully but with some skepticism. As far as he knows, the project is proceeding close to schedule, rice yields have been increasing according to projected targets, the clinic is functioning, and the last of the hand-dug wells are now being constructed. He cannot recall hearing of any overt complaints on the part of village women, since the project's inception. Nevertheless, he starts a file on Women in Development, and puts the directive in it.

A few days later, several Peace Corps Volunteers from up-country arrive in Freetown, and a couple of the women Volunteers, primary school teachers in villages near the project area, find themselves one night chatting with Roy at a beer party. Although Roy thinks the Volunteers are young, noisy and quite radical in their political views, he decides to probe for their views on how his project is affecting women.

Only too glad to expound on women's concerns, the two teachers are unanimous in their belief that women are spending more time in the fields since the project began, and less time at home; this they learned from observation and from discussions with some of the Peace Corps extension agents. They also complain that the extension agents are all male, a situation they find incomprehensible since women spend so much time in farming. Moreover, female attendance at the primary school, never high to begin with, has slackened somewhat, and the Volunteers attribute this fall-off to mothers keeping their daughters at home to help in the fields. The Volunteers also note that despite installation of new wells, they have seen many women walking together to the river to wash clothes. Whether the women are now boiling well water for home consumption, the Volunteers can't say.

Three or four weeks go by, and on a project site visit up-country, Roy gives a lift to Geoffrey, the Sierra Leonean assistant director of another American voluntary agency operating in the same geographic area. As they bounce along in the Land Rover, Roy casually asks his friend what he thinks of this talk that's been circulating about the need to focus special attention on the problems of rural women and what the implications are for U.S. agencies. Geoffrey agrees that while consideration of women's needs is important, U.S. agencies can best help meet the development priorities of Sierra Leone by concentrating resources in infrastructure development--roads, school and hospital construction, etc.

On his way back to Freetown, Roy gives a ride to one of his Sierra Leonean clinic staff workers, who takes advantage of her time alone with Roy to issue some complaints about the way her clinic is functioning. She tells him that while women in the village where the clinic is located are indeed taking advantages of services offered, she rarely sees women patients from outlying villages. This is the case, she believes, because these women are too busy in the fields, what with the pressures of additional land to be cultivated for the swamp rice project, and besides, they live too far away to make the journey to the clinic on any regular basis.

Some time later, two additional pieces of information cross Roy's desk. One is a booklet on Criteria for Evaluation of Development Projects Involving Women, sent out to Freetown from New York headquarters. He glances through it, notices that most of the projects discussed are women-only projects, and decides that while interesting, it probably doesn't have much bearing on his integrated program. Nevertheless, he drops it in the WID file.

The other piece of information is a newspaper article by the wife of a prominent government minister. Although born and raised in Freetown and educated at a British university, this woman is well-known for her activities in an organization concerning itself with improving the lot of rural women. In the article, she raises such issues as: infrequent participation of women in cooperatives, the diminishing quality of child and home care as a result of women overburdening themselves in new agricultural projects, the failure of program planners to consult women villagers during the project design phase, and the fact that women rarely seem to be offered technological innovations for lessening their workload. Although Roy considers the author

of the article to be overly outspoken in her views, he does have basic respect for her intelligence and adds the article to his WID file.

Two weeks later, Roy is sitting at his desk, watching the Sierra Leone rainy season downpour slap against his window. He has recently received another memorandum from headquarters setting a date four months hence for the annual evaluation. In his own mind, his project will stand up to inspection well. The only recurring worry that keeps nagging at him is the possibility that the project really isn't as effective vis-à-vis women as it could be. He reviews his Women in Development file: notes from his talk with the Peace Corps Volunteers, the magazine article, the Criteria booklet, notes from his conversations with his friend Geoffrey and the health clinic worker.

If you were Roy, what would you do, if anything? Please think about alternative courses of action which he might take, keeping in mind three questions:

1. Who are the actors and actresses?
2. What is the problem? Should Roy take it seriously?
3. If he does take it seriously, what should be his strategy to handle the problem?

Appendix 5

Revised Criteria for Evaluation of Development Projects Involving Women, TAICH/American Council of Voluntary Agencies for Foreign Service, Inc.

1) Initiation and Leadership:

- a) Are women involved in planning or starting the project? (If not, go to g)
- b) How many women are involved in planning or starting the project?
- c) What is their status? (For example, community leaders, housewives, wage earners)
- d) What do they do in the project?
- e) Are they outsiders, or do they live in the project community?
- f) How do they respond to the needs of the project participants?
- g) If women are not involved in planning or starting the project, can they be involved? How?
- h) If they cannot be involved in planning or starting the project, what are the reasons?

