

**Impact Assessment of the Capacity Strengthening Activities of the
Rural Maintenance Programme in Bangladesh**



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Preface

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ACRONYMS

CS	Capacity Strengthening
CUP	Chairman of Union <i>Parishad</i>
DCC	Development Coordination Committee (Upazila level)
DCI	Data Collection Instrument
EGS	Employment Guarantee Scheme
IDC	Income Diversification Component
IGA	Income Generation Activity
ILO	International Labour Organization
KII	Key Informant Interview
LGD	Local Government Division
LGED	Local Government Engineering Department
LGIs	Local Government Institutions
MIE	Monitoring, Inspection and Evaluation.
MIS	Management Information System
MUP	Member of Union <i>Parishad</i>
PMC	Project Management Committee
RED	Research, Evaluation and Development
RMA	Road Maintenance Association
RMC	Road Maintenance Component
RMP	Rural Maintenance Programme
ROACH	Results Oriented Approach to Change
SUP	Secretary of Union <i>Parishad</i>
SWOT	Strengths, Weaknesses, Opportunities and Threats
UNO	Upazilla <i>Nirbahi</i> Officer
UP	Union <i>Parishad</i>
UZ	<i>Upazilla</i> .

GLOSSARY

Upazila	Administrative unit below a district (sub-district)
Upazila Parishad	Local government institution at sub-district level
Upazila Nirbhahi Officer	Administrative Officer of the sub-district
Union Parishad	Local government institution below the sub-district level
Zila Parishad	Local government institution at the district level

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Executive Summary

This report seeks to share the results of the impact assessment of the capacity strengthening (CS) activities of the Rural Maintenance Programme (RMP). RMP is a major rural works programme co-managed by the Government of Bangladesh and CARE Bangladesh. RMP is implemented in 4200 Unions under 61 out of 64 districts where 42 000 destitute women (the majority of whom are divorced, separated, widowed or outcast) are employed for 4 year cycles to maintain roughly 84 000 kms of rural earthen roads. The objective of CS was to strengthen the management capacity of local governments to manage development activities (including RMP), to enhance the participation of female representatives of Local Government Institutions (LGIs) in planning and decision-making processes and lastly, to enhance the participation of community members in development. CS was done through four modules offered from 2000 to 2005. CS training started in the middle of 2000 and continued till the middle of 2005. CS training has been completed for all unions involved with RMP.

The overall objective of the study is to assess the role of CS training in implementation, management and supervision of RMP activities by LGIs. The specific objectives are:

- To assess management capacities of LGIs development projects
- To assess management capacities of PMCs in implementation of RMC
- To assess participation of women representatives in project management.
- Provide recommendations for future CS activities in RMP and other rural development projects/activities

Primary and secondary data were used for the evaluation. Qualitative and quantitative primary data was gathered through knowledge, practice and attitude survey of the ex-trainees, key informant interviews, group discussions and an institutionalization checklist. Respondents were the officials and non-officials of the local government institutions, RMP women workers, CARE Bangladesh staff and community representatives. Information was also gathered from public training institutions that offer relevant training courses to assess the scope for sustainability of capacity strengthening. A two-stage sampling design was employed. At the first stage from seven CARE administrative divisions, CARE selected 45 Union Parishads (out of 4200 unions) for primary data collection. In the second stage, in the sample Union Parishads, for many categories of respondents, the entire universe was covered. These facets studied include change in behavior, gender relations (both in the local government institutions as well as in the community), community participation in RMP, performance of RMA crew, nature of RMP management, local capacities of the Union Parishad to design and autonomously manage development projects and RMP institutionalization. In terms of limitations of the evaluation, CS training was imparted during the years 2000 to 2004. In some instances the long lapse of time could have influenced the responses. In view of this, caution is needed in interpretation and use of the primary data.

Analysis and findings relate to overall quality of RMP implementation, management capacities of the Union Parishads and Project Management Committees responsible for

RMP and women's participation at the local level. In general, UNOs and chairpersons of UP felt that RMP is institutionalized in Union Parishads. Significant changes in this regard include: a. increased awareness of UP responsibility for the most vulnerable women, and b. improved consciousness among UP members, UP secretary and PMC on the need for fair selection through an inclusive and transparent procedure. Similarly, there is a notable increase in the ability of the secretary (not necessarily in PMC members) to prepare RMP documentation. These indicate the beginning of institutionalization of RMP in UPs. CS intervention needs to go along with supportive administrative measures to produce lasting institutionalization. A major challenge for institutionalization is the weak PMC. One reason for this is the illiteracy of elected chairpersons and members. The other is the high degree of dependency on UP secretaries for record keeping and monitoring.

The survey of PMC members assessed retention and application of knowledge gained. On the whole, 31-74 per cent of the survey respondents gained new knowledge (unknown before CS training) and 58-78 per cent enhanced their skills (not possessed before CS training). Survey findings also show that three-fourths of PMC members reported a very high degree of change in skills in the areas of: a. conflict resolution/problem-solving, b. staffing, and c. communication. Three areas seem to have registered notable positive change in RMP: a. road maintenance, b. recruitment of RMP women, and c. conflict resolution in road works. Group discussions also showed that CS training strengthened or led to new avenues of women's participation in Union Parishads. A deeper issue is the attitude of UP chairpersons in whose remit it falls to delegate responsibility to PMC and support the PMC. Thus though CS made a positive impact at individual level on ex-trainees, this did not necessarily lead, always, to institutional transformation due to factors unrelated to the intervention. A related challenge is that many LGIs lack commitment in RMP work.

The study offers generic recommendations for RMP programme, those for revision of the content of training modules, and those focused on the sustainability of capacity development efforts such as:

- RMP and its CS component need to continue with requisite funding provision. Management responsibility of RMP and CS training may be vested with UNO or any reputed national NGO.
- The Upazila RMP-Cell should be re-activated for promoting and sustaining UP/PMC level RMP-activities.
- An RMP-Cell should be established at the district level.
- The RMP operational manual should be revised incorporating changes.
- Women's participation is vital at all UP meetings. Members of the UP should be educated about the benefits of women's participation.

In conclusion, capacity strengthening manifests in sustainable impacts where it is fully synchronized with institutional reforms and the creation of enabling environments.

Impact Assessment of the Capacity Strengthening Activities of the Road Maintenance Component of the Rural Maintenance Programme

I. Introduction

This report seeks to share the results of the impact assessment of the capacity strengthening (CS) activities of the road maintenance component of the Rural Maintenance Programme (RMP). RMP is a major ongoing food security, poverty reduction and livelihood enhancement project co-managed by the Government of Bangladesh and CARE Bangladesh. It reaches 42,000 destitute women in 4200 Union Parishads in 61 out of 64 districts. The objective of CS was to strengthen the management capacity of local governments to manage development activities (including RMP), to enhance the participation of female representatives of Local Government Institutions (LGIs) in planning and decision-making processes and lastly, to enhance the participation of community members in development.

Social Protection

The Rural Maintenance Programme is rooted in the principles of social protection. Garcia and Gruat (2003:7) explain that as “systems of social protection enable societies to advance the well being and security of their citizens by protecting them from vulnerability and deprivation.” This is vital in the context of globalization through trade and investment. Globalization increases risks to the poor, especially women, such as job insecurity and unemployment. This hurts the less skilled and the unskilled more than skilled labour. The International Labour Organization (2000) defines social protection as the set of public measures that society provides for its members to protect them against economic and social distress that would be caused in the absence or substantial reduction of income from work as a result of various contingencies. The vulnerability dimension is important while assessing the impact of any social protection program including the element of capacity strengthening as it affects the issues of learner preparedness, learner and trainer motivation, availability of pre-conditions for the success of capacity strengthening investments and socially constructed realities (in case of RMP gender stereotypes).

Public works for poverty reduction

South Asia houses about a fifth of the world’s population, but nearly 40 per cent of the world’s poor. In Bangladesh, the proportion of families living below the poverty line is high at 49.8 per cent against the region’s average of 32 per cent (SAARC, 2003). In the region as many as 40-73 per cent of adult population are illiterate which has a direct bearing on large-scale capacity strengthening initiatives. Public works have been promoted as a means of building public assets including roads in the region. Success of rural employment through public works is a function of:

- Planning of labour intensive works on a continuous basis
- Right types of assets are created to stimulate rural economy
- Assets are maintained well and used productively

Bangladesh's Poverty Reduction Strategy Paper refers to RMP. Considering that RMP started in 1983 in a few locations and gradually scaled up to cover 93 percent of the rural areas in Bangladesh, there is a possibility of it becoming institutionalized through a national law. If and when such a measure is enacted, capacity strengthening will have to be considered as a means of performance improvement of the program.

Decentralization and local government

Often accountability and bringing power to people are put forth as the rationale for decentralization in favor of local government institutions. In Bangladesh, devolution occurred both in favour of local government institutions as well as non-governmental organizations. Administratively, Bangladesh has six divisions, 64 districts, 507 Upazilas, 4,484 Unions and 87,928 villages. Hashemi (1996) observes that NGOs are constrained by dependence on donors for funding and the state for legitimacy. One of the objectives of RMP's capacity strengthening interventions is to give a boost to the processes of devolution by strengthening managerial abilities of LGIs. In a review of evidence, the World Development Report observes that decentralization is neither good nor bad by itself. Its success depends on the design. Based on a study in Bangladesh, Westergard (2000) underlines the centrality of politics and power.

Table 1: Democratic decentralization and rural self government set-up in Bangladesh

Administrative Unit	Number of units	Local government bodies	Average population
District	64	Zila Parishad (non-existent)	20.20 million
Upazila	507	Upazila Parishad (non existent)	2.55 million
Union	4,484	Union Parishad (in existence)	28.8 thousand

Source: Barkat et.al. 2006

During the study period, there were elected bodies at the Union Parishad level but none at the Upazila and district levels in Bangladesh. Though the Upazila RMP Cell members were oriented and RMP manual developed, probably, the performance levels of these Cells could have been better if there were elected chairpersons in place to provide requisite momentum and overcome some of the challenges of inter-ministerial coordination. Thus there are limits to capacity strengthening and these investments are influenced by political, administrative and contextual factors. However, capacity development enormously contributes at the individual levels in enhancing knowledge, modifying attitudes and changing practices. Institutional changes call for multi-dimensional holistic approaches.

II. Evaluation purpose, objective and design

The evaluation aims at assessing the impact that CS has had for local governments, women representatives and community members. Further, it seeks to ascertain overall strengths and weaknesses of the CS activities and offer recommendations for RMP and similar local government management capacity strengthening projects. As the impact assessment was entrusted to a team of international and national consultants, CARE meticulously prepared clear terms of reference (Annexure-A) with clear objectives and scope as well as consultant roles and responsibilities. This played an important role in coordination and collaboration among the national consultant, CARE Bangladesh and the international consultant.

Approach to evaluation

Impact assessment is concerned with the overall changes brought about by a project or programme. Unlike evaluation, which focuses on achievement of targets and assessed effectiveness of interventions, impact seeks to understand long term planned and unplanned effects. These are related to a large extent in development projects to the contextual features of the location and the people where the intervention was implemented. While discussing about impact, Tascgerea (1998:1) focuses on “assessment of the direct and indirect effects of activities and programs on individual, institutional, and sectoral performance and/or on policies and the consequences for the welfare of the larger community.” The author adds that tracing the impacts of training and institutional activities to the furthest limits of change in society is rarely possible. Therefore, impact assessments of training explore the cause-effect sequence that can still be traced back to its interventions. Impact ascertains the extent to which a program caused desired changes in the target audience. Capacity development is a key ingredient in public sector programs targeting poverty reduction. Boesen and Therkildsen (2005:5) outline an approach called Results Oriented Approach to Change (ROACH) to understand impact. This approach offers some helpful guidelines in understanding impact assessments.

The ROACH builds on six key propositions:

- A focus on specific organizational results or outputs (services, products) is useful in understanding organisations and their changes, as well as in adopting a relevant analytical and operational vantage point.
- A wide range of factors and issues in the context in which organisations are embedded determine actual and future capacity and performance, and must be considered.
- Organisations can conveniently be understood and analyzed as open systems.

- Both a “functional-rational” and a ”political” perspective on what makes organizations perform must be applied in understanding how capacity is shaped and how it changes.
- Capacity development and change are overwhelmingly a domestic matter, and should be based on possible rather than just desirable capacity development opportunities.
- Analysis and dialogue based on the above propositions will determine if and how outsiders such as donors can support and encourage capacity development opportunities.

The present study adopted the knowledge, attitude and practice (KAP) approach as part of the evaluation to assess the impact of capacity building. The merit of the KAP model lies in being able to relate the training intervention to the participant learning as well as the application of learning. In the evaluation model used here, an additional step was the analysis of institutionalization. Unlike a typical KAP model, institutionalization looks at the changes in procedures and systems governing RMP management. In short, the evaluation model probed both individual level and institutional level changes. The model utilized both subjective data as well as objective data. While the survey questionnaire and other tools focused on perceived changes of the program participants, the institutionalization checklist ascertained the structural changes in RMP management procedures and practices.

Specific objectives of CS impact assessment

To assess the role of CS training in implementation, management and supervision of RMP activities by LGIs.

- To assess management capacities of LGIs development projects
- To assess management capacities of PMCs in implementation of RMC
- To assess participation of women representatives in project management.
- Provide recommendations for future CS activities in RMP and other rural development projects/activities

Data collection

Primary and secondary data were used for the evaluation. Prior to their usage, the primary data collection instruments were pretested in two Union Parishads of Bhaluka Upazila in Mymensing administrative division. The instruments were simplified after the pre-test and then finalized. Pre-testing showed that there has been a considerable lapse of time

since the intervention (CS training) was done in 2001. Though CS training started in 2001, Unions were trained in different phases until mid-2005.

A team of trained field investigators collected qualitative and quantitative primary data through use of eight data collection instruments (Annexure-B). These include: knowledge, attitude and practice (KAP) survey of the ex-trainees, focus group discussions and a check list with the officials and non-officials of the local government institutions, RMP women workers, CARE Bangladesh staff and community representatives. Ex-trainees were asked about the learning and its application in their work. CARE Bangladesh's RMP team played an active role during the data collection phase, extending every possible support for the local team. It instituted a mechanism for quality assurance. During the fieldwork phase, 20 Union Parishads were visited more than once for improving the data quality. Fieldwork was carried out from April to May 2006 by a team of 35 field investigators concurrently working in multiple sites. Secondary data was collected from government training institutions, CARE Bangladesh, London School of Economics library and the Internet. Material from library reference work enriched the conceptual framework of the study. Data from the RED Unit in RMP at CARE Bangladesh was used in strengthening the analytical elements of the discussion. Reports on CS training and CS monitoring from the RED Unit in RMP at CARE Bangladesh provided insights and helped in design of the instruments of data collection as well as in data analysis. Materials at CARE Bangladesh library also helped in the analysis. Information from the training institutions was used in exploring the avenues to sustain CS endeavours after CARE Bangladesh phases out of RMP. Data from the Management Information System (MIS) unit of RMP at CARE Bangladesh helped in assessing the impact of CS through a 'before' and 'after' analysis included in this report. It also provided the results framework on CS.

CARE provided data from its RMP management information system. It also assisted in arranging logistic support for the field data collection. Information was also gathered from leading public training institutions that offer relevant training courses to assess the scope for sustainability of capacity strengthening. These institutions include: Bangladesh Academy of Rural Development, National Institute of Local Government, Rural Development Academy (Bogra), Jubo Unnayan Training Centre, Bangladesh Rural Development Board and the Local Government Engineering Division's training department. A capacity strengthening program for rural destitute women called Labour Contracting Societies offered by LGED was observed at Chowgacha in Jessore to draw lessons for sustaining RMP's CS interventions. A content analysis of the courses and workshops offered by these institutions was undertaken to identify potential sources of training to support RMP. The result of the analysis led to identification of a group of training institutions that may be able to take care of the future CS needs of RMP. As presented in the section on recommendations, the content analysis of the programmes offered by the training institutions led to identification of the specific RMP CS training modules relevant for different institutions as per their core expertise. Sustaining CS training is crucial as CARE Bangladesh phases out of RMP field activities completely from June 30, 2006. Efforts to cover the leadership of the RMP Cell at the headquarters

of Local Government Division did not succeed due to scheduling difficulties, transitional issues and vacancies in the Cell.

Sampling

A two-stage sampling design was employed. At the first stage from seven CARE administrative divisions, 45 Union Parishads (out of 4200 unions) were selected for primary data collection by CARE staff (Annexure-C). One of the selection criteria was that the key respondents such as chairpersons of Union Parishad were the same persons who had held office in the previous term. The logic was to find out those who were trained before in order to understand impact of CS training. Wherever the key respondents such as the chairperson and/or the secretary of the Union Parishad were not available, the sample Union Parishads were replaced by nearby Union Parishads. In the second stage, in the sample Union Parishads for many categories of respondents, the entire **universe** was covered. In each sample Union Parishad all elected representatives were covered through a group discussion. Similarly all chairpersons of the Union Parishads were interviewed. All chairpersons and secretaries of the RMP Project Management Committee were covered through the survey (besides other select members). Purposive sampling was done in selecting community members as well as RMA women for the focus group discussions. In choosing community members, preference was given to leaders of local community associations, religious leaders and at least a teacher besides others. The rationale underlying extensive coverage of stakeholders is to understand different facets of impact. These facets include change in behavior, gender relations (both in the local government institutions as well as in the community), community participation in RMP, performance of RMA crew, nature of RMP management, local capacities of the Union Parishad to design and autonomously manage development projects and RMP institutionalization.

Data analysis

Different methods were used to process quantitative and qualitative data. Survey data was processed using electronic methods. A number of items in the survey instrument canvassed among the ex-trainees were pre-coded, using rating scales. Qualitative data from the key informant interviews, long group discussions and focus group discussions was manually processed by listing the salient points. Frequency tables were generated using the opinions expressed by participants at the group discussions and key informant interviews. A few cases were also developed, based on group discussions. Data from institutional checklist canvassed among sample Union Parishads was manually tabulated. Electronic methods were used to generate the tables and scores for the items in the interview schedule canvassed among the respondent PMC members. Scores were used for assessment of the knowledge about the content of the modules. Similarly scoring was done to assess the extent of application of the knowledge gained. Scoring was also used to assess the management skills of the respondents. Manual tabulation was done for data analysis of the other instruments of data collection, namely, key informant interviews

with chairpersons of UPs and UNOs, large group discussions with members of UPs, focus group discussions with community persons, RMA crew members and APO-CS. A qualified statistician on the team provided the overall support for data analysis.

Limitations

The profile of the survey respondents shows that 88 per cent of them have ten or less years of schooling. These low levels of education could have implications on their understanding of the questions, understanding the subtle differences in questionnaire response categories, and authentic attribution to original CS training inputs.

Short term CS training was imparted during the years 2000 to 2004. In some instances the long lapse of time could have influenced the responses. For example at the pre-test site, CS training was done in 2001(four years ago). Despite the issue of lapse of time, the overall response in the survey showed relatively positive trends. Though surprising, this could have been influenced by CARE's refresher training (as part of its phase out from RMP) for all elected members of Union Parishads in the sample Union Parishads just a few months prior to the field survey for this impact assessment. A comparative analysis of the dates of field data collection for the present study and the dates of refresher training in 2005-06 confirm this statement. CARE's Phase out refresher training included the chairpersons of Union Parishads and the Project Management Committees. It also covered all the women elected members of Union Parishads.

During the field data collection, CARE carried out random checks as part of quality assurance. Based on its feedback, data collection was done again in 20 out of 45 Union Parishads and the quality issues were addressed. Thus, the evaluation team was cautious in collecting and handling the primary data.

In view of the above, caution is needed in interpretation and use of the primary data. An attempt was made to counterweigh some limitations by intensive analysis of RMP related secondary data. This also had a limitation, as RMP's management information instruments underwent changes in 2003 (after the original CS training started precluding some comparisons in intervention and control Union Parishads).

