

FOOTSTEPS

No.17 DECEMBER 1993

EVALUATION

Project planning

FROM THE EDITOR

WHAT MAKES a successful project? There are no easy answers. Community participation, a real understanding of the local needs and priorities, motivated and committed staff will all play an important part. Careful planning of projects is a stage that is easily missed out in people's enthusiasm to get on with the work. Unless the people working for a project give time to planning and setting priorities and aims, they will not know whether they are achieving anything. They will be unable to evaluate their work (in other words, to measure its effectiveness) and unable to adjust their work accordingly.

In this issue we look first at some helpful ideas for project planning – the Five Finger Questions and the Project Framework. Then we have some ideas to help with evaluating the work of your own project. In addition, we share with you the results of the evaluation of *Footsteps* – the survey sent out at the beginning of this year.

Isabel Carter

1 SETTING TASKS

ANY PROJECT is made up of tasks or activities. To make the project a success, the tasks need first to be carefully planned and put in order of priority. Here is a way of introducing some helpful ideas to your group or project workers.

Divide people into small groups and first set them a very simple task to plan – such as making a cup of tea. After five minutes ask groups to report back. Discuss how the groups set about planning the task.

Return people to the same groups and set them a more difficult task to plan – preferably something connected with their work.

For example, for health workers...

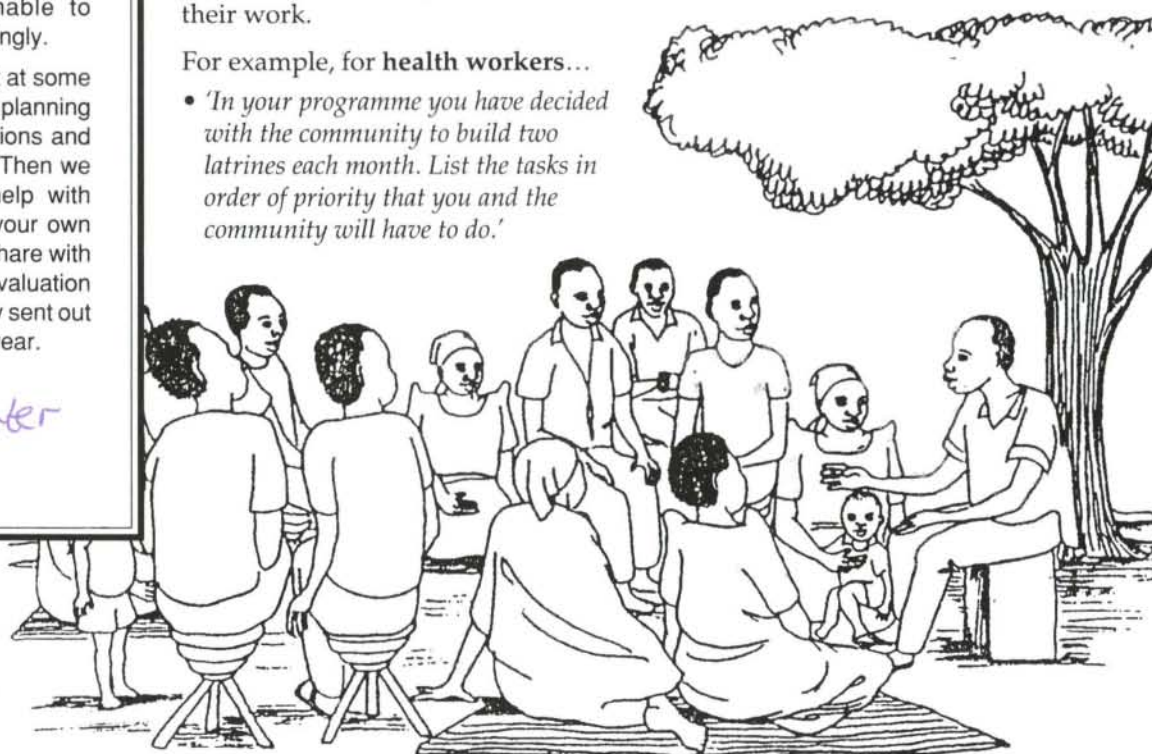
- 'In your programme you have decided with the community to build two latrines each month. List the tasks in order of priority that you and the community will have to do.'

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Or for groups of farmers...

- 'The villagers have asked for help with tree planting. List the tasks in order of priority which will need to be done for



The people working for a project need to give time to planning and setting priorities and aims.

FOOTSTEPS

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Footsteps is a quarterly paper linking health and development workers worldwide. Tear Fund, publisher of *Footsteps*, hopes that it will provide the stimulus of new ideas and enthusiasm. It is a way of encouraging Christians of all nations as they work together towards creating wholeness in our communities.

Footsteps is free of charge to individuals working to promote health and development. It is available in English, French and Spanish. Donations are welcomed.

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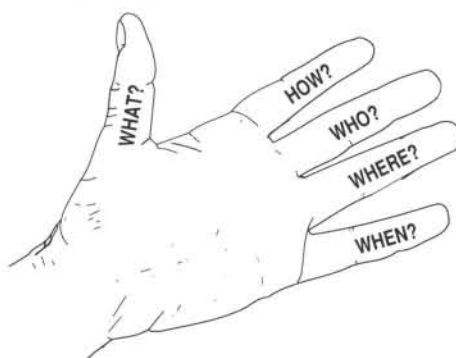
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successful community tree planting around the village.'

After ten minutes compare the results from each of the groups. Together make one list of tasks in order of priority.

Now introduce the idea of the **Five Finger Questions**. If these helpful questions are answered in order, each task will be effectively carried out.



WHAT is the task which you are planning? Why is it needed?

HOW is the work going to be carried out? What resources are needed?

WHO is going to carry out this work? Will they need training?

WHERE is the work to be done?

WHEN is the work going to be done? How long will the work take?

Take just one of the tasks from the list and show how these five questions can be used effectively to plan the work. Return people to their original groups and get them to use the Five Finger Questions on another of the tasks in the list of priorities.

Allow time for discussion within the groups and for questions.

Conclusions...

■ In each project you must decide with the community the tasks that are needed to carry out the project.

■ For every task on the list, ask the Five Finger Questions.

This exercise from The Facilitators' Manual for the Training of Trainers is used with kind permission of the Uganda CBHC Association.

Project planning

2 THE PROJECT FRAMEWORK

THE PROJECT FRAMEWORK aims to encourage careful planning of the project as a whole. Unlike the method above, it also includes monitoring (regular record keeping and adjustment of work) and evaluation (measuring the success of the work). The framework is begun at the start of a project and adjusted if necessary later on. It is useful to display it on a project office wall.

Planning project work in this way is something which donor agencies find very helpful. If your project has never had an overall plan, then it is still not too late to start. Often a project will have more than one phase – a phase could, for example, last three years. A new framework can be planned for each phase. Planning a framework will take time and should ideally involve everyone working in the project from the beginning.

1 Project planning

This is carried out at the beginning of a project.

■ First, the aims or wider objectives of the work are agreed.

■ Next, decide on the objectives of the project. What benefits will the project bring?

■ Now set out the tasks of the project in order of priority (see above).

■ List any resources needed by the project.