2) Participation and Control:

- a) Do women influence the direction of the project? How? If not, what is the reason?
- b) How much control do they have over the project? (For example, can they change the project goals or the way the project is run?)
- c) Is there any formal way women can control the project? (For example, are they members of governing boards?)
- d) What is the role of the participant in the project? Is it passive or active? (For example, does the participant receive goods or services, such as food and health care in a typical Maternal Child Health Program? Or, does the participant generate or create goods or services, such as food in a garden project, or health care in a community health scheme?) Specify.
- e) How will this project change the participating women's attitudes about themselves?

3) Benefits:

- a) What are the benefits of this project to women? (For example, will it give them more confidence in themselves, skills, increased income, adequate nutrition, lighter household burdens?)

- b) Have the women themselves asked for these "benefits"?
- c) Do the women invest their time, their work, their funds or goods in the project? Specify.
- d) Does the project help increase women's access to knowledge? (For example, how to organize themselves, what legal rights they have, how to identify their problems and seek solutions within their communities, knowledge of child care, health, nutrition, agriculture, home economics, etc.) Specify.
- e) Does the project help increase women's access to resources? (For example, to human resources, such as other women; to organizations and institutions, including government programs; to material resources, such as money, goods) Specify.
- f) Does the project help women's access to the power structure? (For example, in the family, in the community, in organizations, in the government)
- g) How are women able to influence important decisions?
- h) What are these decisions?

4) Social Change:

- a) Does this project increase women's choices of action?
- b) Does this project raise women's status?
- c) How have women's lives changed as a result of their having more choices, and new status? (For example in political ways? in economic ways? in cultural ways?) Specify.
- d) Do these changes create problems? If so, describe the problems.
- e) Does the project have the effect of exploiting women in some way? How? (For example, by using women's labor without adequate pay and without teaching organizational and managerial skills, or providing for the exercise of such skills)
- f) What can be done to eliminate this exploitation? (For example, provide adequate pay, and training in organization, management, marketing, leadership etc.)

5) Process:

- a) Is the project structured so that, having attained one goal, the participants can move on to others? (For example, from food distribution in an emergency to reconstruction; from curative to preventive health programs; from family planning to training in nutrition and child care; from housing construction to community development; from feeding programs to agricultural development) Specify.

- b) Does this project develop skills which can be used outside the project activity, that is, transferable skills? (For example, functional literacy, functional mathematics, organizational and management skills) Specify.
- c) Is the project plan flexible enough to adapt to changing needs? Have changes been made? What changes?
- d) Does this project aim to decrease dependency on outside resources and increase reliance on local resources? (For example, increased use of local human resources such as leaders, managers, teachers; increased use of local material resources such as natural fibers and vegetable dyes) Specify.

PROJECT DISCUSSION NOTES

The following are the discussion notes made on large sheets of paper taped up in the front of the room during the workshop. They reflect the subjects discussed, order of discussion, etc. In some cases they may easily confuse a reader who did not attend the workshop. However, they are included as an aide memoire to the participants.

Community Education Center

Objectives:

- Promotion of:
1. Local crafts
 2. Social and economic status of women
 3. Maternal/Child Health
 4. Literacy

Proposed Subprojects

Literacy -- failed (no interest)
Sewing --- failed (no interest)
Gara cloth dying -- worked because: (1) it was a local craft and (2) there is an existing market. But improvement as a result of market demand.

After two years project was self-sufficient other than capital costs.

Project Design

Hired men tailors
Spin-off -- school for self-reliance (vocational -- small scale)
Recognized examinations -- Aim of school for self-reliance is to provide labor for Gara Project also
School fees are earned by the students

New Development Phase

Total Projects:
Gara
Self Reliance
Agriculture (Spin-off to provide food for other two projects)
a) palm oil presser
b) chickens, etc.

Government recognition -- payment of teachers' salaries

Buildings

House - Adult Education - Rented
" Staff "
" Self Reliance School - Rented
Construction of everything

Benefits

Individual profit: based on sale to center
Center profits:
Working capital
Administration
Divided on basis of productivity

Alternatives

Because of glut in market:
Woven materials
Pottery
Food preservation

Training

4 top managers:
Middle 4-5

Rotary Club or American Association of University Women
Women's social clubs

Government scholarships for training: community development
adult education
education and sociology
dress design
textile design

Costs

Contribution of participants	
Contribution from non-governmental organization --	.50 leones
sewing machine	100.00
Salary of change agent per month	90.00 to 100.00
Rent of building	250.00
Transport (petrol), social functions	100.00
Transport (vehicle)	?
Freetown costs and accomodations	?

