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6 October 1995

Mr. Martin Hewitt
Project Officer
Private and Voluntary Cooperation
Bureau for Humanitarian Response
320 Twenty-First Street, N.W.
Washington, D.C. 20523

Dear Mr. Hewitt:

I am pleased to submit the final report for "Buffalo Banks and Borewells: Childreach Makes Sense of Overseas Development" (FAO-0230-G-00-2030). The program has been a tremendous success and should serve as a model for replication by other NGOs interested in educating the American public regarding development issues.

As you know, the grant was primarily a research project that tracked quantifiable returns on new messaging and dissemination of development education messages. Therefore, the reports the project has created are ample, detailed and quite thorough. For this reason, and with all due respect to the form that you sent, I am sending you a copy of the final and executive summary reports and directing your attention to the appropriate chapters for the specific questions you raised. What is not covered by the report, I have answered in full for you below. In addition, you will find the pipeline budget analysis and the budget narrative, the updated description of the project, and the forms for products produced through the grant. I am sure that you will appreciate this strategy as you peruse the enclosed materials.

Childreach owes a debt of gratitude to the Development Education Program at USAID for your support of our development education efforts over the years. This project has truly been the capstone of our collaboration and you should be confident in the knowledge that it has given development education a tremendously secure place within Childreach and has produced a model and rationale for educating the American public that should, and I believe will, be replicated by other organizations.

Sincerely,

Jaya Sarkar
Managing Director
International Relations

Final Report

Buffalo Banks and Borewells: Childreach Makes Sense of Overseas Development.

Part I. Project Summary

The Final Report Executive Summary (enclosed - blue cover) serves as an excellent summary of the project. The only unanticipated result that is not fully captured here is our use of the InterNet to further disseminate the Buffalo Banks and Borewells newsletters (these can be accessed on e-mail at the following address <<http://netspace.org/hungerweb/HW/BBB/bbbhome.html>>). Childreach will continue to support this effort as a means of dynamic interchange on development issues.

The second unanticipated event is remarkable and not sufficiently addressed in the executive report due to an issue of timing. Halfway through the original grant-funded Buffalo Banks and Borewells initiative, the results were so promising that Childreach committed resources to replicating the pilot to our most vulnerable group of sponsors (those who have been with the organization for less than 18 months). This target group had not been included in the initial test. The final results of this second pilot have not yet been fully tabulated and we will send you copies of the executive summary of that test once it is available (January 1996).

Concerning the Project Description, please replace the final paragraph with the following:

“The Buffalo Banks and Borewells project has proven that there is a defined audience (approximately 25% of the Childreach donor base) who are eager to become engaged in the discussion of development issues. Moreover, this discussion increases their understanding of development and their commitment to support the principle of foreign assistance as well as to increase their personal contribution to development work overseas.”

Part II. Project Evaluation

The project was primarily a research project. The goals of the research are outlined in the Final Report Executive Summary and in the Full Final Report (enclosed - clear cover) in Chapters I and II. As the project generated many and various implications with regard to the target audience, Childreach, and the field of development education, we direct your attention to the Final Report.

The evaluation design is outlined in Chapter II of the Final Report, Sample Instruments are included in Appendix A as are the newsletters that were the primary intervention of the project. Appendix C includes some of the responses of the experimental group to the sample instruments cited above.

Part III. Lessons Learned

Lessons learned are presented throughout the Final Report. In addition, we have shared these broadly in presentations at the InterAction and Development Education conferences. The most important finding is that development education programs can be designed to make a demonstrated contribution to one's organization in terms of increased giving and commitment to the organization in addition to the traditional rationale of teaching people more about development. In essence, through teaching, and engaging in a dialogue with one's constituents a large percentage of them will become more satisfied and more committed to the organization. These demonstrated returns are essential for organizations, particularly in tough economic times, to fully embrace development education efforts. The responsibility is equally weighty on the development educators themselves to contribute to the learning within their organization.

Part IV. Resource Materials

1. Set of 8 newsletters (two sets including form letters enclosed)
2. Final Report Executive Summary (six copies with blue covers enclosed)
3. On line activities.

Part V. Budget

Enclosed is the final pipeline analysis in the same format as submitted in the annual reports. The cost share figures are fully accounted for with the omission of the investment that Childreach has already made in replicating the project to our newest sponsors (see explanation below).

The budget was fully spent on the USAID side and Childreach actually contributed more than the agreed upon amount on the Match side. Below is an explanation of the areas of variance.

Project Management - Personnel: We underspent on the USAID side to accommodate the overage in the Activities Production area. However, we compensated for this by spending above our commitment to this line on the Match side.

Project Management - Non-Personnel: Again we underspent but on both sides to accommodate for the increased spending on Activity Production and the increase in our Negotiated Indirect Cost Rate Agreement.

Activity Production: After consulting with our project officer, David Watson, we shifted costs to spend more in this section to enable us to produce 8-page newsletters in the last four of the series. This was deemed the most efficient use of the money because of the tremendous demand from our experimental audience for additional, in depth information.

Materials: The underspending on the USAID side was again shifted to Activity Production.

Evaluation: As the entire grant was evaluative in nature, we did not deem it necessary to spend the entire budgeted amount on this line. In addition, because of the high level of dialogue with the experimental group, we did not feel that the focus group element which had been originally planned was necessary.

Dissemination: Spending was higher than originally anticipated to provide access to the information on the InterNet.

Travel: Travel was low as in many cases our conference participation was covered by third parties.

Part VI. Project Sustainability

The benefits of this project are tremendous and firmly substantiated as the Final Report details. As mentioned above, Childreach has already replicated the project with new sponsors on its own initiative (with an initial investment of over \$30,000 outside what was included in the match figures in the previous section). In addition, now that the newsletters have been developed Childreach will incorporate them into the mainstream of information to all sponsors outside the initial experimental cell. Given the success of this project, Childreach has come to a new realization about educating our sponsors about development. This has become a critical part of the current process of reengineering the corporation.

Furthermore, we are sharing the success of this pilot model widely with our colleagues at conference presentations and also in the publication and dissemination of the findings of the project. In addition, Childreach plans to publish a book on the project within the next two years.

Part VII. Recommendations

Buffalo Banks and Borewells: Childreach makes sense of overseas development, was a unique project in the development education portfolio. Although it did not have the visual appeal and public presence that our earlier project of See Me, Share My World had, it served a vital function that should be replicated in other organizations. Namely, it forced us to truly test our efforts in development education against other organizational efforts that require an institutional return. Having proved both an economic and social return, the project has integrated the concerns that were traditionally held only by development educators, throughout the organization. It seems that this change is a profound one, and fundamentally addresses the issue of sustainability, not only for development education but for support for the role of US involvement in development in the long run.

PROJECT DESCRIPTION:

BUFFALO BANKS AND BOREWELLS:
CHILDREACH MAKES SENSE OF OVERSEAS DEVELOPMENT

Educating our publics about Third World hunger and poverty is an essential part of the mission of PLAN International USA (formerly Foster Parents Plan). PLAN International USA maintains its own educational activities with its individual United States donors about Third World hunger and poverty.

Buffalo Banks and Borewells: Childreach Makes Sense of Overseas Development is a logical progression from the two previous projects PLAN International USA has undertaken with funding from the Development Education Program of A.I.D. See Me, Share My World demonstrated that children overseas are just like children here, and Our Piece of Land is Small illustrated the hope that prevails despite difficult conditions.

The underlying theme of Buffalo Banks and Borewells is that families in developing countries have the vitality and capacity to make significant changes in their lives given appropriate financial and technical resources. The presentation of simple, sustainable programs that have a wide impact will help the U.S. public understand development work and give them confidence in the programs and people involved.

Buffalo Banks and Borewells is essentially a research project. The hypothesis is that factually based development messages themselves can be effective in engaging a target audience of PLAN sponsors and moving them to increased awareness, knowledge and action about development issues. The unique relationship between PLAN and its Childreach Sponsors represent various levels of interest and awareness about development.

This project will be conducted in three phases. Phase I will produce the activities and identify Target Audience I. Phase II will engage Target Audience I in the nine activities over 18 months. Phase III will publish the findings of Buffalo Banks and Borewells and give presentations of the findings to CEOs of major U.S. NGOs working in development.

The final outcome of Buffalo Banks and Borewells will be a series of activities proven to engage an audience and to increase their levels of awareness, knowledge and action concerning development issues.

Please add paragraph from Part I of Report.

Plan International USA d/b/a Childreach
 FAO-0230-G-00-2030-00
 Analysis of Financial Expenditures

Cost Elements	Amount Spent 09/01/92 - 08/31/95		Variance (Positive nos. = underspent) (Negative nos. = overspent)		Contracted Budget 09/01/92 - 08/31/95	
	A.I.D.	MATCH	A.I.D.	MATCH	A.I.D.	MATCH
Direct Costs:						
Project Management - Personnel	65,367	77,752	16,073	(10,862)	81,440	66,890
Project Management - Non-personnel	526	13,796	286	4,052	812	17,848
Activities Production	38,864	0	(13,314)	0	25,550	0
Materials	165	30,281	2,671	999	2,836	31,280
Evaluation	2,000	0	1,000	0	3,000	0
Dissemination	2,153	3,063	(1,073)	(3,063)	1,080	0
Travel	768	0	532	0	1,300	0
Subtotals - Direct Costs	109,843	124,892	6,175	(8,874)	116,018	116,018
Indirect Costs (see note)	17,777	0	(6,175)	0	11,602	0
TOTALS	127,620	124,892	0	(8,874)	127,620	116,018

Note: Effective July 1, 1993, our USAID approved overhead rate increased/Offset by underspending on other line items

Buffalo Banks and Borewells
Childreach Makes Sense of Development

Final Report

June 1995

Cornelius Riordan

Sociological and Educational Research

Providence College

Prepared for Childreach under a grant from United States
Agency for International Development

Table of Contents

I	Introduction	1-2
II	Research Design	2-6
III	What have We Learned from the Experimental Sponsors .	6-9
IV	Comparisons of the Control and Test Group	9-11
V	Sample Bias	12-16
VI	Did the Educational Program Work?	16-22
VII	The Levels of Sponsor Participation in the Project ..	22-24
VIII	Letters, Gifts, and Discontinuances	24-33
IX	The Effects for High Risk Sponsors	33-36
X	Sponsor Satisfaction	37-41
XI	Attitudes and Knowledge About Development	41-50
XII	The Relative Effect of Buffalo Banks and Borewells on Sponsor Satisfaction and Other Outcomes	50-58
XIII	Who Are the High Participating Sponsors	59-64
XIV	The Learning Rates of High and Low Test Participants	64-67
XV	Does BBB Really Increase Gift Giving and Decrease Discontinuance Rates?	67-72
XVI	The Costs and Benefits of the BBB Program	72-80
XVII	The Value of Development Education for NGOs	80-89
Appendix A Educational Newsletters 1-8 and Questions		
Appendix B Interim Reports for Activities 1-4		
Appendix C Sample of Responses to Open Ended Questions in Activities 1-8		

Buffalo Banks and Borewells

Final Report

Introduction

This is a final report on the progress of a project entitled Buffalo Banks and Borewells: Childreach Makes Sense of Overseas Development. The goals of the project are:

- * to increase the knowledge that Childreach sponsors have of Third World development issues, and how PLAN confronts these issues.
- * to obtain the ideas and opinions of Childreach sponsors who will be asked to participate in this new PLAN project and to develop a dialogue with these sponsors.
- * to increase the level of awareness of Childreach sponsors.
- * to strengthen the commitment of sponsors to the challenges posed by international development, and finally,
- * to strengthen the commitment of sponsors to Childreach as evidenced by higher levels of giving and retention.

To address these goals a set of educational activities were developed and mailed to a random sample of Childreach sponsors. These activities focus on international development projects that are simple, sustainable, and self-sufficient. Substantively, the projects cover issues in community development, education, health, and income generation. Each of the activities include questions for the sponsor to answer so that learning and participation can be evaluated. Many of the questions are open-ended so that participants may raise issues and enter into a dialogue with the Buffalo Banks and Borewells staff. To date, the participating sponsors have read and responded to eight

activities that comprised Phase I and Phase II of the project. The newsletters in Phase I (1-4) introduced some basic idea about development centered on education, health, community development and income generation. In Phase II (5-8), a more advanced form of the newsletter was sent using actual case studies from PLAN in the field to demonstrate the four basic ideas of sustainable development.

Research Design

At the outset, an experimental and control group was randomly selected from among the sponsor base of Childreach. According to the design, the experimental group would receive the educational newsletters every other month and the control group would receive no information. At the end of eight months (four educational newsletters), both the experimental and the control groups would complete a post-test questionnaire designed to measure attitudes and knowledge of international development issues. Since these two groups would be randomly selected and assigned, there was no need to do a pre-test on the respondents--the assumption was made that they would be equal in their initial attitudes, knowledge, and commitment to Childreach.

A major concern was how to motivate respondents to agree to participate in the project, and how to maintain them over the year long duration. Initially, therefore, the research design proposed that all randomly selected respondents (experimental and control) would receive a letter of invitation, the first newsletter, and an incentive gift (a specially designed BBBW coffee mug). The idea was to offer the incentive gift up-front, making it more

difficult for the sponsor to refuse to participate or to be a non-respondent.

This design for the incentives met with strong resistance from some upper-level administrators within the organization. Those who opposed the design were concerned about the possibility of a negative reaction on the part of some sponsors who might object to spending their money on coffee mugs. They were also concerned about the scientific merit of this procedure which would have set up possible "Hawthorne Effects." Both of these objections were not unfounded--that is, there is some small measure of truth to each objection. Unfortunately, the discussion surrounding these issues took place within an organizational context of confusion and disruption due to on-going changes in upper management. Ultimately, the design was significantly altered. It was decided that the incentives would not be provided as described above. Rather, sample sponsors would receive a letter of invitation and the first newsletter. They were offered the option of participating or not participating, and they were told that they would receive a coffee mug as an expression of thanks if and only if they agreed to participate. As the project proceeded, we were allowed to send the incentives on an up-front basis to the control group and the remaining members of the experimental group with a much higher response rate and a very small degree of negative reaction.

Discussions and decisions regarding the incentives, together with the administrative changes noted above, actually delayed the launching of the project about three months. During this time, project staff continued to work on the construction of the educational activities and survey questionnaires, as well as numerous

alternatives to the research design. This delay caused a change in the time between educational activities from two months to a single month. As a result, the revised project was begun in August 1993 (see Table 1 for the revised time table for the project).

The revised research design contains several improvements and several negative components. On the negative side, the response rates to the invitation to participate in the project are clearly lower than they would otherwise have been under the plan to provide the incentive on an up-front basis. Although there is no way of determining precisely to what degree this decision had negatively affected our response rate, we believe that it is significant. We do know that the response rate made by the control group to our post test survey was more than two and one-half times as great (55% for the controls versus 21% for the test group). The control group received the coffee mug simultaneously with the survey as called for in the project's design. To compensate for this lower response rate in the test group, we employed extensive telephone follow-up in order to maintain those sponsors who agreed to participate over the course of the project. We also employ a "correction factor" in the analysis to compensate for sample bias among the participating sponsors.

On the positive side, we have been able to polish the educational activities and the survey questions while the project was delayed. Also, we have come to believe that the spacing of two months between the educational activities may have been too great. The revised one month spacing is optimal for maintaining the

continued interest and contact with the participating sponsors. In addition, the potential for negative sponsor reaction was reduced to a minimum. Also, as a result of sponsor reaction to the initial newsletters, we added a supplementary newsletter to address questions raised by the sponsors. The supplementary newsletter was mailed in between the 4th newsletter and the post test I and it signaled the end of Phase I of the project (see Table I)

Out of 85,000 active Childreach sponsors, 4,440 were randomly selected to participate. Of these, 2663 were assigned to the experimental group and 1777 to the control group. In August 1993, an invitation to participate and the first educational newsletter were mailed to the 2663 sponsors in the experimental group. There were actually two mailings. A sub-sample of 400 sponsors received the invitation first and we were required to wait for two weeks before mailing the remaining 2264 invitations. This strategy had been imposed because of lingering administrative concerns regarding potential negative reaction from sponsors to the survey. In fact, the negative sponsor reaction was minimal. We assume that the two week space between the sub-group of 400 and the main group of 2263 is unimportant and we disregard it in further discussion.

One week after the initial mailing, sponsors received a follow-up reminder post card, and two weeks later (if they had not yet responded) they received the entire initial invitation package. A total of 973 sponsors (36 percent) responded to our invitation. (There were 12 non-deliverables either due to change of address or deceased or cancelled sponsorship.) Of these, 525 initially agreed to participate and 448 declined. Over the course of Phase I of the project, 23 of the participants have dropped out for various reasons.

Most of the people who have dropped out were ill or otherwise disposed (too busy, too old)--only a couple expressed dissatisfaction (but these people were in serious arrears in their payments and had previously voiced their dissatisfaction). A total of 502 experimental group sponsors and 971 control group sponsors formed the basis of the Phase I analysis. By the end of Phase II, the test group was able to maintain 364 sponsors (73 percent of the 502) and there were 529 respondents remaining in the control group (54 percent of the original 971). Given the long duration of the project, these response rates are not only sufficient for analysis, but they are remarkable in applied research of this sort.

Table 1

Buffalo Banks and Borewells:

Childreach Makes Sense of Overseas Development

Revised Research Design

	Aug 93	Sep 93	Oct 93	Nov 93	Jan 93	Feb- May 94	May 94	Jul 94	Sep 94	Nov 94	Jan 94
Exper.	A1	A2	A3	A4	S1	<u>PostI</u>	A5	A6	A7	A8	<u>PostII</u>
Control	-	-	-	-	-	<u>PostI</u>	-	-	-	-	<u>PostII</u>

A1, A2, etc refers to educational activities.

S1 refers to supplementary educational activity.

What have We Learned Directly from the Experimental Sponsors

Accompanying each educational newsletter was a short response instrument in which we asked sponsors a variety of questions. The basic purpose of this instrument was to measure the extent of sponsor participation in the project. We assume,

that a sponsor who returned the short questionnaire accompanying the newsletter was a fully participating sponsor in that activity. This allows us to determine the extent of participation by counting the number of responses to each of the eight activities. This measure plays a central role throughout the analysis. It is the case that the positive effects of the program are directly related to the level of sponsor participation.

In addition to providing the participation measure, however, the responses to the short questionnaires allow us to obtain thoughts and feelings from the test group sponsors about the newsletters and the overall project. These data cannot be compared with the control sponsors (since they did not receive the newsletters), but they provide useful information about the way in which the project was perceived by the test group sponsors. The results of this analysis are shown below:

- * Fully 50 percent of Childreach sponsors who agreed to participate in the project are uninformed or mis-informed regarding the central activities of the organization.
- * As a result of a series of open-ended questions accompanying each newsletter, the participants have entered into an unprecedented dialogue with Childreach. Many of the respondents write entire back page essays on the issues. This dialogue indicates that many of the sponsors are well informed and highly desirous of discussing the issues that we have posed. We feel that the implications of this for retention and commitment are significant.
- * Fully 62 percent of the participants requested supplementary

newsletters beyond that which we had planned.

- * Fully 75 percent of the participants said that we should send the newsletters to all sponsors. Although we don't think this is advisable, it does reflect the degree of participant interest in the project.
- * As of Activity #5, 70 percent of the test sponsors reported that they were more satisfied with childreach as a result of their participation in the Buffalo Banks and Borewells project. An additional 24 percent said that their level of satisfaction had remained the same.
- * Activity #6 described a case study of an income generation project in San Pedro Sula, Honduras. In response to their reaction to this project, 51 percent said it was "an exciting and extraordinary project" and 48 percent said it was "a good project for PLAN."
- * In Activity #7 we asked the sponsors if they thought that the Phase I newsletters were essential. A full 79 percent agreed that Phase I newsletters were very important to the overall success of the program.
- * In Activity #8 we asked the sponsors to rate the content, and the opportunity to comment, and the overall educational value of the newsletters on a scale from 1 (lowest) to 10 (highest).
Overall contents of the newsletters 8.6
Being able to write comments 6.7
Overall educational value of the newsletters 8.6
- * In addition to these quantitative results, the test participants provided valuable responses to a set of open ended questions regarding improving the newsletters, broadening the distribution of the newsletters, and comments about the value of

each specific newsletter. Some of these were reported as Interim Reports 1-4 and are included in the Appendix.

Some of these results such as sponsor satisfaction are pursued in greater depth further on in the report. At this point, we only wish to share some of the single variable results from the experimental group. These should be considered process outcomes --thoughts and feelings that the test participants shared with us along the way about how they perceived the project.