III. Program description: Capacity Strengthening Component of the Rural Maintenance Program

The purpose of this chapter is to provide sufficient information on RMP and its capacity strengthening interventions to enable the reader to appreciate the content and the context while reviewing the findings and recommendations.

As a nation-wide social protection program offering guaranteed employment, RMP occupies a unique place in the development scene of Bangladesh. Its salient features are:

- RMP transitioned itself from a relief intervention to a comprehensive development programme.
- Symbolizes private-public- political partnership as LGIs plan and implement the program, development administration supervises the programme and CARE Bangladesh carries out technical support services (training, monitoring and evaluation).
- Presents a judicious mix of social protection, employment guarantee and sustainable development by engaging poor women to maintain roads, which stimulate the economy.

The program has different components such as social protection for vulnerable women to be hired as workers, an income generation component through compulsory savings and business training, an economic growth component through road maintenance, a gender equity component through a leadership role for women and through training, a capacity development component through building management skills of stakeholders as well as the technical skills of women road workers. Thus, the program design builds on the principle of ‘integration’ and ‘convergence’ as it has many elements packaged into RMP. On the flip side, this makes it somewhat complex, especially for local ownership and sustainability. RMP’s logical frame details the outputs; outcome and impact level results in the results chain. The program’s log frame outlines the results chain for its CS activities.

RMP Phase III, Stage 3 as it is known, was started for a 3-year period in 2002. Later on in 2005 it was extended as part of ‘Phase-out’ for an additional year ending in the middle of 2006. RMP is co-financed by the Government of Bangladesh (GoB), the Government of Canada (GoC), **Local Government Institutions (LGIs)** and the European Community (EC). Offering 10 poor women per Union assured employment at fixed wages for four years, RMP enhances productivity by maintaining earthen rural roads. This increases access to markets, health centers, banks, and schools. RMP promotes institutional decentralization and democratic decision making by strengthening the capacity of elected local government agencies, the Upazila and Union Parishads, and by supporting elected Project Management Committees (PMCs) which give women a “voice”. RMP seeks to

raise awareness among destitute women about their rights under the law, dowry payments, divorce without due process, gender equality, land ownership, and individual human dignity and security.

Text-Box 1: Training cycle for RMP women workers

Year	Training themes
I	Road maintenance, group cohesiveness, health awareness and numeracy
II	Human rights and equity
III	Health, nutrition and IGA preparation
IV	Small business management

Expected results of the capacity strengthening activities

The purpose of the RMP-CS activities is to enable LGIs (Upazila Parishads and Union Parishads) to assume full responsibility for project management, under the aegis of the Local Government Division (LGD). The training is expected to enable Union Parishads and their project management committees to effectively manage RMP through:

- Recruiting eligible RMP women through advertising campaigns undertaken by Union Parishads as part of the selection process;
- Formation of Road Maintenance Associations (RMAs);
- Providing on going training to the RMA on techniques of quality road maintenance
- Identifying 20 km of important earthen roads that will be maintained by each RMA;
- Developing quarterly work plans for RMAs based on priority road repairs to be undertaken;
- Assigning roadwork tasks to RMAs by flagging sections of road to be repaired within a specified timeframe;
- Follow-up monitoring, approval and scoring of road repairs completed by RMAs;
- Depositing funds for 10% of RMA wages into a “Union Maintenance Crew Account” with a local bank each year;
- Ensuring that RMAs receive their roadwork wages every 14 days;
- Keeping records of all work plans and road maintenance activities on file for review and consolidated reporting on a quarterly basis;
- Reporting on project progress to the Upazila Parishad.

CS training started in the middle of 2000 and continued until the middle of 2005. At least two drivers underlie the choice and mode of CS training: planned handover of RMP to the Government of Bangladesh by CARE in 2005 and government policy to strengthen the democratic decentralization process by delegating more powers to LGIs. CS covers

issues such as the importance and scope of community and women’s participation in development, community and local resource mobilization and techniques of project planning, road maintenance, implementation, monitoring and evaluation with community participation and feedback. RMP encourages women’s leadership roles in the different project committees at the local level and, in support of this objective, undertakes special additional training programs designed to support and enhance the leadership and management capabilities of elected women members of the Union Parishads and Project Management Committees. CS was done through four modules offered from 2000 to 2005. Detailed contents of these four modules are presented in Table 2.

Table 2: Modules on RMP Capacity Strengthening activities and their contents

<p>Module One: 1-day Orientation on Development and Local Government (Participants: CUP, all MUP & SUP)</p> <ul style="list-style-type: none"> – Structure of Local Government Institutions – Governance and the role of LGIs in establishing good governance – The role and function of UP – Women in development – The role of community in development – Conflict resolution 	<p>Module Three: 3-day Training on Road maintenance Management Training (Participants: All PMC members)</p> <ul style="list-style-type: none"> – Improving of project management committee – RMP and its components – Roles& responsibilities of UP, PMC and RMA – Steps of planning and implementing RMC activities – RMA selection policy and procedures – Road maintenance criteria & techniques of RMA task assignment and work supervision & monitoring – Technique of RMA training – Project problems identification and solving – monitoring and reporting systems
<p>Module Two: 2-day Training on Development Project Management (Participants: CUP, SUP all female members & selected 3 male MUP)</p> <ul style="list-style-type: none"> – Concept of participatory development – Role of women in development – Description of RMP components – Project management – Planning, Budgeting, Local resources mobilization and its linkage with RMC management – Organizing and establishing of RMC management – Project implementation and its linkage with RMC implementing activities – Establishment of RMC monitoring and reporting systems 	<p>Module Four: 2 days Training on Leadership and Development (Participants: All female MUP & female CUP)</p> <ul style="list-style-type: none"> – History and the need for female members in Local Government – Barriers faced by the elected members and ways to overcome barriers – Leadership skills (meeting conduction, presentation, communication, networking & organization women – Problem solving and decision making

Source: Training team, RED Unit, CARE Bangladesh

Notes: Originally CS had three modules. Based on user views, this was reorganized in to four modules later on.

The details of the actual number of participants in each modular training program are not available as CARE's management information system formats changed during the course of the training. Therefore, the CARE team provided an estimated number of planned participants and actual participants who underwent CS training during 2000-2005 (Table 3).

Table 3: Planned and actual number of participants in CS training activities

Module title	Planned number of participants	Actual number of participants	Per cent
Development and Local Government and Project Management*	4816	3343	69.41
Leadership Development	1930	1504	77.92
Road Maintenance Management	29281	23664	80.75

Source: MIS Unit, RMP, CARE Bangladesh

Notes: *Data is not available separately for module one and module two.

The log frame for RMP shows the output, outcome and impact level results for CS training (Figure 1). As shown in Figure 1, CS training activities related to the four modules cumulatively strengthen the program planning and management capacities of RMP stakeholders at the local level, especially the LGIs. By virtue of institutional and individual capacity development, over the intermediate term, LGIs acquire the ability to independently run RMP by themselves. The long term benefits of RMP training translate themselves into increased flow of goods and services facilitated by improved road infrastructure. This in turn nurtures social and economic development and poverty reduction.

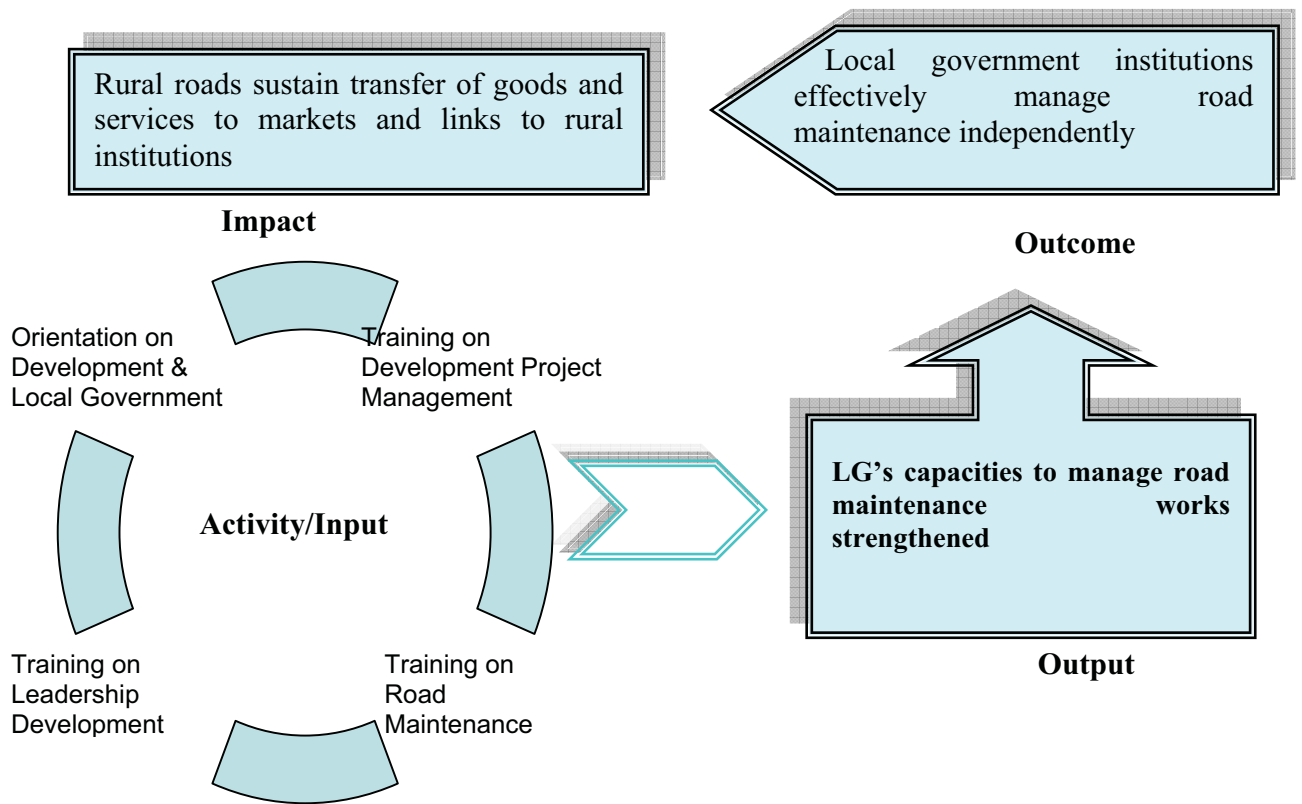


Figure 1: Capacity Strengthening in RMP - Results Chain
 Source: MIS Unit, RMP, CARE Bangladesh

IV. Analysis and findings

This chapter discusses the findings from the impact assessment. These relate to overall quality of RMP implementation, management capacities of the Union Parishads and Project Management Committees responsible for RMP and women's participation at the local level.

Role of CS training in RMP supervision, implementation and leadership

In this section, broader issues on the overall performance of the programme are analysed in the terms of the changes before, during and after CS training. Impact is a long-term process and attribution in this regard is difficult. Performance of RMP revolves around four important actors, namely, Upazilas (Upazila Nirbhahi Officer in particular), Union Parishads (and their Project Management Committees), CARE Bangladesh, District Management Teams, and Road Maintenance Crews. The intervention (CS training) covered only two of these four actors. One of the actors, CARE provided the training and monitored RMP. At the Upazila level, RMP's quality of implementation is a function of the performance of the RMP Upazila Cell with inter-ministerial representation. These advisory entities came into existence during the same time that CS training was done. Thus, one indicator of RMP implementation is the nature and quality of the support from the Upazila RMP Cells. None of the Upazila level RMP functionaries were covered as part of CS training. Table 4 shows UNO perceptions about RMP and RMP Cells.

Table 4: Views of Upazila Nirbhahi Officers on RMP

Item	Per cent
Existence of RMP Cells in Upazilas	100
Upazila RMP Cells are functional	0
Leadership and supervision from Upazila Nirbhahi Officer	100
Regular reporting by Upazilas	33
Need to strengthen RMP Cells	33

Note: Number of respondents = 15

Source: Key Informant Interviews with UNOs

Similar findings came from a baseline survey of Upazila RMP cells in Gazipur district of Bangladesh¹. Due to frequent changes in government personnel, it is difficult to ascertain the perceived changes before and after the CS training. The cross-sectional situation of Upazila RMP cells shows that they are not seen to be fully functional and therefore in need of strengthening to realize their purpose. The reasons underlying this challenge are: absence of elected leadership at the Upazila level (chairman of Upazila is chairman of RMP Cell) to serve the role of a unifying force, lack of interest from the member officials

¹ CARE Bangladesh (2005). Rural Maintenance Program (RMP). RMP Institutionalization Pilot at Gazipur. Brief Baseline Report on RMP Institutionalization Pilot.

due to lack of reinforcement or clear instructions from their line managers, lack of individually defined roles and responsibilities, and lack of financial support for the Cell members to travel to RMP work sites for supervision. Design of the RMP Cell as elucidated in RMP manual did not appear to be sound. These congenital defects manifested as they matured. As the nodal ministry for RMP at the national level is Local Government Division, its Upazila representative, the Upazila Nirbhahi Officer looks after the supervision and implementation of RMP through Union Parishads. As a result of CS training, UP chairpersons raised issues on RMP at the Development Coordination Committee meetings organised by Upazilas. This is an important positive effect.

At Chowgacha Upazila in Jessore district, the UNO mentioned that issues on RMP performance come up now and then in DCC deliberations. Presence of elected Upazila Parishads could have contributed to improved supervision of RMP by cutting across inter-ministerial barriers experienced in RMP Cells. RMP Cell members at Hathazari in Chittagong district desired more training. RMP Cell members at this meeting mentioned that they might seek the expertise of CARE CS trainers to meet training needs of other poverty alleviation programs implemented by the Upazila administration. This indicates the user acceptance and appreciation of the quality of training. **This is just one example of the high esteem in which CARE trainers are held at the local level.**

Thus CS training contributed to:

- Recognition of capacity strengthening as a vital input for program operation
- Building awareness of the multiple components of RMP
- Creating demand for further training
- Increased awareness and interest among RMP Cell members.

Management Capacities of Local Government Institutions (Union Parishads)

Institutionalization is differentially defined as per the context. According to Wikipedia (2006), institutionalization denotes “the process of making something (for example, a concept, a social role, particular values and norms, or modes of behaviour) become embedded within an organization, social system, or society as an established custom or norm within that system.” Institutionalization in the context of RMP is the embedding of recommended practices as enshrined in the operational manual. This represents the fourth step in stages of learning, namely, knowledge, attitude, practice and internalization. While internalization occurs at individual level, institutionalization occurs at the organizational level. In general the respondents (UNOs and UP chairpersons) felt that RMP is institutionalized in Union Parishads (Table 5).

Table 5: Perceptions on RMP institutionalization in Union Parishads

Perceived changes	UNOs N(%)	UPCs N (100%)
Increased awareness about organization	15 (100%)	45 (100%)
Improved knowledge on road maintenance	15 (100%)	45 (100%)
Observance of RMA recruitment rules	14 (93%)	--
Increased planning and implementation abilities	10 (67%)	22 (49%)
Improved conflict management	11 (73%)	7 (15%)
PMC role improved	--	22 (49%)

Source: Key Informant Interviews with UNOs and UP chairpersons

Three areas seem to have registered notable positive change in RMP: a. road maintenance, b. recruitment of RMP women, and c. conflict resolution in road works. In recruiting RMA members, UP/PMC makes a public announcement in the locality, interviews and shortlists candidates, and finally selects those to be hired and those to be placed on the waiting list in the presence of the UP chairperson and CARE representatives. The UP secretaries and PMC members are in doubt whether RMP activities will continue after CARE's withdrawal of support with effect from June 30, 2006. They are also not sure whether the RMP implementation process would remain fair and open even if it continues after CARE's withdrawal. CS training included 3 day training on road maintenance management. The UP identifies 20 km of road length per year and prepares the annual work plan. UP chairpersons (Table 6) specified the nature of positive changes road maintenance component of RMP in their areas. Consultation with UP members at Hathazari in Chittagong showed that political considerations in terms of which wards are chosen for road repair also play a role in decision making.

Table 6: Perceptions on road maintenance changes

Change	Per cent
PMC role improved	49
Improved road communication in UP	33
Improved road inspection	22
Increased community involvement	13

Source: Key Informant Interviews with UP Chairpersons (N=45)

About half (49%) of the UP Chairmen think that the PMC's role has become positive and effective in respect of RMP road repair work, especially for planning and implementation. Further, according to this group, the PMC has become more responsible in discharging their responsibilities and carrying out assigned planning and

implementation activities. But according to the perceptions of the rest of the UP Chairpersons, PMCs do not perform RMP planning and implementation works as per their expectation. One plausible reason for their indifference is that they neither get any honorarium for their works, not even transport cost. A majority of the UP members feel that the technical skills of RMA members improved. Thus, CS training positively impacted on the quality of road maintenance work in RMP.

A theme in CS training on project management covered the selection of RMA women. The newly created awareness among PMC members and the community members on the need to ensure social protection seem to have gone well. UPs are enthusiastic and have good knowledge of RMA selection procedures. Significant changes in this regard include: a. increased awareness of UP responsibility for the most vulnerable women, and b. improved consciousness among UP members, UP secretary and PMC on the need for fair selection through an inclusive and transparent procedure. Similarly, there is a notable increase in the ability of the secretary (not necessarily in PMC members) to prepare RMP documentation. These indicate the beginning of institutionalization of RMP in UPs. A third of UP chairpersons feel that RMP is already institutionalized in UPs. However at the same time, timely preparation of progress reports is not in place. Therefore, UNOs are not getting regular progress reports on RMP performance in UPs undermining their ability to supervise. So the change in knowledge level did not necessarily translate in to change in practice everywhere.

In several instances, UP contribution of 10 per cent of crew wages were released by UNOs. The discussions show that the extent of improvement in quality of road maintenance would have been much higher if the training was complemented with an administrative decision to provide a travel allowance for PMC members to monitor RMP crews. CS intervention needs to go along with supportive administrative measures to produce lasting institutionalization. A major challenge for institutionalization is the weak PMC. One reason for this is the illiteracy of elected chairpersons and members. The other is the high degree of dependency on UP secretaries for record keeping and monitoring. At Pashapole UP in Jessore district, UP provided separate funds from its own budget (not from RMP) to provide travel allowance for those monitoring RMP works every fortnight. Such instances are not common.

In order to triangulate perceptions of primary respondents with on the ground situation at UP level, a RMP institutionalization checklist was used. Originally, this was meant to be completed by field investigators by verifying UP records. However, due to difficulties in accessing records, the checklist was completed using information provided by secretaries of UPs. The checklist incorporated RMP instructions from the programme manual. Results (Table 7) show that there is at least one female community member in the PMC. The data presented shows the percentage of UPs, which observe the program guidelines.

Table 7: Institutionalization of RMP in Union Parishads

Positive practices	Per cent of UPs	Moderately positive practices	Per cent of UPs
Road identification	89	PMC preparing action plan	36
RMA crew selection	98	Annual rotation of PMC chairperson	16
Inclusion of at least one female community member in PMC	94	Technical guidance for RMA crew	47
Timely preparation of quarterly work plan	64	Organization of RMP review meetings	42
Inspection of roads	62	Regular training of crew	44

Source: Institutional Checklist for UPs (N=45 Secretaries of Union Parishads)

The data shows that planning related tasks moved ahead well in UPs. These include identification of 20 km of roads for maintenance per year, recruitment of RMP crew, and inclusion of a female member in PMC. Monitoring tasks lagged as many UPs did not organize review meetings and did not submit quarterly progress reports on time. Similarly, inspection of roads was not universal though it is an important responsibility of UPs and PMCs. Being elected bodies, UPs evinced keen interest in populist tasks such as hiring women workers and identification of roads for maintenance in different wards. Discussion with UP elected members showed that members are interested in getting roads in their wards repaired through RMP. Given the weaknesses in inspection of the work of RMP crew, elected members are willing to supervise the work in their respective wards (whenever the crews work there).