Funding

Loan - Revolving loan - Inventory 1,400.00

Alternate funding sources -- Information for others

1. Grants:
 - Local women
 - Interested voluntary agency
 - Co-ops
 - Service clubs (Rotary)
 - Government aid organizations - USAID, CIDA
 - Missions

2. Loans
3. In-kind or labor contributions -- local, international

Benefits -- Profit sharing

1. Profit Distribution -- proceeds of initial sale of Gara to center
2. Profit:
 - Working capital
 - Administration
 - Distribution to participants on basis of production

RURAL RICE FARMING

Goal: Self-sufficiency for rural rice farmer

Means: New technologies (appropriate)

Target population: 720 farm families in two years

Baseline:

5 family members -- average plot size 2 acres per family for vegetable gardening for local consumption and marketing

Male client population activities:

Brush, stump, level, construct irrigation canals and dams, bunds, start seed nursery, transplant seeds, apply fertilization/insecticides, harvest, construct storage facilities, allocate new rice seed

Female client population activities:

Transplant rice, plow, puddle, cultivate seeds, weed, scare birds, cook for men while they work, child care, help men apply fertilizer, harvest, thresh, fan, dry, put rice in sacks, report to husbands that rice is now in sacks. If husbands so order, women take some rice to market

Financial matters/income distribution:

Loans and repayment -- men get loan package and take care of repayment

Returns from increased yields: Men control them most of the time

Family consumption patterns of rice:

Husband gets biggest and choicest serving, children get next biggest, strangers next, wife least.
Wife apportions rice, how does she make these decisions?
From tradition or fear?

Extension agents training component: 26 males, 1 female
(Peace Corps)
26 males, 1 female (Ministry
of Agriculture)

Funding: CRS -- \$87,000 over two years
Ministry of Agriculture -- \$25,000 over two years
Local Community -- self-help
Food for Work -- U.S. PL 480
Peace Corps -- 27 volunteers -- \$750,000

What project does for women now:

Knowledge: Indirect knowledge of better farming techniques
Resources: Indirect access to agricultural inputs, direct access
to vegetable seeds

What project does not do for women:

Knowledge: No direct knowledge of improved farming methods
No health/nutrition education
No organizational or business skills
Resources: No credit
No women's co-ops or organizations
No direct control of returns
No appropriate technologies for women rice farmers
Power: No say in project design or operation

What do we want?

1. Bring head wife to co-sign loan credit
2. Educate rural men and women in functional literacy and numeracy
3. Train women extension agents; increase number of women extension agents -- they have say in redesign through evaluation
4. Have extension agents work with population on better nutrition education programs
5. Provide agricultural inputs: fertilizer, insecticides, appropriate tools/technologies -- in other words, the whole package
6. Increase women's income from sale of increased agricultural produce
7. Create farmer associations for women

What can we do and how? (refers to list above)

1. Can't be done now, but through education, possibility of changing attitudes
2. Can be done through non-formal education by YWCA, social workers and extension agents
3. Recruit more female Peace Corps agricultural extension agents and female Sierra Leonean extension agents and encourage Ministry of Agriculture to have women participate in extension training centers

4. Train extension agents in improved nutrition methods and have them train local people
5. Identify from extension agents necessary inputs, prepare project document, seek funding
6. Cannot be done instantly -- requires change of attitudes
7. Female extension agents who have trust of villagers can help organize women's associations; work through heads of households to recruit women for groups

RIVERCESS MISSION OUTPATIENT CLINIC

Outpatient clinic in area with no roads -- 20 years in operation; patients sometimes walk 5 days for care

Components:

- 1 registered nurse, "sick house," treatment room, abortion/delivery rooms
- Out-patient treatment -- 1,000-2,000 patients/month, includes leprosy control
- Maternal/child health -- under-fives immunization, nutrition education, obstetrics -- 150 babies/year

Self-supporting from fees for medicines and services

Currently provides:

- Knowledge -- health education
- Resources -- medical/health assistance

Needs:

- Liberian nurse to replace expatriates
- Trained midwives
- Roads and potable water

Recommendations:

Knowledge:

- Coordinate with Ministry of Health: Ministry can send trained nurse and can accept girls with 12th grade education for nurse training
- Train traditional midwives
- Train leprosy control workers (men) to provide other simple services on their journeys to patients

Resources:

- Find church groups, faculty wives, doctors' wives' groups etc., to get small amounts of resources for expenses connected with training women, e.g., to house students while they are studying