Comparisons of the Control and Test Group

In much that follows, comparisons are made between the test and the control groups. These groups were selected randomly and consequently, it is assumed that they should not differ in their initial characteristics. Table 2 displays the scores of each group on a set of background characteristics contained in the Childreach file. In each group, the average respondent had been a Childreach sponsor for 105 months.¹ Childreach employs two predicted scores which are estimated from an equation containing a set of variables. The Conversion Value Score is estimated from a set of factors associated with a sponsor's zip code. These factors include the known percent of high school graduates, the percent below poverty level, and the percent of income above 75K for the population in a given zip code.² In effect, the

¹ New sponsors (1 to 24 months) were excluded from the sample.

² Weights are also added according to the manner in which a sponsor joined the organization.

Conversion Value Score is an aggregated indicator of the socioeconomic status of the community of a sponsor. The Disc Predict Decile Score is an estimate of the probability of discontinuance that is predicted from an equation containing mode of payment, longevity, frequency of payment, degree of communication with the sponsor child, and several other factors. As would be expected, there are no significant differences between each group on either the Predicted Value Score or the Disc Predict Decile Number.

Table 2

Comparison of Test and Control Groups on Selected Characteristics

<u>Characteristic</u>	<u>Test group</u>	<u>Control Group</u>
months as sponsor	105.2	105.5
conversion value score	717.5	711.3
disc predict decile number	5.1	5.1
Number of Cases	(2663)	(1770)

no significant differences

Of course, these similarities are far less important than the similarities between the participating sponsors in the experimental group and their counterparts in the control group. Therefore, Table 3 compares the background characteristics of participating sponsors in both groups at the end of Phase I of the project. Here we find that participating sponsors in the experimental group score significantly higher on the Predicted Value Score and the Disc Predict Decile Number. There were no differences between the groups in the number of months as sponsors. This difference is probably due to the fact that the experimental

group was asked to take on a long term task in the project, whereas the control group was only asked for a short-term response to the post test questionnaire. Thus, the test group as a whole is less likely to discontinue and more likely to be capable of larger financial contributions than the control group. In Table 4, we show these same results for the test and control respondents at the end of the project (Phase II). We do this to demonstrate that the differences between the two groups are essentially the same at these different stages of the project. These initial differences must be taken into account in analyzing the effect of the educational program.

Table 3

Comparison of Participating Sponsors in the Test and Control Groups
on Selected Characteristics at the end of Phase I

<u>Characteristic</u>	<u>Test group</u>	<u>Control Group</u>
months as sponsor	114.3	111.2
conversion value score*	742.6	717.4
disc predict decile number*	6.6	5.8
Number of Cases	(502)	(971)

* Significant differences at $p < .001$

Table 4

Comparison of Participating Sponsors in the Test and Control Groups
on Selected Characteristics at the end of Phase II

<u>Characteristic</u>	<u>Test group</u>	<u>Control Group</u>
months as sponsor	125.5	119.1
conversion value score*	747.0	727.8
disc predict decile number*	7.1	6.3
Number of Cases	(324)	(529)

* Significant differences at $p < .001$

Sample Bias

One of the most serious methodological questions in projects such as this is how do the non-participants differ from the participants? Inevitably, participants are more committed and more strongly motivated. Usually, non-participants would actually benefit more (i.e. the organization would benefit in this case). The classic case illustrating this point is programs that provide some form of therapy or help to people with problems. Those who come forward and agree to participate are clearly motivated to improve themselves. Not surprisingly, therefore, they usually do show improvement. Generalizing, the program to recalcitrant non-participants may be problematic. In our case, this problem is critical because only 21 percent of the test group agreed to participate. The problem is less severe among the controls where the response rate is 55 percent. Nonetheless, potential sample bias exists in both groups and must be addressed. This is an entirely different issue than the the differences between the participating members of the test group and the control group discussed above. The concern here is the extent to which both the control and test group participants differ from the non-participants.

We begin by comparing the participants in the control group to the non-participants. Table 5 shows that the participating members of the control group differ significantly from the non-participants on each of the background characteristics. The difference between the groups on the Conversion Value Score was small and just barely significant ($p < .05$). The other two differed

to a greater degree. Participants have greater longevity, are less likely to discontinue, and live in a higher socioeconomic community.

Table 6 shows essentially the same results for the test group sponsors. In this case, we differentiate between those sponsors who agreed to participate, those who refused to participate, and those who did not respond. As in the control group, participants are less likely to discontinue and more likely to have a higher Conversion Value Score than either the non-participants or the non-respondents. Interestingly, the non-participants and the non-respondents did not differ at all on the Conversion Value Score. This provides a basis for treating them as one group despite the fact that they do differ on the other two variables (but in opposite directions--the non-participants have the greatest degree of longevity of any of the three experimental sub-groups). In any event, we need to adjust the analysis for this sample bias in much the same way as we will adjust for the fact that the experimental participants differ from the control participants.

Table 5

Comparison of Participating and Non-Participating Sponsors in the Control Group on Selected Characteristics

<u>Characteristic</u>	<u>Participants</u>	<u>Non-Respondents</u>
months as sponsor*	111.2	98.7
conversion value score*	717.4	703.9
disc predict decile number*	5.8	4.2
Number of Cases	(971)	(806)

* Significant differences at $p < .05$

Table 6

Comparison of Participating and Non-Participating Sponsors in the
Experimental Group on Selected Characteristics

<u>Characteristic</u>	<u>Participants</u>	<u>Non Participants</u>	<u>Non Respondents</u>
months as sponsor*	114.3	125.5	97.3
conversion value score*	742.6	711.9	711.6
disc predict decile number*	6.6	5.7	4.5
Number of Cases	(502)	(448)	(1713)

* Significant differences at $p < .001$

The strategy for controlling for sample bias is a bit more complex. First, we need to estimate the probability of being a participant versus a non-participant from a regression equation with a set of variables that predict the likelihood of participation. From this we can obtain a set of predicted scores that can be used as a control measure for sample bias.

Estimating the degree of sample bias is complicated by the fact that there are actually five groups which responded or did not respond to the project. In the experimental group, there are those who agreed to participate, those who refused to participate, and those who failed to respond to our invitation. In the control group are those sponsors who completed the post test survey and those who did not respond. Moreover, the initial contact with the control group was six months after initial contact with the test group. For this reason, non-respondents and participants in each group may differ because of the time difference. In actuality, all five groups are unique.

The non-respondents in the test and control group turn out to be the most alike as shown in Tables 5 and 6, and the non-

participants of the test group are similar to the non-respondents on the Value Conversion Score. Similarly, the control and experimental participants are clearly more alike than either of the other groups. Consequently, to keep matters simple in estimating the effect of sample bias, participants (test and control) were compared to all others. The question becomes what is the probability of participation in the project? To compute that probability, a logistic regression was run using the Months as Sponsor, the Value Conversion Score and the Disc Predict Decile Number as predictors of the likelihood of participation. (Several other equations were computed for alternative breakdowns of the groups with no discernible increase in efficiency.) This equation accounted for only 6 percent of the variation in the likelihood of participation.

A more serious problem arose in that the predicted scores of the probability of participation were highly correlated (.97) with the Disc Predict Decile Score. Retrospectively, this is not at all surprising and attests to the power of the Disc Predict Decile Score. Sponsors likely to discontinue are equally likely not to participate in our educational program, and this makes a lot of sense. This extremely high correlation, however, represents a technical dilemma called multi-collinearity (extremely high correlations among independent variables in a regression equation). The best and only solution here is to drop one of the two correlated variables from the analysis. For this reason, we were forced to drop the predicted scores of participation bias leaving the Disc Predict Decile Score as a control for both

sample bias and background differences.

Did the Educational Program Work?

A fundamental principle in experimental research is to assure that the independent variable actually worked. In this case, the experimental (independent variable) treatment is an educational program of four newsletters. We could, of course, turn directly to the outcome measures and we might determine that the test group sponsors score higher on these measures than the control group sponsors. We might then assume that these gains or differences were due to the educational program. On the other hand, we might find no difference and assume that the program was not successful. In either case, we could be wrong unless we pause to examine the results of the educational program per se.

Several questions were incorporated in the post test surveys to test the effectiveness of the educational program. One of the newsletters in Phase I concerned education and much was made of the extreme low levels of education for females and males in the countries served by PLAN. We even provided a graph which showed the average educational levels of each gender in each country. In the posttest survey, we asked sponsors to estimate the average years of schooling completed by both males and females in the 28 countries served by PLAN. Hypothetically, it is reasonable to expect that the test group will estimate more correctly than the control group. Table 7 shows the breakdown of the scores for each group along with the "correct" answer derived from the statistics presented in the newsletter. We did not actually provide this summary number in the newsletter--rather, we showed

a graph with the averages for each country. In fact, only the axes of the graph were numbered and not the specific countries (see Activity #3 in the Appendix). Therefore, the question is truly synthetic--if the hypothesis is correct that the program worked, the test sponsors had to broadly internalize and generalize the information communicated in the newsletter.

Table 7 shows that the experimental group made significantly lower estimates for the average educational level of males and females than did the control group. Moreover, nearly twice as many sponsors in the control group (31%) said they did not know the answer as did their counterparts in the experimental group (17%). The correct estimates that can be derived from the newsletter are shown in the last column of Table 7. On the basis of this evidence, we could conclude that the educational program influenced the cognitive knowledge of the test group participants.

Table 7

Sponsor Responses to Topics Contained in Phase I Newsletters

<u>Question</u>	<u>Experimental</u>	<u>Control</u>	<u>Newsletter</u>
Average Female Educational Level*	3.4	4.4	2.3
Average Male Educational Level*	5.8	6.4	3.6
Percent Don't Know Educational Level*	17%	31%	---
PLAN Approach	3.6	3.7	---
Number of Cases	(356-413)	(676-934)	

* Significant differences at $p < .001$

Another question in the survey, however, shows no difference in the pattern of test and control group responses. This question asked respondents to indicate their understanding of the approach of PLAN on a scale that went from 1 (short-term emergency relief only) to 5 (long-term sustainable development only). This issue had been discussed in several of the newsletters with an emphasis on long-term sustainable development. Table 7 shows that there were no significant differences between the two groups on this variable. Retrospectively, the null findings on this item are not surprising. Although the issue was emphasized in the newsletters, the issue is also constantly emphasized in other regular mailings to sponsors as in field reports, special reports, and annual reports. On the other hand, the information on the educational levels of males and females is very specific and limited to the educational newsletter in the Buffalo Banks and Borewells educational project.

Although we would have liked to ask additional questions on the survey pertaining to the educational program, we were reluctant for several reasons. First, we needed to keep the survey short and wanted to ask other questions as well. Second, we did not wish to alienate or distress the control group sponsors with questions that they could not answer. The fact that twice as many control group sponsors could not answer the question on educational levels confirms our concerns.

Thus, we argue that the test group sponsors have been significantly influenced by the educational program. To confirm that these differences were due to the experiment and were not spurious, we conducted a controlled regression analysis of the

questions in Table 7. Quite possibly, the results may be due to the fact that the experimental participants scored higher on the Value Conversion Score and the Disc Predict Decile Score. Perhaps also, the participants differ in age, education, or gender. In order to determine this, we examine the effects of the experimental program, controlling for these background variables. Table 8 shows that the background variables have no effect whatsoever on the differences between the experimental and the control group. The figures in Table 8 are the differences between the experimental and control group scores shown in Table 6 (i.e., $17\% - 31\% = -.14$).

Table 8

Effect of Experimental Program on Selected Variables
Controlling for Background Characteristics^a

<u>Question</u>	<u>Uncontrolled Effect</u>	<u>Controlled Effect</u>
Average Female Educational Level*	-1.02	-1.01
Average Male Educational Level*	-.59	-.59
Percent Don't Know Educational Level*	-.14	-.12
PLAN Approach	-.05	-.05

* Significant differences at $p < .001$

^a Background controls include Value Conversion Score, Disc Predict Decile Score, Education, Age, Gender, Number of months as sponsor. Results shown are from OLS regressions. Don't know question was confirmed by use of logistic regression.

In the Post Test II, we were able to ask another small set of questions to pursue the effectiveness of the educational program.

Three of these questions pertained to the direct contents of the newsletters. In one case, we referred to the newsletter that discussed income generation and the fact that a portion of the funding from PLAN was in the form of an interest bearing loan that had to be repaid. In another question, we asked if they knew what the letters GOBI stood for in PLAN's concept of health care. In a third question we asked how they thought their contributions were primarily being used by Childreach. In two other questions, we asked about the Third World, broadly conceived. The pattern of these responses are shown in Table 9. The number of respondents in each group is now fewer in the Post Test II survey.

Perhaps most revealing is the question concerning the interest bearing loans where the gap between the test and the control group sponsors is nearly 50 percent (66 minus 17). Clearly, the test group has been influenced by the newsletter. Likewise, the test sponsors are better able to identify the meaning of GOBI, and to know that contributions are primarily used to benefit the community of the sponsored child. We followed the responses to the GOBI question further by comparing the accuracy of those people who said they could name all four letters. In actuality, the control group sponsors are significantly less able to correctly identify the meaning of each letter than the test group. The only exception to this pattern is that sponsors in both groups were equally successful in identifying the meaning of the "I" letter (perhaps because it is so obvious). Similarly, we observe in Table 9 that the test group sponsors are more informed about Third World issues (compared to one year ago), and more likely

to discuss these issues with others (compared to one year ago) than the control group sponsors.

Table 9

Sponsor Responses to Topics Contained in Phase II Newsletters

<u>Question</u>	<u>Test</u>	<u>Control</u>
Did you know that in some PLAN projects, a portion of the funding is given to families as an interest bearing loan that has to be repaid? (percent who say Yes)*	66	17
How do you think your contributions are <u>primarily</u> being used by Childreach? (percent saying for programs and services that benefit the community where my sponsored child lives)*	59	45
In the past decade, PLAN's concept of health care has adopted the GOBI strategy. Can you identify what each letter stands for? (percent saying Yes to all four letters)*	21	2
Of those who said Yes, the percent correct on each letter are as follows:		
<u>G</u> rowth Monitoring*	91	44
<u>O</u> ral Rehydration Therapy*	95	68
<u>B</u> reast feeding*	69	33
<u>I</u> mmunization	99	98
Compared to one year ago: Are you more or less likely to discuss issues on Third World countries with others? (percent more likely)*	46	21
Compared to one year ago: Are you better informed or less informed about issues in Third World countries? (percent better informed)*	84	31
Number of Cases	(298-363)	(464-521)

* Significant differences at $p < .001$

These results depicted in Table 9 were subjected to a regression analysis controlling for Value Conversion Score, Disc Predict Decile Score, education, age, gender, and the number of

months as sponsor via both an OLS regression and logistic regression. The results of this analysis (not shown) simply do not change the results shown in Table 9 in any discernible way. Thus, we conclude with extremely high confidence that the test group sponsors know more about development in the Third World, about PLAN, and about Childreach than their counterpart control group sponsors who did not have the benefit of the Buffalo Banks and Borwells program. Now the question is how does this experience and this knowledge influence other outcomes?

The Levels of Sponsor Participation in the Project

The experimental sponsors received a total of eight newsletters over the course of the project. Accompanying each newsletter was a short one-half page survey which asked several questions regarding the newsletter. The questions were especially designed to encourage a response. They asked questions regarding the implications of the content of the newsletter and how the sponsor would evaluate the newsletter. They also provided at least one open-ended question to illicit comments from sponsors. Most importantly, these short surveys allow us to monitor the degree of commitment of participation being made by the test group sponsors. Table 10 displays the pattern of responses made by the participants.

In Table 10, we distinguish between the respondents in the project at the end of Phase I and at the end of Phase II. The number of participants represent the maximum sponsors available for analysis. Specifically, in each case, they are the number

of sponsors who have responded to one degree or another and who have not discontinued. In the analysis of income giving and discontinuances, these numbers are relevant. In the analysis of responses to either Post Test I or Post Test II, there are fewer sponsors available due to response rates to the surveys as noted previously.

Table 10

Extent of Participation by Test Group Sponsors to Eight Newsletters

	Phase I	Phase II
Responded to only one (initial invitation)	43	27
Responded to two newsletters	49	32
Responded to three newsletters	115	30
Responded to four newsletters (Phase I)	295	34
Responded to five newsletters	--	44
Responded to six newsletters	--	72
Responded to seven newsletters	--	121
Responded to all eight newsletters (Phase II)	--	142
Total	502	502

Nearly 60 percent (295) of the sponsors participated fully in Phase I of the project. On the other hand, the remaining sponsors participated less fully and less faithfully. It is interesting to note that there were an additional eight (8) sponsors who only responded to one activity and eventually dropped out entirely and became non-participants.³ This attests to the fact that the

³ A total of 14 original participants became non-participants in this manner. This increases the number of non-participating sponsors in the test group to 466.

degree of commitment to the project is indicated by this measure. Over the full course of the project, 263 people (52 percent) in the experimental group responded to seven or eight newsletters. An additional 116 sponsors (23 percent) responded to five or six newsletters. Thus, fully 75 percent of the experimental group participated in both Phase I and Phase II to one degree or another. In most of the analyses that follow, we treat the degree of participation as an important variable. It turns out to be an extremely valuable distinction.

Letters, Gifts, and Discontinuances

The Buffalo Banks and Borewells educational project is designed to effect several different types of outcomes, each of them interrelated. The first, of course, is to increase the awareness of sponsors to the problems of the Third World, the strategies for confronting the challenge of development, and the specific ways in which PLAN accomplishes its goals. We have already addressed this issue in Tables 7, 8 and 9 above. Second, the program purported to increase the commitment of sponsors to their sponsor child (as measured by letter writing), to increase sponsor gift giving, and to decrease discontinuances. Third, the program hoped to increase sponsor satisfaction. Finally, it was hypothesized that attitudes towards Third World development in general would improve. We take up goals 2 through 4 in turn.

We begin with an analysis of the discontinuance rates, letter writing, and income (sponsor gift giving) among the test and control sponsors. These three variables may not quite go together

like "trains, planes, and automobiles." Yet, for Childreach, each of these is a visible and tangible indicator of the commitment of sponsors, and of the vitality and the success of the work of PLAN. From the outset, sponsors are encouraged to communicate via letters with their sponsor child and the child, in turn, sends letters to the sponsor. This personal touch is the muddsill of Childreach, distinguishing it from other comparable non-governmental organizations. Letter writing, continued sponsorship, and gift giving are all part of the same fabric--a committed, involved and satisfied sponsor.

Table 11 shows a detailed breakdown for all possible sub-groups in the project. From top to bottom, Table 11 provides results for the control non-respondents, the test non-respondents, the test non-participants, the control participants, and the eight levels of participation among the test group sponsors ranging from one to eight as previously shown in Table 10. Sponsors who discontinued were eliminated from the analysis of income and letter writing since their presence would have biased the results in favor of the test group. Gift giving is divided into non-sponsor and sponsor income. Non-sponsors income is derived from special appeals while sponsor income is the yearly cost of sponsoring a child or children. Hypothetically, we expected the effects of the Buffalo Banks and Borewells program to be strongest with regard to non-sponsor rather than sponsor gift giving. The sponsor gift is set on an annual basis, and the only way for it to increase would be to sponsor an additional child (which many sponsors do). Non-sponsor gift giving, however, varies and might increase as a result of the educational program.

Table 11
 Percent Discontinuance, Average Letters, and
 Average Gift Giving by Sub-Group

<u>Type of Group</u>	<u>Percent Discontinued</u>	<u>Average Gift Non-Spon</u>	<u>Sponsor</u>	<u>Average Letters</u>
Control Non-Respondents (806)	.30	\$39	\$553	.9
Test Non-Respondents (1713)	.23	\$35	\$541	.9
Test Non-Participants (448)	.18	\$65	\$599	2.4
Control Respondents (971)	.12	\$52	\$581	2.0
Test 1 Response (27)	.18	\$38	\$487	.5
Test 2 Responses (32)	.22	\$35	\$475	.7
Test 3 Responses (30)	.23	\$64	\$585	3.0
Test 4 Responses (34)	.12	\$44	\$576	1.8
Test 5 Responses (44)	.00	\$36	\$579	2.1
Test 6 Responses (72)	.06	\$61	\$565	2.1
Test 7 Responses (121)	.03	\$96	\$654	3.4
Test 8 Responses (142)	.03	\$95	\$600	3.9
Totals (4440)	.20	\$48	\$565	1.6

Comparisons of the Test Participants (5-8) with any other sub-group are significant at $p < .001$ except for sponsor income.