2 Signs of progress

How will project workers know if work is going according to plan? What sort of signs will indicate progress at different stages? Working out measurable signs of progress will help workers to check on the success of their work later on.

3 Conditions, risks and assumptions

When planning the project work, you will need to assume that certain things (such as funding for salaries) will continue, or that, for example,



there will be no epidemic of disease or pests. Think about the things you are taking for granted. It may be decided that the risks are so great the project should not go ahead. Maybe there is a different way of working which involves less risk.

4 Checking progress

This fourth column is filled in at a later stage after work has begun. A reliable guide of success will come from discussions with the community

themselves. What has really been achieved? What do they see that has been improved? Has the project really met its objectives? How far-reaching are the effects or results? Complete this column of the framework with the help of the community as well as the project staff.

It is important to realise that the project framework is not a fixed plan. At any stage of the project's work it may need to be adapted and changed. If, for example, one of the conditions

taken for granted fails – such as funding for a vehicle – the project may need to be redesigned. If at a later stage, it becomes clear that one of the aims is not being met, then maybe the objectives of the project need to be changed.

Does all this sound confusing and not appropriate for your kind of work? The table below is an imaginary project framework which may help you to understand the usefulness of this approach.

Worked Example: Framework for a Rabbit Husbandry Project

A HEALTH CENTRE has been working in a remote area for several years with some success. However, malnutrition is still a major problem for women and children. There is a lack of small animals which might improve people's diet. The community have asked for rabbits to be introduced in the

area. There is no shortage of fodder and quite a lot of interest in learning about rabbit husbandry. The health centre invite a neighbouring agricultural project to help them plan the work.

Here is the first project framework which they drew up together.

	1 PROJECT PLAN	2 MEASURABLE SIGNS OF PROGRESS	3 CONDITIONS, RISKS AND ASSUMPTIONS	4 CHECK ON PROGRESS (2 YEARS LATER)
WIDER PROJECT AIMS	To improve nutrition of children by adding rabbit meat to family diet	1. Improved child nutrition 2. Fewer children referred to hospital malnutrition unit	That most rabbit meat will be used in cooking at home rather than sold	2. No of children referred reduced from 69 to 45 for local area
PROJECT OBJECTIVES	1. To design and test rabbit housing and husbandry methods for village conditions 2. To train village women as motivators in rabbit production	1. Rabbit housing in use 2. At least 15 women motivators trained – one per village. Demand for training and rabbits in project area	1. That suitable housing and husbandry methods can be found 2. That motivators pass on skills and knowledge	1. Housing design seems appropriate – other designs developing in the villages 2. All but one village. Project now unable to provide enough stock to meet demand. Motivators also providing stock
TASKS OF PROJECT	1. Employ 2 extension workers 2. Village committees to choose women motivators 3. Train team of motivators 4. Build links with rabbit producers in region 5. Find sources of rabbit stock	1. Extension workers at work 2. 22 women selected 3. Team trained and effective in their communities 4. Links and visits set up 5. Sources found. Enough rabbits for meat and breeding	1-3. Commitment of extension workers and motivators 5. That suitable stock sources can be found. Few disease and predator problems	1. Both extension workers still employed 2. 18 women completed their training 3. Women's success with rabbits varied. Some passing information on to others 4. Useful contacts developing – three visits by trainees to other rabbit producers 5. No new stock now being bought in
RESOURCES	1. Salaries for two staff 2. Rabbit breeding stock 3. Materials for rabbit housing 4. Two bicycles	1. Salaries paid 2. Sufficient stock purchased 3. Rabbit housing in use	1-4. Funding found. Inflation rise within budget 2. Stock will be suited to village conditions	1-4. No funds remaining. Salaries still being paid – to finish in one year's time 4. Bicycles still in good order

EVALUATION After two years they spent some time with the community, evaluating the success of their work (the results are shown in column four). It was apparent that many rabbits were being sold for their meat and fur rather than being eaten in local homes. It was decided that the overall aim should include improving household income as well as encouraging better nutrition. Teaching about buying food for better nutrition was introduced.

Funding was to be reduced – no new money would be available for salaries – a small amount would be available for new stock, bicycles and building materials. New rabbit breeding stock would be needed to prevent in-breeding. The trained women motivators should now be encouraged to pass on their skills in rabbit husbandry to others. The project needs to become self sufficient within two years.

A re-designed framework would now be needed for the next two years. As a group exercise, write out a new project framework.



Earthworms

WE ENJOY your valuable magazine and share the practical information among our farmer friends. Recently I have started rearing earthworms (*Udrilus eugeniae*) brought from Bangalore Agri University. They are doing well and multiply very fast. I keep the earthworms in large wooden boxes or plastic tubs kept under cover outside. They feed on damp waste agricultural materials (sawdust, crop stalks, kitchen waste, manure etc). The worm casts are collected regularly from the surface and make a rich fertiliser. These should be sieved with a 3 mm sieve to separate out the cocoons and small worms which can then be placed in new beds (or given to friends).

Every three months the beds can be harvested and the worms dried and used as a valuable animal feed.

R S Patil
Shiva
Gadag - 582 101
India

I MAKE earthworm-produced vermicompost which has proved to be excellent humus, providing good quality crops of all kinds. I have studied the micro-biology and micro-chemistry of this compost. In addition, the earthworms devour all kinds of household waste to produce this excellent fertiliser.

Professor Bhiday
100 Kalpana Apartments
off Dr Ketkar Road
Erandwan
Pune 411 004
India

Termite Trapping

I AM A MEMBER of the committee of ADAP which is trying to assist the community to improve living standards through agricultural self-help projects. New ideas, and how to pass them on are abundant in *Footsteps* - we're grateful.

In line with the suggestions on extra feeding for village poultry production (*Footsteps* 10), I have observed that termites can be trapped by deliberately placing some woody material (timber, fire-wood, shavings etc) on top of damp soil. This wood bait attracts the termites to the surface and they can be regularly 'harvested'.

Rev'd W N O Ezeilo
St James Church
Ifite-Nanka
Orumba LGA
Anambra State
Nigeria



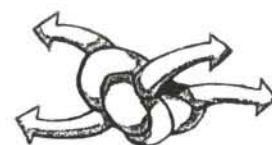
Knotty distinction

ROGER SHARLAND'S REPLY to the *Knotty Problem* (Issue 16) brings up some useful points and important challenges. In such a small space it is not possible to develop the ideas thoroughly, but he has certainly been thought-provoking.

In general I feel unhappy about making a clear distinction between 'subsistence' and 'commercial' production. Can people avoid using money? School fees, drugs, bus fares... the cash economy is all around.

I also wonder whether people really make such a clear distinction between agricultural knowledge and their environment? In the end I think an appropriate mix of 'indigenous knowledge' and 'new knowledge' will lead to agricultural development.

Nigel Poole
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Wye
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UK



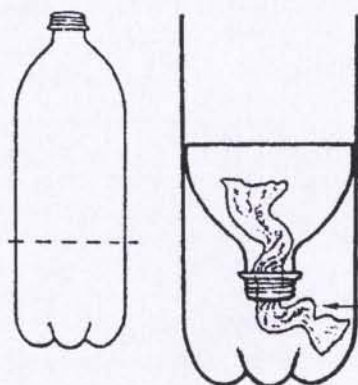
Container Gardens

IN CITIES AND SHANTY TOWNS, there is often little space for growing fresh vegetables. Old tyres and plastic bottles can be used to make useful plant containers. Tyres can be stacked in piles of 2 - 4, filled with gravel or sand at the base, manure and soil. If possible, paint them white to keep the soil cooler. A hole can be drilled in the side of the top tyre to fit a hosepipe for easy watering.