In short, planning related tasks appear to be getting institutionalized in UPs ahead of monitoring and supervisory tasks. This is a function of the skill-set of UP and PMC membership. Monitoring requires special skills to provide technical guidance to the crew and it also needs the ability to measure the road length and quality of work performed. The CS training module on road maintenance covered this to a large extent. However, change in members (both community members and elected members) and lack of reinforcement affect the ability to retain what was learned. **There has been no refresher training after delivery of CS training during 2000-2004.** This is a glaring gap that needs to be addressed to strengthen institutionalization of RMP in UPs. Further, the lack of association of any line department (such as the Engineering Department) possessing technical knowledge of the road maintenance with RMP could also be contributing to the insufficient monitoring of the road works. Impact of capacity strengthening is determined by: a. ability to refresh knowledge and skills at periodic intervals (depending on audiences), b. incentives for use of the learning, c. availability of a locally accessible source of clarification/guidance on difficult matters, and d. a conducive administrative set-up.

Management Capacities of Project Management Committees

In RMP implementation, the PMC plays a crucial role. It is comprised of a chairperson (elected female member of UP, nominated by UP), a secretary (secretary of UP) and three community members (one female and two male). CS training covered PMC members in different modules. All PMC members underwent a 3-day course on road maintenance. The chairperson and the secretary of the PMC also participated in the Project Management training. The section presents the findings from the survey of PMC members. It is important to note that the survey data presents the perceptual changes in knowledge and skills of individual PMC member respondents, before and after CS training. The data does not tell if the individual changes translated in to changes in management capacities of PMCs. This limitation needs to be kept in mind while looking at the findings from the survey. In order to overcome this limitation, the qualitative instruments of key informant interviews with UNO and chairpersons of UP included questions on management capacities of PMCs. They felt that while awareness and skills of PMC members increased due to training, PMCs are not very active. Data from the survey also shows that the learning gains in managerial skills of trained PMC members are remarkable.

The PMC members were imparted training on various pertinent issues of local development under the capacity-strengthening component of RMP. The CS-training consisted of four modules. All PMC members received training on module-3 (Road Maintenance Management), while PMC chairpersons and secretaries got training on module-1 (Development and Governance) and module-2 (Development Project Management), and PMC chairpersons also participated in training on module-4 (Leadership and Development). A snapshot on the training modules along with the concerned participants already has been presented in chapter one.

The acquired knowledge from Capacity Strengthening Training (CST) by the PMC members has been explored in the study. The PMC members (including the chairperson and secretary) have been requested to make self assessments of their knowledge on different issues discussed in their respective training modules and opine for the appropriate one out of the following three ranks: (i) knew before and nothing new acquired through training, (ii) knew somewhat, but knowledge improved after training, and (iii) not known before, knew only after training.

Altogether 49 important issues/topics have been covered through four modules (Table 8). Thus the survey of PMC members included 49 topics that were covered as part of the CS training (all four modules) to assess the degree of retention and application of knowledge gained. The topics were organized into five groups corresponding to planning, organizing, leading/directing, staffing and controlling using Koontz and O'Donnell's typology of management functions.

Table 8: Knowledge among PMC members

Issues	Knew before, and nothing new acquired through CS training	Knew somewhat, but knowledge improved after CS training	Not known before, knew only after CS training
Development and Local Government (CS Module 1) (N= 90)			
Good governance		65.6	34.4
Role of UP to establish good governance	3.3	54.4	42.2
Role, responsibilities and activities of PMC	1.1	55.6	43.3
Women rights		66.7	33.3
Role of UP to increase people's participation	1.1	64.4	34.4
Way to resolve conflict	4.4	60.0	35.6
Development Project Management (CS Module 2) (N= 90)			
Constraint of women development and role of UP to overcome constraint	2.2	53.3	44.4
Understanding of government policy regarding women development	2.2	54.4	43.3
Management process of RMC	4.4	31.1	64.4
Formation of PMC	2.2	32.2	65.6
PMC's role and responsibilities of different parties, process and rules	3.3	31.1	65.6
Role of PMC and UP to implement RMC	2.2	42.2	55.6
RMA selection: Steps, rules and process	5.6	43.3	51.1
Role and responsibilities of RMA	3.3	44.4	52.2
Project identification	2.2	45.6	52.2
Management of the project	2.2	46.7	51.1
Rules of RMP road selection	3.3	46.7	50.0
Project planning and implementation	3.3	43.3	53.3
Planning of RMC road maintenance	2.2	44.4	53.3
Prepare and practice of budget on RMP activities	3.3	42.2	54.4
Monitoring process	2.2	40.0	57.8
Monitoring formats	2.2	34.4	63.3
Road Maintenance Management (CS Module 3) (N = 179)			
Development and gender	3.4	42.5	54.2
Importance of PMC	3.4	26.3	70.4
Goal and objectives of RMP, Basic rules, activities, training cycle of RMP	3.9	21.8	74.3
Role and responsibilities of UP, PMC and RMA	2.8	30.7	66.5
Prepare planning and implementation	2.8	39.1	58.1
Participation of people and specially women in planning	2.8	40.8	56.4
Steps and process of RMA selection	3.9	31.3	64.8
Rules and process of road selection	2.8	30.7	66.5
Rules of road maintenance	3.4	34.6	62.0
Field register	3.9	32.4	63.7
Identify problem of project and provide solution	3.4	36.9	59.8
Reporting process and format	3.4	26.8	69.8
Work assignment	2.8	35.2	62.0
Work assessment	3.4	35.2	61.5
Filling- in register	3.9	30.2	65.9

Issues	Knew before, and nothing new acquired through CS training	Knew somewhat, but knowledge improved after CS training	Not known before, knew only after CS training
Review meeting	3.4	30.2	66.5
Preparation of work plan	2.8	31.8	65.4
Leadership development (CS Module 4) (N = 45)			
Importance of woman leadership		57.8	42.2
Woman leadership in local government institutions and people's expectation		46.7	53.3
Way to overcome constraints		35.6	64.4
Dos' and don'ts for a good leader		53.3	46.7
How to conduct a meeting		31.1	68.9
How to be a good speaker	2.2	35.6	62.2
Way of communication with important persons and institutions of local area.	2.2	66.7	31.1
Role of women members to develop local area		53.3	46.7
Solution of problems and process of decision making		46.7	53.3
Preparation of personal action plan to develop the leadership	2.2	37.8	60.0

Each of the six specific issues addressed under development and local government (CS-module-1) could become known among 33.3 percent to 43.3 percent of the PMC chairpersons and secretaries only after going through CS training. However, majority of the participants (54.4 % - 66.7%) reported that they had some preliminary knowledge on the specific issues discussed in the training before their participation in the CS-Training; but their knowledge level improved significantly after participating in the CS-training. It became clear that 95.6 percent or more participating PMC-chairpersons and secretaries were benefited by the CS-training in order to know newly or improve their existing knowledge on the specific development and local government issues trained through module-1. The issues covered under module-2 (development project management) and those under module-3 (Road maintenance management) were quite new to majority of the concerned PMC members who participated in these two modules of CS-training.

A majority of the PMC chairpersons and secretaries (51.1%-65.6%) knew the majority of issues (thirteen out of sixteen) anew covered under module-2 after their participation in the CS-training, excepting constraint of women's development and the role of the UP to overcome constraints, understanding of government policy regarding women's development, and 'rules of RMP road selection'. Knowledge-impact of CS-training was the best for the issues covered under module-3, which was a common module for all the five PMC members. A majority of the PMC-members (54.4%-74.3%) opined that they knew all the issues of 'road maintenance management' covered under CS-training, only after their participation in the training.

Knowledge-impact of CS-training on ten different important issues of leadership development (module-4) has also been found very significant in the sense that the great

majority (96.1% or more) of the PMC chairpersons have either improved their pre-existing knowledge or knew afresh the specific leadership development issues. It is interesting to note that certain important issues of road maintenance management such as 'importance of PMC' and 'goal and objective of RMP' are unknown to the majority (70% or more) of the PMC chairpersons though they have been associated with PMC or doing the RMP works for quite a long time.

In conclusion it can be clearly said that CS-training has been very instrumental in bringing positive changes in the knowledge domain of the PMC members and updating their CST pre-existing knowledge on different issues of interest.

The survey data is prone to 'recall' error as: a. considerable time elapsed since the training was provided during 2000-2005 (mostly done in earlier years), b. duration of the training was no more than three days, c. there has not been any refresher training until the time of field work for PMC members, and d. PMC members' level of education, with the exception of Secretaries, is not high, which could influence their ability to distinguish the subtle differences among the 49 topics included in the survey instrument. The respondents expressed views based on a self-assessment and no tests were administered to them to verify the perceptions. The results show highly positive views of the training effects (Table 9).

Table 9: Knowledge gain, Skill development and Utility of skill among PMC members

Training effects	Perception(% range)
Gained new knowledge in different issue addressed through 4 modules	31-74
Enhanced skills	58-78
Increased Utility	42-77

On the whole, 31-74 per cent of the survey respondents gained new knowledge (unknown before CS training) and 58-78 per cent enhanced their skills (not possessed before CS training). Further, 42-77 per cent of the respondents perceived the practical utility of the CS training as 'high' (as against moderate and low categories).

Project Management Skills of PMC members

The practical utility of knowledge gained through capacity strengthening training has been explored in the study. It reveals that according to majority of the participants (48.9%-63.3%) the specific issues discussed under 'module 1' are of high practical utility (Table 10). Insignificant proportions (2.2%-6.7%) of the PMC trained chairpersons and member secretaries have opined that the CS training were of low utility in carrying out their RMP works.

For module-2 and module-3, utility opinion patterns are similar to that of module-1 in the sense that proportions opining 'high utility' are relatively higher than the proportions opined for 'moderate utility'. The proportions opined for 'low utility' in module-2 and

those in module-3 are relatively stronger than those in module-1. In that sense it seems to be reasonable to conclude that knowledge application has been better for module-1 compared to module-2 or module-3.

Table 10: Practical utility of acquired knowledge among PMC members

Issues	Utility level		
	Low	Moderate	High
Development and Local Government (CS Module 1) (N= 90)			
Good governance	6.7	40.0	53.3
Role of UP to establish good governance	3.3	46.7	50.0
Role, responsibilities and activities of PMC	3.3	47.8	48.9
Women rights	2.2	34.4	63.3
Role of UP to increase people's participation	2.2	42.2	55.6
Way to resolve conflict	4.4	32.2	63.3
Development Project Management (CS Module 2) (N= 90)			
Constraint of women development and role of UP to overcome constraint	3.3	36.7	60.0
Understanding of government policy regarding women development	10.0	42.2	47.8
Management process of RMC	3.3	37.8	58.9
Formation of PMC	5.6	27.8	66.7
PMC's role and responsibilities of different parties, process and rules	5.6	35.6	58.9
Role of PMC and UP to implement RMC	3.3	33.3	63.3
RMA selection: Steps, rules and process	2.2	21.1	76.7
Role and responsibilities of RMA	1.1	30.0	68.9
Project identification	7.8	31.1	61.1
Management of the project	7.8	35.6	56.7
Rules of RMP road selection	8.9	25.6	65.6
Project planning and implementation	5.6	38.9	55.6
Planning of RMC road maintenance	4.4	28.9	66.7
Prepare and practice of budget on RMP activities	11.1	30.0	58.9
Monitoring process	8.9	33.3	57.8
Monitoring formats	8.9	36.7	54.4
Road Maintenance Management (CS Module 3) (N = 179)			
Development and gender	8.9	44.1	46.9
Importance of PMC	7.3	33.5	59.2
Goal and objectives of RMP, Basic rules, activities, training cycle of RMP	6.7	46.4	46.9
Role and responsibilities of UP, PMC and RMA	5.6	38.0	56.4
Prepare planning and implementation	5.6	41.3	53.1
Participation of people and specially women in planning	8.9	31.3	59.8
Steps and process of RMA selection	6.7	24.0	69.3
Rules and process of road selection	3.9	28.5	67.6
Rules of road maintenance	6.7	31.3	62.0
Filled registrar	12.3	26.8	60.9
Identify problem of project and provide solution	6.1	38.5	55.3
Reporting process and format	13.4	36.3	50.3
Work assignment	4.5	32.4	63.1
Work assessment	6.1	36.9	57.0
Filling- in register	12.3	27.9	59.8
Review meeting	10.6	38.5	50.8
Preparation of work plan	7.8	36.3	55.9
Leadership development (CS Module 4) (N = 45)			
Importance of woman leadership	2.2	44.4	53.3

Issues	Utility level		
	Low	Moderate	High
Woman leadership in local government institutions and people's expectation	4.4	48.9	46.7
Way to overcome constraints	4.4	46.7	48.9
Dos' and don'ts for a good leader	2.2	46.7	51.1
How to conduct a meeting	6.7	51.1	42.2
How to be a good speaker	2.2	48.9	48.9
Way of communication with important persons and institutions of local area.	4.4	48.9	46.7
Role of women members to develop local area		48.9	51.1
Solution of problems and process of decision making		51.1	48.9
Preparation of personal action plan to develop the leadership	4.4	53.3	42.2

The utility level of knowledge acquired through CST by the PMC-chairperson in leadership development (module-4) seems to have remained equal for the 'high utility' and 'moderate utility'. For four issues, relatively higher proportions opined for 'high utility', whereas for five issues relatively greater proportions opined for 'moderate utility'; and for one issue namely, 'How to be a good speaker' the proportion for 'high utility' and 'moderate utility' remained same (48.9%). It seems that the PMC-chairperson still hesitate to perceive 'high utility' for knowledge application with an edge over the 'moderate utility', rather the reverse is true having an inconsistent scenario to those for modules 1, 2 and 3.

However, the whole show indicates that the PMC members in general consider CST as a training having high practical utility in meeting their functional needs. Moreover, the patterns of utility status identified by all categories of PMC members show an indirect reflection of their involvement in RMC activities.

The ex-trainees acquired new knowledge or improved on what they covered before in relation to a majority of the topics as part of project management training. Through CS training on Project Management, more than 60 per cent of the respondents (against a total of 90 respondents) became familiar with: a. Formation of PMC, b. Roles and responsibilities of different parties, process and rules in RMP, c. Management process of RMP, and d. RMP monitoring formats. Thus familiarity with the program parameters of RMP was enhanced considerably owing to CS training. In terms of acquisition of project management skills through CS training, more than half of the respondents improved skills in: a. Project identification, b. Project planning and implementation, and c. Budget preparation.

PMC member capacities in road management

The members underwent a course on road maintenance management. Seventy per cent or more of the respondents (against a total of 179 respondents) improved knowledge on procedural aspects of road maintenance in areas such as: a. Training cycle of RMP women, b. role of PMC, c. rules governing road selection, d. rules of road maintenance, e. formats for road work progress reporting, e. steps in selection of RMP crew, and f.

completion of field register. Besides learning about the rules and procedures of road maintenance, more than half of the respondents stated that they improved their skills in: a. work assessment, b. problem identification, and c. completion of fill-in register. A majority of the participants (49–63 per cent) felt that the practical utility of CS training was high. Topics such as steps and process of RMA selection and rules of road maintenance were found to be most useful. This corroborates the earlier observation that CS training seems to have improved the twin functions of RMA selection and annual identification of roads for maintenance in UPs.

PMC member management skills – before and after CS intervention

PMC members’ management skill status – before and after CST – has been assessed in the study. Eight distinct components of management have been considered for investigating PMC members’ skill status on them and each sampled PMC member has been requested to assess her/his management skills at two points of time, before and after undergoing CS training using five point scale: very low, low, moderate, high, and very high.

Table 11: Management skill status of PMC members

Skill areas	Skill Status					
	Before training			After training		
	Very low and low	Moderate	High and very high	Very low and low	Moderate	High and very high
Planning	67.4	29.2	3.4	2.2	24.7	73
Organizing	71.9	24.7	3.4	4.5	23.6	71.9
Leading	60.7	29.2	10.1	2.2	23.6	74.1
Staffing	67.4	28.1	4.5	2.2	20.2	77.5
Controlling	85.4	12.4	2.2	7.8	34.8	57.3
Communication	60.7	31.5	7.9	1.1	21.3	77.5
Decision making	60.7	34.8	4.5	3.4	21.3	75.3
Conflict resolution/ problem solving	47.2	40.4	12.3	2.2	13.5	84.3

N=179

The findings reveal that before training the management skill status of PMC members were low in general (Table 11). After training it has improved to a great extent with very large proportion reporting high and very high skills in the range of 57.3% to 84.3%. Conflict resolution/problem solving, staffing and communication are the three management areas where over three-fourths of the PMC members have acquired very high or high levels of skills. Controlling remains as the weakest skill area. In all other areas improvement is commendable (the proportions of PMC members having high and very high skills ranges between 71.9% and 84.3%). In conclusion it may be said that the PMC members with ‘very low and low’ management skills before undergoing training

have changed their position to 'high and very high' after CST; while PMC members with moderate skills, remain static or tend to hover around the same level.

More than half of the respondents attributed the positive change in their management skills to CS training. A probable factor underlying the positive change reported by respondents could be that they might not have been exposed to any kind of managerial training prior to CS interventions, with the exception of UP secretaries. UP secretaries are periodically trained by the National Institute of Local Government. In terms of impact, the positive effects of CS training may well go beyond RMP implementation as these are generic skills that could be applied for any program or project of the UP, including individual businesses of PMC members. The study did not ascertain the 'multiplier effects' of CS training in areas other than RMP.

The survey of trained PMC members included a set of thirty questions on RMP management, to assess the participation of the ex-trainees. The respondents were asked about their participation before CS training and after CS training.

Table 12: Participation in RMP management (before and after CS training)

Activities	Before(%)	After(%)
A. Planning	24.4	92.4
RMA selection process	35.8	93.3
Prepare annual road maintenance work plan	24.6	93.3
Prepare quarterly road maintenance work plan	22.9	93.3
Prepare RMA training plan	17.3	88.8
Specifying timeline for each activities while preparing plans	22.3	92.7
Specifying person(s) responsible against each activities while preparing plans	23.5	92.7
B. Organizing	26.5	90.3
Discuss road maintenance (RM) progress in UP meetings	37.4	93.9
Consult community in settling RM related problems	39.7	95.0
Involve in distributing weekly assignments to RMA as per plan	24.0	95.5
Organize training for RMA	19.0	88.3
Provide training to RMA	12.3	78.8
C. Leading/Directing	29.4	93.7
Involve the community in selecting roads for maintenance under RMP	23.5	92.7
Involve the community in selecting RMA	27.4	93.9
Involve community in resolution of road maintenance related conflicts	37.4	94.4
D. Staffing	34.3	92.2
Involve in recruitment process of RMA	36.9	92.7
Make public announcement (drum beating and miking)	32.4	89.9
Involve in primary scrutiny and card distribution	38.0	91.1
Conduct interview with destitute women	38.0	90.5
Conduct lottery for selection of RMA	38.0	92.2
Brief the selected RMA	22.3	96.6
E. Controlling	25.8	90.2
Monitoring road maintenance	30.2	95.5

Activities	Before(%)	After(%)
Select monitors (or monitoring team)	23.5	93.3
Undertake monitoring visits for assessing quality of road work	32.4	95.0
Action, in case of any problem (i.e. soil, harassment etc.)	36.3	92.7
Advise RMA to solve the problem by themselves, in case any problems arise?	24.6	89.4
Register the problem in RMP register, in case any problems arise?	12.8	79.9
Follow-up the problem till its resolution	30.2	91.6
Prepare report	24.0	86.0
Send reports in time (within 3 days after the end of the quarter)	18.4	86.6
Follow up wage payments of RMA	25.7	91.6
Overall	27.7	91.4

The results (Table 12) show that community members in PMC participated to a very low extent in RMP before training, unlike UP secretaries whose involvement with RMP was significant even before CS training. The perceptual data paint a very favorable picture of RMP implementation after training. Field observation of the state of implementation of RMP and the quality of its management does not fully corroborate the perceptual data. While planning related management activities have improved considerably, the controlling related management activities have a long way to go. The table shows that 95.5 per cent are monitoring road maintenance after training and 86.6 per cent are sending quarterly reports in time. Visits to sample UPs did not corroborate this fully as the reports are either not sent at all or sent late. Monitoring is one of the weakest areas of RMP management. A majority of the respondent PMC members attribute their higher degree of participation in RMP management to CS training.