Number of sponsors are shown in parentheses. Sponsors who discontinued are eliminated from the analysis of income and letter writing reducing the size of the sample in each sub-group accordingly. Four sponsors who gave over \$7,000 also were eliminated from the analysis since they represent possible misleading outliers. Two of these sponsors were in the test group and the other two were controls.

The average discontinuance rate among all sponsors during this time period of the entire project was 20 percent. Among the 12 sub-groups, however, the rate ranges from 0 to 30 percent. Most striking is the fact that the test group sponsors who participated

at the highest level (5 to 8 responses) have the lowest rates (0-6%), while any other sub-group manifests extremely high rates (12-30%). The same pattern of results is obtained for the non-sponsor gift giving and the letter writing variables. Sponsor income, however, appears to be unrelated to the levels of participation. Table 12 brings this into sharper focus.

Table 12
Percent Discontinuance, Average Letters, and
Average Gift Giving by Sub-Group

<u>Type of Group</u>	<u>Percent Discontinued</u>	<u>Average Gift Non-Spon</u>	<u>Sponsor</u>	<u>Average Letters</u>
Control Non-Respondents (806)	.30	\$39	\$553	.9
Test Non-Respondents (1713)	.23	\$35	\$541	.9
Test Non-Participants (448)	.18	\$65	\$599	2.4
Control Respondents (971)	.12	\$52	\$581	2.0
Low Test 1-4 Responses (123)	.19	\$45	\$533	1.9
High Test 5-8 Responses (379)	.03	\$82	\$608	3.2
Totals (4440)	.20	\$48	\$565	1.6

Comparisons of the Test Participants (5-8) with any other sub-group are significant at $p < .001$ except for sponsor income.

Number of sponsors are shown in parentheses. Sponsors who discontinued are eliminated from the analysis of income and letter writing reducing the size of the sample in each sub-group accordingly. Four sponsors who gave over \$7,000 also were eliminated from the analysis since they represent possible misleading outliers. Two of these sponsors were in the test group and the other two were controls.

The time period covered is a full 19 months. This includes 17 months of the educational program for the test group only (Aug. 93 - Dec. 94) and two months in which the post test II survey

was mailed and returned from both the test and the control groups (Jan 95 - Feb 95). There was a short period (Mar 94 to May 94) in which the Post Test I was mailed out and returned at the completion of Phase I of the project. During this time, no new educational newsletters were sent out.

The average sponsor income over the course of the project for the test participants in the 5 to 8 response range is \$608. This is only slightly higher than the average contribution of \$565 and it is only \$27 more than the participating control respondents. The non-sponsor gift giving of the high participating sponsors, however, is significantly higher than any other sub-group. Despite the fact that the dollar difference is relatively small (\$30 greater than the participating controls), it tends to be nearly double any of the other sub-groups.⁴ We believe that this is a finding of considerable importance since one might expect non-sponsor gift giving to be influenced by the program, though not necessarily sponsor gift giving since it is established by the act of sponsorship per se. Table 12 also shows that sponsor letter writing for the high test participants is significantly higher (3.2 letters) than the control respondents (2.0).

⁴ In this analysis of income, we eliminated from consideration four sponsors who gave in excess of \$7,000 during the period of the project. Two of these sponsors were in the control group and the others in the test group. Two gave the money as a non-sponsor gift while the other two gave it as a sponsor gift (sponsoring a large number of children). The inclusion is questionable, however, since they represent only a small fraction of the sample and the sponsor base, and they skew the summary statistics.

Another remarkable finding is that the discontinuance rates are virtually the same for the test group sponsors who participated less faithfully (1 to 4 responses) and the test non-respondents and the test non-participants. This leads us to believe that the the low level test group sponsors are probably not very different in their attitudes and commitments from those test group sponsors who chose not to participate or not to respond. Although they agreed to participate at the outset, their lack of consistent response and their discontinuance rate suggests that they are more like the non-participants than the high level participants. It suggests further that a minimal degree of participation is insufficient to alter discontinuance. (This confirms a preliminary finding from the results of Phase I in which we noted the program had little or no effect upon the gift giving and discontinuance rate among the low level participants (1-3 responses at that point).

The control respondents, however, exhibit the lowest discontinuance rates other than the high test participants. Thus, there is clearly a favorable bias towards continuance and gift giving among both the high test and the control group sponsors who responded. And, there appears to be a clear and significant difference between the fully participating test group sponsors and any other group. On the basis of the evidence shown in Table 12, one is led to believe that participation in the Buffalo Banks and Borewells program significantly lowered discontinuance rates, increased letter writing, and raised non-sponsor gift giving so long as we compare the high level test participants to any other group. Of course, in Table 12 we are looking only at uncontrolled

results. We know that the test and control respondents differed initially in several important background characteristics. These initial differences could be the source of the differential results and must be controlled.

In this analysis of discontinuance rates and income, it is difficult to know which is the appropriate control group to use. In the analysis of the survey results, we have no choice but to use the participating sponsors in the control group. Here, however, data is available for all sub-groups. Discontinuance and sponsor giving are monitored by management information systems within Childreach. Consequently, full data is available on these variables for all respondents. In effect, we are not dependent on a response to our survey to analyze these data. One can argue that the proper comparison group to the experimental group should be the entire control group when the data are available as in this case. One would have preferred a 100 percent return from the control group and this is exactly what we have for discontinuance and income. In addition, we would still control for background variables in the regression analysis. On the other hand, the control respondents are more similar to the test group respondents as we have already demonstrated (see Tables 3 and 4). For this reason, we use the control respondents in the following analyses. This represents, therefore, an appropriate yet conservative approach. Any other comparison would probably show greater program effects. Based on the evidence depicted in Table 12, we use only the fully participating sponsors (5-8 responses) in the test group as the reference group.

Table 13 presents the results of several regression

equations which estimate the effect of the experimental program compared to the control group. Row 1 depicts the results for the discontinuance rate. Row 2 shows the results for non-sponsor income and row 3 displays the results for sponsor income. The results for sponsor letter writing appear in row 4. Note that we are comparing the fully participating test sponsors versus the control group sponsors who responded to our survey.

Column 1 of Table 13 displays the uncontrolled effect (.09 for discontinuance, \$30 for non-sponsor income, \$27 for sponsor income, and 1.2 letters) which can actually be derived from Table 12 (high test minus participating control). These are the uncontrolled effects of the educational program. In column 2, we adjust the effect by controlling for a set of background variables --months as sponsor, Value Conversion Score, gender, age, education, marital status, and level of income giving over the past four years.⁵ These controls have no significant effect on either the discontinuance rate or letter writing, but they reduce the non-sponsor income effect to \$16 (still significant at .05). In the final column, the Disc Predict Decile Score is added as an additional control variable. This reduces the effect to .05 for discontinuance, the non-sponsor income to \$14, and letter writing to .6, but these smaller differences do remain substantial and

⁵ The level of giving variable is part of a set of CHAID scores that were developed specifically to predict non-sponsor gift giving. The variable represents the size of sponsor gift giving and is another likely indicator of the socioeconomic status of a sponsor.

significant. Thus, the results are very straightforward. The program significantly reduces discontinuance rates and it increases non-sponsor gift giving and it increases sponsor letter writing, but has no significant effect upon sponsor gift giving among those sponsors who do not discontinue. If non-sponsor and sponsor income were combined the effect would be small and insignificant. Clearly, the most impressive results of the program are in decreasing discontinuance rates and increasing sponsor letter writing.

Table 13

Effect of the Experimental Program

Controlling for Background Characteristics

<u>Outcome</u>	<u>Uncontrolled Effect</u>	<u>Controlled Effect^a</u>	<u>Controlled Effect^b</u>
Average Discontinuance (test 5-8 versus part. con.)	.09*	.08*	.05*
Average Non Sponsor Income (test 5-8 versus part. con.)	\$30*	\$16**	\$14**
Average Sponsor Income (test 5-8 versus part. con.)	\$27	\$12	\$2
Average Number of Letters (test 5-8 versus part. con.)	1.2*	1.0*	.6*

* Significant at $p < .01$; significant at $p < .05$.

^a Background controls include Value Conversion Score, Number of Months as sponsor, gender, age, education, marital status, and level of gift giving. Results shown are from OLS regressions. Discontinuance results were confirmed by the use of logistic regression.

^b Disc Predict Decile Score is added to the previous controls.

There is a problem in adding the Disc Predict Decile Score as

a control when discontinuance is the dependent variable. The Disc Predict Decile Score is highly associated with discontinuance ($r=.6$). This is as it should be since the measure was developed to predict discontinuance. As a control, however, its predictive power is so great that it entirely soaks up the effect of other variables. We see this in Table 13 with regard to the effect of the experimental program, but the same holds true for the effects of age which becomes totally insignificant when Disc Predict Decile Score is controlled (not shown). For this reason, the Disc Predict Decile Score is added separately so that readers can make their own judgments as to which column to use. We believe that the addition of the Disc Predict Decile Score over-adjusts when discontinuance is the dependent variable. This line of reasoning does not apply in the case of income or letter writing where Disc Predict is an appropriate control and column 3 should definitely be used. Consequently, we estimate the effect of the Buffalo Banks and Borewells program on discontinuance rates to be 8 percent. In a subsequent section, we will explore what the difference in discontinuance might mean to Childreach in terms of the costs and the benefits of the program.

The Effects for High Risk Sponsors

An important question for Childreach is the estimated effect of the educational program for high risk sponsors. One likely consideration is to role out the project to the highest risk sponsors. They are defined as those who have been sponsors for less than two years. It is possible to estimate these effects by considering only high risk sponsors in the present study. Since

sponsors in this project have a longevity of two years or greater, we cannot use this measure to indicate the degree of risk. The Disc Predict Decile Score, however, is an excellent predictor of risk as we have noted previously. Therefore, we conducted a sub-analysis on income and discontinuance for those sponsors who scored less than or equal to a score of four (4) on the Disc Predict Decile Score. We chose this level for several reasons. First, we wanted a score that was below the overall mean of 5.1 (see Table 2). We also needed a sufficient number of sponsors in the fully participating test group.

Table 14

Percent Discontinuance, Average Letters, and Average Gift Giving by Sub-Group Among Sponsors with a Disc Predict Score of Four or Less

<u>Type of Group</u>	<u>Percent Discontinued</u>	<u>Average Gift</u>		<u>Average Letters</u>
		<u>Non-Spon</u>	<u>Sponsor</u>	
Control Non-Respondents (429)	.48	\$32	\$515	.4
Test Non-Respondents (865)	.38	\$24	\$505	.4
Test Non-Participants (161)	.38	\$48	\$544	.6
Control Respondents (321)	.25	\$27	\$524	.5
Low Test 1-4 Responses (53)	.33	\$24	\$476	.4
High Test 5-8 Responses (75)	.09	\$47	\$534	.8
Totals (1903)	.37	\$30	\$514	.5

Comparisons of the Test Participants (5-8) with any other sub-group are significant at $p < .001$ except for sponsor income.

Number of sponsors are shown in parentheses. Sponsors who discontinued are eliminated from the analysis of income and letter writing reducing the size of the sample in each sub-group accordingly. Four sponsors who gave over \$7,000 also were eliminated from the analysis since they represent possible misleading outliers. Two of these sponsors were in the test group and the other two were controls.

Table 14 shows essentially the same pattern of results as in Table 12, except that the effects are more dramatic for discontinuance rates. For this high risk group as a whole, the discontinuance rate is much higher (.37) and the income is down (non sponsor = \$30 and sponsor = \$514 and letter writing is only .5 of a letter) from the results shown in Table 12 for the full sample. Once again, however, the fully participating test group is much lower in discontinuance (.09), higher in non-sponsor gift giving (\$47), and higher in letter writing (.8) than any other group. And again also, the test participants at the low levels (1-4) are not greatly different from the control respondents.

In Table 14, we see an enormous discontinuance difference of 16 percent favoring the test group over the controls. In addition, the test sponsors wrote more letters (.8 minus .5) and gave more non-sponsor income (\$47 minus \$27) than the control sponsors. This tends to confirm the previous finding that the real effects of the program are in lowering discontinuance rates rather than increasing gift giving among the sponsors who have not discontinued. Of course, the real results are shown in Table 15 where the background controls are added as we did above in Table 13.

Table 15 shows the difference in the discontinuance rates between the fully participating test group sponsors (5-8) and the participating controls only. We can see immediately that the influence of the control variables are minimal for these high risk sponsors who are very much alike in background as a result of their score on the Disc Predict Decile Score (1 to 4). Even after controlling for the background variables, the test

participants have a discontinuance rates that is 15 percent lower than the controls. Even after the controls have been added, these test sponsors (who otherwise are predicted to discontinue) write significantly more letters and give more non sponsor gifts. Taken as a whole, Table 15 demonstrates that the effects of the educational program for the high risk sponsors are considerably greater than the effects for the entire sample, especially with regard to discontinuance rates.

Table 15

Effect of the Experimental Program

Controlling for Background Characteristics

Among Sponsors with a Disc Predict Score of Four or Less

<u>Outcome</u>	<u>Uncontrolled Effect</u>	<u>Controlled Effect^a</u>	<u>Controlled Effect^b</u>
Average Discontinuance (test 5-8 versus part. con.)	.16*	.15*	.14*
Average Non Sponsor Income (test 5-8 versus part. con.)	\$20*	\$16**	\$14**
Average Sponsor Income (test 5-8 versus part. con.)	\$10	\$1	\$0
Average Number of Letters (test 5-8 versus part. con.)	.3**	.2**	.2**

* Significant differences at $p < .01$; ** significant at $p < .05$.

^a Background controls include Value Conversion Score, Number of Months as sponsor, gender, age, education, marital status, and level of gift giving. Results shown are from OLS regressions. Discontinuance results were confirmed by the use of logistic regression.

^b Disc Predict Decile Score is added to the previous controls.

Sponsor Satisfaction

Increased sponsor satisfaction is one of the direct goals of the educational program. It is of paramount importance and it is reasonable to assume that satisfied sponsors are more likely to increase their donations and that they would be less likely to discontinue in the long run. We asked a series of questions regarding sponsor satisfaction on the survey. These questions appear in the rows of Table 16. Sponsors were able to choose an answer that ranged from very satisfied (1) to not at all satisfied (5). Table 16 shows the percentage of sponsors who reported being "very satisfied" in both the Phase I and the Phase II surveys. As was the case in the analysis of gift giving and discontinuances, the low participating test group sponsors (1-4) were unaffected by the program. Their levels of satisfaction do not differ from the control group on any of the questions displayed in Table 16. Therefore, they are excluded from the analysis with the important note that the program is ineffective for sponsors who participate only at a minimum level. Also excluded are the sponsors who discontinued at some point during the project. Thus, we are comparing only active sponsors in the high test and control groups.

Several facts are immediately apparent. First, at the end of Phase I, the high participating test group was more satisfied than the control group sponsors on four of the six questions and there was no significant difference for the other two items. The two non-significant differences concerned matters not directly part of the Buffalo Banks and Borewells program (letters from sponsored child and information from Childreach regarding the

sponsored child). On the matters central to the educational newsletters (quality of PLAN program in the field and reports of these programs and overall satisfaction), however, the test group was significantly more satisfied.

Table 16

The Percent Very Satisfied With Childreach by Phase and Group

<u>Question</u>	<u>Phase I</u>		<u>Phase II</u>	
	<u>Test</u>	<u>Control</u>	<u>Test</u>	<u>Control</u>
Overall, how satisfied are you with Childreach?	56	46*	63	43*
How satisfied with letters from sponsored child?	49	52	56	51
How satisfied with info received from Childreach concerning my sponsored child and family?	53	49	56	48**
How satisfied with the quality of PLAN programs in the field?	52	44*	61	44*
How satisfied with personal contact with staff at the Warwick, RI Childreach office?	40	32*	51	32*
How satisfied with informal reports describing PLAN programs in the field?	47	37*	51	38*
Minimum Number of Cases	(341)	(804)	(314)	(477)

* Significant at $p < .01$; ** significant at $p < .05$.

The second point of interest in Table 16 is that the level satisfaction for the control group does not change from the end of Phase I to the end of Phase II. This strongly suggests that the degree of satisfaction registered by the control respondents consistently and reliably reflects the average level of satisfaction among existing Childreach sponsors who were not

offered the Buffalo Banks and Borewells Program. The satisfaction of the test group, however, increases dramatically over this same period to a significant degree on each of the questions. For example, with regard to overall satisfaction, the gap between the test and control sponsors is 20 percent at the end of Phase II and it was 10 percent at the end of Phase I. This suggests that the difference between the two groups at the end of Phase I was due to the educational program, and that this initial difference was extended by virtue of participation in Phase II of the program. In any event, the results at the conclusion of the program are quite astounding. Test group sponsors are clearly more satisfied with Childreach and PLAN. Of course, these differences in Table 16 are uncontrolled. In order to pursue this further, we conducted a separate analysis controlling for the background differences between the test and control groups.

Table 17 displays the controlled effects of the program for each of the questions regarding the level of sponsor satisfaction. Column 1 shows the uncontrolled effect derived from Table 16. Column 2 shows the results after controlling for a full set of background variables. The results here show small reductions in the program effect due mostly to differences in Disc Predict Decile Score. But in the four critical questions, the influence of the program remains highly significant and substantial. In column 3, we control for the level of satisfaction at the end of Phase I. The result is the effect of the program from the end of Phase I to the end of Phase II since we have now controlled for the Phase I effect. This finding is extremely important. Generally,

Table 17

The Controlled Effects of Buffalo Banks and Borewells on
 Sponsor Satisfaction (Difference in Percent Very Satisfied)

Question	Uncontrolled Effect	Background Controlled Effect ^a	Controlling for Phase I Satis Score Effect ^b
Overall, how satisfied are you with Childreach?	.20*	.17*	.11*
How satisfied with letters from sponsored child?	.05	.05	.01
How satisfied with info received from Childreach concerning my sponsored child and family?	.08**	.05	.00
How satisfied with the quality of PLAN programs in the field?	.17*	.13*	.07**
How satisfied with personal contact with staff at the Warwick, RI Childreach office?	.19*	.17*	.11*
How satisfied with informal reports describing PLAN programs in the field?	.13*	.10**	.07

* Significant at $p < .01$; ** Significant at $p < .05$. Results shown are from OLS regressions. Results were confirmed by the use of logistic regression. Minimum pairwise number of cases is 503.

^a Background controls include Value Conversion Score, Number of Months as sponsor, Disc Predict Decile Score, gender, age, education, marital status, and level of gift giving.

^b The Phase I score on satisfaction is added here in addition to all previous controls. Thus, the effect shown in this column is the result of the program on satisfaction at the end of Phase II net of the results at the end of Phase I.

the results indicate that half of the difference in satisfaction at the end of Phase I is due to gains that were made during Phase I of the program. This confirms the results from Table 16 which show that the differences in satisfaction between the test and

the control groups become greater (often twice as great) from the end of Phase I to the end of Phase II. Thus, the effect of the program on sponsor satisfaction are especially encouraging. Each phase generates greater sponsor satisfaction to about an equal extent. We actually confirmed this by going one step further. We examined the influence of the program on the Phase I results after controlling for the background variables (not shown). Indeed, the results of Phase I on satisfaction are about half of the results at the end of Phase II.

The effects shown in Tables 16 and 17 favor participation in the educational program with regard to sponsor satisfaction. Test group participants are significantly more likely to be more satisfied with PLAN programs in the field, with personal contact at the Warwick office, with informal reports describing PLAN programs, and more satisfied overall. And the more and the longer that sponsors participate in the program, the more satisfied they are. There are no significant differences on questions concerning satisfaction with communications about the sponsored child. Since the educational program did not attempt to influence these communications, however, these null findings are not surprising.

Attitudes and Knowledge about Development

We asked a number of questions on the survey pertaining to a wide range of Third World issues. Many of these questions were taken directly from previous studies commissioned by U.S. AID. One U.S. AID survey was conducted in 1986 and a second in 1993. Each of these surveys contained two components: there was a large general survey of the United States public and a smaller survey

among a population of "activists" (1986) and "NGO participants" (1993). In the analysis which follows, we make comparisons between the Childreach survey and one or more of the earlier studies when it is possible to do so. As it happens, all of the questions are not available for all studies. In all of the surveys, the following definitions were provided: The term Third World is used to mean those developing countries in Africa, Asia, and Latin America whose economies and standard of living are lagging behind. The term developed nations is used to mean the United States and Europe and other countries that are richer, and whose economies are fully industrialized.