Plastic bottles should be cut as shown in the diagram. The top end is pushed upside down into the base and a strip of cloth placed through the

neck of the bottle. This will act like a wick and draw up water. Fill the bottle with soil and plant. Children will enjoy seeing the roots develop. It is also easy to see when water is needed.

Adapted from an article in *Spore*



Fresh ideas for water...

Fair shares with plastic pipes by Rus Alit

WHILE I WAS WORKING IN INDONESIA in the village of Sarinbuana with rural water supplies, a neighbouring village came up with their own interesting idea.

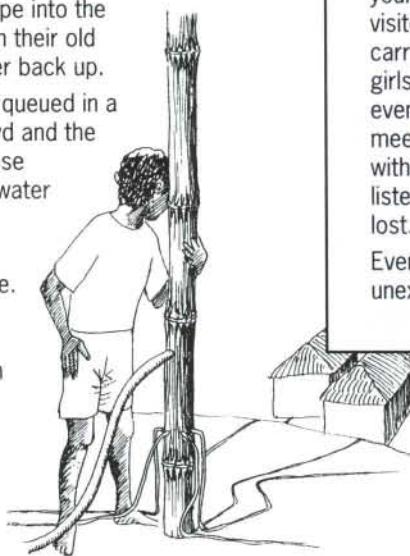
The villagers of Gempinis found a flowing spring about four miles up the mountain. Together they raised enough money to buy sufficient plastic piping. To reduce costs, they didn't buy sockets to connect the pipes together. Instead they simply heated an end of one pipe in a fire. Then they quickly inserted the end of another pipe. When it hardened, the joint proved wonderfully watertight.

Within weeks the villagers had plenty of water flowing down the pipe into the village to a central point. Everyone agreed this was far better than their old practice of walking down a long path to the river and hauling water back up.

Still the new system was not without its problems. As the women queued in a long line for their turn at collecting a bucketful, the heat, the crowd and the wait occasionally resulted in a quarrel developing. Sometimes these became quite heated. Then someone came up with an improved water distribution system.

They placed a piece of large sized bamboo, nearly 10cm in diameter and 2 metres high, firmly in the ground in a central place. With simple tools they drilled a line of several holes of equal diameter and piped the water into this pole. They used small diameter plastic hoses to channel water from these holes to each house. Because the holes were drilled in a level line, each house received the same amount of water.

These good ideas quickly spread, and within months, plastic pipework criss-crossed many other villages in the area. The villagers gained great satisfaction from their work.



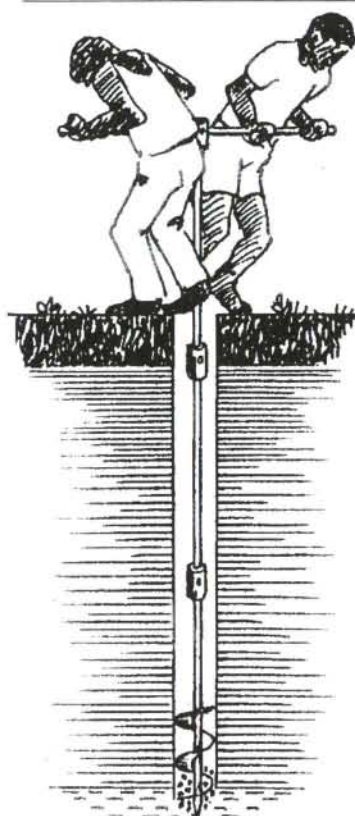
The Meeting Place

IN THE SOUTHERN HIGHLANDS of Papua New Guinea, a hydraulic ram was installed to bring piped water into the village of Alkena.

The women were freed from the hard work of climbing down to the river and carrying up the family water supplies. The village had clean water and it was generally agreed that the new arrangement was very helpful.

However, several months later, there was one group in the village who were very unhappy about the changes. The young people of the village told a visitor how they now had nowhere to carry out their courting! The young girls used to collect water in the early evening. This was when they could meet and talk with the young men without their elders watching and listening. Now this opportunity was lost.

Even the simplest changes can have unexpected results!



Hand-augered Garden Wells by Jonathan Naugle

LUTHERAN WORLD RELIEF has been working with gardeners in Niger since 1978. In 1988 they began introducing hand-augered wells to gardens throughout Niger. These wells are adaptable, low cost and easy to build in good soil conditions. They may not be appropriate in hard, rocky soil or where the water table is very low. A typical well can be installed to a depth of ten metres in less than six hours. The cost involved is mainly the cost of the PVC casing, which in Niger costs about US\$15 per metre.

The building of the well begins with the use of an auger to drill through the soil. After every half metre, the auger is raised and the soil removed from it. Extensions to the auger shaft are added in stages to allow drilling to continue until the water table is reached. When this happens, the bottom of the hole will begin to collapse. This will be noticed by those drilling, because the auger will be at a higher level when it is replaced in the hole. At this point, casing needs to be installed. Drilling continues inside the casing using a smaller auger until at least 3 metres depth into the water table. This will ensure that the well is not likely to dry up in the dry season.

This is a very simplified account of a booklet produced by the Lutheran World Federation. The booklet contains full details of how to build hand-augered wells and technical information about how to produce and use the necessary tools and casing. If you feel you could make use of this valuable information, write to Lutheran World Relief with information about your work...

Lutheran World Relief
BP 11624
Niamey
Niger
W Africa.

An additional manual, *Hand-drilled Wells* by Bob Blankwaardt, is another excellent guide on the building of these wells.

Published by...
RWRI, PO Box 35059, Dar es Salaam, Tanzania.

Project Evaluation

by Lorna Campbell

FOOTSTEPS 11 looked at project monitoring and record keeping. This emphasized the importance of having an information system both to remind yourself and to let others know what is going on in a project. One important use of the information kept in **monitoring** records is to **evaluate** the performance of a project. What do these two processes mean?

MONITORING

...of project activities that are being carried out and project finances. It shows what is being done, in which villages, at what time, by whom. It shows us whether we are keeping to the planned timetable and budget for the project.

EVALUATION

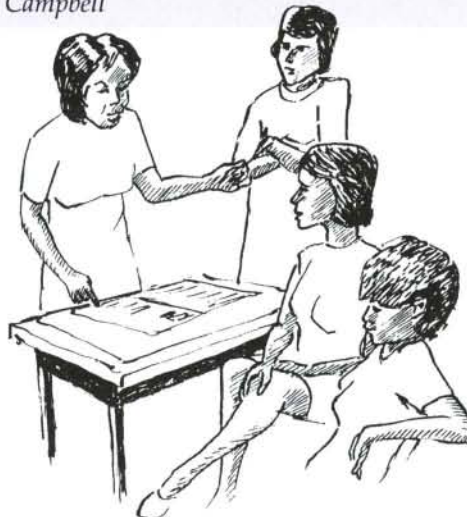
... a measure or judgement of how well the project is performing and whether it is meeting its objectives.