Participation of Union Parishad elected women members in project management

This section covers gender related aspects of CS training and their effects in terms of women's participation in RMP in general and the participation of elected women UP members in particular. The analysis is based on the survey data as well as qualitative information collected through key informant interviews and focus group discussions.

The log frame for RMP refers to gender related goals of the program. These aim at strengthening women's empowerment and promoting gender equity in rural self-government institutions. Gender is defined as the relation between men and women and this manifests differently in social, economic and political spheres. The nature, extent and quality of these relations dictate how resources are controlled, accessed and utilized by men and women. Bangladesh's human development reports refer to the success stories of the country's progress in relation to gender. For example, the gender mainstreaming efforts in the education sector resulted in greater secondary school enrolment of girls than boys in the country. The public policy on LGIs mandates that every Union Parishad have at least three women members (in the ratio of one woman member for three wards).

RMP is structured so as to provide optimum opportunities for growth and development of women UP members on the one hand while reducing the vulnerability of destitute women on the other. Reinforcing these aspects, CS training modules seek to enhance gender

sensitivity of UP leadership and gender equality in decision making. The fourth module of CS training is focused on women's leadership development. CS training content covers both 'strategic' and 'practical' gender needs.

Text-Box 2: Do elected women members matter? Experience in Mymensingh

At a Union Parishad in Mymensing (UP name withheld for privacy), the chairperson was interviewed at his office in April 2006. On this occasion, the UP Secretary was also present besides a woman. After completing the key informant interview, the chairperson (running his second term) invited us to have tea. The woman who was sitting quietly all along, very kindly served us tea. At this juncture, the chairperson introduced her as one of the three elected female members of the Union Parishad. For over an hour and half we were discussing about a program for women's empowerment (RMP), and the female elected member was neither consulted nor invited to join the discussion. I was shocked but did not notice any sign of discomfort in the expression of this elected female member. I was not sure, if that is culturally accepted behaviour or is it a sign of resignation to existing sharp gender inequality in a patriarchal society. The UP Chairperson was not very familiar with the role of PMC though he was fully conversant with RMP and knowledgeable about details, as it is going on in his Union. This is a microcosm of the ground reality in the status and participation of women elected members.

Text-Box 3: Role of PMC in women leadership development in Chittagong

In Chittagong district, at a group discussion with elected UP members (for some reason or other the chairperson did not join until the meeting ended), we met three elected female UP members along with other male members. After self-introductions, we discussed RMP implementation. The chairperson of PMC was highly vocal, vehemently repudiating male members' allegations of 'favouritism' in selection of roads and wards for annual RMP maintenance. The participation of the three female elected members during the group discussion showed that while the PMC chairperson was highly articulate and able to take on her male counterparts' points, the other two female members were quiet. Thus the opportunity to be a part of PMC seems to have contributed to leadership qualities in the female elected UP member.

Conflicting opinions, often polarized, surfaced at several group discussions with men feeling that gender equality improved, and women expressing the view that they continue to be marginalised in decision making. This study, relying predominantly on perceptual dimensions, did not use a case control approach or incident-analysis technique to confirm or deny either viewpoint. The share of women as UNOs, as RMP Upazila cell members, as UP chairpersons, as UP elected members is disproportionately low compared to their population. But for the statutory provisions, their share as elected members in UPs would have been negligible. This underlines the importance of affirmative action programs to increase the participation of women. Even when women are elected, the next hurdle is to navigate the age-old male hegemony and patriarchal social order to play a decisive role in strategic decision making.

The group discussions show that, after CS training,

- There is better participation of women elected members in UP and PMC
- Women's inequality decreased
- Tendency for women being the front-end for work done by husbands is decreasing
- Increased awareness among females members about their rights
- Greater women's participation in conflict resolution

The positive changes are attributed to: a. democratic election process for female members, b. increased mobility outside the home, c. accountability to their electorate, d. participation in UP meetings reduced shyness and made them more vocal, and e. CS training. While these views were expressed by UP chairpersons, UNOs and community leaders, the survey of PMC members captured the views of women leaders themselves on specific changes in three spheres covered as part of CS training, namely, a. linkage with local level organizations, b. reduction of violence against women, and c. practical leadership related skills.

Among the chairpersons of PMC (female elected members), noteworthy changes were perceived in practical leadership skills after CS training. Respondents reported that the training contributed enormously to conflict resolution. It also helped them conduct meetings and take steps to reduce violence against women. The female community members of PMCs felt that CS training was useful in conduct of '*shalish*' (local arbitration). In either case, CS training contributed moderately in several areas of leadership. However, the respondents did not report significant gains in networking with other local organizations and NGOs.

New avenues of participation for elected female members

Group discussions showed that CS training strengthened or led to new avenues of women's participation in Union Parishads. These include:

- Being consulted in implementation of widow pension program
- Chairmanship of about one-third of the project implementation committees (for example vulnerable group development, old age pension, widow pension, disabled pension, etc.)
- Advisors for development committees such as that on old-age pensions
- One-third membership in village *shalish* (court)
- Training of RMA crew members
- Assignment of work to RMA crew
- Monitoring of RMA crew work

It is a nationwide change, but not uniformly working in all parts of the country. It is mostly due to CS training. Elected female members in a few Unions mentioned that they are not even allowed to speak in UP meetings. Despite the positive changes mentioned above, the grim reality is that male UP members still have a tendency to dominate female UP members at UP meetings and other forums in the locality. Thus the task is far from complete and needs continuous effort to usher in gender equality by changing attitudes and practices. PMC functions better because of CS training. As a result, RMA operates better, implying that the rural roads are better maintained. Therefore, the ultimate result is better performance of RMP.

Text-Box 4: Community leaders' views on gender and training

“Our society is a patriarchal society, women are very much neglected. So gender equality should be maintained in developed work. Cottage crafts and handicrafts should be promoted through micro-credit. The women members are elected representative but they are not getting their due rights and prestige. So social values to honour the women should be mobilized through training.”

Focus group with community leaders at Mithipur in Pirganj Upazila

Courtesy: Prof. Rowshan Ara

The ex-trainees and others have felt impact of CS training in multiple ways. A notable area of change has been road maintenance with UPs identifying roads for maintenance annually. Similarly, the training led to streamlining of RMA recruitment. In retrospect, noteworthy changes are:

- Improved road work plans
- Increased quality of road maintenance
- Enhanced knowledge and skills of UP and PMC members
- Better functioning of PMC
- Enhanced sensitivity to RMP in UPs
- Improved planning and management of RMP
- Enhanced gender sensitivity

A difficult and intractable area of CS training has been gender. While managerial changes are not constrained by custom and tradition, changes in gender roles and stereotypes have a lot to do with culture, society and tradition. In order to make a dent in these, a cohesive attempt that brings together religious, political and community leadership is required. While the positive changes are praiseworthy, how sustainable these are is an important question. This becomes even more vital as CARE, which facilitated the massive CS training in a capable and coordinated manner, phases out of the field activities of RMP in June 2006.

V. Conclusions

This chapter briefly recapitulates the salient findings from the previous chapter and explores the ways and means of strengthening capacity development in RMP by offering some recommendations.

CS training was offered as part of a broader strategy of CARE phasing out of RMP. The intervention period was 2000 to 2005. Its goal was to equip key stakeholders with managerial capacities and stimulate gender equity in 4200 Unions in Bangladesh. CARE will be phasing out of RMP in June 2006. Originally CARE was to phase out of RMP in the middle of 2005, but this was extended by a year at the request of Government of Bangladesh to better prepare the stakeholders. Therefore, during 2005-2006, CARE undertook a massive exercise in terms of training to prepare the stakeholders. The impact assessment of CS training cannot be viewed in isolation from the training provided during 2005-2006 that included refresher training for UP members, orientation for Upazila RMP Cell members and training of trainers' programs for UP secretaries and PMC chairpersons. The Phase out training definitely reinforces the CS training and contributes to sustaining the benefits longer.

Capacity strengthening manifests in sustainable impacts where it is fully synchronized with institutional reforms and the creation of enabling environments. As RMP is implemented through governmental departments and democratically elected bodies, it is somewhat complex and difficult to usher in institutionalization. Searching for impacts of CS training have to be alive to this reality. The depth of institutional challenge is visible from the fact that though CARE phases out in June 2006, there is no clear direction of who will shoulder the significant roles that CARE had played in RMP in the future. Similarly, UPs do not know what will happen to RMP and what shape it takes from July 2006 onwards. These are difficult as RMP covers over 90 per cent of the rural areas of Bangladesh, with significant resource implications.

Road maintenance improvement is a notable area of accomplishment through CS training. As roads are vital means of communication for rural population, improvement in road maintenance translates in to several benefits for the people. The functional earthen roads ensure that children are able to attend school even in rainy season. They reduce accidents. Roads provide access to markets, growth centers, urban centers, health clinics, bus stations, etc. These stimulate the economy, create jobs and help all age groups and interest groups both in the short-term and the long-term. After CS training, it appears that UPs are receiving fewer complaints from people about the road situation of their area as RMA members regularly maintain roads.

In Bangladesh, Upazilas decide the financial allocations for rural development but they are dependent on the national government for funds. The source of funds for Upazilas are big markets, water bodies and ferry stations, and for UPs the funds come from household taxes, certification fees, trade license fees, and vehicle fees. UPs are financially weak.

This is an institutional challenge that stretches beyond RMP but influences RMP's sustenance.

A significant proxy indicator of CS impact is the discussion of RMP in the Upazila Coordination Council (UCC). The UCC is an important body consisting of UP chairpersons and Upazila level departmental heads. At Chowgacha Upazila in Jessore district, RMP Cell members informed that RMP issues come up regularly in the UCC.

The Project Management Committee is envisaged as the primary vehicle of RMP at UP level. Therefore, PMC members were trained through CS training. Individually those trained reported significant improvements in knowledge and skills, especially in management functions. Institutionally, however, PMCs are not very active and significant role performance related changes are not clearly visible. A common reason attributed to this is that PMC members are not provided financial incentives to perform their tasks. In a few instances UPs made budgetary provisions for PMC members to cover the travel cost of Taka 25-50 per visit and this had a salutary effect on the PMC's role in monitoring RMP.

A deeper issue is the attitude of UP chairpersons in whose remit it falls to delegate responsibility to PMC and support the PMC. Thus though CS made a positive impact at individual level on ex-trainees, this did not necessarily lead, always, to institutional transformation due to factors unrelated to the intervention. A related challenge is that many LGIs lack commitment in RMP work. However, CS training led to positive changes in improved work planning, report preparation, road inspection, quality assurance, community involvement and conflict resolution as part of RMP implementation. CS training also enhanced the sense of identity with RMP among UP chairpersons and elected members. It is generally observed that CS training led to the beginning of institutionalization of RMP in LGIs.

Figure 2 : SWOT analysis of the impact of CS Activities in RMP

Strengths	Weaknesses	Opportunities	Threats
<ul style="list-style-type: none"> - Enhanced managerial skills - Beginning of institutionalization - Improved road quality - RMA member technical skills improved - Less complaints from the community on poor road conditions - Increased identity/ownership of RMA among elected members and officials - Increased efficiencies in identification of roads in RMP - Adherence to RMP manual in crew recruitment 	<ul style="list-style-type: none"> - Persistence of socially constructed gender roles - Slow pace of institutional changes to reinforce CS training - Educational levels of PMC members - Partial commitment of UP and Upazila leadership to RMP - Inter-Ministerial coordination affecting RMP Cell - Non-preparation of alternative training sources/institutions to sustain CS 	<ul style="list-style-type: none"> - Public support for RMP - Excellent combination of social and economic benefits through RMP - Availability of good training institutions to sustain CS - Demand generation for training as a vital input in Upazilas and UPs - Trained cadre of RMA members, UP secretaries, local residents and elected members creating a favorable environment 	<ul style="list-style-type: none"> - Ambiguity about the future of RMP itself - Financial resource constraints at both Upazilas and UPs - Male dominance in Upazilas and UPs

Figure 3 : RMP Log frame and perceived CS contribution to its impact level results

Impacts defined in RMP log frame(2003)	Role of CS training
Livelihood security of rural poor especially women improved	Cumulatively, CS created a favourable environment for assisting poor women
Rural roads sustain transfer of goods and services to markets and links to rural institutions	Technically more skilled women workers maintained roads in a better way. Road quality improved. However, technical support for RMA members is a gap at UP level
Rural women are recognized as agents of development	PMC created a forum for women's participation in UP. Skills and confidence of PMC women members and RMA members enhanced. Gender sensitivity of UP members enhanced. Still a long way to go for gender equity in LGIs

VI. Recommendations

After 23 years of operation, RMP is at an important juncture as CARE phases out of it. Its future shape and its future home are not known. It is also not known if all components of RMP will continue or some will continue in the future. In this milieu, it is difficult to make practical recommendations. The recommendations are organized in to three three broad categories, namely, generic recommendations for RMP programme, those for revision of the content of training modules, and those focused on the sustainability of capacity development efforts.

Improvement of RMP in general

- RMP and its CS component need to continue with requisite funding provision. Management responsibility of RMP and CS-training may be vested with UNO or any reputed national NGO.
- Number of seats for women in UPs need to be increased. Separate budgetary allocation is required for female UP members.
- The RMP/ PMC should be given a regular and permanent shape by allocating a room in the union complex and establishing the room as the office of the PMC chairperson. Financial provision should be made for PMC members.
- The size of the PMC should be increased from five to seven, in order to promote women's leadership.
- The Upazila RMP-Cell should be re-activated for promoting and sustaining UP/PMC level RMP-activities.
- An RMP-Cell should be established at the district level.
- The RMP operational manual should be revised incorporating changes.
- Women's participation is vital at all UP meetings. Members of the UP should be educated about the benefits of women's participation.
- Women representative of UP should meet other women in the community and raise their social consciousness.

Revision of CS Training Modules

Here is a list of topics that can be included in existing CS modules

Development and Local Government (Module-1)

- Women's participation in and coordination of issues of local governance particularly those pertaining to the identification, selection, planning, and implementation of development initiatives.
- Community participation in local development initiatives.
- Community participation in UP annual plan and annual budget.
- Enhance skills of local representatives and UP officials.
- Local resource mobilization (HH tax, revenue, fees etc.) by improving the internal committee system and increasing community participation.
- Strengthening project committees, disaster committees, and local development committees.
- Strengthening service delivery GoB departments (agriculture, water and sanitation, education, forestry) for the planning and implementation of effective development initiatives with community participation for increasing government accountability.

Development Project Management (Module-2)

- Concept of standing committees, Project Implementation Committees.
- Women members' participation in project management.
- Role of PMC and PIC Chairperson
- Constraints and problems faced by PMC Chairperson at local level
- Conflict management

Leadership and Development Training (Module –3)

- Leadership style, more management / behavioral skill issues, steps to leading
- Liaison and networking with local people
- Supervision and leadership,
- Increased community participation in local development
- Problem identification and Conflict resolution

Sustaining CS in RMP

In Bangladesh, UP elections are held every five years. On average 60 per cent of the newly elected members are new and are not fully aware of RMP or its procedural aspects. This group includes PMC chairpersons, UP members and UP chairpersons. Similarly, every four years new RMA members are chosen. The performance of RMP depends on them. Further, new community members enter PMC. Therefore a sustained mechanism of capacity development is required for RMP's success.

Bangladesh is endowed with a range of training institutions in the public sector and the non-governmental sector. As part of CS impact assessment, a quick analysis of the potential of relevant training institutions was done. This covered:

National Institute of Local Government (NILG)
 Bangladesh Academy of Rural Development (BARD)
 Local Government Engineering Division's training centers (LGED)
 Bangladesh Rural Development Board (BRDB)

Figure 4: Quick summary of training institutions potential for sustaining CS in RMP

Institution	Broad expertise/core competencies	Audience	Training infrastructure	Relevance for CS in RMP
NILG	Local government governance, management and participation	UP members and chairpersons UP secretaries Upazila functionaries	Located at Dhaka, national capital	Ideally suited to deliver Module one and Module Four that deal with LGIs and gender
BARD	Rural development administration	Senior and middle level government officials	Located at Comilla in Jessore division	Perhaps too high an institution for grassroots oriented training
LGED	Engineering including road works	Government functionaries at all levels	Based at Dhaka with District Training Centers	Possibly suitable for Module Three on Road Maintenance
BRDB	Vocational training for income generation	Members of public in programs focusing on income generation/poverty reduction	All over the country at local levels	May not be relevant to deliver CS in RMP

Source: Training Cell, RED-RMP, CARE Bangladesh (2006)

Thus there is a lot of expertise in public sector training bodies to sustain CS in RMP for the future. NILG could play a vital role in programs addressing attitudinal change as it already trains members of LGIs. Further, CARE could lobby with NILG to incorporate

some of the contents in the regular programs at NILG. Similarly, RDA could be explored with regard to localized delivery of Module 2 on project management at locations that are close to the audience's place of stay.

LGED has a network of district training centers with solid technical expertise in road maintenance. It has also has a cadre of community organizers who are familiar with RMP (LGED implemented RMP for a few years). Any arrangement needs to be backed with adequate resource provisioning. Once decisions are made, these institutions need sufficient time to prepare quality-training resources, work out logistics and organize training. There is also a strong potential for public-private partnerships between government agencies and NGOs or even the private sector. CARE's field trainers and the Assistant Project Officers (Capacity Strengthening) are an excellent source of talented human resources for any agency winning the contract for future CS in RMP. Alternatively, government could consider appointing a trainer at Upazila level for RMP CS needs. This trainer could be some one from the local area and experienced in RMP (laid off staff of RMP from CARE fit this position profile very well).

Thus, there is a need to continue CS activities in the future. This will particularly help newly elected UP members and PMC members to learn about RMP and sharpen their planning and management skills. There is also a need to revise CS training modules.

In the final analysis, CS training made notable positive impacts on the planning and implementation of RMP in Bangladesh. The training enormously enhanced the managerial abilities of PMC members at the individual level. CS by itself is not the panacea as it needs to be supported by institutional reforms that are slow and difficult in the public sector. Its effects are most visible in the road maintenance component and least in the difficult arena of redefining gender relations. CS is a continuous activity and needs sustained momentum to reap the benefits.

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ANNEXURES

Annexure -A

Terms of reference

1. Project Background and Justification

Rural Maintenance Programme (RMP) is one of the largest poverty alleviation programs covering 93% of the rural areas of Bangladesh. Starting in 1983, RMP has been contributing to the betterment of life for some of the most disadvantaged rural women in the country, improving self-reliance through employment creation and livelihood development. RMP is currently being implemented in 4 200 Unions under 61 out of 64 districts where 42 000 destitute women (the majority of whom are divorced, separated, widowed or outcast) are employed for 4 year cycles to maintain roughly 84 000 kms of rural earthen year –round. Each year approximately 10 000 women graduate from the program and the same number are replaced.

RMP creates employment opportunities for the destitute while incorporating extensive training activities to provide them with new skills for life changing activities. All the women receive training on road maintenance, human rights and gender equality, health and nutrition, numeracy and business management. It has been found in various external studies that RMP has an affirmative contribution in both social and economic aspects of RMP women, even after a considerable period of graduation. The studies concluded that between 60-80% women had led successful lives even after three years of graduation.

RMP consists of two components i.e. (1) Income Diversification Component (IDC) and (2) Road Maintenance Component (RMC).

IDC provides life skills training and counseling to RMA members with a strong focus on developing business skills for managing sustainable income generation activities, enhancing understanding and ability to establishing women's rights, health, reproductive health and money counting.