We begin with a set of questions asking respondents to prioritize Third World strategies from low (1) to high (10).⁶ Respondents were asked to categorize each of the types of assistance that are shown in Table 18. We closely examined the responses of the participants in the test group with particular attention to differences that might exist between the low test participants (1-4 responses) and the high test participants (5-8 responses). In view of the earlier analyses, we suspected that the low test participant group might perform at or below the levels of the control group. In fact, this was the case. In all cases, there were no significant differences between the low test participants and the controls. In most cases, the scores were

⁶ In our survey, the range was low (1) to high (5) which we used for the sake of simplicity. In the analysis, however, we double the scores in order to make them comparable to previous studies which used the low (1) to high (10) format.

Table 18

Priority of Types of U.S. Assistance to Developing Countries
(Lowest Priority = 1 to high Priority = 10)^a

Question	U.S. AID Surveys			Childreach	
	1986 Public	1993 Public	1993 DevEd	Test	Control
Relief for victims of disasters like floods, droughts, and earth-quakes	8.3	7.4	7.7	7.9	8.2
Giving money to Third World countries to pay their foreign debts	3.2	---	---	3.2	3.2
Building large projects such as roads, dams, and hospitals	6.5	5.9	5.6	5.9	5.9
Sending American volunteers like in the Peace Corps, to work in other countries	7.4	---	---	6.8	6.9
Providing direct health care, i.e. immunizations	7.7	---	---	8.5	8.5
Providing educational programs that help countries lower infant death rates	7.3	7.0	7.4	8.7	8.0*
Programs to support small businesses by local people in those countries	5.9	5.6	7.6	8.1	7.1*
Education on family planning and providing birth control	7.5	7.1	7.9	8.4	8.1
Initiating sustainable community development	---	---	---	8.7	8.0*
Helping developing countries to prevent the spread of AIDS disease	---	7.9	7.7	8.2	7.8*

^a In the Childreach survey, a 1 to 5 priority format was used. In order to compare to previous studies Childreach scores were doubled.

* Significant at $p < .01$; for the comparison of Test and Control groups only, after control for Value Conversion Score, Number of Months as sponsor, Disc Predict Decile Score, gender, age, education, and marital status. Test group is high participants (5-8) only. Discontinued sponsors were excluded.

virtually identical. Thus, as we have done previously, our main comparison is between the high test participants and the controls. We do not show the low test participant group in Table 18 and the statistical analyses applies only to the high test participants vis a vis the controls. Once again, however, we point to the futility of expecting much from sponsors who participate only in a superficial manner. A note should be made that the number of respondents in each group is less than before since we now are looking at responses to the post test II survey. Note also that discontinued sponsors are excluded from these analyses as we have done previously in order to obtain a clean program effect.

We can begin by observing the similarity of responses in the first five rows. In row 1, we note that concern for victim relief remains a high priority although it is slightly less important for the high test participants. From row 2, it is clear that merely giving money to Third World countries is a low priority. And in row 3, we see that building projects have declined since 1986. For these three items, the 1993 results in the U.S. AID survey and the Childreach survey are virtually identical, and there are no differences between our test and control groups. Sending American volunteers like the Peace corps remains a high priority (row 4) as does direct health care (row 5). In the Childreach study, providing health care is higher than in the 1986 general public survey. It is important to note that in rows 1-5, there are no significant differences between the test and control groups. And no differences should be expected since these types of assistance were not emphasized in the Buffalo Banks and Borewells educational

program. The same is true for row 8 regarding family planning and providing birth control. These were not part of the Buffalo Banks and Borewells program.

In rows 6, 7, 9, and 10, however, we examine four types of assistance that formed an emphasis of the educational newsletters. In each case, there exists a significant difference between the test and the control group sponsors. Participants in the experimental group place higher priority than control group sponsors on educational programs to help lower infant death rates, programs to support indigenous business aimed at income generation, initiating sustainable development projects, and helping to prevent the spread of AIDS. None of the earlier surveys asked the question concerning sustainable development. There is convincing evidence here that the test group has become more knowledgeable and aware of the types of assistance provided by PLAN. These results shown in Table 18 control for background characteristics of Disc Predict Score, Value Conversion Score, longevity of sponsorship, gender, age, education, and marital status.

Sponsors were asked to respond to a series of statements regarding U.S. economic assistance for development in Third World countries. A selected set of these statements are shown in Table 19. The format asked the respondents to either strongly agree, somewhat agree, somewhat disagree, or strongly disagree with each statement. In Table 19, we have collapsed the strongly and somewhat agree into a single percentage for comparison with the earlier U.S. AID surveys (this is the format they used in their reports). Once again, we have removed the low test group from the

analysis. Just as before, their responses were generally equivalent to the control group responses.

Table 19

Statements of U.S. Economic Assistance for Development
(Percent of Strongly and Somewhat Agree)

Question	U.S. AID Surveys			Childreach	
	1986 Public	1993 Public	1993 DevEd	Test	Control
We need to solve our own poverty prob. before we turn attention to other countries	84	91	49	37	50*
Aid is frequently misused by foreign governments	88	--	--	94	94
U.S. Aid has not been effective in improving poor people's lives in the 3W	58	--	--	38	47*
The problems in developing countries are so overwhelming that they cannot be overcome	53	42	14	11	21*
Traditional sex roles for men and women are major obstacles to development	--	--	--	83	71*
U.S. Aid is essential if developing countries are to become self-sufficient	80	68	79	79	74

* Significant at $p < .04$; for the comparison of High Test and Control groups only, after control for Value Conversion Score, Number of Months as sponsor, Disc Predict Decile Score, gender, age, education, and marital status. Discontinued sponsors were excluded.

Table 19 shows four (4) items on which the test and control group differ significantly. Each of these items is related to the content of the educational newsletters. In rows 1, 3, and 4, a lower percent of agreement (the test group) indicates a belief that

problems in the third World can be overcome and that confronting these Third World problems is important. The newsletters repeatedly demonstrate PLAN projects doing this successfully. Note that the control group and the 1993 U.S. AID survey with Development Education groups are practically equivalent in row 1. Row 5 is perhaps the most revealing of the success of the educational program. Several of the newsletters specifically identified and discussed the problems for development that are posed by traditional sex roles for men and women. The results in row 5 clearly show that the test group recognizes this problem to a significantly greater degree than does the control group sponsors. The remaining rows in Table 19 (2 and 6) show no differences between the test and control group as would be expected since these broad issues were not discussed in the educational newsletters. It is useful to note that most of the responses are in line with the previous surveys, especially the most recent 1993 survey among the NGO sample.

Another set of statements on the survey concerned descriptions of respondents themselves. There were three such statements as shown in Table 20. Respondents were asked to read the statement and to indicate if it described them very well, somewhat, or not at all. Once again, our preliminary analysis suggested that the low test group be removed. This question was also asked of a group of "activists" in development education in the 1986 survey and these results are included in Table 20.

Clearly, the most striking thing about Table 20 is that the experimental and the control group do not differ on the item in row 1. Moreover, the 1993 responses are quite similar to those

made to a similar group in 1986. On this general question concerning foreign aid, the results confirm that the test and control group respondents are not different from one another. In row 2, however, the test group indicated that they know a bit more than the control group about organizations (like Childreach) that run programs to help Third World countries. This difference, although small, is significant. Moreover, it moves in the direction of the response made by the "activists" in the U.S. AID 1986 survey (which is what we might expect).

Table 20

Statements Describing Respondents to the Survey
(Percent Indicating Very Well or Somewhat)

Question	U.S. AID Survey 1986		Childreach	
	Activists		Test	Control
I feel a lot of foreign aid never gets to the people who need it.	94		94	96
I don't know very much about the organizations that run programs to help Third World countries.	81		85	89*
I feel the Third World's problems are so great that my help can't make much of a difference.	48		27	35*

* Significant at $p < .05$; for the comparison of High Test and Control groups only, after control for Value Conversion Score, Number of Months as sponsor, Disc Predict Decile Score, gender, age, education, and marital status. Discontinued sponsors were excluded.

On the last statement (row 3) of Table 20, we observe that the test group again is significantly less likely than the control group to feel that Third World problems are so great that one's

help can't make much of a difference. This suggests, in keeping with the previous tables, that the test group has learned from the educational program that Third World problems are being confronted effectively by PLAN, and consequently, that their help does make a difference.

Finally, with regard to measures of respondents' attitudes towards development in the Third World, we asked several questions concerning the involvement of Childreach, and the sponsor's own self-perception of knowledge about Third World issues. Responses to these questions are shown in Table 21. Once again, we have excluded the low test group from the analysis.

The most revealing fact to be derived from Table 21 appears in row 1. A significantly greater percent of the control group sponsors are not clear as to whether or not Childreach is doing more than it should, about the right amount, or less than it should. By comparison, the sponsors in the test group are less likely to answer by saying they don't know. Our interpretation of this is that the test group sponsors have more knowledge about the work of Childreach via the Buffalo Banks and Borewells educational program. This interpretation is fully consistent with all of the previous analyses.

Also shown in Table 21 (in row 2) is the fact that the test group is better informed about Third World issues than they were one year ago as compared to the control group. The difference here (54 percent) is quite remarkable even allowing for some degree of inflation on the part of the test group. And it appears that the test group sponsors were significantly more likely than the control

sponsors to discuss their involvement with someone outside their immediate household. We interpret this latter behavior as a sign of greater involvement and commitment to Childreach and to Third World issues.

Table 21

Attitudes Regarding the Commitment of Childreach

<u>Question</u>	<u>Test</u>	<u>Control</u>
Do you think that <u>Childreach</u> is doing more than it should, about the right amount, or less than it should to fight poverty in other parts of the world? (% don't know)	11	28*
Compared with one year ago, are you better informed or less informed about issues in Third World countries? (% better informed)	85	31*
Over the past year, have you ever had an occasion to discuss your involvement with Childreach with anyone outside your immediate household? (% Yes)	70	58*

* Significant at $p < .01$; for the comparison of High Test and Control groups only, after control for Value Conversion Score, Number of Months as sponsor, Disc Predict Decile Score, gender, age, education, and marital status. Discontinued sponsors were excluded.

The Relative Effect of the Buffalo Banks and Borewells Program on Sponsor Satisfaction and Other Outcomes

These results prompted us to ask what factors have the greatest effect upon sponsor satisfaction. Clearly, we have learned that the Buffalo Banks and Borewells program influences several important outcome variables, but what about the possible influence of other predictor variables? For example, what is the relative influence of longevity or educational level when compared

to the influence of the Buffalo Banks and Borwells educational program. Previously, we have controlled for these variables, but we have not documented their actual influence. In order to pursue this question, we examine the standardized effects of the educational program and a set of background control variables on each of the key outcome measures. A standardized effect transforms each unstandardized effect into a number that ranges between 0 and 1.0. The advantage of this methodology is that we can compare the relative strengths of the experimental program with the other control variables. This is a valuable perspective since it places the effect of the program into a relative context. Exactly how powerful is the educational program relative to other factors that are beyond the control of Childreach?

Table 22 shows the results of this analysis of standardized effects. We created a single composite measure of satisfaction which was the simple sum of the four most significant questions shown in Table 17. We created another composite reflecting knowledge of Third World issues based upon the eight significant items in Tables 18 and 19 above. We assume that sponsor awareness of Third World issues will influence sponsor satisfaction which in turn will influence letter writing, and that each of these may influence discontinuance, and that gift giving is ultimately influenced by all the previous variables. For this reason, only the background variables and participation in the program are used to predict awareness of Third World issues, and then that the Third World issues variable is added as a predictor variable for sponsor satisfaction and so forth.

Table 22

Standardized Effects of Variables on Critical Outcomes

Predictor Variable	Sponsor Knowledge 3 World	Sponsor Satis	Letter Writing	Discon- tinuance	Sponsor Gift Giving
High Test versus Control	.17*	.19*	.07**	.09**	--
Disc Predict Score	.09**	.14*	.45*	.42*	--
Married versus Other	--	--	--	--	--
Single versus Other	--	--	--	--	--
Gender	.08**	--	.07**	.05**	--
Education	.08**	--	--	--	--
Age	.10**	--	--	--	--
Months as Sponsor	--	--	--	.10**	--
Level of Gift Giving	--	--	.08**	--	.08**
Value Score	--	--	--	--	--
Third World Knowledge	NA	.16*	.07**	--	--
Sponsor Satisfaction	NA	NA	--	.08**	.07**
Letter Writing	NA	NA	NA	--	.36*
Discontinuance	NA	NA	NA	NA	.31*
R ²	.09	.14	.26	.17	.31

Only significant coefficients at $p < .01^*$ and at $p < .05^{**}$ are shown. Results shown are from OLS regressions. In all comparisons, females are more satisfied, write more letters, give larger gifts, and discontinue less, although this is not always significant. The same is true for older and more educated sponsors and for other versus either married or single sponsors.

This analysis differs from the previous analyses of outcomes where we excluded discontinued sponsors. In that case, we wanted a clean measure of the effect of the educational program on currently existing sponsors in the test and the control group. Including discontinued sponsors in that set of analyses would have biased the program effects since there were more discontinuances in the control group and these people would learn less, be less satisfied, write fewer letters, and give fewer gifts. In this case, however, we are asking a different question. Namely, what is the relative effect of certain predictor variables on learning, on satisfaction, on

letter writing, on discontinuance, and on gift giving? In asking this question, we assume that there is a causal order in which knowledge of Third World issues (including the operation of PLAN) may influence sponsor satisfaction, and that both of these may influence letter writing and discontinuance, and in turn, all of these variables, along with the background variables may influence gift giving.

The most powerful predictor of a sponsor's knowledge of Third World issues is exposure to the Buffalo Banks and Borewells educational program. Of course, this comes as no surprise and confirms our basic hypothesis and our earlier findings. What we also learn from Table 22 is that females learn more than males, as do those with higher educational background, as do older sponsors and those sponsors who are less likely to discontinue. Most of this is no surprise, but clearly the results point up the effectiveness of the educational program.

The three most important predictor variables of sponsor satisfaction are the Disc Predict Decile Score, participation in the Buffalo Banks and Borewells program, and knowledge of Third World issues which is produced from the educational program. Thus, the program has positive effects on sponsor satisfaction which are both direct and indirect. This is an important finding, for it suggests that part of the reason that program participants are more satisfied is that they are more aware of Third World issues and the operation of PLAN. This is the indirect effect. There is, however, also a direct effect (see Figure 1) which means that there are reasons other than Third World knowledge that increase sponsor satisfaction if they participate in the

program. One possibility is that they see the project as meritorious (which is what we would hope) and that they become more satisfied on this basis over and above what they actually learn about Third World issues.

Aside from these three variables, no other factor makes a significant difference in sponsor satisfaction. In this comparison of factors that make a difference for sponsor satisfaction, therefore, the Buffalo Banks and Borewells educational program fares very well. And there is nothing that can be done to change the Disc Predict Score.

How do these results compare with those obtained for letter writing and discontinuances? For each of these dependent variables, the Disc Predict Score is by far the most powerful predictor. In each case, Disc Predict is three to four times as important as any other independent variable. Since it was modeled to predict discontinuances, this finding is comforting and fully expected. The large impact on letter writing, however, is quite likely a spurious finding since letter writing is one of seven variables that comprise the Disc Predict composite score. We removed the Disc Predict Score and substituted the various elements that make it up (promotion effort code, mode of payment, etc.). This strategy did not influence the effect of the other variables, most notably the BBB program and Third World knowledge, and the individual variables were ineffective, and it produced a much smaller R^2 . For this reason we retained the Disc Predict score in Table 22, but recommend caution with this finding.

For both letter writing and discontinuance, there are several

other independent variables which serve as significant predictors but to a lesser extent. Among these, in each case, is the influence of participation in the Buffalo Banks and Borewells program. Thus, the educational program continues to compare quite favorably with other possible predictor variables for both letter writing and discontinuances. Of course, we have already established the independent effect of the program in previous analyses. Here we are comparing the strength of this effect to the other variables in the model. And once again, it is well to remember that little can be done to change the other variables.

Also, it is important to note, once again, that the educational program has both direct and indirect effects on both letter writing and discontinuances (see Figure 1). In the case of letter writing, knowledge of Third World issues "explains" some of the program effect (this is shown in the indirect effect from BBB to Third World to letter writing). Yet, some of the effect is "unexplained" by either Third World knowledge or sponsor satisfaction, and this appears as a remaining direct effect (.07) in Table 22. Likewise, in the case of discontinuances, sponsor satisfaction "explains" some of the program effect (this is shown in the indirect effect from BBB to sponsor satisfaction to discontinuance). Yet, some of the effect is "unexplained" by either Third World knowledge or sponsor satisfaction or letter writing, and this appears as a remaining direct effect (.09) from BBB to discontinuance in Table 22.

Finally, Table 22 shows results for regular sponsor gift giving. Previously, we have considered both sponsor and non-sponsor gift giving and have paid somewhat more attention to non-

sponsor giving. In these earlier analyses, we excluded the discontinued sponsors and were interested in comparing gift giving among the active test and control group sponsors to determine the effects of the program. Under that scenario, we did not expect to obtain differences in regular gift giving. Here, our focus is a little different. We are interested in the relative effects of all the variables including the discontinuance variable. With this in mind, it should be noted that for regular sponsor gift giving there is a significant gift giving difference between test and control sponsors due largely to the differences in discontinuances that we have previously shown. Since regular sponsor giving is much greater than non-sponsor giving (about ten times as great), we concentrate on this outcome. With regards to non-sponsor gift giving, the level of gift giving is by far the most influential variable (.25) and the only other significant predictor variable is letter writing (.07). This analysis is not shown in Table 22.

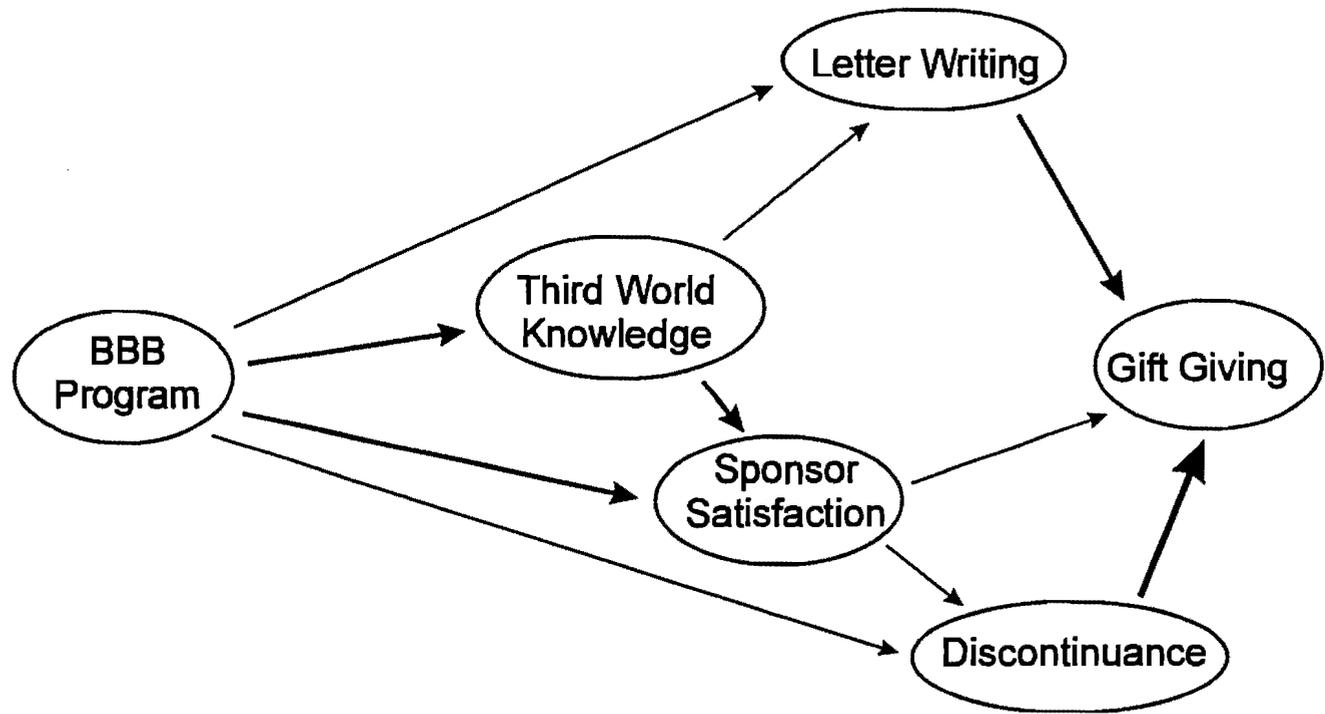
Quite surprising, letter writing is clearly the most important predictor of sponsor gift giving. However, this may be somewhat misleading in this case. It turns out that each additional letter is worth an additional \$33 of estimated gift giving. With this in mind the difference between no letters and ten letters is \$330. The average difference between an active and a discontinued sponsor in total gift giving over the 19 month period is \$330, controlling for all the other variables in the equation (the actual difference is obviously greater). For this reason, Table 23 shows letter writing to be overly powerful. In

reality, however, the average sponsor writes only two letters and 90 percent of the sponsors write between 0 and 5 letters. Consequently, the power of the letter writing variable must be tempered by common sense and the actual knowledge of how many letters are written. Thus, the impact of letter writing, though clearly significant, is probably closer to .20 than to .36. This common sense estimate (.20) of the letter writing influence is reflected in Figure 1. Bearing this discussion in mind, we can note that the next most powerful variable is whether or not the sponsor has discontinued (.28). In reality, this is the most important variable. Sponsor satisfaction and longevity have smaller although significant effects. The educational program does not significantly influence total sponsor gift giving directly after adding the controls for discontinuance, satisfaction and letter writing. Needless to say, the program does influence gift giving through all of the indirect paths and outcomes shown in Figure 1. These indirect variables actually "explain" (in part) why and how the program influences sponsor gift giving. It does so indirectly through each of these three variables. In Figure 1, the paths with the arrows have differing degrees of influence as we have noted above. For example, the greatest influence on gift giving is discontinuances, followed by letter writing, and followed lastly by sponsor satisfaction. The effect of discontinuances is three times greater than satisfaction, and letter writing is twice as great as satisfaction (see Table 22 and discussion above especially as regards to the common sense understanding of the effect of letter writing). Consequently, in Figure 1 the width of the path lines is tripled or doubled whenever the effect is of this magnitude.