Gathering information

Some types of information needed for an evaluation will be available from the monitoring records. These will include records of physical inputs. For example...

- Total money spent on different parts of the project
- Number of drinking water pumps installed in named villages
- Quantity of medicines sold or distributed to named health centres or communities
- Number of training courses conducted.

However, we also need to know other important information about the type and quality of work carried out by a



project. This may be difficult to keep on your monitoring records. An evaluation will therefore usually also include field visits to collect information. These visits must investigate how all the project inputs have actually been used and if they have really benefited the people they were supposed to. This type of information may include, for example...

- Which families have benefited from the project
- Which families have been left out
- Patterns of use of a community resource (such as a well or grinding mill)
- Use of and access to a primary health centre.

Evaluation should be carried out at regular stages, because it will reveal both the successes and problems of a project. This will provide guidance for the next stage or phase. Evaluation should not be seen as something which outsiders do to 'check up on a project'. Rather it should be done by those within the project themselves.

Always remember that evaluation can only be carried out if clear project

goals and objectives were set at the beginning, against which the actual results and performance can be measured.

Community mapping

Large questionnaire-type surveys (which cost a lot of money) are not always necessary. Effective evaluation can be carried out by gathering information from discussions with people in the project area.

In Nepal we found that maps of the area, drawn by villagers, were very effective for collecting information. Community participation is a key to the success of a project. Simple map drawing methods can be used as a visual aid to help villagers discuss progress and to involve them in evaluating the project's work.

The idea may sound difficult at first. However, we are not talking about accurate maps drawn to scale, but diagrams to show what is happening in the community and the project. Villagers know a lot of detail about their surroundings.

The aim is to collect information about the project by allowing villagers to draw their own map of the project area. They will be able to draw on it specific places, buildings or activities that are of interest to you in your evaluation. They

Mapping: watch what happens!

- Who is drawing the map?
- What is their relationship to those around?
- Notice who is not taking part in the discussion. Talk with them too.
- What are the relationships between those involved in the discussion?
- Be aware of the effect of your own presence as an outsider.

Write up your observations as soon as possible.

will also include aspects of the project which the **villagers** think are important.

Materials needed

A variety of materials can be used for mapping. You should choose whether you think it is most appropriate to draw the map on the ground or on paper.

GROUND MAP

A stick of charcoal can be used to draw the outline of the map. Details such as houses, health centre, school or roads can be shown with any available markers such as stones, coloured powders, leaves, twigs, flowers, beans, grains or straw. If the map is drawn on the ground it is a good idea to make a rough copy in your notebook to take away as a record of the discussion.

PAPER MAP

A large sheet of paper and a selection of different coloured marker pens, chalk or crayons can be used. This method should only be used if people are comfortable with using pens and paper. The disadvantage of using paper is that the map is not easily altered if a mistake is made.

Time taken

It will take a minimum of one hour to draw the map. If there is a lot of discussion the meeting may well take two to three hours. Generally, the more people involved in drawing the map, the longer it will take to complete.

Steps to follow...

1 SETTING TARGETS

Decide on the key information you need to collect before meeting the villagers.

2 INVOLVING VILLAGERS

Explain to a small group of villagers (preferably three or four people) who have been involved with the project, what you are trying to do. Ask them to help you draw a map. Explain exactly what you want to include in it. This will depend on the type of project work you are evaluating. You may, for example, require details of land use, ownership, planted areas of fuel-wood or animal fodder, or the use of drinking water facilities. You

CASE STUDY ONE

Drinking Water Project

Two years after the building of rural drinking water systems, several villages were visited to evaluate how well the water projects were working and how much the villagers had benefited from the project. In order to collect information quickly without walking around all the water pumps, a meeting was held with villagers and members of the Water Users Committee. They were asked to help draw a map showing the complete water system in the village area, including the reservoir tank, all the pipe lines and all the hand pumps. The position of all the homes in the village was also marked. Together the group sketched out a map on the ground using charcoal. While they discussed the benefits and problems they had experienced, they added to the map the following details...

- Broken and dry taps or water pumps
- Parts of the water project which had never been completed
- 'Illegal' pipes which had been added to the system by some villagers in order to divert water directly to houses or fields. These pipes had not been included in the original plan.
- Any families **not** using the new drinking water system and the water source which they used
- Location of any pit latrines in the village
- Location of other uses of water taken from the pump such as vegetable garden irrigation, ponds, animal drinking water etc.

All this information was drawn on the map as pictures or signs. The participants did not need to write. The reasons for each of the problems or water uses were discussed. When the map was complete the evaluation team had a general view of how well the water system was working. They also knew which families to talk to about the particular problems discovered.

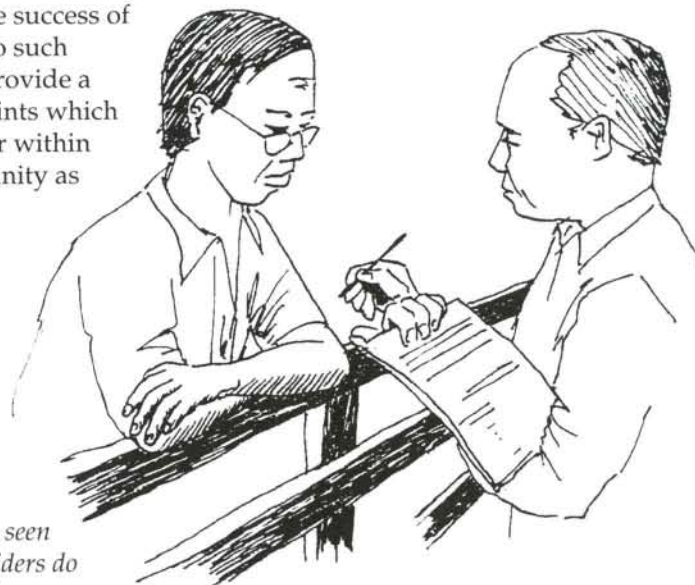
may want to identify households in the area which have not made use of health programmes.

3 DISCUSSION

An important part of this kind of mapping is the discussion that takes place while the map is being drawn. There will always be questions and additional information added. This can often identify problems and areas of conflict in the village which may be important factors in the success of the project. Listening to such discussion will often provide a series of interesting points which need discussing further within the project and community as a whole.

4 CROSS-CHECKING

Once the initial map is completed by the first group, you should discuss it with a second small group of villagers. They will no doubt provide further information and act as a cross-check on the first group. You may want them to draw their own separate map or to add to the first map. There are no strict rules – you must use your own judgement. Think carefully about



Evaluation should not be seen as something which outsiders do to 'check up on a project'.

who you select to draw the map – especially if it is a big village. Check your information carefully with different sub-groups within the village.

5 PRESENTATION

Once maps have been drawn by several small groups in the community and follow-up discussions have been held, the findings of all the activities and discussions should be presented to a village meeting. This will allow final corrections and comments to be made. These results should then be used in planning for and improving future project activities.

6 RECORD KEEPING

Once the field work is completed, a copy of any maps drawn, together with notes explaining both the map and the discussions, should be kept in the project office. This will provide a reference for new project staff and funding agencies.