The Road Maintenance Component (RMC) deals with recruitment of road maintenance worker groups known as Road Maintenance Associations (RMA 's), imparting technical training on road maintenance work to RMA members and management of road maintenance activities. LGIs i.e. Union Parishads and Upazila Parishads are responsible

to implement this component. The management of road maintenance activities is primarily carried out through Project Management Committees (PMCs) in each Union.

The Capacity Strengthening (CS) component of RMC was introduced in the year 2000. It was with the introduction of CS training that local Project Management Committees (PMCs) were formed to manage RMC activities. The objective of CS was to strengthen the management capacity of local governments to manage development activities (including RMP), to enhance the participation of female representatives of Local Government Institutions (LGIs) in planning and decision-making processes and lastly, to enhance the participation of community members in development.

CS training included important issues such as local governance and conflict resolution. CS training has 4 separate modules ranging from one day to three days sessions.

By the end of June 2005, CS training was carried out by Upazilla Districts, with the support of RMP staff, in all Unions involved with RMP. In the coming year, refresher training will be provided for LGIs through RMP. The results of this study will influence the nature of this refresher training.

2. Study Rationale and Objectives

As CS training has been completed for all unions involved with RMP, the project seeks to evaluate the impact that CS has had for local governments, women representatives and community members. The study will highlight overall strengths and weaknesses of the CS component and propose recommendations for RMP and similar local government management capacity strengthening projects. The study will involve collaborated efforts of a national and international consultant(s).

The broad objective of the study is assessing capacities of LGIs in development project management and implementation

The objectives of this impact study are:

1. To assess the role of CS training in implementation, management and supervision of RMP activities by LGIs
2. To assess management capacities of LGIs development projects
3. To assess management capacities of PMCs in implementation of RMC
4. To assess participation of women representatives in project management.
5. Provide recommendations for future CS activities in RMP and other rural development projects/activities

3. Scope of Study

To assess the role of CS training in implementation, management and supervision of RMP by LGIs

- Assess changes in management and supervisory skills of LGIs since CS training

- Assess quality of LGI contribution to RMP after CS training
- Assess leadership capacity of LGI

To assess management capacities of LGIs

- Determine changes in scope of management responsibilities of LGIs
- Assess leadership strengths of LGI post training
- Assess increases in involvement in project management since training

To assess management capacities of PMCs in implementation of RMC

- Determine ability of LGI to implement basic functions within RMP (i.e. Recruitment, monitoring road work)
- Assess PMC's compliance with reporting structure, ability to management project
- Collect feedback of RMA women concerning PMC operations
- Assess quality and organization of road work
- Assess problem solving capacities of PMCs

To assess participation of women representatives in project management

- Assess level of participation of women representatives in terms of management, decision making responsibilities
- Assess changes in project management participation and style since CS training

Provide recommendations for future CS activities in RMP and similar rural development projects

- Based on study findings, provide recommendations on training content, identify strengths, weaknesses, opportunities and threats (SWOT analysis) in meeting CS training objectives
- Consider future training needs for LGIs in project management and specifically RMC management

4. Activities and Methodology

The following activities are expected from the international consulting firm in fulfilling the project objectives:

1. Participate in planning meetings with relevant RMP staff and national consultant. Review the relevant documents as a pre requisite, including all CS training modules.
2. After familiarization with relevant documents, the international consultant will be responsible for finalizing the methodology and a detailed work plan, which will be presented to RMP management with timeframes.
3. Leading the national consultant, the international consultant will be responsible for preparing the questionnaire and operational guidelines for the survey. The international and national consultant will be responsible for pretest and finalize the questionnaire, tools & techniques. The RED (Research Evaluation and Development) Unit of RMP will

review each stage of finalization to ensure that the project specific parameters and indicators are being addressed.

4. The international consultant will be present at the 2-day orientation (actual working days) for enumerator training and field practicing for data collection, testing and modification. The international consultant will serve as a resource person and enhance the quality of enumerators.

5. The international consultant will conduct advanced analysis from data received from the national consultant during fieldwork to supplement the draft report prepared by the national consultant. The international consultant will also verify all findings within the draft report for submission to RMP.

6. The international consultant will be responsible for finalizing the final report and submitting to CARE-RMP within the pre-determined timeframe after RMP has provided feedback.

The following activities are expected from the national consultant in fulfilling the project objectives:

1. Participate in planning meetings with relevant RMP staff and international consultant. Review the relevant documents as a pre requisite, including all CS training modules.

2. After familiarization with relevant documents, the study team will work collaboratively with the international consultant to a detailed work plan to RMP management with timeframe and responsibility for this assignment. The RED Unit will actively participate in the sampling exercise.

3. The national consultant will provide the required number of skilled and qualified enumerators hired (by the firm/ team) and trained on data collection, quality control and data management.

4. In consultation with the international consultant, the team will prepare a questionnaire and operational guidelines for the survey. The international and national consultant will be responsible for pretest and finalize the questionnaire, tools & techniques. The RED (Research Evaluation and Development Unit) of RMP will review each stage of finalization to ensure that the project specific parameters and indicators are being addressed.

5. The national consultant will organize a 2-day orientation (actual working days) at any RMP Field Office for the enumerators followed by field practice of data collection, testing and modification. During the training session, the RED-RMP representatives will participate in describing the goal, objectives and importance of the study/ survey and the interpretation of indicators (if needed).

6. The national consulting team will collect data from the study area as per the

determined sampling list and sample size. The consultant will provide data entry software approved by Information System Officer of RED. The team will enter data using the approved software. The team will clean and edit the soft data through logical check. They will prepare an analysis plan to share with the international consultant and RED unit, RMP.

7. The national consultant will present all data and draft report to the international consultant.

8. The national consultant will make a presentation of key findings to CARE-RMP based on draft report.

9. The team will relinquish both soft (edited and cleaned) and hard data to CARE within the five days after submitting the final report including all syntax files.

5. Outputs

The following outputs will be expected by the consultant

i. The combined national and international team will submit a detailed action plan and methodology.

ii. A report outline and a detailed analysis plan will be prepared and shared with RED-RMP prior to starting fieldwork.

iii. The national consultant will prepare a draft report and share it with RED-RMP and international consultant.

iv. The final report (CD-soft copy and 5 hard copies) will be submitted to RED-RMP, CARE Bangladesh by the international consultant.

v. A 20 page brief summary report of the full report (with 25 hard copies).

vi. Soft copies of data files, syntax files and output files will be submitted to RED-RMP by national consultant.

6. Team Composition

The international consultant(s) will take the lead on this study.

The international consultant(s) must demonstrate dexterity and experience in impact studies and have proven experience in local government capacity building. The international member(s) of the team will provide technical expertise and be responsible for the analysis of data and study findings.

The local consultants will demonstrate extensive context specific knowledge of rural development projects in Bangladesh and familiarity projects similar to RMP. The local consultants will have previous impact study experience and proven ability to produce professional reports.

7. Quality control by CARE staff

The CARE-RMP staff will from time to time monitor the study activities to ensure that appropriate methods are being applied in data collection.

Instruments of Data Collection

Annexure-B

There are several instruments of qualitative and quantitative data collection that were used in the impact assessment. Blank formats are shared here.

Annexure B.1

Impact Study on Capacity Strengthening (CS) Component

Interview Schedule for PMC

DCI-1

Name of Union..... Upazila.....
District.....,

CARE Zone:.....,

Respondent Type: Chairperson PMC =1, SUP (member secretary)= 2,
Member PMC (female) =3, Member PMC (male) = 4

Name of the respondent:

Age:.....; Years of Schooling (highest class passed):; Prime
occupation.....

Interview conducted by:.....,

Date.....



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E-mail: info@hdrc-bd.com hdrc@bangla.net Website: www.hdrc-bd.com

Dhaka: March 2006

For Chairperson PMC only

Number of years as UP member:

Number of years as PMC Chairperson:

For SUP only

Years of service:

1. Assessment of knowledge about the content of the Modules and practice level

Interviewer: Please ask the PMC Chair person – all modules; UP Secretary – only modules 1,2,3;
Male and Female members – only module 3

<p>Knowledge Level Response Code: 1= Knew before, and nothing new acquired through CS training. 2= Knew somewhat, but knowledge improved after CS training 3= Not known before, knew only after CS training.</p>	<p>Practice Level Response Code 1= Low 2= Moderate 3= High</p>
---	---

CS Module 1: Development and local government	Knowledge level	Practice level
01. What is good governance	1 2 3	1 2 3
02. Role of UP to establish good governance	1 2 3	1 2 3
03. Role, responsibilities and activities	1 2 3	1 2 3
04. Women rights	1 2 3	1 2 3
05. Role of UP to increase people's participation	1 2 3	1 2 3
06. Way to resolve conflict	1 2 3	1 2 3
CS Module 2: Development project management		
07. Constraint of women development and role of UP to overcome constraint	1 2 3	1 2 3
08. Understanding of government policy regarding women development	1 2 3	1 2 3
09. Management process of RMC	1 2 3	1 2 3
10. Formation of PMC	1 2 3	1 2 3
11. PMC's, role and responsibilities of different parties, process and rules	1 2 3	1 2 3
12. Role of PMC and UP to implement RMC	1 2 3	1 2 3
13. RMA selection: Steps, rules and process	1 2 3	1 2 3
14. Role and responsibilities of RMA	1 2 3	1 2 3
15. Project identification	1 2 3	1 2 3
16. Management of the project	1 2 3	1 2 3
17. Rules of RMP road selection	1 2 3	1 2 3
18. Project planning and implementation	1 2 3	1 2 3
19. Planning of RMC road maintenance	1 2 3	1 2 3
20. Prepare and practice of budget on RMP activities	1 2 3	1 2 3
21. Monitoring process	1 2 3	1 2 3

22. Monitoring formats	1	2	3	1	2	3
CS Module 3: Road maintenance management						
23. Development and gender	1	2	3	1	2	3
24. Importance of PMC	1	2	3	1	2	3
25. Goal and objectives of RMP, Basic rules, activities, training cycle of RMP	1	2	3	1	2	3
26. Role and responsibilities of UP, PMC and RMA	1	2	3	1	2	3
27. Prepare planning and implementation	1	2	3	1	2	3
28. Participation of people and specially women in planning	1	2	3	1	2	3
29. Steps and process of RMA selection	1	2	3	1	2	3
30. Rules and process of road selection	1	2	3	1	2	3
31. Rules of road maintenance	1	2	3	1	2	3
32. Filled registrar	1	2	3	1	2	3
33. Identify problem of project and provide solution	1	2	3	1	2	3
34. Reporting process and format	1	2	3	1	2	3
35. Work assignment	1	2	3	1	2	3
36. Work assessment	1	2	3	1	2	3
37. Filling- in register	1	2	3	1	2	3
38. Review meeting	1	2	3	1	2	3
39. Preparation of work plan	1	2	3	1	2	3
CS Module 4: Leadership development						
40. Importance of women leadership	1	2	3	1	2	3
41. Women leadership in local government institutions and people's expectation	1	2	3	1	2	3
42. Way to overcome constraints	1	2	3	1	2	3
43. Dos' and don'ts for a good leader	1	2	3	1	2	3
44. How to conduct a meeting	1	2	3	1	2	3
45. How to be a good speaker	1	2	3	1	2	3
46. Way of communication with important persons and institutions of local area.	1	2	3	1	2	3
47. Role of women members to develop local area	1	2	3	1	2	3
48. Solution of problems and process of decision making	1	2	3	1	2	3
49. Preparation of personal action plan to develop the	1	2	3	1	2	3

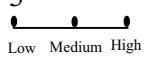
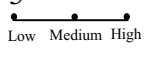
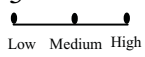
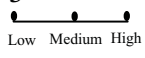
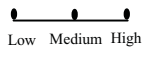
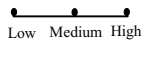

2. Changing status of management skills of PMC members.


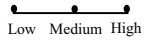
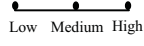

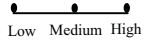

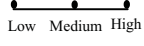

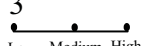
(Very low contribution=1, Low contribution=2, Moderate/Medium contribution=3
High contribution=4, Very high contribution=5)

Skill areas	Skill Status		Changes attributable to CST
	Before training	After training	
1. Planning			
2. Organizing			
3. Leading/ coordination/ leadership/directing			
4. Staffing			
5. Controlling (reporting feedback, input monitoring)			
6. Communication			
7. Decision making			
8. Conflict resolution/ problem solving			

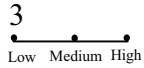

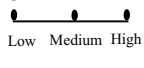
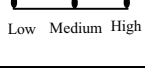
3. Do you, as a member of PMC is involved/participate in preparing/performing the following?

(Contribution code: Low contribution=1, Moderate contribution=2, High contribution=3)

Areas	Participation status (Yes=1, No=2)		Attribution of CST in the change
	Before training	After training	
A. Planning			
1. RMA selection process	1 2	1 2	1 2 3  Low Medium High
2. Prepare annual road maintenance work plan	1 2	1 2	1 2 3  Low Medium High
3. Prepare quarterly road maintenance work plan	1 2	1 2	1 2 3  Low Medium High
4. Prepare RMA training plan	1 2	1 2	1 2 3  Low Medium High
5. Specifying timeline for each activities while preparing plans	1 2	1 2	1 2 3  Low Medium High
6. Specifying person(s) responsible against each activities while preparing plans	1 2	1 2	1 2 3  Low Medium High
B. Organizing			
1. Discuss road maintenance (RM) progress in UP meetings	1 2	1 2	1 2 3  Low Medium High

Areas	Participation status (Yes=1, No=2)		Attribution of CST in the change
	Before training	After training	
2. Consult community in settling RM related problems	1 2	1 2	1 2 3  Low Medium High
3. Involve in distributing weekly assignments to RMA as per plan	1 2	1 2	1 2 3  Low Medium High
4. Organize training for RMA	1 2	1 2	1 2 3  Low Medium High
5. Provide training to RMA	1 2	1 2	1 2 3  Low Medium High
C. Leading/ Directing			
1. Involve the community in selecting roads for maintenance under RMP	1 2	1 2	1 2 3  Low Medium High
2. Involve the community in selecting RMA	1 2	1 2	1 2 3  Low Medium High
3. Involve community in resolution of road maintenance related conflicts	1 2	1 2	1 2 3  Low Medium High
D. Staffing			
1. Involve in recruitment process of RMA	1 2	1 2	1 2 3  Low Medium High
2. Make public announcement (drum beating and miking)	1 2	1 2	1 2 3  Low Medium High

Areas	Participation status (Yes=1, No=2)		Attribution of CST in the change
	Before training	After training	
3. Involve in primary scrutiny and card distribution	1 2	1 2	
4. Conduct interview with destitute women	1 2	1 2	
5. Conduct lottery for selection of RMA	1 2	1 2	
6. Brief the the selected RMA	1 2	1 2	
E. Controlling			
1. Monitoring road maintenance	1 2	1 2	
2. Select monitors (or monitoring team)	1 2	1 2	
3. Undertake monitoring visits for assessing quality of road work	1 2	1 2	
4. Action, in case of any problem (i.e. soil, harassment etc.)	1 2	1 2	
5. Advise RMA to solve the problem by themselves, in case any problems arise?	1 2	1 2	
6. Register the problem in RMP register, in case any problems arise?	1 2	1 2	

Areas	Participation status (Yes=1, No=2)		Attribution of CST in the change
	Before training	After training	
7. Follow-up the problem till its resolution	1 2	1 2	1 2 3  Low Medium High
8. Prepare report (or involved with the report reparation)?	1 2	1 2	1 2 3  Low Medium High
9. Send reports in time (within 3 days after the end of the quarter)?	1 2	1 2	1 2 3  Low Medium High
10. Follow up wage payments of RMA	1 2	1 2	1 2 3  Low Medium High

Interviewer: Ask this question to Female UP Member– Chairperson of PMC, and to the female community member of PMC

Interviewer: Tell the respondent that in addition to what has been discussed earlier in Qn. 2 and 3, the **leadership development activities module** emphasises on three broad areas and accordingly the female leaders are supposed to develop a six monthly work plan. The broad areas of female participation are (1) establish linkage with local level organization(s), (2) activities in mitigating violence against women, and (3) leadership. We are interested in knowing the extent of participation of the respondent women on each of the areas mentioned below. The extent will follow a five point scale with ‘1’ being ‘very low’ and ‘5’ being very high. Interviewer, you can tell her to think as a hierarchy of five classes of a primary school.

4. Please give your informed opinion on the following aspects of CS training

	Training particulars	
01.	Training contents	High = 1, Moderate =2, Low = 3
02.	Training duration	Adequate = 1, Somewhat =2, Inadequate = 3
03.	Training delivery strategy	Very good =1, Good =2, Not so good = 3
04.	Training venue	Excellent = 1, Somewhat =2, Not so good = 3
05.	Participatory nature of training	Highly participatory = 1, Somewhat =2, Less = 3
06.	Adequacy of training materials	Adequate = 1, Somewhat =2, Inadequate = 3
07.	Training evaluation system	Is in place = 1, Not in place =2
08.	Training follow-up system	Is in place = 1, Not in place =2
09.	Food, refreshment	Highly satisfied = 1, Moderate =2, Less = 3
10.	Quality of trainers	Highly satisfied = 1, Moderate =2, Low = 3
11.	Overall training management	Highly satisfied = 1, Moderate =2, Low = 3

5.Suggestions:

- a. Improving management capacities of PMC

.....
.....
.....
.....

- b. Increasing women’s participation in local level development activities

.....
.....
.....

- c. Improving/enhancing poor people’s participation in local level development

.....
.....
.....
.....

- d. What are the missing elements/components in training which, if included will improve quality of management of PMC

.....
.....
.....
.....

Annexure B.2
Key informant interview guide for Upazila Nirbahi Officer

ID No.

Respondent: Upazila Nirbahi Officer

We wish to understand the impact of capacity strengthening component of the Road Maintenance Component of Rural Maintenance Program being implemented by local government institutions. We wish to learn from you about the organizational changes that came about as a result of the training.

Name: Mr./Mrs./Ms.

Upazila:

District:

CARE zone:

:

We will organize our discussion in to three parts. We start by understanding changes in the institutionalization, management and supervisory aspects. Then we move on to look at such changes specifically in relation to the road maintenance component in your Upazila. Finally we will discuss about gender and development related changes as a result of training. Please feel free to offer your valuable suggestions at any point.

A. Institutional capacities of local government institutions

1. The chairperson and members of Unions as well as Project Management Committee members were trained over time in the areas of leadership, management, gender and road maintenance as part of the capacity strengthening component of RMP. As a consequence of this long-term investment in human resource development, what are the major changes in institutionalization of Rural Maintenance Program in your district?
2. How did the capacity strengthening contribute to strengthening the functioning of the local government institutions in general?

B. Road maintenance component

3. How did the capacity strengthening contribute to the performance of the Road Maintenance Component in RMP?
4. Kindly describe the changes you observed in the planning and management of road maintenance works in your district in the past two years? What are the reasons for change?

Work plans:

Progress reports:

Management and quality of road maintenance:

Fund management:

Recruitment of crews:

Performance of Project Management Committees:

Commitment of the leadership of local government institutions:

Conflict management:

5. As a result of the above changes, is there a more positive perception of the value added of the road maintenance component/RMP at the highest levels of the government?
6. How did the capacity strengthening component influence the functioning of Cell at Upazila Parishad?
7. What are your views on sustaining the capacity strengthening component of Road Maintenance Component of RMP for the future?

C. Gender and development

8. Gender sensitization was an important element of the training. What is the impact of the training on the relationships between men and women and the ability of women leaders to influence decision-making in local government institutions? If there are any specific examples, please do share.
9. How can we further strengthen gender equity in local government institutions?

Annexure B.3

Key informant interview guide for Union Parishad Chairperson

ID No.