Figure 1

Model of the Influence of Buffalo Banks and Borewells on Outcomes

Background
Controls
Value Score
Months as Sponsor
Disc Predict Score
Level of Gift
Gender
Age
Education
Marital Status



Who are the High Participating Sponsors

In the above analyses, we have shown that the educational program benefits only the fully participating sponsors (5-8 responses) in terms of satisfaction, letter writing, income and discontinuance rates. And among this group, those with low Disc Predict Scores benefit the most. This prompts us to probe further into the characteristics of these sponsors. Since the program seems to have little or no impact (in the short term) on the low participating (1-4 responses) sponsors, it is important to determine how these two groups differ. Conceivably, Childreach would only "roll out" the program to those sponsors with characteristics similar to the high participating sponsors.

In order to pursue this question, we examine the test group participants separately. What are the distinctive characteristics of the high participating test group sponsors relative to the low participating test group? In this analysis, it was difficult to know whether or not to include the discontinued sponsors, although the results are not significantly changed even if they are included. We decided to include them on the following assumption: we wanted to determine the initial characteristics of those sponsors who became high participants, with very low levels of discontinuance.

Fully participating sponsors (5-8 responses) have higher Disc Predict Scores than any other group. In fact, as shown in Table 23, there exists a clear and linear relationship of subgroup to Disc Predict Score. Test participants with five (5) or more responses are significantly higher than any other subgroup (they are less likely to discontinue). The Disc Predict

Scores of the lowest participating sponsors (1-3 responses) are actually lower than the control participants. The test sponsors with four (4) responses are exactly equivalent to the control participants on the Disc Predict Score (5.8). Thus, the high test participants (5-8 responses) are clearly different from the low test participants, and from the control sponsors, and from any other sub-group as shown in Table 23.

Table 23
Selected Characteristics by Sub-Group

<u>Sub-Group</u>	<u>Disc Predict Average Score</u>	<u>Percent Female</u>	<u>Percent Paid TV</u>
Control No Response	4.2	NA	.19
Test No Response	4.5	NA	.17
Test No Participation	5.7	NA	.14
Control Participants	5.8	.59	.13
Test Participants (1)	5.2	.60	.15
Test Participants (2)	4.5	.53	.22
Test Participants (3)	5.0	.13	.17
Test Participants (4)	5.8	.79	.15
Test Participants (5)	6.5	.66	.09
Test Participants (6)	6.5	.64	.07
Test Participants (7)	7.2	.70	.08
Test Participants (8)	7.5	.71	.04
Total	5.1	.61	.15

It should be noted, however, that the standard deviation for all sub-groups is about 3.0. This means that there is considerable variability in each group. We used this variability in our earlier

analysis of sponsors with low Disc Predict Scores among the high participating test group. On average, however, high participating sponsors are characterized by low discontinuance to begin with. It is important to re-emphasize that we control for this background difference in all analyses of outcomes. Here we are only trying to profile the characteristics of all the participants vis a vis each other and the other sub-groups.

Also shown in Table 23 is the fact that the high participating sponsors are more likely to be female and less likely to have been recruited via a paid TV advertisement. About 70 percent of the highest level participants are females compared with an average of 61 percent for the sample as a whole. Only about 6 percent of these highest level test participants were recruited via a paid TV commercial compared to about 15 percent for the whole sample. Although not shown in Table 23, the high test participants are more likely to pay via the use of a monthly coupon book and they were more likely to have been recruited by direct mail.

In addition, the high test participants are characterized by greater longevity (average is 129 months at the outset), higher Value Conversion score (average is 748), and slightly higher educational level (though not significant). They are also slightly older, but again not significantly so. The high test participants are not more likely than other groups to provide unsolicited comments in response to the educational activities. We had thought that this would not be the case and that participation would be strongly related to the commentary which we thought of as a sort of dialogue. It is actually difficult to obtain a valid indicator of the relationship between

the level of participation and unsolicited comments since the two are constrained to be strongly associated by default. Sponsors who responded to only one newsletter were constrained to make only one unsolicited comment and so forth. An examination of comments made in response to the first newsletter (where all had an equal opportunity to comment) shown that the high participants were no more likely to make unsolicited comments than those who became low participants.

One might assume that high test participants group with the highest Disc Predict Scores, along with the other characteristics noted above, would be well informed about the type of work that PLAN conducts in developing countries. Being less likely to discontinue and being sponsors for a longer duration, it would seem that they would be better acquainted with the work of PLAN than participants in any other experimental sub-group. Generally, this turns out to be true with a single exception which we will take up first.

In Activity #1, we asked sponsors if they knew that PLAN did the kind of work that was presented in the newsletter. The newsletter described the community development projects of Buffalo Banks and Borewells. Surprisingly, only 52 percent said that they did know and 48 percent said they were unaware that PLAN did this type of community development work. This was quite an interesting finding in itself: fully one-half of Childreach sponsors who agreed to participate in the project are uninformed or misinformed regarding the central activities of the organization.

Table 24

Sponsors Who Knew About Community Development Work by Sub-Group

Sponsor Knew About the Community
Development Work Described in
Educational Activity #1

<u>Sub-Group</u>	<u>Yes</u>	<u># of cases</u>
Test Participants (1)	81%	(26)
Test Participants (2)	83%	(31)
Test Participants (3)	57%	(28)
Test Participants (4)	41%	(31)
Test Participants (5)	55%	(44)
Test Participants (6)	39%	(68)
Test Participants (7)	45%	(113)
Test Participants (8)	43%	(131)

* Significant differences at $p < .001$

Table 24 displays the relationship of the test group participants to whether or not sponsors knew about the community development work of PLAN. It is clear from Table 24 that the fully participating sponsors (especially 6-8 responses) knew less about PLAN's work than the low test participants (1-3 responses). This finding is quite remarkable. Sponsors who participated the most and gained the most, actually knew the least about PLAN at the outset (with regard to this specific question). And these sponsors are, in fact, the best sponsors in the organization to begin with, as judged by the variables (Disc Predict Score, longevity, etc.) noted above. Sponsors who were more likely to discontinue at the outset claimed far

more knowledge about PLAN than the other sub-groups and were unaffected by the program (in terms of gift giving, discontinuance rates, or sponsor satisfaction).

What this seems to suggest is that high performance sponsors may need and desire more information about PLAN than low performance sponsors who claim that they know more and apparently do not wish to learn anymore. Perhaps, a better gloss on this is that good sponsors are thirsty for more information (and it pays to provide this information to them), while bad sponsors already know as much as they want to know. This has important implications for extending the project to other segments of the sponsor base. We would hasten to add that this interpretation does not apply to high risk new sponsors (0-23 months) who were not even included in this experimental project.

The Learning Rates of High and Low Test Participants

In view of this review of the characteristics of the test sub-groups, it is appropriate at this point to re-examine the results shown earlier in Tables 7 and 9. In these tables, we asked to what extent the educational program had worked by comparing the test and the control group on key educational questions from the newsletters. At this point, we wish to compare the test sub-groups (1-4 responses) and (5-8 responses) with the control group on these same questions using the same form of analysis. Table 25 provides a very revealing picture. We can see that the educational program does influence the high participating test groups in a positive manner. Furthermore, the effect of the program generally increases with each level of

participation.

Table 25

Sponsor Responses to Topics contained in Newsletters

<u>Question</u>	<u>Control</u>	<u>Low 1-4 Responses Test</u>	<u>High 5-8 Responses Test</u>
Average Female Educational Level *	4.4	3.9	3.3
Average Male Educational Level *	6.4	5.8	5.8
Percent Don't Know Educational Level *	31%	32%	15%
Did you know that in some PLAN projects, a portion of the funding is given to families as an interest bearing loan that has to be repaid? (percent who say Yes) *	17%	41%	64%
How do you think your contributions are <u>primarily</u> being used by Childreach? (percent saying for programs and services that benefit the community where my sponsored child lives) *	45%	37%	61%
In the past decade, PLAN's concept of health care has adopted the GOBI strategy. Can you identify what each letter stands for? (percent saying Yes to all four letters) *	2%	16%	21%
Number of Cases	(462-968)	(24-65)	(271-360)

* Significant differences at $p < .05$

This is seen best for the question concerning the average level of female education in Third World countries, the question concerning interest bearing loans, and the question concerning

the GOBI acronym. In each case, the high test group demonstrates the most informed answer and the control group is basically uninformed. This clearly demonstrates the influence of the educational program and shows that for certain questions, even low participation can result in a better informed sponsor.

For several questions, there are no differences between the control and the low participating test sponsors which parallels the results for outcomes of discontinuances that we have discovered earlier. This is most notable with regard to the percent who could not even answer the question on the educational levels of males and females. The percent of "don't knows" for both the control group and the low test group is twice as great as the high test group. Of course, some of the low test group may never have read newsletter #3 since they only responded to newsletter #1. Throughout Table 25, the low test group always scores worse than the high test group except for the question on educational attainment for males (far greater emphasis was made in the newsletters on the problems for females). Due to the low number of cases in some of the cells, we have not conducted a multi-variate analysis of the results in Table 14. Given the earlier analysis in Table 7 and 9, it is doubtful that the results shown in Table 25 would change to any appreciable degree.

Thus, the overall findings are more complicated than we presented earlier. The degree of participation in the educational program does influence the amount of learning that results. Sponsors become more knowledgeable as they increase their level of participation. Interestingly, the people who

participate the most are those who know less about PLAN at the outset and who are at the same time high performance sponsors. Low performance sponsors (those with lower Disc Predict Scores) who claim to know more about PLAN at the outset learn much less (often they do not differ at all from the control group). Fully participating sponsors (5-8 responses) learn the most from the program, and as we have demonstrated, this results in greater satisfaction with Childreach and lower discontinuance rates. Sponsors who participate at low levels (1-4 responses) do learn more than the control group, and they do increase their level of satisfaction, but their discontinuance rates and letter writing are unaffected. It is possible that the discontinuance results require more time to take effect for this groups. Finally, and very importantly, the sponsors who gain the most from the program are those high risk people (low Disc Predict Scores) who are in the high participating test group. These people increase their non-sponsor gift giving by an average of \$16 and lower their discontinuance rate by 15% over the nineteen month period.

Does BBB Really Increase Gift Giving and Lower Discontinuance Rates?

Thus far, we have shown that the Buffalo Banks and Borewells educational program is effective in several ways. First, the program clearly increases the knowledge and awareness of high level participants in terms of Third World issues. More importantly, the increased knowledge is exactly the content of the educational newsletters. We find that participants are more likely than non-participants to know more precisely the low levels of education among Third World children, and they are more likely to highly

prioritize factors such as sustainable development, health education to lower infant death rates, programs to support income generation and small business, and to prevent the spread of AIDS in developing countries. In addition, the high test group sponsors are more likely than their counterparts in the control group to recognize that traditional sex roles do pose obstacles for development, the viability of overcoming the problems of developing countries, and the importance of doing so (i.e. they are less likely to agree that our own poverty problems must be solved before we turn attention to other countries).

We also know that fully participating sponsors (5-8 responses) give significantly more non-sponsor gifts to Childreach and have significantly lower discontinuance rates over the nineteen month period of the program. What we don't know for sure yet is whether or not the increase in knowledge and subsequent increase in sponsor satisfaction and letter writing generated by the program is indeed the reason that participants give more non-sponsor gifts and are less likely to discontinue. It is possible that the mere participation (at the high level) itself, rather than the knowledge and/or the satisfaction and/or the letter writing, accounts for the positive income and discontinuance results. That is, sponsors who participate more may define themselves as being in a special relationship with Childreach via the experimental program, and this may cause them to give more money and discontinue at a lower rate. This process is often referred to as the "Hawthorne Effect."

In order to resolve this question, we want to return back to the results obtained in Table 13. The reader will recall that in

Table 13, we obtained an uncontrolled difference in discontinuance and income giving between the experimental and the control group. This difference is found in column 1 of Table 13 or Table 26 below. Since some of this difference results from prior differences in background between the groups which favor the experimental group, it is necessary to control for these background characteristics. The results of this stage are shown in column 2 of Table 13 or Table 26, and this result can be thought of as the controlled effect of the educational program. In Table 26, all the background controls are added in the second column and we omit the Disc Predict variable. This differs from Table 13 where we added the Disc Predict Score separately in column 3 because of special circumstances that were discussed previously. Here we feel justified in omitting it on two grounds: (1) it is inappropriate to use with the discontinuance variable (see discussion on this in and around Table 13); (2) it has only a small effect on non-sponsor gift giving as shown in Table 13.

In Table 26, column 3 represents the difference between the test and control groups after adding variables measuring the amount of knowledge, the degree of satisfaction, and the amount of letter writing for the test and control groups. Thus, column 2 shows the difference between the groups under the statistical assumption that there are no background differences--the only difference is exposure to the program. Column 3 shows the difference under the statistical assumption that there are no knowledge, letter writing, and/or sponsor satisfaction differences. If the difference in column 2 is due to knowledge, letter writing and/or satisfaction differences, then the results in column 3

should decrease towards zero. If this occurs, we can say with a greater degree of certainty that the gift and discontinuance gains are due to the changes in knowledge, letter writing, and/or satisfaction that accrue to the experimental group via their participation in the program.

Table 26

Effect of Experimental Program for Selected Sub-Groups Controlling for Background Characteristics and Explanatory Variables

<u>Outcome</u>	<u>Uncontrolled Effect</u>	<u>Background Controlled Effect^a</u>	<u>Explanatory Controlled Effect^b</u>
Average Discontinuance (test 4 versus part. con.)	.09*	.08*	.07*
Average Non Sponsor Income (test 4 versus part. con.)	\$30*	\$16**	\$9

* Significant differences at $p < .0$

** Significant differences at $p < .05$

^a Background controls include Value Conversion Score, Number of Months as sponsor, and Disc Predict Decile Score. For the analysis of participating test and control sponsors, gender, age, education, and marital status are added as controls. Results shown are from OLS regressions. Discontinuance results were confirmed by the use of logistic regression. Disc Predict Decile Score is not used in the estimates for discontinuance (see discussion on this at Table 13).

^b Explanatory controls are added to the equation in addition to the background controls, and include composite measures of sponsor satisfaction (Table 17), educational levels of males and females (Table 25), knowledge of Third World issues (Tables 18 and 19) and number of letters to sponsor's child.

In column 3 of Table 26, we have added controls for the education levels of boys and girls (from Table 25), the degree of satisfaction (from Table 17), the knowledge of relevant Third

World issues (from Tables 18 and 19) and the number of letters written to the sponsor's child. In each case, we formed a single composite variable from the significant items in the tables. In addition, the letter writing variable was employed.

Table 26 shows that the explanatory variables do indeed reduce the effect of non-sponsor gift giving from \$16 to \$9. The difference is no longer significant and program variables explain nearly 50 percent of the program effect. In the case of discontinuance, the results are not nearly as impressive, but they are in the correct direction. Here, we can only explain 13 percent of the program effect. This means that other factors beyond those considered here influence the choice to discontinue.

Some of these factors may be related to the program but we have not identified or measured them. We made this point earlier with regard to the analyses in Table 22 and Figure 1. Even after controlling for the variety of background variables and the explanatory variables (Third World knowledge, sponsor satisfaction, and letter writing), the educational program still retains a significant direct effect on discontinuance which is unexplained (see Figure 1). There is a strong hint here that the test participants are more likely to continue because of the merit of the educational program. This merit contains something over and above the knowledge that it conveys. Quite possibly, the test sponsors may agree with the basic premise of the project; namely, that an important part of the work of Non-Governmental Organizations such as Childreach is developmental education for its constituencies. We do not have data to test this hypothesis. Quite possibly, also, the test participants may have increased

their faith in the efficacy of Childreach to provide sustainable development and improve the lives of people in the Third World. Several questions shown in Tables 19 and 20 provide support for this latter explanation. We did attempt to use these items, which seem to measure a sense of "efficacy" or "trust" in one's NGO, as explanatory variables in Table 26 but their inclusion did not provide any increased statistical explanation. This may reflect the difficulties inherent in measuring something like personal efficacy especially in this case where it is really faith in the efficacy of an organization. Nonetheless, both of these explanations are theoretically compelling.

The Costs and Benefits of the BBB Program

Our analysis has determined that the degree of participation in the educational program does influence several important outcome variables. Sponsors become more knowledgeable and more satisfied and they write more letters as they increase their level of participation. We suspect also, that they come to possess a sense of greater trust in Childreach. Interestingly, the people who participate the most are those who know less about PLAN at the outset and who are at the same time high performance sponsors. Low performance sponsors (those with lower Disc Predict Scores) who claim to know more about PLAN at the outset learn nothing (they do not differ at all from the control group) and they participate less and gain nothing in terms of knowledge, satisfaction, letter writing, gift giving, or discontinuance.

Fully participating sponsors (5-8 responses) gain the most

from the program and this results in greater non-sponsor gift giving and lower discontinuance rates. It also results in greater sponsorship gift giving as well, since with less discontinuance, the high participants clearly give more regular sponsorship gifts (see below for more on this). Finally, and very importantly, the sponsors who gain the most from the program are those high risk people (low Disc Predict Scores) who are among the high test participants.

What are the costs and benefits of the BBB program? In order to assess the costs and the benefits some assumptions must be made. We assume that the benefits of the program are not likely to apply or extend to the entire sponsor base. A very conservative approach is to take the high participants (379) and the participating controls (971) as representing those sponsors who are most likely to respond to this kind of program. The total of these two groups (1350) represents 30 percent of the overall sample of 4440. We could compute an even more conservative estimate of applicable sponsors by using only the test group. In this scenario, we have 379 high participants who are 14 percent of the 2663 in the test group. This clearly is too low since it involves an agreement to participate in the arduous experiment with the two large surveys which would not be part of any "roll out." Moreover, it leaves us without the benefit of a comparison group.

Thus, we believe that the program would be of benefit to somewhere between 14 and 30 percent of the sponsor base. For our purposes here, we will use 25 percent which is closer to the higher figure. We believe this (the higher figure of 25 percent) is the best estimate (note that the controls too were required

to participate in two surveys so that their response rate would have been higher if the task were less onerous). Note also that the response rate among the controls was actually over 55 percent (971 of 1770).

Given this assumption, the analysis of the educational program demonstrates its value in dollars and cents. Compared with the control sponsors who had a discontinuance rate of 12 percent over the nineteen month period of the project, the rate was 4 percent (adjusted for background and selection differences) for fully participating sponsors (5-8 responses). What are the bottom line implications for this difference in discontinuance rates?