Advantages of maps

- Mapping provides a quick and cheap method of gathering

information at village level. This can provide a starting point for your evaluation. Mapping alone cannot be used to carry out an evaluation, but it can provide valuable information about how the project is progressing. It can also identify problem areas which can then be investigated in more detail.

- Mapping is a method which can be used in the planning phase of a project, as well as in evaluation.

Mapping case studies

Details of two projects in Nepal for which we used mapping to collect information are included. They describe the kind of information which was drawn on the maps.

Lorna Campbell is trained in agricultural research and extension. She has worked in the Philippines and with Pakribas Agricultural Research Centre in Nepal. She is now working with a rural development agency in Scotland – the Highlands and Islands Enterprise, 20 Bridge St, Inverness, IV1 1QR, UK.

Using Mapping in Ethiopia

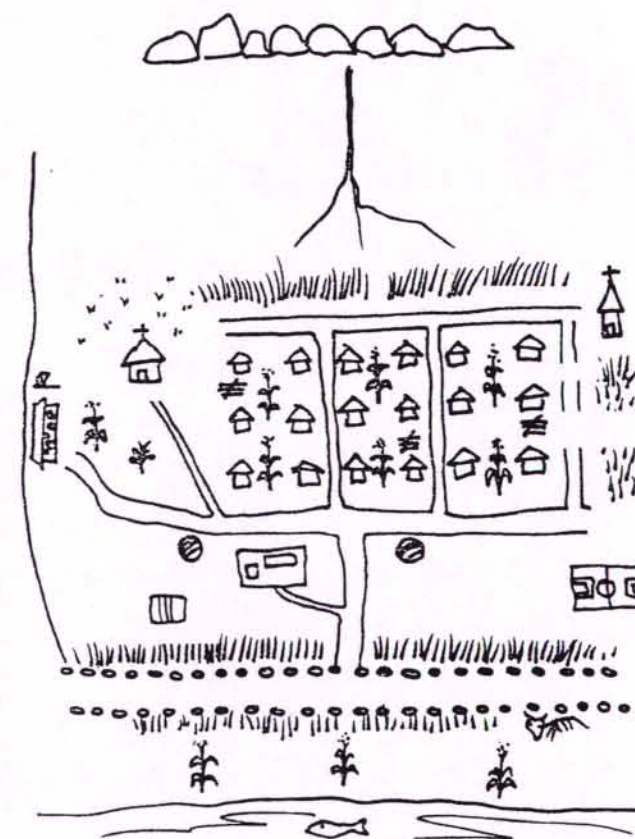
by Peter Cormack

A TEAM OF VISITORS spent time with villagers in Sa-atusa, Ethiopia, gaining understanding of the situation in the area and the results of some improvements to irrigation work. After spending some time walking around the area, they asked a group of people to draw a map of their area. Soon a few men were busy and a crowd of about 60 people had gathered. Some of these gave suggestions to the 'artists' who might respond with discussion or argument. Gradually the group moved towards a general agreement.

Several children took a keen interest too. But some of the men chased them away, saying 'This is men's business!' After this had happened a couple of times, we called the boys and encouraged them to begin drawing their own map. Though a little hesitant, three or four boys agreed to begin. This small group was also busily drawing, while a much larger group of boys watched and gave suggestions.

The men...

The men's map grew and grew! They added rivers, mountains, two churches and a skull to indicate livestock losses. Eventually the map covered a large area – about 15 by 10 metres. When they were finished we asked them to explain it to us. The map became a powerful means for them to get over a 'big picture' of their area, showing the power of a joint community effort.



The Men's Map

The people realised that their agreement and working together had produced something memorable, useful and beneficial to them all. And this lesson seemed likely to stay with them. When the map explanation was finished, the crowd clapped enthusiastically.

The boys...

When the boys completed their map, it contained several items not included on the men's map. The boys described these to the crowd – the lake included a fish, crocodile and hippopotamus and a rocky island. In their sketch of the grazing area they added an ox. In the crop area they included a man ploughing with oxen. They drew women collecting and carrying firewood. Next to the road they drew three bags of charcoal.

Based on our observations, we believe the boys' map probably represented the area more accurately than the



The Boys' Map

men's. For example, only one living creature appeared on the men's map (a fish) and not one single human. Yet the boys' map included six humans as well as several other creatures. It seemed that the men tended to look only at the economic/material side of things.

As the boys finished their explanation, again the crowd clapped enthusiastically. These boys who had earlier been chased away, now had their moment of appreciation!

...and the women

While the men and boys were busy drawing their maps the women were involved in a fascinating exercise looking at their time-use for the different activities which they are involved with on a daily basis. Women ran to their homes to bring items to symbolise different activities. All the women, no matter what their age, were keen to share their thoughts

– to correct what another was saying or to give support when a point needed emphasising. After a while some men came over to watch – fascinating! When some men tried to comment or correct the women, the women told them to stop interfering and leave the group alone – a very significant step in a culture where women are rarely assertive. The women used pebbles to indicate the relative amounts of time.

These exercises had encouraged the people to work together in looking at their community and their roles – hopefully the exercises could be adapted in the future when planning for community development. In conclusion all we can say is, 'Hand over the stick!' Let the people find their own solutions...

Peter Cormack works with World Vision Australia. This article is adapted from one which appeared in Together June 1993 and is used by kind permission of World Vision.

CASE STUDY TWO

Buffalo Breeding Programme

Buffalo bulls of an improved breed had been loaned out to villages for several years to breed with local cow buffalo. The bull was left with a caretaker farmer. Other farmers would bring their cows to his house for breeding. As a starting point in this evaluation, the caretaker farmer and the others were asked to draw a map to illustrate how widely the bull had been used in the village. The map drawing started by marking the caretaker's house, where the bull was kept. Then the farmers drew all the surrounding houses in the village. The group was then asked to mark on the map, the information listed below...

- All households in the area which had used the bull for breeding with their cows
- For each of the above families, they marked the number, sex and year of the cross-bred calves born
- For each of the families, they marked what has happened to the calves – sold for breeding, still on farm and used for breeding, castrated or died, etc
- All households which keep female buffalo but have **not** ever used the bull for breeding (and their reasons if known)
- All families who do not keep any buffalo and to whom the project was of little help.

They did this by using different materials and signs such as stones, leaves and twigs to indicate different details. For example, a small pebble was used to mark each house. They could move these markers around the map until the group was in agreement.

As each of the indicators was marked on the map there was discussion about why some families were using the bull and others were not. The information on the map enabled an evaluation to be made of the extent to which buffalo breeding had been improved in the area as a result of the project. It also gave the evaluation team some clues to problems in the project which they were then able to discuss more widely in the village.

FOOTSTEPS ...AND

JUST AS THE SURVEY has provided us with a fascinating picture of you, our readers, many of you have asked for more information about *Footsteps* and Tear Fund! These few pages give an introduction to *Footsteps* and to what our readers think of it.

Tear Fund

Footsteps is supported and published by Tear Fund, which has just celebrated 25 years as an evangelical Christian support agency providing advice, finance, personnel and other assistance to churches and Christian groups around the world. Tear Fund's aim is to build up and assist local churches. It does not start or manage projects except in some emergencies or where there is no Christian group able to assist. Tear Fund believes the gospel of Jesus Christ is concerned with both the spiritual and the physical needs of people. It seeks to enter into partnership with churches and Christian groups around the world who share this belief.