Respondent: Union Parishad Chairperson

We are here to understand the impact of capacity strengthening component of the Road Maintenance Component of Rural Maintenance Program being implemented by local government institutions. We wish to learn from you about the individual, group and organizational changes that came about as a result of the training. Kindly share freely the positive and negative changes within yourself, in your team members and in the management of your local body.

Name: Mr./Mrs./Ms.

Upazila:

District::

CARE zone:

:

We will organize our discussion in to three parts. We start by understanding changes in management and supervisory aspects in your Union Parishad. Then we move on to look at the planning and implementation of road maintenance component in your Union Parishad. Finally we will discuss about gender and development related changes as a result of training. In each section, please feel free to offer your valuable suggestions.

A. Institutional capacities of Union Parishad in general

1. The chairperson and members of your UP have been trained over time in the areas of leadership, management, gender and road maintenance projects. As a consequence of this long-term investment in human resource development to build your institutional capacities, what changes have occurred in general?
 - 1.1. UP is an important body in promoting poverty reduction. Did the training change the way you assess your target group's needs, identify their problems, and develop plans and projects to assist them?
 - 1.2. Is your body able to do a better job in program supervision and implementation in areas such as improved decision making, timely achievement of targets, timely release of funds, ensuring cost control, following proper procedures for selection of contractors, and ensuring quality of works?

1.3 At this stage, does your local body feel confident in planning and implementing community-based development projects successfully, on your own, without external support?

B. Road maintenance component

2.1 Kindly describe the changes you observed in the planning and management of road maintenance works in your UP in the last two years?

2.1.1. Planning related changes (this could relate to identification and constitution of project management committee, formation of road maintenance association, identification of the roads for road work, selection of members of community members for PMC, etc.)

2.2. Implementation related changes: Change in inspection of road maintenance works and feedback on quality to RMA members, improved quality of work plans and progress reports submitted to Upazila Parishad, holding regularly review meetings and following up on decisions for program improvement, etc.

2.3 After Rural Maintenance Program's implementation for over 20 years by local bodies with CARE support, what is the extent of institutionalization within the local government set-up?

2.4 How did the training benefit your Project Management Committee and its members? What specific changes did you observe in the way work plans are developed, progress reports are prepared, site visits are carried out, quality of road works, community participation, timely payment of wages, reduction of work related and wage related conflicts, and better supervision of road crew/workers? Please describe in detail.

C. Gender and development

3.1 An important element of training was gender. What is the impact of the training on the relationships between men and women in the general body of your Union Parishad and the ability of women to influence decision making in general in your Union Parishad. If you have specific examples, please share as well.

3.2 Have you observed any post-training changes in the nature and scope of women's leadership in your Union Parishad?

Annexure B.4
 Large Group Discussion (LGD)
 Participants – Members of the Union Parishad

Moderator's Name:	Note takers Name:
Union:	Date:
Upazila:	
District:	
CARE Zone:	

Identification of participants

Sl. #	Name	Address	Age	Marital status Married=1 Unmarried=2	Education (Highest class passed)
1.					
2.					
3.					
4.					
5.					
6.					
7.					
8.					
9.					
10.					
11.					
12.					
13.					

Issues to be discussed

1. Has there been any change among the UP/PMC members in respect of planning, implementation and monitoring of development project because of CS training?
2. Has there been any qualitative change in repair and maintenance of RMP road because of CS training?
3. Whether there has been any recent change in wages of RMP members? Whether the RMP members receive their wages regularly?
4. What are the problems/conflicts/dispute you are facing in implementing RMC work?
5. How do the female UP members remain involved in planning, implementation and monitoring of RMP, VGD, old-age pension, widow-allowance, FFW etc?
6. How do you ensure UP-female member's participation in decision making process of development work?
7. How do you ensure general female's participation in decision making process of development workers?
8. You know that within a short time Care is going to stop its support in RMP work and will handover the work to the govt.
 - a. Do you (UP and Upazila levels) find yourself capable enough to do the planning, implementation and monitoring work for the road maintenance work.
 - b. What can be alternative arrangements for imparting training in place of CS training by Care?
 - c. What can be the alternative arrangements for the other technical support you (UP and Upazila levels) are getting from PO, APO and FT of Care
 - d. What can be the alternative arrangements for providing fund for road maintenance work after Care draws its support.

Annexure B.5

Focus Group Discussion (FGD) for RMP women workers

Participants RMP Women (7-9)

Moderator's Name:	Note takers Name:
Union:	Date:
Upazila:	District:
CARE Zone:	

Identification of participants

Sl. #	Name	Address	Age	Marital status	Education
14					
15					
16					
17					
18					
19					
20					
21					
22					

Focus Group Discussion**Issues to be discussed:**

9. Recruitment criteria of RMP crew member
10. Source/way/method of obtaining information about recruitment
11. RMA formation process
12. Road selection process
13. Availability of equipments inputs for road management on time
14. Status of receiving fortnightly work plan from PMC (goal setting)
15. Level of satisfaction with supervision by PMC (probe: pre-post PMC CS training)
16. Supervision by PMC (probe: frequency, nature: friendly supportive)
17. Mitigation of conflict and other problems (probe: timeliness by type, work related, wage, intimidation, soil etc.
18. Harassment during road management work (probe: nature by whom/when; how handled).
19. Action for negligence of duties

20. Development of team building skills in RMA
21. Enhancement of dignity in family and community (due to RMP)
22. Improvement of quality of life (food, health, nutrition, education, empowerment).
23. Improvement in decision making skill
24. Payment of wages (regular/irregular etc
25. Reduction of poverty through RMP (probe: pre-post status)

Annex 1: DCI-6

**Annexure B.6:
Focus Group Discussion (FGD) for community leaders
Local Leader/Opinion Leader /Community Leader**

Moderator's Name:	Note takers Name:
Union:	Date:
Upazila:	
District:	
CARE Zone:	

Identification of participants

Sl. #	Name	Address	Age	Marital status	Educatio n
23.					
24.					
25.					
26.					
27.					
28.					
29.					
30.					
31.					

Focus Group Discussion :Issues to be discussed

26. Knowledge about RMP (road maintenance etc.)

27. Level of improvement in relation to Road
 - a. road quality
 - b. people's access to market, UP, UZHQ, health centre, school, etc.
 - c. Type of transport facilities (NMT, MT)
28. Involvement/participation of community in constitution PMC
29. Involvement/participation of community in RMP crew selection.
30. Involvement/participation of community in road selection
31. Suggestions to enhance/increase women's participation in local development (including in local governance)
32. Suggestions to enhance/increase people's participation in local development (including participation in local governance)

Annexure B.7
Focus group discussion guide for trainers and training managers

ID No.

Respondents: Training support team at CARE Bangladesh including Assistant Project Officers (Capacity Strengthening)

We wish to learn more about the capacity strengthening component, especially about the needs assessment, development of training materials, management of training, training evaluation, post-training follow-up and sustainability of the benefits of training beyond the project life.

1. What was the background and rationale for introduction of the CS component in Road Maintenance Component?
2. How did you identify the specific modules and their duration? Did the government or LGIs seek training support?
3. How did you go about developing the training materials including the modules? Were the materials effective in changing participant knowledge, attitudes and practices?
4. How do you keep in touch with the participants after the training?
5. What kinds of documentation is available regarding completed training programs, including participant assessments?
6. We understand that the goal of CS component was to institutionalize RMP within in Local Government Institutions. In your opinion, what have been the lessons in accomplishing that goal?
7. While assessing the return on the investment made through CS training, which factors should be considered?

8. What are the practical ways and means to sustain the benefits of capacity strengthening component beyond the life of the project?

Annex 1: DCI-9

**Annexure B.8:
Institutionalization of Road Maintenance Component of Rural
Maintenance Program in Local Government Institutions - Checklist for Union
Parishads**

ID No.

Name of Union:

Upazila:

District:

CARE zone:

Notes:

1. Please complete the responses as per the requirements of RMP operations manual.
2. In case a task has not been done at all, please tick 'no'. If the task was performed completely as per the manual stipulations, please tick 'yes'. If the task was done but not fully, please tick 'partially yes'.

Task	1. No	2. Partially Yes	3. Yes
Planning and implementation			
1. Identification of roads for maintenance	1	2	3
2. Selection of crew members	1	2	3
3. Availability of quarterly work plan	1	2	3
4. Timely preparation of quarterly work plan	1	2	3
5. Funds management	1	2	3
6. Replacement of crew members	1	2	3

7. Selection of community members of Project Management Committee	1	2	3
8. Yearly rotation of the chairperson of Project Management Committee	1	2	3
9. At least one female community member in PMC	1	2	3
10. Payment of wages for road crew	1	2	3
11. Technical guidance for road crew	1	2	3

Task	1. No	2. Partially Yes	3. Yes
<i>Monitoring and evaluation</i>			
12. Inspection of road maintenance work	1	2	3
13. Organization of review meetings	1	2	3
14. Preparation of quarterly progress reports	1	2	3
15. Timely submission of quarterly progress reports	1	2	3
16. Regular training of RMA members	1	2	3
17. Preparation of action plan by trained female elected member(s)	1	2	3

Institutionalization score for the Union:

List of field staff for the study

Research Associates

Md. Shahnewaz Khan
Md. Badirzzaman

Asmar Osman
Md. Matiur Rahman

Finance Support

Abu Taleb
Md. Arif Miah

Administrative Support

Sabed Ali
Md. Kabiruzzaman
Mozammal Hoque

Field Team Leader

Syeda Farzana Sunjida
Rahima khatun
Abdul Wahed
Ayesha Nasreen

Md. Nasir Uddin
Md. Idrish Ali
G.B.M. Shaikhul Abedin

FGD & LGD Moderators

Md. Masum Uddin
Taslina Khatun
Rupali Parvin
Bidhan kumar Paul

Md. Mominul Hoque
Syeda Kaniij Fatema
Md. Amiur Rahman

Interviewer: Survey and KII

Asad Chowdhury
Nushrat Jahan
Md. Fazlul Huq
Md. Anwarul Amin
Md. Abdul Rashed
Rowson Aira
Sabina Akter
Sharifa Sultana

Bilkis Akhter
Mahmuda begum
Md. Bodrouzjaman khan
Md. Amjad Hossan
Sabina Afroze
Kaniz Sultana
Halima Khatun
Md. Samsul Haque

Data Entry Operators

Md. Nurul Islam
Junnun Hasan

Md. Abdul Hamid
Md. Abdul Rahim

Annexure-D

List of sample unions

The sample unions were selected from all 7 Care zones and the distribution is shown below:

Field office	District	Upazila	Primary sample union
Barisal	Barisal	Gournadi	Nalchira
Barisal	Barisal	Gournadi	
Barisal	Barisal	Gournadi	
Barisal	Barisal	Gournadi	Batazore
Barisal	Barisal	Gournadi	Chandshi
Barisal	Madaripur	Kalkini	Kayaria
Barisal	Madaripur	Kalkini	
Barisal	Madaripur	Kalkini	Nabagram
Barisal	Madaripur	Kalkini	Enayetnagar
Bogra	Bogra	Adamdighi	Champapur
Bogra	Bogra	Adamdighi	
Bogra	Bogra	Adamdighi	Kundagram
Bogra	Bogra	Adamdighi	Santahar
Bogra	Bogra	Adamdighi	Kirtipur
Bogra	Naogaon	Naogaon (s)	
Bogra	Naogaon	Naogaon (s)	Hapania
Bogra	Naogaon	Naogaon (s)	
Bogra	Naogaon	Naogaon (s)	Barshail
Bogra	Naogaon	Naogaon (s)	
Chittagong	Comilla	Chouddagram	Sreepur
Chittagong	Comilla	Chouddagram	
Chittagong	Comilla	Chouddagram	Golpasha
Chittagong	Comilla	Chouddagram	Shuvapur
Chittagong	Comilla	Chouddagram	
Chittagong	Feni	Daganbhuiyan	Daganbhuiyan
Chittagong	Feni	Daganbhuiyan	
Chittagong	Feni	Daganbhuiyan	East chandrapur
Chittagong	Feni	Daganbhuiyan	Sindurpur
Chittagong	Feni	Daganbhuiyan	
Jessore	Kushtia	Kumarkhali	Shelaidaha
Jessore	Kushtia	Kumarkhali	Char sadipur
Jessore	Kushtia	Kumarkhali	
Jessore	Kushtia	Kumarkhali	Chapra

Field office	District	Upazila	Primary sample union
Jessore	Kushtia	Kumarkhali	
Jessore	Rajbari	Pangsa	Shorail
Jessore	Rajbari	Pangsa	
Jessore	Rajbari	Pangsa	Kalimohar
Jessore	Rajbari	Pangsa	
Jessore	Rajbari	Pangsa	Babupara
Jessore	Rajbari	Pangsa	
Mymensingh	Mymensingh	Bhaluka	Rajoi
Mymensingh	Mymensingh	Bhaluka	
Mymensingh	Mymensingh	Bhaluka	Meduary
Mymensingh	Mymensingh	Bhaluka	
Mymensingh	Mymensingh	Bhaluka	Birunia
Mymensingh	Mymensingh	Bhaluka	
Mymensingh	Manikgonj	Singair	Joymontop
Mymensingh	Manikgonj	Singair	
Mymensingh	Manikgonj	Singair	Charigram
Mymensingh	Manikgonj	Singair	
Mymensingh	Manikgonj	Singair	Baira
Mymensingh	Manikgonj	Singair	
Mymensingh	Tangail	Delduar	Lawhati
Mymensingh	Tangail	Delduar	
Mymensingh	Tangail	Delduar	Dubail
Mymensingh	Tangail	Delduar	
Mymensingh	Tangail	Delduar	Elashin
Mymensingh	Tangail	Delduar	
Rangpur	Gaibandha	Sadullapur	Kamarpara
Rangpur	Gaibandha	Sadullapur	
Rangpur	Gaibandha	Sadullapur	Bhatgram
Rangpur	Gaibandha	Sadullapur	
Rangpur	Gaibandha	Sadullapur	Faridpur
Rangpur	Gaibandha	Sadullapur	
Rangpur	Rangpur	Pirganj	Mithipur
Rangpur	Rangpur	Pirganj	
Rangpur	Rangpur	Pirganj	Chatra
Rangpur	Rangpur	Pirganj	
Rangpur	Rangpur	Pirganj	Pirganj
Rangpur	Rangpur	Pirganj	
Sylhet	Brahmmanbaria	Serial	Shahajadapur
Sylhet	Brahmmanbaria	Serial	
Sylhet	Brahmmanbaria	Serial	Noagaon
Sylhet	Brahmmanbaria	Serial	
Sylhet	Brahmmanbaria	Serial	Shahabazpur
Sylhet	Brahmmanbaria	Serial	
Sylhet	Habiganj	Madhabpur	Chhatiaian
Sylhet	Habiganj	Madhabpur	
Sylhet	Habiganj	Madhabpur	Bahara
Sylhet	Habiganj	Madhabpur	
Sylhet	Habiganj	Madhabpur	Nayapara
Sylhet	Habiganj	Madhabpur	

List of respondents

Upazila Nirbahi Officer

Si No	Respondent	Upazilla	District	Zone
01	Shekh Shuaibul Alam	Kalkini	Madaripur	Barisal
02	S.M. Mahfujul Haque	Gournadi	Barisal	Barisal
03	Md. Nayeb Ali	Adamdighi	Bogra	Bogra
04	Md. Humayun kabir	Naogaon	Naogaon	Bogra
05	Abdul Hakim	Chouddagram	Comilla	Chittagonj
06	Md. Ismail Hossain	Dogonbhuiyan	Feni	Chittagonj
07	Md. Makbul Hossain	Pangsa	Rajbari	Jessore
08	Mahbubul Ahsan	Kumarkhali	Kushtia	Jessore
09	Nanda Dulal Bonik	Bhaluka	Mymensingh	Mymensingh
10	Saidul Rahman	Delduar	Tangail	Mymensingh
11	Delwar Hossain	Singair	Manikgonj	Mymensingh
12	Md. Farid Hossain	Dadullapur	Giabhandha	Rangpur
13	Md. Ashraf Uddin	Sarial	Brahmmanbaria	Sylhet
14	G.S.,M. jafor Ullah	Madhaopur	Habiganj	Sylhet
15	Md. Abdul Halim	Chaddagram	Comilla	Chittagong

Union Parishad Chairperson

Si No	Respondent	Union	Upazilla	District	Zone
01	Md. Abdur Rajjak Howladar	Banney	Gournadi	Barisal	Barisal
02	Md. Sekendar Mridha	Nalchuiria	Gournadi	Barisal	Barisal
03	Babu Parimal Chakrabarti	Batazore	Gournadi	Barisal	Barisal
04	Ruhi Das mondol	Nabagram	kalkini	Madaripur	Barisal
05	Md. Mahbub Alam	Enayetnagar	kalkini	Madaripur	Barisal
06	Md. Jakir Hossain	kayaria	kalkini	Madaripur	Barisal
07	Md. Jakir Hossain	Hapania	Naogaon (S)	Naogaon	Bogra
08	Md. Atoar Rahman	kirtipur	Naogaon (S)	Naogaon	Bogra

Si No	Respondent	Union	Upazilla	District	Zone
09	Md.Mojaher Hossain Pintu	Santahar	Adamdighi	Bogra	Bogra
10	Md.Nurul Huda Khondkar	Kundagram	Adamdighi	Bogra	Bogra
11	Md.Yunus Ali	Champapur	Adamdighi	Bogra	Bogra
12	Md.Shirajul Islam	Kalinogar	Chouddagram	Comilla	Chittagonj
13	Md.Emdadul Huq Shahi	Sreepir	Chouddagram	Comilla	Chittagonj
14	Md.Kholilur Rahman	Shuvapur	Chouddagram	Comilla	Chittagonj
15	Md.Wazi Ullah Bhuiyan	Golpasha	Chouddagram	Comilla	Chittagonj
16	Md.Abdul Hai Shabuj	Chandrapur	Dagonbhuiyan	Fini	Chittagonj
17	Principal M.A. Hossain	Dagonbhuiyan	Dagonbhuiyan	Fini	Chittagonj
18	Md.Abul Hassem	Ramnagor	Dagonbhuiyan	Fini	Chittagonj
19	Md.Nowser Ali Biswas	Nandalalpur	Kumarkhali	Kushtia	Jessore
20	Md.Abul Kalam Azad	Babupara	Pangsa	Rajbri	Jessore
21	Md.Saidur islam	Chapra	Kumarkhali	Kushtia	Jessore
22	Md.Abdur Rahman	Shclaidha	Kumarkhali	Kushtia	Jessore
23	Advocate Akkas Ali	Kalimohar	Pangsa	Rajbri	Jessore
24	Md.Nurul Islam	Shorali	Pangsa	Rajbri	jessore
25	Fazlul Huq khan	Charigram	Singair	Manikganj	Mymensingh
26	Md.Nasir Uddin	Birunia	Bhaluka	Mymensingh	Mymensingh
27	Dewan Mohd. Ali Babul	Baira	Singair	Manikganj	Mymensingh
28	Md.Anwar Ahammad	Rajoi	Bhaluka	Mymensingh	Mymensingh
29	Luqman Hakim	Meduary	Bhaluka	Mymensingh	Mymensingh
30	Belayet Hossain	Elashin	Delduar	Tangail	Mymensingh
31	Abu Taher Talukdar	Delduar	Delduar	Tangail	Mymensingh
32	Md.Abdul Mobin sarkar	Fazilhati	Delduar	Tangail	Mymensingh
33	Khan Mohd. Habibul Alam	Joymontop	Singair	Manikganj	Mymensingh