The Cost of Discontinuances

Over the nineteen month period of the project
the discontinuance rate for the

Control Group	12%
Test Group	4%

Over the nineteen month period of the project
the average total gift giving of sponsors in the
high participant test group and the control group is
\$641 (from Table 11).

That is, among those sponsors to whom we would consider rolling out the program to, the average total gift over the nineteen month period was \$641.

Over the nineteen month period of the project
106 more control group sponsors discontinued

Thus, for this small 5 percent sample of the sponsor base of Childreach, participating in the BBB program saves about \$67,946 over the nineteen month period.⁷

Generalizing this to a similar set of sponsors in the entire base, we would assume that in the absence of the educational program, 1600 more sponsors would discontinue over the same nineteen month period.

Only 20,000 or 25 percent of the base would be considered. Of these, 12 percent or 2400 would discontinue compared to only 800 if they were offered the educational program

We estimate the savings to be \$1,025,600 over a nineteen month period or \$647,747 on an annual basis.⁸

⁷ This figure is exclusive of the costs of actually recruiting a sponsor to begin with which is estimated to be \$303.

⁸ An even more conservative estimate would be to take just the high test (5-8) respondents (379) plus half of the participating controls (486 who were "most like" the high participating test group) or 865 as the representative sample. This is 19 percent of the 4440 in the entire sample. This would generate a lesser roll out of 15,200 sponsors which is 19 percent of the base. Without access to BBB, we estimate that 8 percent more of these people would discontinue, or 1216 at loss of \$641 per sponsor is a total loss of \$779,456 over a nineteen month period.

Thus, the economic benefits of the Buffalo Banks and Borewells program are substantial, and our estimates are made on a conservative basis. Moreover, we would hasten to add that there are several other factors which actually will increase the losses that accrue in the absence of the program. As noted in footnote 7 on the previous page, any discontinuance is a direct loss of \$303 which is the known cost of sponsor enrollment through the various forms of media advertisement and staff overhead. Consequently, to the \$1,025,600 lost revenue attributed directly to the program, we must add \$484,800 ($\303×1600) which was lost during the enrollment process. In addition, we determined that the test sponsors gave \$14 more in non-sponsor gift over the nineteen month period (see Table 15). This would generalize to an additional loss of \$246,400 ($1600 \times \14) if we were using the 17,600 sponsors (20,000 minus the 2400 who discontinued). Finally, we should recall that the discontinuance rate difference between test and control sponsors is even greater among the high risk sponsors, i.e., those with Disc Predict Scores less than or equal to four (see Table 15). Although it is not possible to estimate the extent to which this might add to the losses, it certainly would to some measurable degree. In conclusion, we estimate that the Buffalo Banks and Borewells program would save Childreach something on the order of 1.5 million dollars over a nineteen month period if it were to be implemented only among those 25 percent of the sponsor base who were most likely to participate. It would be possible to identify those sponsors who were "most like" the sample participants at some future time if Childreach so desires.

What are the costs of the program? The estimated nineteen month cost of conducting the experimental project is \$150,000. This figure is a high and conservative estimate of costs. It is based on estimates derived from the actual operating costs of the experimental project over the nineteen month period. The operating costs include clerical support, supplies, data entry, printing, mailing, postage, fulfillments, and start-up costs, plus adjusted costs for staff salaries and incentive gifts and the development of the eight educational newsletters. It probably represents the worst case scenario of operating costs. This figure does not include the research costs for the evaluation of the project.

Of course, the cost of implementing the program to 20,000 sponsors would increase some of the costs such as printing and mailing incrementally. Most of the costs, however, would remain constant or be non-existent. The start-up costs, the incentive gifts, and the costs for the development of the newsletters would actually drop out of the equation. The incentives were only used to ensure that sponsors would respond to the Post Test surveys and gain their commitment to the experiment at the outset. In a planned roll-out, BBB would simply be incorporated into regular mailings and incentives would not be required. The cost of staff salaries would probably decrease since fewer staff would be required than at the developmental and experimental stage of the project. For these reasons, we can only make an educated estimate of the costs of rolling the project out to 20,000 sponsors. We estimate the cost might be as high as \$500,000. This estimate is

considerably less than the \$1.5 million estimated gain from the program.

In fact, on the basis of our preliminary results (from Phase I as reported in our Interim Report), Childreach has already implemented the program among a 50 percent sample of the highest risk sponsors (those who have been sponsors from 1 to 23 months). Although the results of that project are not yet available, the costs of implementation are actually less than our estimates given above. The cost for implementing this new project to 6600 sponsors was \$45,000. Assuming a worse case scenario in which this cost rounds to \$50,000 and multiplying by a factor of 3 (20,000 is 3 times 6600), the projected cost of the roll out to the 20,000 sponsors would be about \$150,000. Thus, we might estimate the costs at somewhere between \$150,000 (actual case) and \$500,000 (worst case).

Another consideration of costs lies in the pace at which the educational newsletters are distributed. By sending the newsletters out at a slower pace than in the experiment (every other month), the staff costs associated with distribution can be lowered. Quite likely, set at the appropriate pace, one staff person can easily manage to coordinate the inclusion of the newsletters with other Childreach mailings as well as monitor the responses that are made by sponsors. Also, the slower the pace, the less often that newsletters will have to be developed. We are not advocating here that the pace of distribution could be slowed in an unlimited fashion. We are simply noting that the pace of distribution is a cost factor and that the distribution in any roll-out would most likely be somewhat lower than in the

experiment.

On the basis of the above analysis, we can certainly conclude that there is clearly no possible loss in conducting the program. In fact, the estimated gain is in excess of 1 million dollars. Beyond income, however, is the fact that the participating sponsors are more satisfied with Childreach and more knowledgeable about PLAN. This increase in satisfaction is related to increased giving and longevity in the short and the long term. Moreover, one can easily imagine that a more satisfied and knowledgeable sponsor base will be more productive and committed in ways that may not be readily apparent at this point.

Of course, you cannot measure the success of the program simply in just dollars and cents. The costs of the experimental program are shared by Childreach and U.S. AID through a matching grant. The purpose of the grant is to explore new ideas in the practice of non-governmental organizational work. Thus, the results of the project are not confined to a possible roll-out within Childreach. The results of the project will be reported back to U.S. AID and to CEOs of Interaction and other related agencies. A series of papers will be presented by Jaya Sarker (Managing Director of International Relations at Childreach) and Cornelius Riordan (Professor of Sociology at Providence College and Research Analyst on this project). The first of these was presented at the annual meeting of the Society for Applied Sociology in Detroit in October, 1994. A second paper was delivered at the annual meeting of InterAction in Washington in May 1995. A third paper will be given at the annual meeting of the American

Sociological Association in Washington in August 1995, and a fourth will be presented at the annual meeting of ARNOVA in Cleveland in November 1995. In addition, Sarkar and Riordan plan to publish a book based upon this report and the theoretical foundation of the project. All of these endeavors increase and extend the value of the Buffalo Banks and Borewells program beyond Childreach. In this regard, the program serves as a model for use by other NGOs.

The Value of Development Education for NGOs

International Non-Governmental Organizations are involved in challenging and much needed humanitarian work. The need to provide education, medical training and assistance, occupational training, community development, income generation ideas, and emergency relief is generally accepted by the American public. Even during times such as these (1995) in which U. S. international development agencies (most notably U.S. AID) face the threat of major budget cuts from a Republican congress, few people would argue that international development should be eliminated or even cut back severely.

Recently, a study conducted by the Program on International Politics at the University of Maryland examined the attitudes of the American public towards foreign aid. They found that the majority of people think that 5 percent of the federal budget should go to foreign aid. (Quite interestingly, the majority of people thought that 15 percent was now spent when, in fact, the actual figure is less than 1 percent.) Presumably, there would be even less objection to non-governmental activities. On the face of things, therefore, one might think that the American public

is a supporter and a proponent of international development.

Despite the absence of active protest against international development, however, it is not easy to interest citizens in donating time or money to these collective efforts. As noted above, the American public actually believes that too much is spent on foreign aid at present (75 percent of the people believe this is so). To no small degree, this paradox is not any different from local or national NGOs. Everyone is concerned about the homeless and the environment and higher taxes, but it is difficult to marshal group or organizational efforts that can systematically address these problems.

What is the problem? Why are people reluctant to put their money where their mouth is? Recently, some social scientists and educators have begun to see the issue as a matter of trust. Several disciplines have suggested that the concept of social capital might effectively and usefully be employed to diagnose and offer solutions to the problem.

Human, Cultural, and Social Capital

One of the most important developments in the economics of education in recent years has been that the economic concept of physical capital can be usefully and easily extended to include human capital. Physical capital includes land, tools, machines and other productive equipment. The possession of physical capital facilitates the production of goods and services. Initially, physical capital is created by working with materials to produce tools, machines and fertile land. Likewise, human capital is

generated by educating and training people to provide them with skills to increase their productivity. Hence, human capital is the possession of knowledge and skills. Schools are the main social institutions for creating and maintaining human capital. Physical capital and human capital are alike in that decision making is based largely on the expected rate of return from capital investments.

Coleman and Hoffer (1987) argue that the idea of human capital can be extended further by incorporating the concept of social capital.

If physical capital is wholly tangible, being embodied in observable material form, and human capital is less tangible, being embodied in the skills and knowledge acquired by an individual, social capital is less tangible yet, for it exists in the relations between persons. Just as physical and human capital facilitate productive activity, social capital does as well.... Students' families differ in human capital, as, for example, measured in years of parental education. And research shows ... that outcomes for children are strongly affected by the human capital possessed by their parents. But this human capital can be irrelevant to outcomes for children if parents are not an important part of their children's lives, if their human capital is employed exclusively at work or elsewhere outside the home. The social capital of the family is the relations between children and parents (and when families include other members, relationships with them as well). That is, if the human capital possessed by parents is not complimented by

social capital embodied in family relations, it is irrelevant to the child's educational growth that the parent has a great deal, or a small amount of human capital.

(Coleman and Hoffer, 1987, pp.221-223)

Thus, social capital consists of relationships between adult family members (parents, grandparents, aunts, uncles, guardians) and children. The presence of some adult members in the family unit is a necessary condition for providing social capital. It is not, however, a sufficient condition. Some degree of inter-generational communication, commitment and relationship is required.

Social capital, therefore, is the capacity of a family (or other social institutions such as the church or the school) to "invest" a wealth of attention, advice, support, interest, values, and care in children. A precondition is a minimum degree of adult presence, but the investment process obviously is grounded in parent/child relationships. Normally, this investment involves regular inter-generational communication, a minimum amount of time and selfless effort exemplified by reading to children, helping with homework, listening to their problems, applauding their successes and comforting their failures, building self-control and social skills, and teaching basic values. Unlike physical and human capital where personal investment leads to an increased productivity of the self (in terms of educational and occupational achievement, fame and fortune), social capital is an investment in the productivity of others. Social capital is a parental outlay (investment) utilized as an input by children towards the production of their

own physical, human and social capital. Coleman (1988: S119) calls this the public good aspect of social capital: "the actor or actors who generate social capital ordinarily capture only a small part of its benefits, a fact that leads to underinvestment in social capital."

The idea of social capital extends beyond the home and family to the neighborhood, community, and the school. These larger institutions, just like families, must provide some degree of social capital to help in the production of human capital. In fact, research clearly shows that three factors consistently influence academic success in education: academic resources (human capital), financial resources (physical capital), and social resources (social capital). Student academic success is a function of previous academic achievement and the academic quality of the school, and the amount of financial resources that they receive either from the home or the school or both. But schools must also provide order, discipline, encouragement, attention, security, comfort, trust and identity. Social capital in schools is indicated by a high degree of inter-connectedness between students, parents, and teachers. Teachers and parents, in particular, have a joint interest in the well being of the student. They operate as functional communities. Of course, this is not the case when parents are not involved or teachers are alienated from their occupation.

Similarly, youth organizations can provide (or fail to provide) social capital. Head Start Programs and day care, for example, are clearly in the business of providing social capital. In fact, their existence attests to the persistent decline in the

availability of social capital in the home. Likewise, community organizations such as Girls Scouts and Boys Scouts, Future Farmers of America, etc., endeavor to engage and support children and adolescents. Finally, the various dimensions of social capital (care, trust, inter-generational communication, etc.) may or may not exist in neighborhoods and communities.

Social Capital and Childreach

How does the concept of social capital apply to Buffalo Banks and Borewells and to Childreach generally? Sponsors stand in a position similar to parents vis a vis their child. Formerly, Childreach was called Foster Parents Plan International. In this role they are able to contribute to the productivity of their sponsored child and the child's community through their gift (physical capital) and through their letters which express their human development concerns (human capital). Due to the distances and the complexities of the relationships, however, they are not able to provide social capital. In fact, social capital can only be provided within the context of community in which the sponsored child resides (this is exactly where the concept has received most attention--how can social capital facilitate economic development). Thus, PLAN is responsible for assisting in the provision of social capital and Childreach is the conduit for assuring the sponsor that social capital is part of the package.

Sponsors are burdened by the absence of first hand knowledge that their physical and human capital investment is bringing about a return for their child and for the child's family and community.

They must trust that the investment is sound. One of the most important functions that Childreach must fulfill is to assure sponsors that their trust is well founded, that their child and the child's community are receiving the help that they need and that they are developing in their education, their health, and their economic prosperity. Sponsors need to feel exactly as was so stated in the Customer Value Proposition generated by the Facilitate and Deliver Information Re-Engineering Team at Childreach:

I can see that my contributions are really helping my sponsored child and family help themselves. Whatever I give, I get much more in return. Not only is my sponsored child's world made better, but the whole world is made better. I know that Childreach makes a difference, and I want to do more and give more. I feel like I'm really a part of Childreach--and of something bigger: a larger network of people who care.

We believe that the Buffalo Banks and Borewells educational program provides the necessary information about PLAN, about successful programs in the field, and about the issues surrounding international development (such as the challenge of traditional sex roles) so that sponsors are better able to consensually agree with the above quote. To the extent that this is true, we would argue that the sponsor has come to possess the social capital that is part of the efforts in the field and which are communicated via Childreach. In this regard, we see Buffalo Banks and Borewells as a project that builds social capital in the North between an NGO (Childreach) and the sponsor.

At this point this latter interpretation of our results is only hypothetical. In the project, we do not have direct evidence to support the hypothesis. What we do know, however, is that there is a direct relationship between the BBB program and discontinuances even after controlling for the explanatory variables of Third World knowledge, sponsor satisfaction, and letter writing (see Figure 1). This means that there is some other variable which must "explain" why BBB influences discontinuance rates. Here we have proposed that the explanation is that the program generates a greater sense of social capital between Childreach and participating sponsors. In an on-going extension of BBB (funded entirely by Childreach and based upon the preliminary results of BBB), we have incorporated a set of questions which may possibly tap this sense of sponsor trust or social capital. We have some reservations about our capacity to measure this depth dimension variable, but we are determined to try to do so.

Moreover, we believe that the value of Buffalo Banks and Borewells actually extends beyond this NGO/sponsor relationship. As a result of BBB we conclude that several key relationships have been fortified with social capital. We believe that the relationship between the sponsor and the child has been strengthened and the increase in letter writing verifies this for us. We believe that the relationship between the sponsor and the field has been strengthened and our opened ended comments from participating sponsors supports this (see Appendix C). And finally, although still in its infancy, we believe that the

relationship between Childreach and the field offices will be strengthened as we involve the field offices in creating additional educational newsletters for future extensions of the program. Throughout the project, sponsors have repeatedly noted the importance of learning more from case studies in the field. These were a part of Phase II of the program, but our intention is to have these originate in the field in the future.

Ultimately, therefore, the value of development education programs such as Buffalo Banks and Borewells, lies in building social capital between sponsors and NGOs, between sponsors and their sponsored child, between the NGOs in the North and the field offices in the South, and between the sponsor and the field. In modern society, social capital is a scarce commodity for parents, for schools, for neighborhoods, for communities and for voluntary organizations. Yet, the success of any of these groups and organizations is dependent on the existence of social capital. To no small degree, Buffalo Banks and Borewells has shown how social capital can be built successfully in NGOs, and it may serve as a model for other NGOs similarly situated.

Appendix A

Educational Newsletters 1-8 and Accompanying Questions

Buffalo Banks & Borewells



CHILDREACH MAKES SENSE OF OVERSEAS DEVELOPMENT

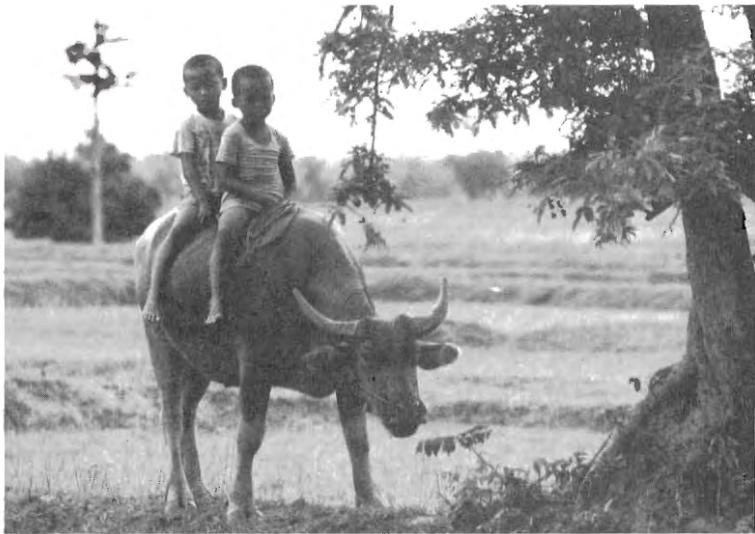
U. S. MEMBER OF  PLAN INTERNATIONAL

This is the first in a series of four newsletters that you will be receiving from July through November. As a Childreach sponsor, you respond to the most basic needs of your sponsored child and family. The need to be healthy...to receive an education...to earn a decent living... and to flourish in a productive, safe community.

Why Buffalo Banks and Borewells?

The purpose of these newsletters is to explore how development projects like buffalo banks and borewells help the child, the family, and the community to meet basic needs in health, education, and livelihood. The newsletters probe the important questions of why, and under what conditions, development programs lead to long-lasting changes for children and families.

We welcome your participation in this discussion. An "opinion poll" response card will accompany each newsletter. When you return this card to us we will compile it with the responses of other sponsors to create a dialogue on the projects that improve the lives of children and families overseas.



What is a Buffalo Bank?

Buffalo banks draw upon an age-old tradition of reverence for and dependence on the buffalo. Buffalo banks address the problem of poverty. In many areas of the world, the buffalo is critical to a farmer's livelihood. Yet poor farmers cannot afford to own their own buffaloes. They must plough their own fields or rent a buffalo, often at a great expense. In Indonesia, the Philippines and Thailand, PLAN helps farmers to raise income by establishing "buffalo banks."

To begin a buffalo bank, farmers organize themselves into groups. A group of farmers purchases 3 to 4 female buffaloes. The following year, those who received female buffaloes must "deposit" a calf into the 'bank.' The 'bank' then distributes the calves to members who have not yet received a buffalo. In this manner, a revolving loan is established. PLAN provides the initial start-up capital, and training in animal care programs. Although buffalo banks start with only 6 to 20 families, the number of families participating in this project increases from year to year.

What is a Borewell?

Borewells address the problem of water scarcity. Water is basic to survival. But many of the families and communities with whom PLAN works do not have access to it. People obtain their water from springs, rain water, rivers, ponds and wells. In hot weather, these sources of water often dry up. Women and children must walk several miles to fetch water.

The borewell, which is dug with a drilling rig, taps a much more secure water supply. The borewell serves the fundamental need for dependable access to clean water. Its success depends on community involvement in the planning and ongoing maintenance of the borewell.

Community members must organize themselves into committees. In the planning phase, one committee works jointly with the water engineers to decide the best location for the well. After the well is operating, another committee must collect dues from users and maintain financial records. If pumps break down, the committee responsible for maintenance must make repairs.