Tear Fund's emphasis is on encouraging **people** to develop rather than structures. It encourages communities to be involved together in any proposed project and then to contribute towards it. Priority is given to projects which help the most needy in society and which seek to tackle the causes of poverty. Tear Fund will **not** respond to the needs of individuals except through a church group.

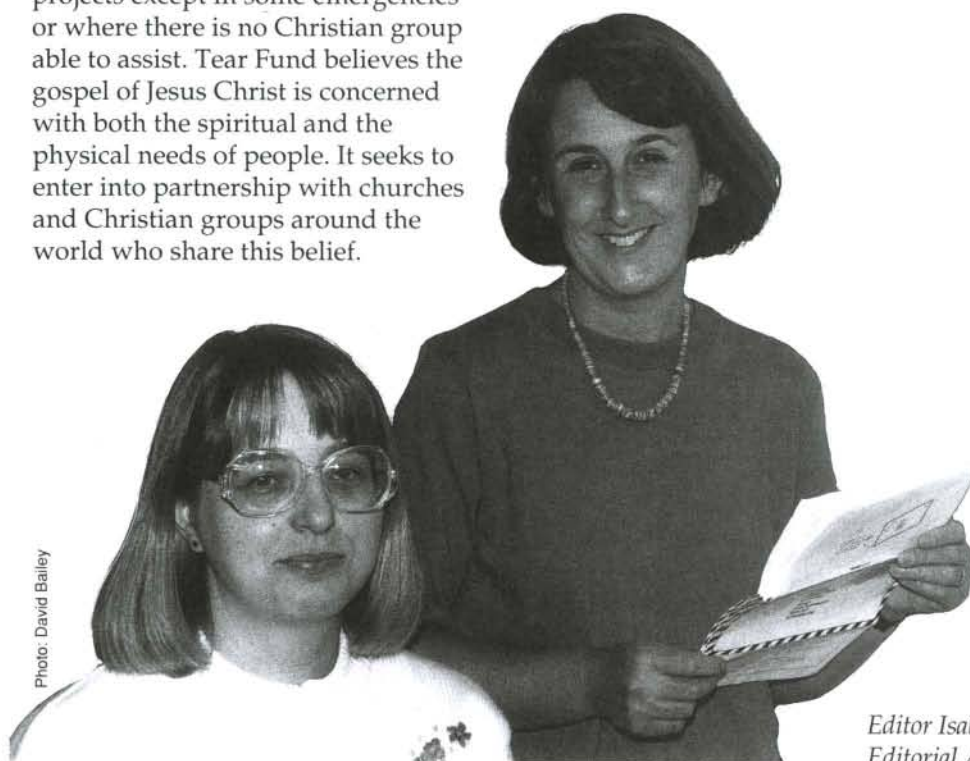
Footsteps to Health

Plans for a Tear Fund newsletter on community health care were first discussed in 1985, and funding was approved later that year. The newsletter aimed to support the Christian basis for primary health care and to be a useful resource for Tear Fund workers and national community health workers. A committee was gathered and Joy Poppe was appointed as Editor. The first issue of *Footsteps to Health* was printed in 1986 with 1,000 copies and

it was welcomed by many as an excellent resource. It was produced regularly for two years until Joy left to work in Nepal. A two year gap followed, during which only one issue was published. Isabel Carter began work as Editor in 1989 and a new committee was gathered.

A broader view

Since *Footsteps to Health* had begun, several other newsletters had been started by other groups concerned with primary health care. A survey sent out by Joy just before she had left had brought in many requests for articles on other aspects of development and also for more Christian content. Because of this a change of direction was now felt appropriate. The name was changed to *Footsteps*. The subject of health was now looked at in the wider sense, including other aspects of development – such as agriculture, water, sanitation and forestry. Group



Editor Isabel Carter (right) and Editorial Assistant Pam Wood.

ITS READERS

1993 SURVEY RESULTS OVERLEAF



Bible studies were included and a general theme was chosen for each issue. The content was now aimed at national readers who are often reading in a second language, so the language is kept clear and straightforward.

A growing readership

Tear Fund were keen to make the newsletter available in French and Spanish. The first French issue (*Pas à Pas*) was printed in January 1991 and the first Spanish issue (*Paso a Paso*) in May 1991. All issues are produced at three monthly intervals. A Portuguese translation will be available in 1994 and a Swahili translation in 1995. Unfortunately, earlier issues are not translated and are only available in English.

Growth in readership has been steady and continual. From an initial circulation of just under 2,000 in 1990, the circulation of *Footsteps* is now 20,000, of which 2,500 copies are in French and 1,000 copies are in Spanish. *Footsteps* is available, free of

charge, to all who request copies as long as they are genuinely working to promote health and development. We welcome donations from readers who are able to contribute towards the costs of their copies – at present £5 or \$10 a year for mailing four issues.

Sharing the vision

Footsteps aims to be a source of practical ideas and encouragement to Christians working in health and development around the world. We hope to encourage the sharing of experiences, both good and bad, in order to encourage realistic and caring development of the whole person, both physical and spiritual. Articles in *Footsteps* assume that most of the readers have little access to resources or funding, so content is very practical and easy to try out. The editor has personal experience of the isolation and lack of ideas, back up and resources which so many development workers experience. Our vision is for *Footsteps* to continue to improve and meet the needs of its readers. Tear Fund have continued to share this vision and have provided enthusiastic support and all funding to date.

Footsteps is not produced from a large office with unlimited funding! It is produced part-time from an office in one room of the editor's home in the north of England. Production costs are met by a budget from Tear Fund. (There is no funding available for the many who continue to send in requests for help.) An editorial assistant helps for a few hours a week and we have recently appointed a language editor. The newsletter is designed by Wingfinger – a firm of Christian graphic designers in Leeds. A committee of sincere and enthusiastic people meets four times a year to give guidance, advice and direction to the editor.



(above) Language Editor, Maria Leake.



(left) Where it all happens – the *Footsteps* office in England.

Photo: David Bailey

1993 Survey Results

A SURVEY FORM was included with Issue No 13 which was sent to just under 12,000 readers. The response rate was 30%.

The purpose of the survey

- Firstly, we wanted to find out what our readers think of *Footsteps* – the content, the type of articles, how easy it is to read and how much of the information is new to them.
- Then we wanted to find out what readers are doing with their copies – whether they are used for training others, whether material is copied, adapted or translated. We wanted to learn more about our readers and the type of work they do.
- We also wanted to build up information about readers who would be able to share their experiences in future issues.
- Lastly, we also wanted to find out about the type of subjects which you hoped to see in future issues, and any specific topics you would like covered.

The survey has been a huge encouragement. Thank you to all who have taken the trouble to reply. The volume of work brought in by the survey has been considerable. We apologise that dealing with the information and requests has often taken some time. The survey forms have brought in a huge amount of valuable information. You may be sure that none of it will be wasted! We would encourage readers who have not yet sent in their survey forms to do so, even if they are sent by surface mail. Late forms can still be added and the information they contain will still be used.

Availability

Most readers heard about *Footsteps* either from a friend or colleague, through other newsletters or from Tear Fund.

Copies of *Footsteps* are **widely shared**. 95% of copies were shared with other readers. Very few (1%) were passed on without reading and hardly any (0.6%) were ever thrown away! Many were placed in a library or resource centre after reading.