HEALTH CENTER - BENDU

Resources: Material for the building: 200 bags cement
42' x 30' (but also river mud available), 20 bundles
tin roofing (may need more), floor plan provided by
engineers, people give sand, stone and labor, women
haul sand, men provide other labor, area engineer will
supervise

Beginning date: November 1977

Completion date: Before next rainy season or end of April

Mud block building - 10 beds
2 rooms - both attendants
treatment room
2 rooms - labor and delivery
latrine and well
separate kitchen

Suggestion: start small: don't store medicine at first; should
be brought by doctor from Kenema once a week

Paramount Chief (woman) involved in planning

When building opens:

Traditional birth attendant (TBA) from Bendu trained and available
Nurse from Ministry of Health possible, but if not, will start
with TBA
Furniture in place; made in the area

Current needs:

Estimate costs per month (medicines, cleaning supplies, fuel, man
to sweep)

Maternity clinic with TBA (paid for with Paramount Chief funds --
Le30.00)

Doctor on Fridays to see everyone

Determine needs of people by keeping baseline data on visits

Estimate approximate number of women patients per month from
TBA records; involve them in planning from the start so they
can give accurate reports

Determine how much will have to be paid for services (medicines,
injections etc.)

Villagers can help determine cost scale (participation of people
in planning)

CARE NUTRITION AND HEALTH EDUCATION PROJECT

Identified need:

Materials for health and nutrition
No time to plan sequential training course

Mechanism:

Visual aids geared to reality and most appropriate for non-literate people

Take photos of men, women and children in situations considered desirable -- from which women can learn and to which women would be most responsive

Baseline survey:

18 villages -- southern and eastern provinces
Current health/nutrition practices
Needs of mothers and children under two
200 women interviewed (200 women will be interviewed every six months, but same data not necessarily needed, community practices, not individual practices)

Behavior Change to be Measured:

How many women eating two fruits, two vegetables, two protein foods per day?
How many children getting one fruit, one vegetable, one protein food per day?

Survey documented that protein must be introduced at an earlier age and powdered milk eliminated; there is enough protein available

Project time frame: 2 years

WATER PROJECT

Task: Design water project

Define Problem: 80% of rural villages lack adequate supplies of accessible, close water. How will this project impact on women?

Donors: U.S. voluntary agency, one government ministry and community

Area: 20 villages

Time: 2 years

Amount and kinds of inputs:

40 wells, hand-dug, concrete lined

Funds/resources required:

Voluntary agency input: \$30,000

Community inputs: planning, weighing of options, decision-making

Government inputs: motivational training ("animation");
maintenance; training women to clean area; rope-and bucket-
making; health education component

Constraints and problems:

Lack of time and appreciation of need to "animate"

Government and chiefs do not prepare community to participate in
planning

Lack of clarity about who does what and about Government Ministry
responsibility

Maintenance, including sanitation, and lack of understanding of
proper use of water

Transportation and fuel

Impact on Women:

Positive: 1. Saves time and energy in obtaining water
2. Better health, lessens frequency of water-
borne diseases

Negative: Possibly fewer opportunities for women to socialize

Implementation:

1. Project approved by voluntary agency headquarters and Government
2. Recruit and hire voluntary agency personnel
Ensure provision of Government personnel
Project leadership and lines of communication between Government
and voluntary agency should be clarified
3. Survey - (a) Baseline Data - voluntary agency
(b) Site selection and agreement - Government, voluntary
agency
4. Arrange delivery of materials to sites -- voluntary agency
5. Health education -- Government
6. Test -- voluntary agency
7. Final well site selection -- voluntary agency
8. Community agrees to site selection -- voluntary agency/community/
Government
9. Dig wells -- community
10. Make rings -- community and voluntary agency
11. Sink rings -- community and voluntary agency
12. Superstructure -- community and voluntary agency
13. Dedication (feast) -- community, voluntary agency and Government
14. Report, final evaluation

Evaluation:

1. Provide more accessible water
2. Save women time and energy
3. Promote better health
4. Involve community, especially women

Constraints:

1. We attempted to use women in both the planning and implementing stages, and we tried to design the project to benefit women.
2. We had trouble in finding qualified women to be involved in planning and implementation at Government agency level (2 women engineers in Sierra Leone). Qualified women do not want to travel, and there are cultural constraints on women digging wells, laying cement blocks, etc.
3. The agency/Government have not tried to involve the community in decision-making. We do not have any experience in getting women involved at the community level. With the awareness we have received at the workshop, we may find that the role of women will take shape in this area.

Appendix 7

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