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Benefits of Buffalo Banks to children and families



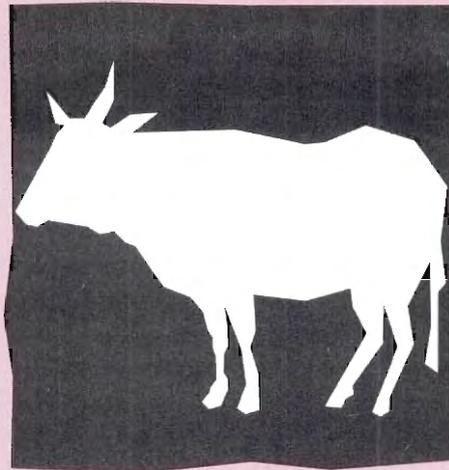
Family Livelihood

- increased savings
- reduced "capital" expenses
- added income from sale of buffalo milk
- larger rice harvests



Health

- improved nutrition since families can afford better food
- able to afford medicine
- can redirect physical labor towards other pursuits



Education

- children have more time to study
- can afford school tuition, uniforms, and books



Community development

- community traditions supported
- growth of self-reliance and confidence
- long-term economic growth as families join
- social network enhances other endeavors

Keys to Success: Simplicity, Self-Help, and Sustainability

As shown by the diagrams above, both buffalo banks and borewells help to open doors to a brighter future for children and their families. A comparison of the two projects - in the areas of family livelihood, health, education and community development - reveal interesting similarities and differences in emphasis and approach.

The success of buffalo bank projects lies in their simplicity. Buffalo banks are sustainable because they build on existing cultural traditions and reinforce self-reliance. The borewell, which depends on technical expertise for construction is more complicated. However, more important than the technology, is the self-reliance that the community develops by keeping the pumps going through regular maintenance and payments. Both projects are sustainable mainly through the efforts of the people to help themselves and to work together as a community.

We offer this chart as a means of giving you some statistical references for some of the problems addressed by buffalo banks and borewells projects. Please keep in mind that the families that PLAN works with overseas generally fare worse than these country averages reflect.

Therefore, Lok Bahadur of Nepal (see photo on right) probably makes far less than (US)\$170 per year. Having access to a buffalo is a great boon.

In Senegal, only 42% of the population has access to clean water. This illustrates how important the borewell project is.

	NEPAL (Asia)	SENEGAL (Africa)	GUATEMALA (South America)	U.S.
Under 5 Infant Mortality Rate (1991) ^a	147	234	92	11
GNP per capita in US\$ (1990) ^b	\$170	\$480	\$900	\$21,790
Access to safe water <i>urban</i>	66%	78%	91%	100%
Access to safe water <i>rural</i>	34%	42%	43%	100%

SOURCE: WORLD HEALTH ORGANIZATION 1991 & UNICEF 1993

^a-Under 5 Infant Mortality Rate – This statistic reflects the number of children per 1,000 who die before they reach their fifth birthday. UNICEF ranks countries by this statistic because they feel that it not only reflects the status of health care in a country, but also indicates levels of education of parents and income.

^b-GNP per capita (US\$) – This indicator reflects the wealth of a country. However, the statistic assumes equal distribution, therefore, the actual annual income of the poor is generally far less.

Benefits of Borewells to children and families



Family Livelihood

- more water; more productive crops
- women and children, freed from fetching water, do other work
- added income from market gardening and handicrafts



Health

- clean water readily accessible
- water-borne diseases prevented
- protein and vitamins absorbed more efficiently



Education

- healthier children do better in school
- children have more time to study



Community development

- many children and families involved
- immediate results
- long-term success dependent on community organization
- committees collect dues and maintain pumps

In Nepal . . .

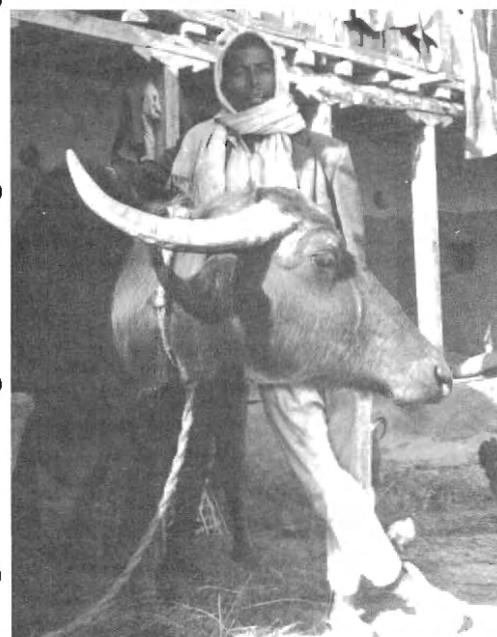
"I tend my buffaloes as I tend my children."
Lok Bahadur, a farmer in rural Nepal, has always raised livestock as a means to earn an income. PLAN enabled him to increase his income through livestock training. Now he owns several buffaloes. The sale of buffaloes has enabled him to feed a family, buy medicine, and educate his children. One of his buffaloes has even won first prize in a national competition, bringing social status and fame to the family.



In Senegal . . .

PLAN first visited the village of Saboya in November 1989, like most isolated Senegalese villages, the search for water was a primary occupation. It was not uncommon for women to spend well over 5 hours a day in the arduous task of collecting water for the families' daily needs – not to mention the job of carrying heavy pots filled with water all the way home.

The villagers asked PLAN to help them obtain a clean, accessible water supply. PLAN helped them with the considerable financial investment of drilling and piping the water into their village. The villagers contributed all of the unskilled labor. They also established a committee to maintain the well. Their success has buoyed them. The experience with the borewell project has reinforced the strength and dynamism of their community.



Self-help projects like Buffalo Banks and Borewells, prove that families and communities when given training and financial resources, can strengthen the total environment of the child. Both projects address the needs of children and families in ways that are simple and sustainable.

Questions for further thought . . .

- What, in your opinion, has been a successful development project in the community of your sponsored child? Why?
- How does your sponsored child's family make a living?
- How much do they earn?
- What expenses do they have?
- How much is left over?
- How does your sponsored child get his/her water?



In Guatemala . . .

In Guatemala, 75 percent of PLAN loans in 1991 went to women. Women in particular have traditionally found it very difficult to obtain the necessary capital to start businesses.

Improving women's access to credit has had the dual effect of assisting the family as well. Women's income has been found to go entirely to the family, this is generally not the case from the income that men earn.

Like buffalo banks, thrift unions for women (and men) enable the community to build up its own resources and skills.

Your Opinion Counts

Which project —Buffalo Banks or Borewells — would you rate as more successful? To share your opinions with other sponsors mark an "x" in one of the boxes to the right of the program areas listed below. (1 means that the project is less successful; 2 = unsure; 3 = very successful). Total the scores for each of these projects to draw a rough comparison.

Buffalo Banks			
	less successful	unsure	very successful
	1	2	3
Family Livelihood	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Health	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Community Development	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
TOTAL	_____		

Borewells			
	less successful	unsure	very successful
	1	2	3
Family Livelihood	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Health	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Community Development	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
TOTAL	_____		

Please remember to record your total scores on the enclosed "opinion poll" response card, so that we can include a summary of the results in the next newsletter. Thank you.



U. S. MEMBER OF  PLAN INTERNATIONAL

Mr. Terry J. Karl
Attorney At Law
Hauppauge Atrium West
400 Town Line Road
Hauppauge, NY 11788

May 3, 1993

SP# 044907

Dear Mr. Karl:

Childreach is embarking on a new and exciting educational project. The goal of the project is to increase the knowledge that Childreach sponsors have of Third World development issues, and of how PLAN confronts these issues. Another important goal is to obtain the ideas and opinions of the 4,400 Childreach sponsors asked to participate in this new project. Out of 85,000 active Childreach sponsors, you have been included in this select group to consider participating in this unique and important project.

The project is named Buffalo Banks and Borewells: Childreach Makes Sense of Overseas Development. This unusual name is explained in the accompanying newsletter. The project is supported by a grant from the United States Agency for International Development (AID).

You already support our work in a very important way through your sponsorship. It is because of people like you that we have been able to do so much for so many. Now, I call on you for additional help. In order to assure that the results represent the entire 85,000 Childreach sponsors, it is vital that the number of participants be as high as possible. Therefore, I hope that you will agree to participate.

If you agree to participate, you will receive a short newsletter like the one enclosed, every other month. At the end of eight months (after 4 newsletters), we will ask for your ideas and opinions on the project. Be assured that your answers and comments will be treated in a strictly anonymous and confidential manner.

Please complete the enclosed questionnaire to indicate your willingness to participate and your views of the first educational activity. We have enclosed a stamped, self-addressed envelope for your convenience. To express our thanks in advance, we are sending you a specially designed Buffalo Banks and Borewells mug.

Thank you for your consideration and support.

Sincerely,

Cornelius Riordan
Professor of Sociology, Providence College, Providence, RI

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Belgium
Canada
Germany
Japan
The Netherlands
United Kingdom
United States

Program Countries

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Colombia
Dominican Republic
Ecuador
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El Salvador
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Guatemala
Guinea
Honduras
India
Indonesia
Kenya
Liberia
Malawi
Nepal
Philippines
Senegal
Sierra Leone
Sri Lanka
Sudan
Tanzania
Thailand
Togo
Uganda
Zimbabwe



Educational Activity #1

Yes, I agree to participate in the Buffalo Banks and Borewells Education Project.

_____ Send me additional newsletters every month.

_____ No, I am unable to participate.

Accompanying each newsletter, there will be an opportunity for you to share your thoughts about the project and about the material. In subsequent newsletters, we will provide feedback to you about how other sponsors feel about these issues.

You can participate either as an individual or as a household (family). If your sponsorship involves more than a single individual, we would ask that the individual who is most involved answer the questions, following any discussion that you might have within your household.

1. Did you know that PLAN did the kind of work described in this newsletter?

_____ Yes

_____ No

2. Which project – Buffalo Banks or Borewells – do you think is more successful? What are the critical factors? What total number value did you give to each project (4-12)?

Buffalo Banks Score _____

Borewells Score _____

We would be pleased to answer any questions that you may have.

Childreach, 155 Plan Way, Warwick, RI, 02886-1099 • 1-800-556-7918 ext. 500

Buffalo Banks & Borewells



LESSONS FROM DEVELOPMENT: STRENGTHENING COMMUNITY

Since our founding in 1937, our mission has always been to help children meet basic needs. This issue of "Buffalo Banks and Borewells" – the second in a series of four newsletters – explores how our approach to helping children has grown over the years to emphasize programs that empower families and communities of sponsored children to find permanent, sustainable solutions to the problem of poverty.

"Give a man a fish and he eats for a day. Teach him to fish and he eats for a lifetime."

Our Beginnings

Childreach was founded as Foster Parents Plan in 1937 to provide food, shelter, and education to children victimized by the Spanish Civil War. The needs were overwhelming and sponsorship aid went primarily towards food, clothing and money for children.

PLAN also supported hostels for children evacuated from the war zones. However, these hostels or "colonies" as they were called were more than just orphanages. The American author and poet Dorothy Parker reported, *"There is no dreadful orphan-asylum quality about them. I never saw finer children – free and growing and happy."*

The "colonies" provided a view of the future potential of a different kind of aid, and the role that education and encouragement could play in the long-term development of children's lives.



Today, PLAN strengthens the total environment of the child.

From Relief to Empowerment

It was in Asia in the 1960's that the focus on long-term development rather than relief and rehabilitation resurfaced. The needs of the children and their families in Asia went far beyond the temporary needs of postwar Europe. The simple distribution of food, clothing and money could be no

more than a stopgap measure to ease the immediate effects of poverty, ignorance and ill health. Relief programs could alleviate these problems, but could do little to reduce their causes.

Giving increasing attention to the family, PLAN began to change its role from that of a distributor of cash and supplies to that of a guide helping the child and family make use of all available resources. By the end of the decade, PLAN was providing a wide range of services addressing both the causes and effects of poverty.

As PLAN spread from Asia to Africa, Central America, South America and the Caribbean, its focus on children and families expanded to include groups of families working together to implement community projects. By the 1980's, whole communities with guidance from PLAN staff, were designing and implementing programs to address specific goals in health, education, livelihood, and community development. Families working together were learning how they could themselves create a better environment for their children.

In emergency situations, PLAN supports the communities in which we work. However, instead of mere handouts to meet immediate needs, we maintain a focus on the long term. For example, a drought relief program in Embu, Kenya offered villagers jobs constructing a road that improves access to their area. In the short-term they were paid with food coupons and drought-resistant seeds; in the long-term they will benefit from the road.

Founded in 1937 as Foster Parents Plan

Stages in Sustainable Development

1. Entering a Country and Establishing a Field Office.

PLAN currently works in 28 countries worldwide through 114 field offices. Have you ever wondered why PLAN has selected these different countries? The Country Selection Criteria described below provides an explanation.

Country Selection Criteria

PLAN works in developing countries that lack human or financial resources to help their own poor. There are three basic criteria for selecting countries:

- Existing need as shown by economic and social indicators
 - The country's Gross National Product (GNP) per capita is less than \$US1700 per year.
 - Under Five Infant Mortality Rate (U5MR) is greater than 25 deaths per 1000 live births.
 - Low Physical Quality of Life Index (an indicator that combines infant mortality, life expectancy, and literacy to determine the physical well-being of a society).
- Stable political and social environment that presents a hope of helping the poor.
- The host government is committed to the welfare of its people and agrees to support PLAN's sponsorship program and approach to development.

	Bolivia (S. America)	Colombia (S. America)	Guinea (Africa)	Indonesia (Asia)	USA (N. America)
GNP per capita ^a	\$620	\$1240	\$480	\$570	\$21,790
U5MR ^b	126	21	234	86	11
Life Expectancy ^c	60	69	44	62	76
Literacy (male/female) ^d	85/71	88/86	35/13	84/62	99/99

SOURCE: UNICEF, 1993; UNESCO, 1993.

a-GNP per capita (US\$) – This indicator reflects the wealth of a country. However, the statistic assumes equal distribution, therefore, the actual annual income of the poor is generally far less.

b-Under 5 Infant Mortality Rate – This statistic reflects the number of children per 1,000 who die before they reach their fifth birthday. UNICEF ranks countries by this statistic because they feel that it not only reflects the status of health care in a country, but also indicates levels of education of parents and income.

c-Life expectancy – The number of years a newborn baby can be expected to live if subject to the mortality risks prevailing for the general population at the time of its birth.

d-Literacy – The percentage of persons aged 15 and over who can read and write.

2. Enrolling children and families.

Once PLAN has the approval of the national government and the local community, enrollment of children and families within a community can begin. The concept of sponsorship is introduced and adapted to the particular cultural context of the local area.

Stage 2 in Colombia

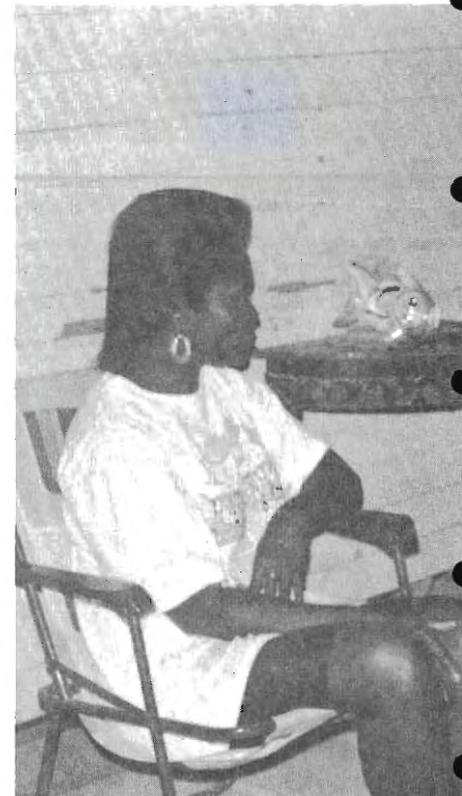
Community volunteer writing up a Case History of a child and family. This is the first step of enrolling children and families. The case history becomes part of the information that you receive regularly as a sponsor.

3. Community Involvement in Planning.

Often sponsored families ask, "What is the first program that PLAN will implement to improve my life?" Families learn quickly that they will be the ones answering this question. PLAN draws upon a variety of techniques to involve community members in planning program priorities, especially groups with little formal education, or women who have traditionally been excluded from decision-making roles.

Stage 3 in Guinea

PLAN "animators" use oral traditions of storytelling, music and mime to help villagers identify problems, and establish program priorities.





4. Partnership in implementation.

Community members not only plan, but also implement and monitor projects, while sharing the costs of labor and materials.



Stage 4 in Bolivia ▲

The community joins to build a dike in a PLAN-sponsored project to recuperate land for farming. In the construction of the dike alone, the community invested more than 5,000 hours of labor.



Stage 4 in Indonesia ▲

Village members built four classrooms at the MTS Sunan Kalijaga School to accommodate new children. The total cost of the project was \$13,920. Of this, PLAN contributed \$6,934 to buy cement, sand, bricks, and other materials not locally available. The community contributed \$6,986 in the form of land, labor, and administration.

Strengthening Families and Children through Community Development

PLAN's community development programs help create or reinforce the physical and institutional structures that make a productive and sustaining community for children and their families. Projects that strengthen the community are integrated with program goals in health, education, and livelihood. An integrated approach results in multiple benefits. The whole adds up to more than the sum of the parts. Stronger communities are more resilient when natural disasters strike.



Community Development

CONSTRUCTION OF BRIDGES AND ROADS

TRAINING OF LEADERS



Health

Families can get to a clinic

Leaders learn to identify key health issues



Education

Children are able to walk to school

Leaders motivate parents to send children to school



Livelihood

Farmers can sell produce at market

Leaders organize thrift groups to help poor farmers.

Questions for further thought . . .

You can relate many of the issues raised in this newsletter to your own sponsorship. Write and ask your sponsored child about what PLAN does in his or her community.

What is the history of PLAN in your sponsored child's community?

What specific community projects has PLAN undertaken that benefit the whole community, and your sponsored child?

Your Opinion Counts

What is the difference between PLAN's "emergency relief" approach in 1937, and its emphasis fifty years later on "sustainable development"? Over time, the two approaches imply different programs and services.

	PLAN PROGRAMS/SERVICES	
	EMERGENCY RELIEF	SUSTAINABLE DEVELOPMENT
Year 1	PLAN provides children food, clothing, money	PLAN meets with community; helps assess needs, trains leaders
Year 5	Same	Communities implement projects that meet their own needs
Year 10	Same	PLAN aid no longer needed

In the long run what are the respective benefits of each approach – to your sponsored child? To the community?

In your experience with Childreach, where do you feel most of the program work overseas falls on the following scale?

Short-term emergency relief ← 1 — 2 — 3 — 4 — 5 → Long-term sustainable development
 only relief half relief half development only development

We welcome your participation in this continuing dialogue.

Please remember to return the enclosed "opinion poll" activity card, so that we can share participants' responses in future newsletters.



U.S. MEMBER OF  PLAN INTERNATIONAL

SAMPLE

Miss Stephanie L. Hansen
RR 3 Box 245D
Hurricane, WV 25526

September 13, 1993
SP# 114535

PLAN
INTERNATIONAL

Member
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Belgium
Canada
Germany
Japan
The Netherlands
United Kingdom
United States

Program
Countries

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Honduras
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Kenya
Liberia
Mali
Nepal
Philippines
Senegal
Sierra Leone
Sri Lanka
Sudan
Tanzania
Thailand
Togo
Uganda
Zimbabwe

Dear Miss Hansen:

We are very happy that you have decided to take part in our Buffalo Banks and Borewells project. I have enclosed the second newsletter for you.

We are very pleased with the response to our invitation to participate in this project. I would like to share a few insights from the preliminary analysis of the responses we received from the first newsletter.

We found that most people (61%) said that they knew that PLAN worked on Buffalo Banks and Borewells projects. However, there were many of you (39%) who were not aware that PLAN does these types of projects.

You may recall that we asked you to rate the effectiveness of the two projects – Buffalo Banks and Borewells. There is no easy nor accurate answer to this question. We simply wanted you to think about the projects and to respond by ranking each project on a scale from 4 (less successful) to 12 (more successful). The average score that people gave to Buffalo Banks was 9.8 and the average score they gave to Borewells was 10.5. Most of you thought that both projects were equally worthwhile. Many of you rightly pointed out that the relative merit of each project depends on local conditions and feedback from the local people. In implementing either of these projects, PLAN takes into consideration these factors.

Some of you thought it was impossible to rate the two projects given the information we provided. To a great degree this is true. However, we hoped that by going through the exercise some of the complexities of development would become apparent. Many of you have expressed an interest in more information. To accommodate this, we will compile supplementary information on the issues discussed in the newsletters. Please check the enclosed activity if you would like to receive this.

Thank you for your participation in this project. It will help improve the quality of our service to sponsors in the future.

Cordially,

Cornelius Riordan
Professor of Sociology, Providence College, Providence, RI

P.S. As you know, we are sending you a coffee mug as a token of appreciation for your involvement in this project. If you do not receive it by September 23, 1993, please call our office.