Relevance and use

It was most encouraging to hear that over three quarters of those who replied (78%) use *Footsteps* for **training and teaching** in a variety of ways. Usually people were working with health workers and farmers' groups, but use in church groups and training centres was also common. Most of these readers used *Footsteps* in preparing teaching materials, sometimes directly copying pages or diagrams. A surprising number (26%) were **translating** *Footsteps* – usually just particular articles or issues – into a huge variety of languages and dialects.

Most readers (87%) found *Footsteps* either **helpful** or very helpful in their work. Nearly half of readers added encouraging comments, mostly very enthusiastic and appreciative...

'the most relevant and practical publication we receive with the added bonus of being from a committed Christian perspective...'

'your newsletter is very small yet very useful...'

'encourages us to know that the things we are doing and the problems we face are not unique...'

'illustrations are very clear and well prepared...'

'Footsteps always refreshes the mind and thought...'

'I think it is great!'

'the spirit of it is beautiful...'

'when we lend copies they do not come back!'

'Footsteps is the type of literature needed in the developing world – simple, provocative and educational.'

'Excellent, encouraging, stimulating! Most exiting! An encouragement to myself in my teaching and enables me to keep well informed...'

'practical and simple content makes it easy to interpret and put into practice...'

Style and content

Nearly all readers found *Footsteps* either easy or very **easy to read**. Although the material was not always new, most readers still appreciated the way in which it was presented. When asked what kind of subjects they would like to see in future issues, readers gave a wide range of replies which reflect a fairly even balance for all the subjects at present covered. Many commented that although they had particular interests themselves, they really liked the **wide range of subjects**. All sections of *Footsteps* seem to be appreciated by most people – **case studies** and **main articles** are particularly useful to readers.

The majority (82%) felt that the **Christian content** was about right while 12% felt it should be increased. A small minority (4%) felt that the Christian content was too high.

Readership profile

We have far more **male readers** (64%) than **female readers** (36%). We hope to improve this balance with your help! Most are between 30 to 50 years of age and 60% have a degree. Again, we would value your help in telling people at 'grass roots' level about the availability of *Footsteps*.

Readers are employed in a **wide variety of development work** – 33% in health work, 13% in agriculture, 14% in development work, 9% in church work, 10% in management and administration, and 9% in education and training. Many readers, however, are involved with a variety of work so these percentages give only a general idea.

With the information from the survey, we now have a valuable pool of readers to draw on, ensuring that future issues will represent the distribution and interests of our readers more closely. Results from the question, 'What subjects would you like to have more information about?' will also enable us to make sure future issues are as helpful as possible.



Signs of health

HEALTH WORKERS in the Samuha development programme in Southern India have come up with a useful scheme to help mothers remember which immunizations their children have had. Every child now wears a necklace of coloured beads. Each bead represents protection against one of the big six childhood killers in India; tetanus, tuberculosis, whooping cough, polio, measles and diphtheria. When three doses are needed for full protection, one bead is given for each of the doses.

A very useful idea which others may be able to adapt...

From an article by Helen Taylor in Action for Health No.18

'The women know nothing!'

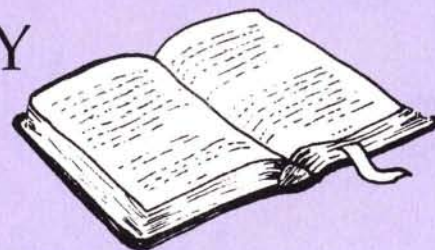
A RECENT SURVEY carried out by Heifer Project International in Tanzania made some interesting observations. The survey was looking at gender issues – the different roles of men and women in agriculture. In several villages the survey team were not even allowed to speak with the women. The men told them, 'Ask us! The women know nothing; we know everything!'

In fact, the survey found that women did more work than men in almost all areas of production except in land preparation and the spraying and pruning of coffee. Women were providing 70% of the total labour on farms. These results emphasise how vital it is for women's needs to be given priority in the planning of extension and

BIBLE STUDY

Our hands

from the Salvation Army, Vepery, Madras



Read Ecclesiastes 9:10 and Psalm 31: 14-15. Ask yourself some of these questions...

- Which part of your body protects you when you fall?
- When some object comes near your eye, which part of your body rushes to protect it?
- When your back itches, which part of your body do you use to scratch?
- When you want to put food in your mouth, which part of your body do you use?
- Which part of your body do you use to button your shirt, comb your hair, brush your teeth, carry shopping or turn the pages of a book?

Yes, our hands are the most used parts of our body. The word 'hand' is mentioned 1,433 times in the Bible. Can you think of other passages in the Bible mentioning the hand? The wrist has eight bones in two rows so it can move backwards and forwards and over half way round. No other joint is like it. The palm has five bones to act as support for the hand. Each finger has a nail on the end and the thumb is set so that it meets the fingers from the opposite direction. Look at your fingers. They are all different lengths. Is it a mistake by God the maker? It would look so much nicer if they were all even. But wait! Close your hand – and now they are all even.

No wonder that Solomon calls the hands the 'keepers of the house' in Ecclesiastes 12:3. God, too, has hands in which he holds us securely – no man can snatch us out of God's hands (John 10:27-29).

The touch of a hand can mean so much. When words fail, in times of crisis and sorrow, the touch of a hand shows sympathy and understanding. Hands can also be banded in anger, clapped in joy or appreciation or used to show so many other emotions.

Think of your hands. Look at them and talk about what you can do with them. Tell each other about the special skills you use your hands for.

Pray together. Look at your hands and praise God for them and for his caring hands. Think again of God's hands and thank him for the way he holds you secure, guides you and supports you.

research work, in training and with credit and marketing schemes. Even in *Footsteps*, most of our readers and contributors are men – please ladies, however busy you are, try and send us your contributions!

Based on an article in International Agricultural Development



Female Health in the Indian Sub-continent



by Mridula Banyopadhyay

THE YEAR 2000 is fast approaching and the goal of achieving 'Health for all' by the year 2000 is staring at us. In spite of all the programmes and policies to deliver primary health care, health for all has not been achieved in most of the developing countries of the world.

Women in the developing countries often suffer from poor health, but they are less likely than men to use health services. Women are affected by a variety of social and cultural factors which make them less likely to benefit from health care.

Life expectancy

It is known that before birth the female foetus has a higher survival rate than the male foetus. So we would expect that this advantage would continue after birth. Yet in many developing countries, there is a wide gap between the life expectancy of men and women. In countries such as India, Nepal, Bangladesh and parts of the Middle East, men have a much higher life expectancy. In these countries many more female children die in the first few years of life. For example in India, 23% of girls but only 19% of boys die before the age of five. Although female children start out with a genetic advantage for survival, social and cultural factors mean that this advantage is soon wiped out.

Growth and work

Even from birth, boys are given preference when it comes to feeding. For example, in the Punjab, male babies are breast fed longer and given more food once weaned. Culturally, the boys and men of the family are fed first and the remaining, left-over food is for the women and girls. There is often not enough food left and it is usually of poorer nutritional quality. This poor diet affects the growth of girls, causing shorter height and smaller pelvis. This results in low birth-weight babies who are less likely to survive childhood infections, and the small pelvis causes problems during labour.