Si No	Respondent	Union	Upazilla	District	Zone
34	Md.Hasan Ali Sarkar	Mithipur	Pirganj	Rangpur	Rangpur
35	Md.Abul Hossain Sarkar	Kamarpara	Sadullapur	Giabhandha	Rangpur
36	Abul Hasan Mohd. Ferdaus	Bhatgram	Sadullapur	Giabhandha	Rangpur
37	Khademul Islam Khudu	Faridpur	Saddullapur	Giabhandha	Rangpur
38	Aleya Jalil	Chatra	Pirganj	Rangpur	Rangpur
39	Saidur Rahman	Pirganj	Pirganj	Rangpur	Rangpur
40	Md.Monsur Ahmed	Noagoan	Sarial	Brahmmanbaria	Sylhet
41	Osman Uddin Ahmed	Shahbajpur	Sarial	Brahmmanbaria	Sylhet
42	Md. Shirajul Islam	Shahjadpur	Sarial	Brahmmanbaria	Sylhet
43	Sayed Mohammad Alamgir	Nayapara	Madhaopur	Habigang	Sylhet
44	Md. Ehtesham - Ul-Bari Chowdhury	Bahare	Modhaopur	habigang	Sylhet
45	Md. Mansur Ahmed	Naogaon	Sarail	B. Baria	Sylhet

Interview Schedule for PMC

ID	Name of the respondent	Union	Upazila	District	CARE Zone
01	Md. Zahid Hossain	Enayetnagar	Kalkini	Madaripur	Barisal
02	Eti Roy	Nabagram	Kalkini	Madaripur	Barisal
03	Sahadeb Bala	Nabagram	Kalkini	Madaripur	Barisal
04	Raton Chandra das	Chandshi	Gournadi	Barisal	Barisal
05	Tahmina Begum	Chandshi	Gournadi	Barisal	Barisal
06	Taslima Begum	Chandshi	Gournadi	Barisal	Barisal
07	Rani	Chandshi	Gournadi	Barisal	Barisal
08	Abul Hashem	Nalchura	Gournadi	Barisal	Barisal
09	Ranu Begum	Batazore	Gournadi	Barisal	Barisal
10	Abdul Matin	Batazore	Gournadi	Barisal	Barisal
11	Mosharaf Hassain Sarder	Batazore	Gournadi	Barisal	Barisal
12	Moriom Khatun Mukul	Batazore	Gournadi	Barisal	Barisal

ID	Name of the respondent	Union	Upazila	District	CARE Zone
13	Mamata Das	Nalchuiria	Gournadi	Barisal	Barisal
14	Mamatas	Nalchuiria	Gournadi	Barisal	Barisal
15	Mufajjal Hossain	Nalchuiria	Gournadi	Barisal	Barisal
16	Shefali Sarker	Nabagram	Kalkini	Madaripur	Barisal
17	Sumanta Sarker	Nabagram	Kalkini	Madaripur	Barisal
18	Marjina Begum	Kayaria	Kalkini	Madaripur	Barisal
19	Amgir Hossain	Kayaria	Kalkini	Madaripur	Barisal
20	Saleha Begum	Kayaria	Kalkini	Madaripur	Barisal
21	Bazlul Rashid	Kayaria	Kalkini	Madaripur	Barisal
22	Shahanara Khanam	Gopalpur	Kalkini	Madaripur	Barisal
23	Abul bashar	Gopalpur	Kalkini	Madaripur	Barisal
24	Ms. Shahinur Begum	Enayetnagar	Kalkini	Madaripur	Barisal
25	Uttam Kumar	Kundagram	Adamdighi	Bogra	Bogra
26	Shilpi Begum	Kundagram	Adamdighi	Bogra	Bogra
27	Tabibur Rahman	Kundagram	Adamdighi	Bogra	Bogra
28	Hanif Talukder	Kundagram	Adamdighi	Bogra	Bogra
29	Suraia	Kirtipur	Naogaon Sadar	Naogaon	Bogra
30	S.M. Akter Hamid	Kirtipur	Naogaon Sadar	Naogaon	Bogra
31	Minaz Begum	Kirtipur	Naogaon Sadar	Naogaon	Bogra
32	Musharaf Hossain	Kirtipur	Naogaon Sadar	Naogaon	Bogra
33	Rowshan Ara Pervin	Champapur	Adamdighi	Bogra	Bogra
34	Yakub Ali	Champapur	Adamdighi	Bogra	Bogra
35	Shamima Ara Begum	Champapur	Adamdighi	Bogra	Bogra
36	Ayub Ali	Champapur	Adamdighi	Bogra	Bogra
37	Mahmuda Begum	Hapania	Naogaon Sadar	Naogaon	Bogra
38	Md. Mominul Islam	Hapania	Naogaon Sadar	Naogaon	Bogra
39	Lili Banu	Hapania	Naogaon Sadar	Naogaon	Bogra
40	Md. Afzal Hossain	Hapania	Naogaon Sadar	Naogaon	Bogra
41	Ms. Deliara Begum	Santahar	Adamdighi	Bogra	Bogra
42	Md. Alamgir Shekh	Santahar	Adamdighi	Bogra	Bogra
43	Golchhanara olap	Santahar	Adamdighi	Bogra	Bogra
44	Md. Reyaul Nabi	Santahar	Adamdighi	Bogra	Bogra
45	Sultana Pervin	Barsail	Naogaon Sadar	Naogaon	Bogra
46	Md. Jahangir Alam	Naogaon Sadar	Naogaon	Bogra	Bogra
47	Rozina	Naogaon Sadar	Naogaon	Bogra	Bogra
48	Shamsul Hoque	Naogaon Sadar	Naogaon	Bogra	Bogra

ID	Name of the respondent	Union	Upazila	District	CARE Zone
49	Rahima Begum	Kashinagar	Choudagram	Comilla	Bogra
50	Sree Jogesh Chandra pal	Kashinagar	Choudagram	Comilla	Chittagonj
51	Fajilatun Nesa	Kashinagar	Choudagram	Comilla	Chittagonj
52	Md. Salim Miah	Kashinagar	Choudagram	Comilla	Chittagonj
53	Kazi Ayesha	Shuvapur	Choudagram	Comilla	Chittagonj
54	Md. Abdul Kader	Shuvapur	Choudagram	Comilla	Chittagonj
55	Nilufer Yesmin	Shuvapur	Choudagram	Comilla	Chittagonj
56	Abdul Motin	Shuvapur	Choudagram	Comilla	Chittagonj
57	Ms. Shamsun Nahar	Sreepur	Choudagram	Comilla	Chittagonj
58	Md. Abdul Latif	Sreepur	Choudagram	Comilla	Chittagonj
59	Rokeya Begum	Sreepur	Choudagram	Comilla	Chittagonj
60	Abdur Rashed	Sreepur	Choudagram	Comilla	Chittagonj
61	Delwar Akhter	Golpasha	Choudagram	Comilla	Chittagonj
62	Delwar Hossain Mollah	Golpasha	Choudagram	Comilla	Chittagonj
63	Ms. Josna Khatun	Golpasha	Choudagram	Comilla	Chittagonj
64	Md. Mamtaz Uddin	Golpasha	Choudagram	Comilla	Chittagonj
65	Tahera Akhter	East Chandrapur	Dagonbhuiyan	Feni	Chittagonj
66	Kuntal Narayan Chakkrabarti	East Chandrapur	Dagonbhuiyan	Feni	Chittagonj
67	Shahana Akhter	East Chandrapur	Dagonbhuiyan	Feni	Chittagonj
68	Shafiqul Islam	East Chandrapur	Dagonbhuiyan	Feni	Chittagonj
69	Ferdaus Ara Begum	Ramnagar	Dagonbhuiyan	Feni	Chittagonj
70	Babu Dulal Chandra Das	Ramnagar	Dagonbhuiyan	Feni	Chittagonj
71	Farida Akhter	Ramnagar	Dagonbhuiyan	Feni	Chittagonj
72	Abdul Khaleque Sarder	Ramnagar	Dagonbhuiyan	Feni	Chittagonj
73	Aleya Begum	Dagonbhuiyan Sadar	Dagonbhuiyan	Feni	Chittagonj
74	Sufia Khatun Pakhi	Dagonbhuiyan Sadar	Dagonbhuiyan	Feni	Chittagonj
75	Ahad Malder	Dagonbhuiyan Sadar	Dagonbhuiyan	Feni	Chittagonj
76	Mrs. Morzina Khatun	Kalimohar	Pangsa	Rajbari	Jessore

ID	Name of the respondent	Union	Upazila	District	CARE Zone
77	Md. Azizul Haque	Kalimohar	Pangsa	Rajbari	Jessore
78	Anima Rani Chakkrabarti	Kalimohar	Pangsa	Rajbari	Jessore
79	Md. Mokaram Hossain	Kalimohar	Pangsa	Rajbari	Jessore
80	Mrs. Anjuara Khatun	Shelaidha	Kumarkhali	Kushtia	Jessore
81	Aleya Khatun	Shelaidha	Kumarkhali	Kushtia	Jessore
82	Md. Rabiul Islam	Shelaidha	Kumarkhali	Kushtia	Jessore
83	Md. Rejaul Islam	Shelaidha	Kumarkhali	Kushtia	Jessore
84	Majeda Khatun	Chapra	Kumarkhali	Kushtia	Jessore
85	Md. Masudur Rahman	Chapra	Kumarkhali	Kushtia	Jessore
86	Jahanara Begum	Chapra	Kumarkhali	Kushtia	Jessore
87	Shafiqul Islam	Chapra	Kumarkhali	Kushtia	Jessore
88	Mrs. Morzina Khatun	Babupara	Pangsa	Rajbari	Jessore
89	Abul Kalam Azad	Babupara	Pangsa	Rajbari	Jessore
90	Hasina Khatun	Babupara	Pangsa	Rajbari	Jessore
91	Md. Jahan Uddin Mollah	Babupara	Pangsa	Rajbari	Jessore
92	Mrs. Hasina Khatun	Shorali	Pangsa	Rajbari	Jessore
93	Bahar Uddin	Shorali	Pangsa	Rajbari	Jessore
94	Ayrin Pervin	Shorali	Pangsa	Rajbari	Jessore
95	Md. Giush uddin	Shorali	Pangsa	Rajbari	Jessore
96	Mrs. Sabina Yesmin	Panti	Kumarkhali	Kushtia	Jessore
97	Md. Mohiuddin	Panti	Kumarkhali	Kushtia	Jessore
98	Aleya Pervin	Panti	Kumarkhali	Kushtia	Jessore
99	Md. Answer Uddin	Panti	Kumarkhali	Kushtia	Jessore
100	Rani Akhter	Meduary	Bhaluka	Mymensingh	Mymensingh
101	Md. Mojibur Rahman	Meduary	Bhaluka	Mymensingh	Mymensingh
102	Renu Ara Begum	Meduary	Bhaluka	Mymensingh	Mymensingh
103	Abul Kalam Mollah	Meduary	Bhaluka	Mymensingh	Mymensingh
104	Jannatara Suraia	Elashin	Delduar	Tangail	Mymensingh
105	Sanchaiy Kumar Sarker	Elashin	Delduar	Tangail	Mymensingh

ID	Name of the respondent	Union	Upazila	District	CARE Zone
106	Nasima Akhter	Elashin	Delduar	Tangail	Mymensingh
107	Abdul Mannan	Elashin	Delduar	Tangail	Mymensingh
108	Hena Islam	Fazilhati	Delduar	Tangail	Mymensingh
109	Manjur Kader Bhuyan	Fazilhati	Delduar	Tangail	Mymensingh
110	Foyez Zaman Ahmen	Fazilhati	Delduar	Tangail	Mymensingh
111	Hanif Bhuyan	Fazilhati	Delduar	Tangail	Mymensingh
112	Sufia Begum	Joymontop	Singair	Manikganj	Mymensingh
113	Ruhul Alam	Joymontop	Singair	Manikganj	Mymensingh
114	Samsul Haque	Joymontop	Singair	Manikganj	Mymensingh
115	Jalil Mollah	Joymontop	Singair	Manikganj	Mymensingh
116	Manowara Wahid	Delduar Sadar	Delduar	Tangail	Mymensingh
117	Gaziur Rahman	Delduar Sadar	Delduar	Tangail	Mymensingh
118	Ayrin Khan	Delduar Sadar	Delduar	Tangail	Mymensingh
119	Bahar Uddin	Delduar Sadar	Delduar	Tangail	Mymensingh
120	Rezia Begum	Baira	Singair	Manikganj	Mymensingh
121	Rafiqul Islam	Baira	Singair	Manikganj	Mymensingh
122	Bazlur Rashid	Baira	Singair	Manikganj	Mymensingh
123	Mozammel Hoque	Baira	Singair	Manikganj	Mymensingh
124	Hasna Hena	Birunia	Bhaluka	Mymensingh	Mymensingh
125	Sadikur Rahman	Birunia	Bhaluka	Mymensingh	Mymensingh
126	Aleya Akhter	Birunia	Bhaluka	Mymensingh	Mymensingh
127	Abdul Mannan	Birunia	Bhaluka	Mymensingh	Mymensingh

ID	Name of the respondent	Union	Upazila	District	CARE Zone
128	Rina sarker	Rajoi	Bhaluka	Mymensingh	Mymensingh
129	Faruk Ahmed	Rajoi	Bhaluka	Mymensingh	Mymensingh
130	Anowara Khatun	Rajoi	Bhaluka	Mymensingh	Mymensingh
131	Aman Ullah	Rajoi	Bhaluka	Mymensingh	Mymensingh
132	Monowara	Charigram	Singair	Manikganj	Mymensingh
133	Abdul Mannan	Charigram	Singair	Manikganj	Mymensingh
134	Maswara Khanam	Charigram	Singair	Manikganj	Mymensingh
135	Md. Umed Ali	Charigram	Singair	Manikganj	Mymensingh
136	Mrs. Jahanara Begum	Pirganj	Pirganj	Rangpur	Rangpur
137	Md. Matiur Rahman	Pirganj	Pirganj	Rangpur	Rangpur
138	Afroza Begum	Pirganj	Pirganj	Rangpur	Rangpur
139	Shahnur Alam	Pirganj	Pirganj	Rangpur	Rangpur
140	Mrs. Lavelly Begum	Faridpur	Sadullapur	Giabhandha	Rangpur
141	Nikhil Chandra Ray	Faridpur	Sadullapur	Giabhandha	Rangpur
142	Meherun Nesa	Faridpur	Sadullapur	Giabhandha	Rangpur
143	Chan Miah	Faridpur	Sadullapur	Giabhandha	Rangpur
144	Md. Saiful Islam	Faridpur	Sadullapur	Giabhandha	Rangpur
145	Mrs. Marium Begum	Bhatgram	Sadullapur	Giabhandha	Rangpur
146	Md. Haider Ali Khan	Bhatgram	Sadullapur	Giabhandha	Rangpur
147	Mrs. Rubi Begum	Bhatgram	Sadullapur	Giabhandha	Rangpur
148	Md. Shamsul Haque	Bhatgram	Sadullapur	Giabhandha	Rangpur
149	Razia Khatun	Chatra	Pirganj	Rangpur	Rangpur
150	Mansur Ali	Chatra	Pirganj	Rangpur	Rangpur
151	Sr. Debendranath Barma	Chatra	Pirganj	Rangpur	Rangpur
152	Rokeya Begum	Mithipur	Pirganj	Rangpur	Rangpur
153	Sree. Subhash Chandra	Mithipur	Pirganj	Rangpur	Rangpur

ID	Name of the respondent	Union	Upazila	District	CARE Zone
154	Maksuda Begum	Mithipur	Pirganj	Rangpur	Rangpur
155	Umme Habiba Ferdausi	Kamarpara	Sadullapur	Giabhandha	Rangpur
156	Faruk Hasham Pramanik	Kamarpara	Sadullapur	Giabhandha	Rangpur
157	Nurul Alam	Kamarpara	Sadullapur	Giabhandha	Rangpur
158	Mrs. Shapna Khandaker	Rayerpur	Pirganj	Rangpur	Rangpur
159	Md. Ayub Ali	Rayerpur	Pirganj	Rangpur	Rangpur
160	Hazera Begum	Shahbajpur	Sarial	Brahmmanbaria	Sylhet
161	Mahbubul Alam Thakur	Shahbajpur	Sarial	Brahmmanbaria	Sylhet
162	Mrs. Kohinur Begum	Shahbajpur	Sarial	Brahmmanbaria	Sylhet
163	Mir Mosharaf Hossain	Shahbajpur	Sarial	Brahmmanbaria	Sylhet
164	Mrs. Mahmuda Begum	Bahara	Madhaopur	Habigang	Sylhet
165	Md. Abdul Khaleque	Bahara	Madhaopur	Habigang	Sylhet
166	Ayesha Khatun	Bahara	Madhaopur	Habigang	Sylhet
167	Md. Salim Miah	Bahara	Madhaopur	Habigang	Sylhet
168	Roksana Begum	Shahjadpur	Sarial	Brahmmanbaria	Sylhet
169	Mahbubul Islam	Shahjadpur	Sarial	Brahmmanbaria	Sylhet
170	Sandha Rani	Shahjadpur	Sarial	Brahmmanbaria	Sylhet
171	Md. Manir Hossain	Shahjadpur	Sarial	Brahmmanbaria	Sylhet
172	Syeda Akhter Nargis	Nayapara	Madhaopur	Habigang	Sylhet
173	Md. Faysal Ahmed	Nayapara	Madhaopur	Habigang	Sylhet
174	Mrs. Jahanara Begum	Nayapara	Madhaopur	Habigang	Sylhet
175	Laksmindar Bairy	Nayapara	Madhaopur	Habigang	Sylhet
176	Asma Begum	Noagoan	Sarial	Brahmmanbaria	Sylhet
177	Md. Rakib Mridha	Noagoan	Sarial	Brahmmanbaria	Sylhet
178	Anowara Begum	Noagoan	Sarial	Brahmmanbaria	Sylhet

ID	Name of the respondent	Union	Upazila	District	CARE Zone
179	Md. Tenu Miah	Noagoan	Sarial	Brahmmanbaria	Sylhet
180	Masum Uddin	Cathara	Pirgonj	Rangpur	Rangpur

Large Group Discussion

Si No	Name	Union	Upazilla	District	Zoon
01	LGD UPM	Chandshi	Gournadi	Barisal	Barisal
02	LGD UPM	Enayetnagar	Kalkini	Madaripur	Barisal
03	LGD UPM	Kirtipur	naogaon sadar	Naogaon	Bogra
04	LGD UPM	Kundagram	Adamdighi	Bogra	Bogra
05	LGD UPM	sreepur	Chouddagram	Comilla	Chittagonj
06	LGD UPM	Ramnagar	Dagonbhuiyan	Feni	Chittagonj
07	LGD UPM	Chapra	Kumarkhali	Kushtia	Jessore
08	LGD UPM	Babupara	Pangsa	Rajbari	jessore
09	LGD UPM	Birunia	Bhaluka	Mymensingh	Mymensingh
10	LGD UPM	Delduar sadar	Delduar	Tangail	Mymensingh
11	LGD UPM	Chatra	Pirganj	Rangpur	Rangpur
12	LGD UPM	Kamarpara	Sadullapur	Tiabhandha	Rangpur
13	LGD UPM	Shahbajpur	Sarial	Brahmmanbaria	Sylhet
14	LGD UPM	Bahara	Madhaopur	habigang	Sylhet

Focus Group Discussion

Si No	Name	Name of Union	Upazila	District	Zoon
01	FGD RMA	Nalchura	Gournadi	Barisal	Barisal
02	FGD RMA	Santahara	Adamdighi	Bogra	Bogra
03	FGD RMA	Ramnagar	Dagonbhuiyan	Feni	Chittagonj
04	FGD RMA	Chapra	Kumarkhali	Kushtia	Jessore
05	FGD RMA	Birunia	Bhaluka	Mymensingh	Mymensingh
06	FGD RMA	Bhatgram	SADullapur	Giabhandha	Rangpur
07	FGD RMA	Shahjadpur	Sarial	Brahmmanbaria	Sylhet

Local Leader/ Opinion Leader/ Community Leader

Si No	Name	Name of Union	Upazila	District	Zoon
01	FGD LOCAL	Kayaria	Kalkini	Madaripur	Barisal
02	FGD LOCAL	Kirtipur	Naogaon sadar	Naogaon	Bogra
03	FGD LOCAL	Golpasha	Chouddagram	Comilla	Chittagonj
04	FGD LOCAL	Shorali	Pangsa	Rajbari	Jessore
05	FGD LOCAL	Meduary	Bhaluka	Mymensingh	Mymensingh
06	FGD LOCAL	Mithipur	Pirganj	Rangpur	Rangpur
07	FGD LOCAL	Noagoan	Sarial	Brahmmanbaria	Dylhet

Annexure F

Data tables from field survey (PMC members)

The data tables are from the field survey carried out by Human Development Research Centre.