In addition to the unequal distribution of food, the hard work carried out by Indian women badly affects their health. As well as paid manual work, many women also spend hours daily carrying firewood and water. They care for the children, prepare the food and care for the home. From about seven years of age, daughters work alongside their mothers, though sons are not required to do so. These tasks are considered to be the duties of women only – even during late pregnancy. The neglect and poor nutrition of girls is a vicious cycle of poor health in the population with high mortality of infants and children.

Use of health services

There are important differences in the use of health services between males and females. Cultural tradition means that women may not travel alone. So a trip to a health centre or hospital means that male relatives must take time off work to accompany women and children. Cultural tradition means that sons inherit land and are responsible for taking care of elderly parents. Girls will need dowries and are therefore less valued. There are therefore lower rates of hospital admission for females. Treatment for females is generally only taken up during the very late stages of disease, when it is often too late for effective treatment with conditions such as pneumonia, tuberculosis and gastro-enteritis.



An under-fives clinic at the Harisinga Community Health Centre, India

Maternal mortality

Maternal mortality in India is thought to be one of the highest in the world. The social, cultural and general health factors are much more important than the actual medical cause of maternal death.

There are a number of reasons why women in rural India do not seek medical care during pregnancy and birth. The distance from a health centre may be too great. It is commonly believed that childbirth is a natural process and that nothing can go wrong. Their parents received no health care and so there is no felt need. Hospitals are associated with sickness and death. The possibility of being attended to by male doctors is often unacceptable. The lack of sympathy and understanding from staff about cultural practices related to childbirth – such as certain rituals, special foods and taboos – is another reason women will not ask for medical care.

For health services to be effective, women have to use them. The use of prenatal care (to detect possible complications) and care during and after labour and delivery is particularly important in reducing maternal deaths.

Other practices have an important effect. The use of unlawful abortion and traditional practices which may be harmful, also add to the high maternal death rate in most developing countries.

Birth at home

Home deliveries are normally attended by traditional birth attendants – generally known as 'Dais' – who usually have little knowledge of modern ideas about health and hygiene. Kitchen knives and blades are used to cut the cord. The outer tip is burnt and a turmeric and castor oil paste applied. The knives are normally not sterilised so the risk of infection, especially from tetanus, is high. Immediately after delivery the mother and child are normally moved to one of the corners of the house away from the kitchen, away from any source of light. The mother is now ritually impure for a period of up to 40 days or more in some communities. She carries out no normal household duties and does not speak with other members of the family. Such corners are normally dark, dusty and dirty, exposing both baby and mother to many risks of infection.

There are strict traditions concerning diet before and after delivery. It is common for women to eat less food

during pregnancy so that the baby will be smaller and therefore supposedly easier to deliver. After birth, cultural practices often mean that the mother has a very restricted diet lacking in vegetables and protein. For example, in rural West Bengal the mother is allowed only plain cooked rice for 21 days after delivery.

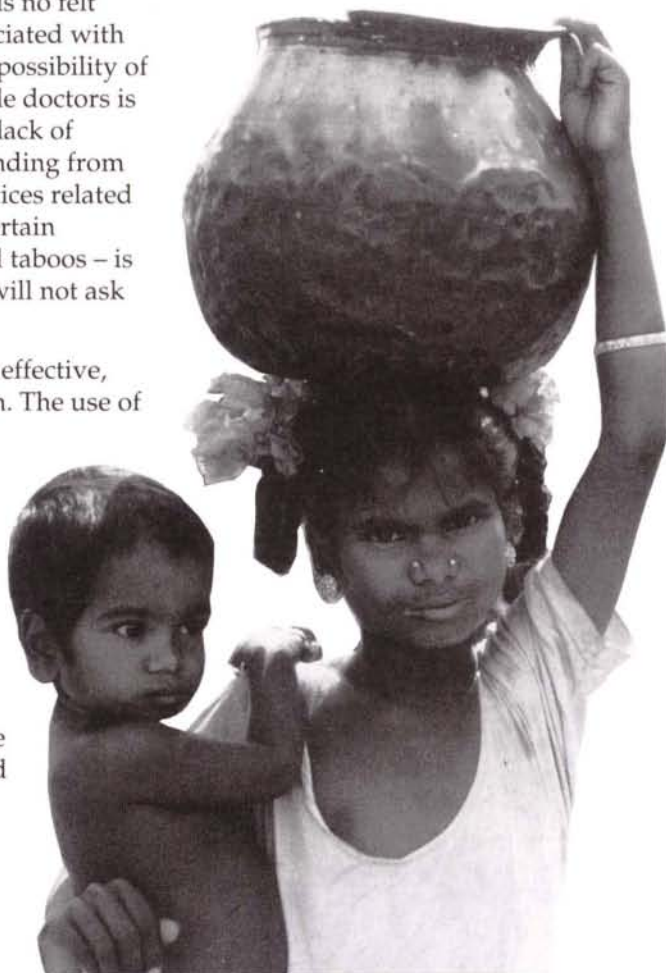
Breastfeeding is continued for a long time, without the use of weaning foods and without extra nutrition for the mother. This often leads to malnutrition of both mother and child.

Urban medicine

India's health programs have a strong bias towards support of major hospitals in urban centres and a medical profession who generally prefer high technology, curative medicine and an urban style of life. Poor, rural women in contrast, often have no access to health care facilities and often little knowledge of health care and resources.

There is a need for a more even distribution of health facilities throughout the country which are easily accessible to people. Health staff must be trained to be tolerant and respectful of cultural beliefs and practices and courteous to patients. The high levels of infant and child mortality and maternal mortality could be largely preventable by public health measures.

But the most important factor is education for women. There is an important link between a woman's education and her status, which enables her to make decisions about her own health and that of her family. This also gives her an opportunity for paid employment, which postpones marriage, reducing her fertility and eventually leads to lower maternal mortality.



Mridula Bandyopadhyay is at present studying for a PhD at the City Polytechnic in Hong Kong, 83 Tat Chee Avenue, Kowloon Tong, Kowloon, Hong Kong. She has worked with research and women's development projects in India, South Korea, the Philippines and Japan.

Information sharing or 'Networking' *...one of the benefits of the Survey!*

We cannot possibly include all readers who are working in particular subjects or translating various languages. However here are some selected addresses of people who have agreed to act as contacts for others in their geographical area or for people translating the same language. They have been sent lists of other folk in their area and so can pass on information. It is always helpful to write or meet with others involved in similar work so we would encourage you to make contact.

Please include a stamped addressed envelope when you write – otherwise you may not receive a reply. If you are working with one of the language groups, please write giving details of the type of material you translate and include some examples of your work.

Please remember that these people are working on a voluntary basis – so do not expect too much of their time!

Let us know if you would be interested in acting as a contact, either for your own subject or for a particular language (especially Hausa, Thai and Tamil), and we will publish another list of addresses in a future issue.

Project planning guidelines

There are few useful resources we can recommend on the subject of project planning. However, Tear Fund have prepared a series of guidelines on a variety of subjects, including *Guidelines for Planning and Implementing Relief and Development Activities*. This is a step-by-step, four-page guide to all the different stages involved in project planning.

If you would find a copy helpful in your work, please write to Lynne Partridge at Tear Fund's Overseas Department at the address below.

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