Table : Changes taken place among the UP/RMC members in respect of development planning	
Changes taken place in	n=14 Frequency (%)
Development planning	13 (93%)
Project planning	13 (93%)
Monitoring/supervision	13 (93%)
Raised knowledge, awareness and responsibility in respect of planning/implementation/supervision	10 (71%)
Qualitative change taken place in RMP rural repair and maintenance.	14 (100%)
Technical skills on how to maintain quality of road, increased	11 (78%)
RMA members apply their improved knowledge in road repair and maintenance	10 (71%)

Table : Changes in road maintenance component.			
Tasks	Not performed	Partially performed	Fully performed
Planning and implementation			
Identification of roads for maintenance	8.9	2.2	88.9
Selection of crew members		2.2	97.8
Availability of quarterly work plan	8.9	22.2	68.9
Timely preparation of quarterly work plan	11.1	24.4	64.4
Funds management	26.7	15.6	57.8
Replacement of crew members	37.8	8.9	53.3
Inclusion of community members in PMC-selection committee	11.1	11.1	77.8
Yearly rotation of the chairperson of Project Management Committee	66.7	17.8	15.6
At least one female community member in PMC	4.4	2.2	93.3
Payment of wages for crew members	33.3	11.1	55.6
Technical guidance for crew members	33.3	20.0	46.7
Monitoring and evaluation			
Inspection of road maintenance work	20.0	17.8	62.2
Organisation of review meetings	26.7	31.1	42.2
Preparation of quarterly progress reports	8.9	22.2	68.9
Timely submission of quarterly progress reports	15.6	31.1	53.3
Regular training of RMA members	44.4	11.1	44.4
Preparation of action plan by trained female elected member(s)	51.1	13.3	35.6
N	45		

Table : Perceived changes in RMP road maintenance	
Type of change taken place	n=45 Frequency (%)
Role of PMC become more positive and effective in road repair work: planning and implementation	22 (49%)
PMC become more responsible in discharging responsibilities	22 (49%)
Communication system developed because of improved road maintenance	15 (33%)
Community participation increased in PMC/RMA formalation	16 (36)
Opinion of general public reflected in RMP planning	6 (13%)
Public opinion gets importance in road selection for maintenance	6 (13%)
Community participation in RMA formation ensured	8 (18%)
Remarkable change taken place in road repair work inspection	9 (20%)
Improved quality work plan taken place	8 (18%)
RMP has become institutionalized, within LGI setup	16 (36%)
UP/PMC members' project planning, implementation, and supervision works become institutionalized	9 (20%)
CST has helped PMC in work planning	12 (27%)
CST has helped PMC in report preparation	8 (18%)
CST has helped PMC in road inspection and quality assurance	10 (22%)
CST has helped PMC involving community in RMP	6 (13%)
CST has helped PMC in solving wage related conflict	7 (15)

Table : Major changes in institutionalization of RMP in Unon Parishad	
Type of change perceived	n = 15 Freque ncy (%)
LGI and PMC official's awareness raised and become organized	15 (100)
Knowledge level raised, and become capable in discharging responsibility	14 (93%)
CST needs to be continued until government or NGO fully takes over the charge	14 (93%)
RMP management capacity increased with increased quality of work.	13 (87)
PMC suffers from Weaknesses and lacks motivation and responsibility	12 (80%)
Conflict management performs well/conflict generates and immediately get solved	11 (73%)
Gender equality needs to be further strengthened through promoting awareness building activity	11 (73%)
Planning and implementation capacity increased	10 (67%)
Knowledge on gender inequality increased/inequality decreasing gradually	9 (60%)
Institutional change taken place/LGI infrastructure strengthened	9 (60%)
RMP management knowledge increased/local community involved in RMP management/ management style changed	9 (60%)
Coordinated planning/implementation/supervision between UP and PMC increased	9 (60%)
CST brought positive change in the perception of RMP among the government high officials	9 (60%)
Changes have taken place in leadership and management/Qualitative value of leadership increased	8 (53%)
Vulnerable women can do something and lead their lives	5 (33%)
Upazilla RMP cell is not very active	5 (33%)
CST has helped identify problems easily	3 (20%)
RMA members' awareness and responsibility increased	3 (20%)

Issues	Knew before, and nothing new acquired through CS training	Knew somewhat, but knowledge improved after CS training	Not known before, knew only after CS training
Development and Local Government (CS Module 1) (N= 90)			
Good governance		65.6	34.4
Role of UP to establish good governance	3.3	54.4	42.2
Role, responsibilities and activities of PMC	1.1	55.6	43.3
Women rights		66.7	33.3
Role of UP to increase people's participation	1.1	64.4	34.4
Way to resolve conflict	4.4	60.0	35.6
Development Project Management (CS Module 2) (N= 90)			
Constraint of women development and role of UP to overcome constraint	2.2	53.3	44.4
Understanding of government policy regarding women development	2.2	54.4	43.3
Management process of RMC	4.4	31.1	64.4
Formation of PMC	2.2	32.2	65.6
PMC's role and responsibilities of different parties, process and rules	3.3	31.1	65.6
Role of PMC and UP to implement RMC	2.2	42.2	55.6
RMA selection: Steps, rules and process	5.6	43.3	51.1
Role and responsibilities of RMA	3.3	44.4	52.2
Project identification	2.2	45.6	52.2
Management of the project	2.2	46.7	51.1
Rules of RMP road selection	3.3	46.7	50.0
Project planning and implementation	3.3	43.3	53.3
Planning of RMC road maintenance	2.2	44.4	53.3
Prepare and practice of budget on RMP activities	3.3	42.2	54.4
Monitoring process	2.2	40.0	57.8
Monitoring formats	2.2	34.4	63.3
Road Maintenance Management (CS Module 3) (N = 179)			
Development and gender	3.4	42.5	54.2
Importance of PMC	3.4	26.3	70.4
Goal and objectives of RMP, Basic rules, activities, training cycle of RMP	3.9	21.8	74.3
Role and responsibilities of UP, PMC and RMA	2.8	30.7	66.5
Prepare planning and implementation	2.8	39.1	58.1
Participation of people and specially women in planning	2.8	40.8	56.4
Steps and process of RMA selection	3.9	31.3	64.8

Issues	Knew before, and nothing new acquired through CS training	Knew somewhat, but knowledge improved after CS training	Not known before, knew only after CS training
Rules and process of road selection	2.8	30.7	66.5
Rules of road maintenance	3.4	34.6	62.0
Field register	3.9	32.4	63.7
Identify problem of project and provide solution	3.4	36.9	59.8
Reporting process and format	3.4	26.8	69.8
Work assignment	2.8	35.2	62.0
Work assessment	3.4	35.2	61.5
Filling- in register	3.9	30.2	65.9
Review meeting	3.4	30.2	66.5
Preparation of work plan	2.8	31.8	65.4
Leadership development (CS Module 4) (N = 45)			
Importance of woman leadership		57.8	42.2
Woman leadership in local government institutions and people's expectation		46.7	53.3
Way to overcome constraints		35.6	64.4
Dos' and don'ts for a good leader		53.3	46.7
How to conduct a meeting		31.1	68.9
How to be a good speaker	2.2	35.6	62.2
Way of communication with important persons and institutions of local area.	2.2	66.7	31.1
Role of women members to develop local area		53.3	46.7
Solution of problems and process of decision making		46.7	53.3
Preparation of personal action plan to develop the leadership	2.2	37.8	60.0

Table : Practical utility of acquired knowledge through CST by modules

Issues	Utility level		
	Low	Moderate	High
Development and Local Government (CS Module 1) (N= 90)			
Good governance	6.7	40.0	53.3
Role of UP to establish good governance	3.3	46.7	50.0
Role, responsibilities and activities of PMC	3.3	47.8	48.9
Women rights	2.2	34.4	63.3
Role of UP to increase people's participation	2.2	42.2	55.6
Way to resolve conflict	4.4	32.2	63.3
Development Project Management (CS Module 2) (N= 90)			
Constraint of women development and role of UP to overcome constraint	3.3	36.7	60.0
Understanding of government policy regarding women development	10.0	42.2	47.8
Management process of RMC	3.3	37.8	58.9
Formation of PMC	5.6	27.8	66.7
PMC's role and responsibilities of different parties, process and rules	5.6	35.6	58.9
Role of PMC and UP to implement RMC	3.3	33.3	63.3
RMA selection: Steps, rules and process	2.2	21.1	76.7
Role and responsibilities of RMA	1.1	30.0	68.9
Project identification	7.8	31.1	61.1
Management of the project	7.8	35.6	56.7
Rules of RMP road selection	8.9	25.6	65.6
Project planning and implementation	5.6	38.9	55.6
Planning of RMC road maintenance	4.4	28.9	66.7
Prepare and practice of budget on RMP activities	11.1	30.0	58.9
Monitoring process	8.9	33.3	57.8
Monitoring formats	8.9	36.7	54.4
Road Maintenance Management (CS Module 3) (N = 179)			
Development and gender	8.9	44.1	46.9
Importance of PMC	7.3	33.5	59.2
Goal and objectives of RMP, Basic rules, activities, training cycle of RMP	6.7	46.4	46.9
Role and responsibilities of UP, PMC and RMA	5.6	38.0	56.4
Prepare planning and implementation	5.6	41.3	53.1
Participation of people and specially women in planning	8.9	31.3	59.8
Steps and process of RMA selection	6.7	24.0	69.3
Rules and process of road selection	3.9	28.5	67.6
Rules of road maintenance	6.7	31.3	62.0
Filled registrar	12.3	26.8	60.9
Identify problem of project and provide solution	6.1	38.5	55.3
Reporting process and format	13.4	36.3	50.3

Issues	Utility level		
	Low	Moderate	High
Work assignment	4.5	32.4	63.1
Work assessment	6.1	36.9	57.0
Filling- in register	12.3	27.9	59.8
Review meeting	10.6	38.5	50.8
Preparation of work plan	7.8	36.3	55.9
Leadership development (CS Module 4) (N = 45)			
Importance of woman leadership	2.2	44.4	53.3
Woman leadership in local government institutions and people's expectation	4.4	48.9	46.7
Way to overcome constraints	4.4	46.7	48.9
Dos' and don'ts for a good leader	2.2	46.7	51.1
How to conduct a meeting	6.7	51.1	42.2
How to be a good speaker	2.2	48.9	48.9
Way of communication with important persons and institutions of local area.	4.4	48.9	46.7
Role of women members to develop local area		48.9	51.1
Solution of problems and process of decision making		51.1	48.9
Preparation of personal action plan to develop the leadership	4.4	53.3	42.2

Table : Chi-square test values

Skill areas	Calculate χ^2	At 5% level of significance tabulated χ^2 (8 df)	Inference
Planning	16.11	15.5	Null hypothesis of no association is strongly rejected
Organizing	17.61	15.5	Null hypothesis of no association is strongly rejected
Leading/coordinating/ leadership	17.70	15.5	Null hypothesis of no association is strongly rejected
Staffing	18.61	15.5	Null hypothesis of no association is strongly rejected
Controlling	16.81	15.5	Null hypothesis of no association is strongly rejected
Communication	16.11	15.5	Null hypothesis of no association is strongly rejected
Decision making	16.65	15.5	Null hypothesis of no association is strongly rejected
Conflict/problem solving	19.58	15.5	Null hypothesis of no association is strongly rejected

Table : Changing participation status of PMC members: before and after CST

	Participation		Changes	
	Before	After	% points	As % of before level
Management activities				
A. Planning	24.4	92.4	68	278.7
RMA selection process	35.8	93.3	57.5	160.6
Prepare annual road maintenance work plan	24.6	93.3	68.7	279.3
Prepare quarterly road maintenance work plan	22.9	93.3	70.4	307.4
Prepare RMA training plan	17.3	88.8	71.5	413.3
Specifying timeline for each activities while preparing plans	22.3	92.7	70.4	315.7
Specifying person(s) responsible against each activities while preparing plans	23.5	92.7	69.2	294.5
B. Organizing	26.5	90.3	63.8	240.8
Discuss road maintenance (RM) progress in UP meetings	37.4	93.9	56.5	151.1
Consult community in settling RM related problems	39.7	95.0	55.3	139.3
Involve in distributing weekly assignments to RMA as per plan	24.0	95.5	71.5	297.9
Organize training for RMA	19.0	88.3	69.3	364.7
Provide training to RMA	12.3	78.8	66.5	540.7
C. Leading/Directing	29.4	93.7	64.3	218.7
Involve the community in selecting roads for maintenance under RMP	23.5	92.7	69.2	294.5
Involve the community in selecting RMA	27.4	93.9	66.5	242.7
Involve community in resolution of road maintenance related conflicts	37.4	94.4	57	152.4
D. Staffing	34.3	92.2	57.9	168.8
Involve in recruitment process of RMA	36.9	92.7	55.8	151.2
Make public announcement (drum beating and miking)	32.4	89.9	57.5	177.5
Involve in primary scrutiny and card distribution	38.0	91.1	53.1	139.7
Conduct interview with destitute women	38.0	90.5	52.5	138.2
Conduct lottery for selection of RMA	38.0	92.2	54.2	142.6
Brief the selected RMA	22.3	96.6	74.3	333.2
E. Controlling	25.8	90.2	64.4	249.6
Monitoring road maintenance	30.2	95.5	65.3	216.2
Select monitors (or monitoring team)	23.5	93.3	69.8	297.0
Undertake monitoring visits for assessing quality of road work	32.4	95.0	68	193.2
Action, in case of any problem (i.e. soil, harassment etc.)	36.3	92.7	57.5	155.4
Advise RMA to solve the problem by themselves, in case any problems arise?	24.6	89.4	68.7	263.4
Register the problem in RMP register, in case any problems arise?	12.8	79.9	70.4	524.2

Management activities	Participation		Changes	
	Before	After	% points	As % of before level
Follow-up the problem till its resolution	30.2	91.6	71.5	203.3
Prepare report	24.0	86.0	70.4	258.3
Send reports in time (within 3 days after the end of the quarter)	18.4	86.6	69.2	370.7
Follow up wage payments of RMA	25.7	91.6	63.8	256.4
Overall	27.7	91.4	56.5	230.0
N	179			

Table : Attribution of CST in changing participation status of PMC members in various management activities

Areas	Attribution of CST in the change		
	Low	Medium	High
A. Planning	10.8	26.7	62.5
RMA selection process	11.2	23.5	65.4
Prepare annual road maintenance work plan	10.6	27.4	62.0
Prepare quarterly road maintenance work plan	11.2	24.6	64.2
Prepare RMA training plan	15.1	24.0	60.9
Specifying timeline for each activities while preparing plans	7.8	30.7	61.5
Specifying person(s) responsible against each activities while preparing plans	8.9	30.2	60.9
B. Organizing	12.3	25.5	62.2
Discuss road maintenance (RM) progress in UP meetings	10.1	33.5	56.4
Consult community in settling RM related problems	7.3	35.8	57.0
Involve in distributing weekly assignments to RMA as per plan	8.9	20.1	70.9
Organize training for RMA	13.4	19.0	67.6
Provide training to RMA	21.8	19.0	59.2
C. Leading/Directing	8.6	30.4	61.1
Involve the community in selecting roads for maintenance under RMP	10.6	27.9	61.5
Involve the community in selecting RMA	7.8	30.7	61.5
Involve community in resolution of road maintenance related conflicts	7.3	32.4	60.3
D. Staffing	12.6	27.5	60.0
Involve in recruitment process of RMA	14.0	29.6	56.4
Make public announcement (drum beating and miking)	14.5	27.4	58.1
Involve in primary scrutiny and card distribution	11.7	30.7	57.5
	14.5	29.6	55.9

Areas	Attribution of CST in the change		
	Low	Medium	High
Conduct interview with destitute women			
Conduct lottery for selection of RMA	16.2	21.2	62.6
Brief the selected RMA	4.5	26.3	69.3
E. Controlling	14.0	26.3	59.7
Monitoring road maintenance	7.8	29.1	63.1
Select monitors (or monitoring team)	11.2	26.8	62.0
Undertake monitoring visits for assessing quality of road work	8.9	29.6	61.5
Action, in case of any problem (i.e. soil, harassment etc.)	13.4	30.2	56.4
Advise RMA to solve the problem by themselves, in case any problems arise?	12.3	25.7	62.0
Register the problem in RMP register, in case any problems arise?	25.7	15.6	58.7
Follow-up the problem till its resolution	11.7	33.0	55.3
Prepare report	17.3	30.7	52.0
Send reports in time (within 3 days after the end of the quarter)	17.3	20.1	62.6
Follow up wage payments of RMA	14.5	22.3	63.1
Overall	12.3	26.9	60.9
N	179		

Table : Leadership development activities module: Actual participation scale for Female member of PMC					
Component	Very low	Low	Mode -rate	High	Very high
A. Establish linkage with local organizations	14.0	15.2	44.5	17.7	8.5
Identification of organizations	9.8	14.6	53.7	14.6	7.3
Planning of linkages	17.1	14.6	43.9	17.1	7.3
Visit those organizations	12.2	17.1	43.9	17.1	9.8
Mutual cooperation	17.1	14.6	36.6	22.0	9.8
B. Activities towards mitigating VAW	7.3	11.4	39.0	26.8	15.4
Awareness raising activities	2.4	9.8	46.3	24.4	17.1
Collection of information on VAW	9.8	17.1	29.3	29.3	14.6
Taking steps/actions	9.8	7.3	41.5	26.8	14.6
C. Leadership	14.3	13.2	46.0	21.3	5.2
Plan meetings	9.8	9.8	58.5	19.5	2.4
Conduct meetings	14.6	17.1	46.3	17.1	4.9
Organize training	12.2	12.2	53.7	22.0	
Conduct training	17.1	17.1	43.9	22.0	
Project implementation	12.2	14.6	58.5	7.3	7.3
Conduct 'shalish' (local arbitration)	19.5	17.1	24.4	31.7	7.3
Conflict resolution/problem solving\	14.6	4.9	36.6	29.3	14.6
Overall	12.7	13.4	44.1	21.4	8.4
N	41	41	41	41	41

Table : Leadership development activities module: Actual participation scale for Chairperson					
Component	Very low	Low	Mode -rate	High	Very high
A. Establish linkage with local organizations	4.4	15.0	44.4	27.8	8.3
Identification of organizations	4.4	6.7	57.8	24.4	6.7
Planning of linkages	4.4	15.6	46.7	28.9	4.4
Visit those organizations	4.4	20.0	35.6	26.7	13.3
Mutual cooperation	4.4	17.8	37.8	31.1	8.9
B. Activities towards mitigating VAW	1.5	5.2	27.4	42.2	23.7
Awareness raising activities	2.2	6.7	33.3	42.2	15.6
Collection of information on VAW	2.2	6.7	22.2	40.0	28.9
Taking steps/actions		2.2	26.7	44.4	26.7
C. Leadership	2.5	8.9	34.6	41.9	12.1
Plan meetings	2.2	8.9	44.4	35.6	8.9
Conduct meetings	2.2	11.1	33.3	44.4	8.9
Organize training		8.9	44.4	35.6	11.1
Conduct training	4.4	6.7	35.6	37.8	15.6
Project implementation	2.2	8.9	40.0	37.8	11.1
Conduct 'shalish' (local arbitration)	2.2	13.3	22.2	46.7	15.6
Conflict resolution/problem solving	4.4	4.4	22.2	55.6	13.3
Overall	2.9	9.8	35.9	37.9	13.5
N	45	45	45	45	45