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Thank you for agreeing to participate in the Buffalo Banks and Borewells project. Accompanying each newsletter will be a set of questions for you to answer and return to us. Some of these questions will be summarized and we will share the results in future newsletters.

1. In this newsletter, we described two approaches to development. Where did you think the work of PLAN should go on the scale?

1	2	3	4	5
Short-Term Emergency Relief Only		Half Relief Half Development		Long-Term Sustainable Development Only

I didn't answer this question because _____

2. PLAN currently works in 28 countries worldwide. As discussed in this newsletter, there are several criteria used by PLAN in selecting a country. Are there some other criteria that you think that PLAN should consider?

Yes _____ (Please list below) No _____

1. _____
2. _____

3. What do you think is the single biggest barrier to successful Third World development? Please give only one answer.

4. So far, I think that the informational level of these newsletters is:

_____ too elementary _____ just about right _____ too complicated

5. Would you like to receive supplementary information on the issues raised in this newsletter?

_____ Yes _____ No

We want to assure you that your responses are handled in a strictly anonymous and confidential basis.

As always, we thank you kindly for your willingness to participate. We would be pleased to answer any questions that you may have.

Buffalo Banks & Borewells



CHILDREACH MAKES SENSE OF OVERSEAS DEVELOPMENT

U. S. MEMBER OF  PLAN INTERNATIONAL

LESSONS FROM DEVELOPMENT: EDUCATION

This issue of "Buffalo Banks and Borewells" – the third in a series of four newsletters – focuses on PLAN's goals and programs in education. Close-ups of school children and adult learners in a variety of different cultural contexts explore the challenges and implications of the role of education in helping families and communities improve living conditions.

Obstacles to Basic Education

Primary school enrollments in developing countries have increased six-fold over the last 40 years. Over 90 percent of children start school, but, in many countries, up to half drop out before completing four years, and before becoming literate.

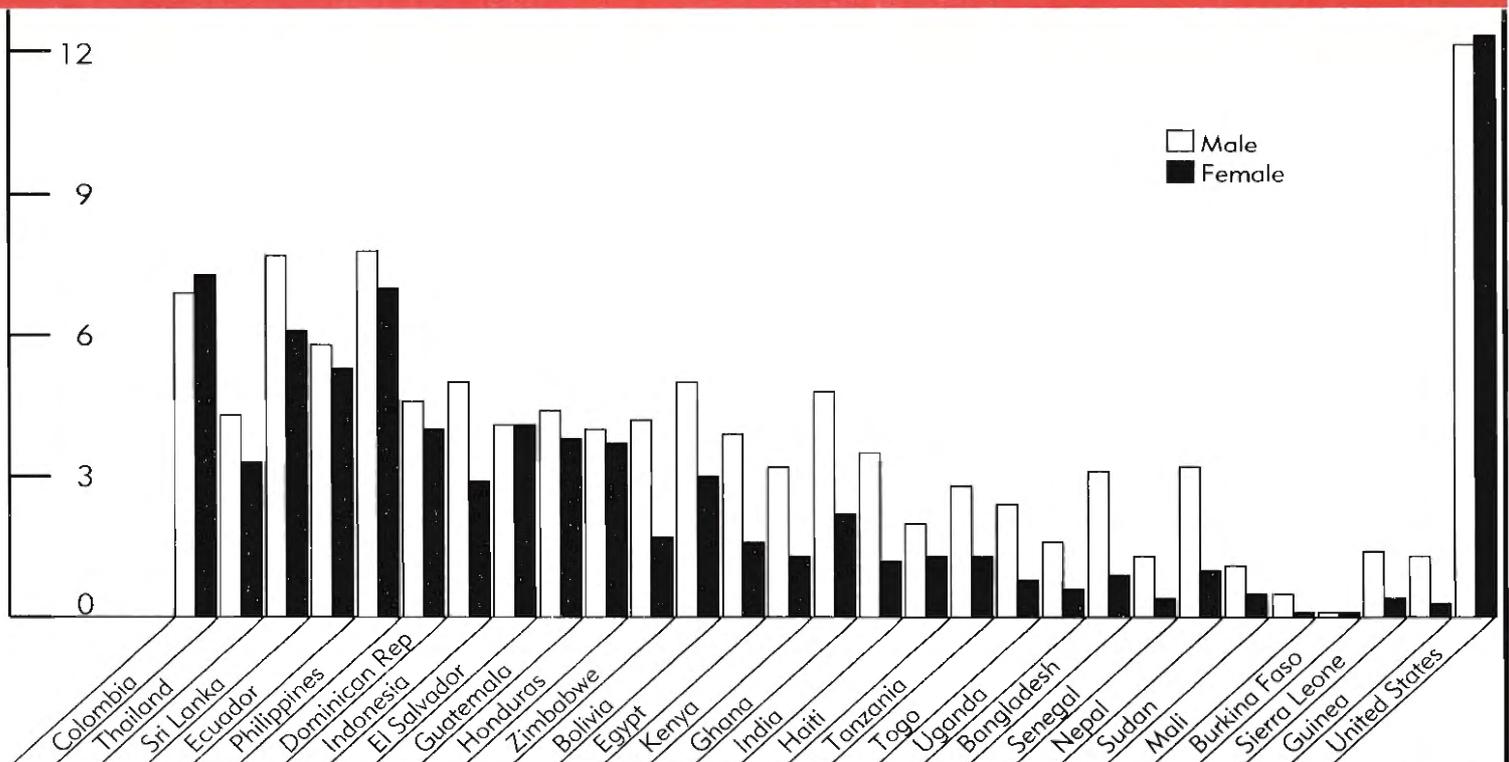
The statistical table below shows the average number of years of schooling in PLAN program countries. The chart on the next page illustrates a common link between low levels of schooling high infant mortality rates and less wealth as measured by GNP per capita.

**"I am going to school," I announced one day.
"But you are not old enough, Wole."
"I am nearly three."**

"The coloured maps, pictures and other hangings on the walls, the coloured counters, markers, slates, inkwells in neat round holes, crayons and drawing-books, a shelf laden with modelled objects — animals, human beings, implements — raffia and basket work in various stages of completion, even the blackboards, chalk and duster...I had yet to see a more inviting playroom!"

Ake: *The Years of Childhood*
Wole Sayinka, Nigerian Nobel Laureate, 1986

Average Years of Schooling in PLAN Program Countries



SOURCE: UNDP 1993

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Tackling the problem

The statistics paint a grim picture of education, the barriers are real and powerful. In this setting, how does PLAN achieve the goals that have been set for education?

As in all of our work overseas, we must consider the local conditions and the input of the community. This often leads us outside of the formal classroom and traditional curriculum. Opposite are vignettes of five different individuals who are participating in PLAN-supported education programs. Although the photograph may focus only on one person, please consider who else in the family or in the community benefits. What might be the long-term impact of educational programs such as the ones highlighted to the right?

Barriers to Education

There are many reasons for children dropping out of school:

- Family cannot afford the tuition, uniforms, and books
- School is too far away; classes are too large
- Children are needed at home to work in fields or tend younger siblings
- Father is unhappy about his daughter going to a mixed-sex school
- Belief that a daughter does not really need school to be a wife and mother
- Belief that a boy's future is in the fields or the workshop where his father can teach him is all he needs to know
- Perception that children completing even 10 years of schooling still cannot find jobs

	INDIA (Asia)	MALI (Africa)	DOMINICAN REP. (South America)	USA
Years of schooling (male/female) ^a	3.5/1.2	.5/.1	4.6/4.0	12.2/12.4
Under 5 Infant Mortality Rate ^b	126	225	76	11
GNP per capita in US\$ ^c	\$350	\$270	\$820	\$21,790

SOURCE: UNICEF, 1993 & UNDP 1993

^a Mean years of schooling. Average number of years of schooling received per person aged 25 and over.

^b Under-5 Mortality Rate. Number of children per 1,000 who die before their fifth birthday.

^c Gross National Product per capita. This indicator reflects the wealth of a country. However, the statistic assumes equal distribution, therefore, the actual income of the poor is generally far less.

The statistics for Mali are especially striking and hard to believe. Yet, the fact is that in Mali only 23% of eligible children attend school. This means that the years of schooling for 77% of the population is zero years. This is why the overall average for the country is just slightly above zero years of education.

PLAN's Education Goals

For all children of sponsored families to:

- Attain retainable levels of literacy and numeracy
- Complete primary school successfully
- Have one sibling gain entrance to and successfully complete secondary school or a vocational course

In India... ►

1. "I have not yet started studying. I must read now."

Laloo, a 6-year old, from Dumduma, India. With him are 3,000 other school children, participating in a literacy march on Children's Day to advocate the importance of literacy to their parents and elders.



In Senegal... ▲

2. "Before this project started, I could not raise chickens successfully. Now, I can. It is important to achieve better production. I will be able to undertake poultry production even if I leave school tomorrow."

Abdou-Aziz Ndione, a 12-year old from Kati, Senegal, attends school to learn how to take care of chickens and then markets to families in the community. He uses the money for school repairs and maintenance.

In Mali... ►

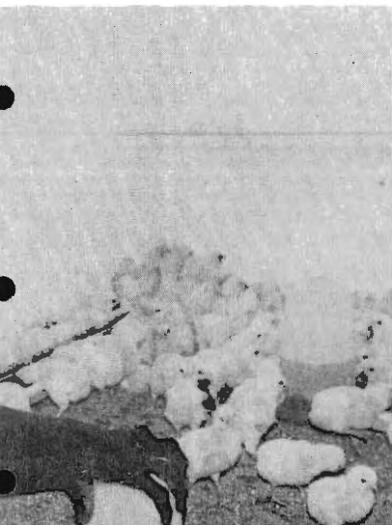
3. These books and supplies have changed the lives of rural people in Kati, Mali. Boubou Touré, a farmer, says that the education he has received has made him feel more confident in tackling the challenges of the country modernizes. This is, in addition to the applications of literacy and numeracy in crop yield — which means more food for his family.



In Nepal...

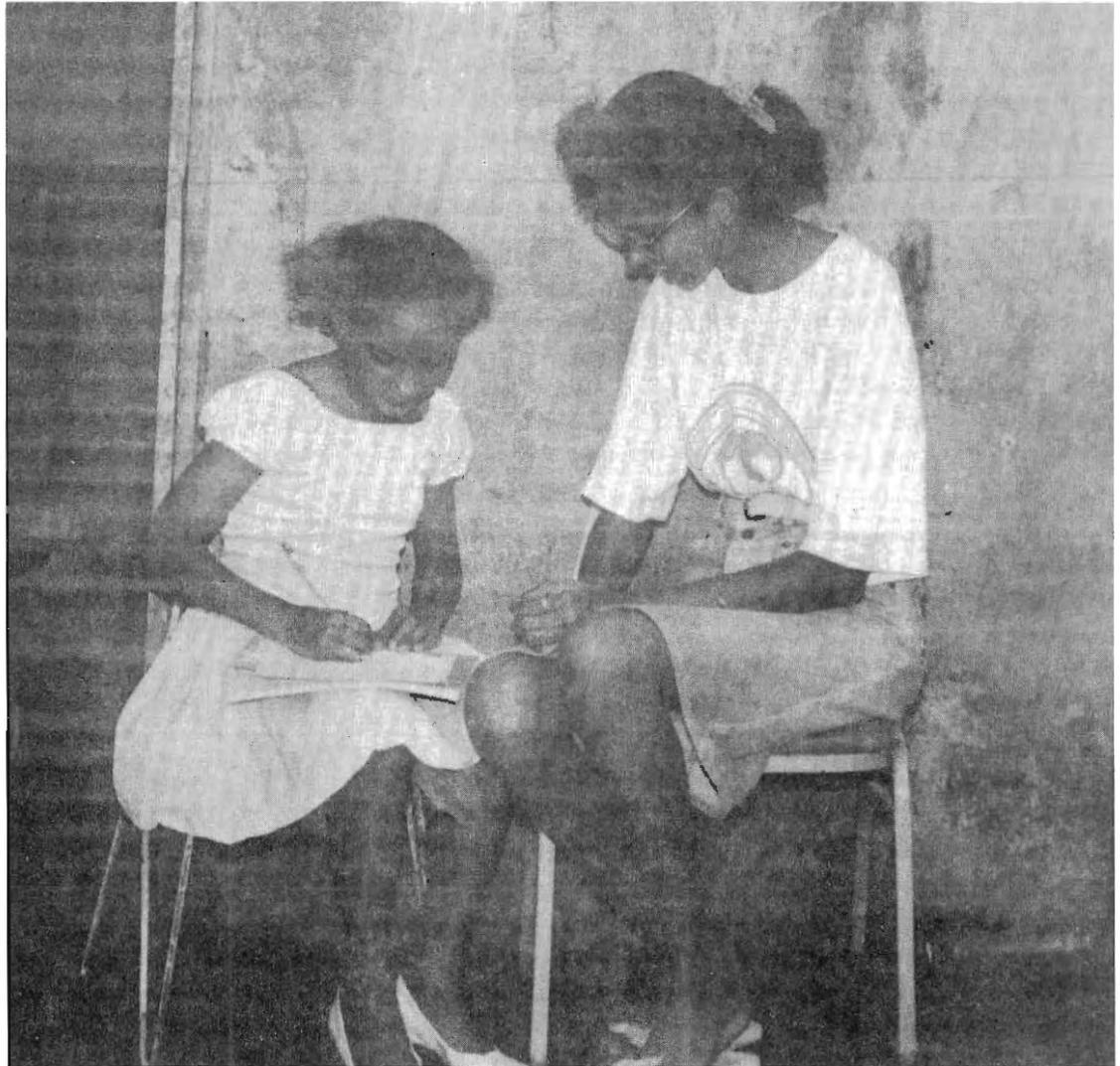
4. *"Even as a child, I had this dream about becoming a doctor, because I saw many children, dying in my village. I am confident that in a couple of years when I graduate from this Institute, I can fulfill my long time goal. I want nobody to suffer due to lack of a doctor or proper medicines."*

Leela Devi Khanal is now studying to become a doctor at the Institute of Medicine in Kathmandu, Nepal.



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53-year old
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enges as his
he practical
easing his
family.



▲ In the Dominican Republic...

5.

Virginia Burgos, a high school student in Santo Domingo, Dominican Republic, is helping a child write to her sponsor. Writing and receiving sponsor letters encourages children to read and write. Virginia's visit to the home is also an occasion to educate the family on family planning and nutrition.

Impact of Education



Family Livelihood

- higher levels of productivity due to learning of new information
- increased wages for both men and women
- greater opportunities for employment



Health

- families better informed about good hygiene and nutrition habits
- women have fewer, healthier babies
- infant mortality reduced



Education

- children, encouraged by parents, stay in school
- all children receive equal opportunity for education
- higher levels of literacy achieved, especially for females



Community development

- stronger, healthier, and better prepared to face the challenges of development
- women's concerns are more likely to become included and emphasized

Questions for further thought. . .

You can relate many of the issues raised in this newsletter to your own sponsorship. Write and ask your sponsored child about his or her education.

- Is your sponsored child (and siblings) attending school?
- How many people in the family can read and write?
- What type of education or training is available to them?

Education Increases a Country's Wealth

"...Increasing the average amount of education of the labor force by one year raises [a country's wealth] by 9 percent... Three years of education as compared with none raises [a country's wealth] by 27 percent."

World Development Report, 1991

Education of Girls as Key to Development

"Educating girls quite possibly yields a higher rate of return than any other investment available in the developing world. It may be the single most influential investment that can be made in the developing world."

Lawrence Summers
Chief Economist, World Bank
Scientific American, 8/92

Your Opinion Counts!

Education is a critical development issue for the Third World, and a priority for our field work overseas. This newsletter has touched on some of the complexities of making an impact in the educational status of the sponsored children and families we work with overseas. We would like your opinion.

Many different kinds of education programs are needed for children and adults in developing countries – primary education, scholarships and special training for girls and women, adult literacy programs, and vocational and practical training. In allocating funding, planning groups first assess community conditions, and also take into consideration the needs, resources, and desires of community members.

Please fill out the enclosed response form and give us your opinion on how you would allocate funding for education programs. We welcome your participation in this continuing dialogue! We'll update you on the results in the next newsletter.



U. S. MEMBER OF  PLAN INTERNATIONAL

November 15, 1993
SP#110627

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- Kenya
- Liberia
- Mali
- Nepal
- Philippines
- Senegal
- Sierra Leone
- Sri Lanka
- Sudan
- Tanzania
- Thailand
- Togo
- Uganda
- Zimbabwe

Mrs. Darlette Acker
218 S. Green St.
Frackville, PA 17931

Dear Mrs. Acker:

We would like to thank you for your continued participation in "Buffalo Banks and Borewells: Childreach Makes Sense of Overseas Development." In your responses to the last newsletter, many of you stated that education was the biggest barrier to development. Well, you were one step ahead of us. Enclosed please find the third newsletter which focuses on education.

Each of you are very important to us and we find your opinions interesting and challenging. I am excited about this research and would like to share with you a few highlights from your responses to the second newsletter. We are especially pleased by the suggestions and comments that you have provided. Eventually, we will categorize these and report the results to you.

In the last newsletter, over half of you expressed an interest in receiving supplementary information, we have decided to send it out to you in the month of December, and it will cover each of the four newsletters you will have received by then. Most of you (75%) feel that the level of information is just about right while others (25%) feel that it has been too elementary. We will make efforts in future newsletters to raise the level a bit.

You may be interested to know that this newsletter is the third of four newsletters which will comprise the first phase of the Buffalo Banks and Borewells project. In the second phase, we intend to present case studies to explore the issues presented in the first phase through actual field examples.

We are sending these newsletters out to you every month. This has enabled us to shorten the amount of time that you will be involved in this project, but it also requires a shorter amount of time to receive responses from you. Please try to return the enclosed response sheet to us by October 29th, at which point I will begin to tabulate the data. However, if you cannot make this date and need more time, send your response sheet to us at your earliest convenience.

We truly appreciate the time and energy you are investing in this project. I am certain that your participation will help Childreach to educate and retain their sponsor base better in the future. I look forward to seeing your next responses.

Cordially,

Cornelius Riordan
Professor of Sociology, Providence College, Providence, RI

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**Buffalo Banks
& Borewells**
CHILDREACH MAKES SENSE OF
OVERSEAS DEVELOPMENT

Thank you again for your continued participation in the Buffalo Banks and Borewells project. Accompanying each newsletter are a set of questions for you to answer and return to us. Some of these questions will be summarized and we will share the results in future newsletters.

1. Given the data presented in the newsletter and the cultural constraints against schooling for females in most Third World countries, what do you think would be the most effective way to raise the educational level of females?

2. The low educational level of Third World countries is troubling and perplexing. Which of the following strategies do you think is the best way for organizations like PLAN to employ in our efforts to meet these educational problems? Of course, PLAN considers each of the following approaches a program priority, but please select the one which you feel is most essential.

- _____ Provide more funding and human effort in the area of primary school education.
- _____ Provide more funding and human effort in the area of adult basic education.
- _____ Provide more funding and effort in the area of adult vocational training and education.
- _____ Provide more funding in areas such as community development and income generation, and less for formal education.
- _____ Other (please describe) _____

Many of you have written thoughtful and helpful comments in response to the first two newsletters. We intend to address some of these issues in our supplementary newsletter. If you have further comments and suggestions, we would encourage you to write them on the back side of this page.

As always, we thank you kindly for your willingness to participate. We would be pleased to answer any questions that you may have. Please write or call.

Buffalo Banks & Borewells



CHILDREACH MAKES SENSE OF OVERSEAS DEVELOPMENT

U. S. MEMBER OF  PLAN INTERNATIONAL

LESSONS FROM DEVELOPMENT: HEALTH

This issue of "Buffalo Banks and Borewells" – the last in a series of four newsletters – focuses on how we work to keep children and their families healthy. Health impacts every aspect of life for a child and family. Developing accessible and affordable health care is a catalyst for change in the entire fabric of a community.

World Health Report Card

Thirty-five thousand children under the age of five die in the developing world every day. If a child lives, he or she can expect to live an average of 55 years. As you know, the Under 5 Mortality Rate (U5MR) is a good indicator of the general status of health in a country. Below is a graph of the U5MR for each of the countries in which we work.

As the chart below suggests, life expectancy and mortality rates are often linked to a country's level of wealth and schooling levels.

	PHILIPPINES	KENYA	ECUADOR	USA
Life Expectancy ^a	65	59	66	76
GNP per capita in US\$ ^b	\$730	\$370	\$960	\$21,790
Average Years of Schooling ^c	7.4	2.3	5.6	12.3

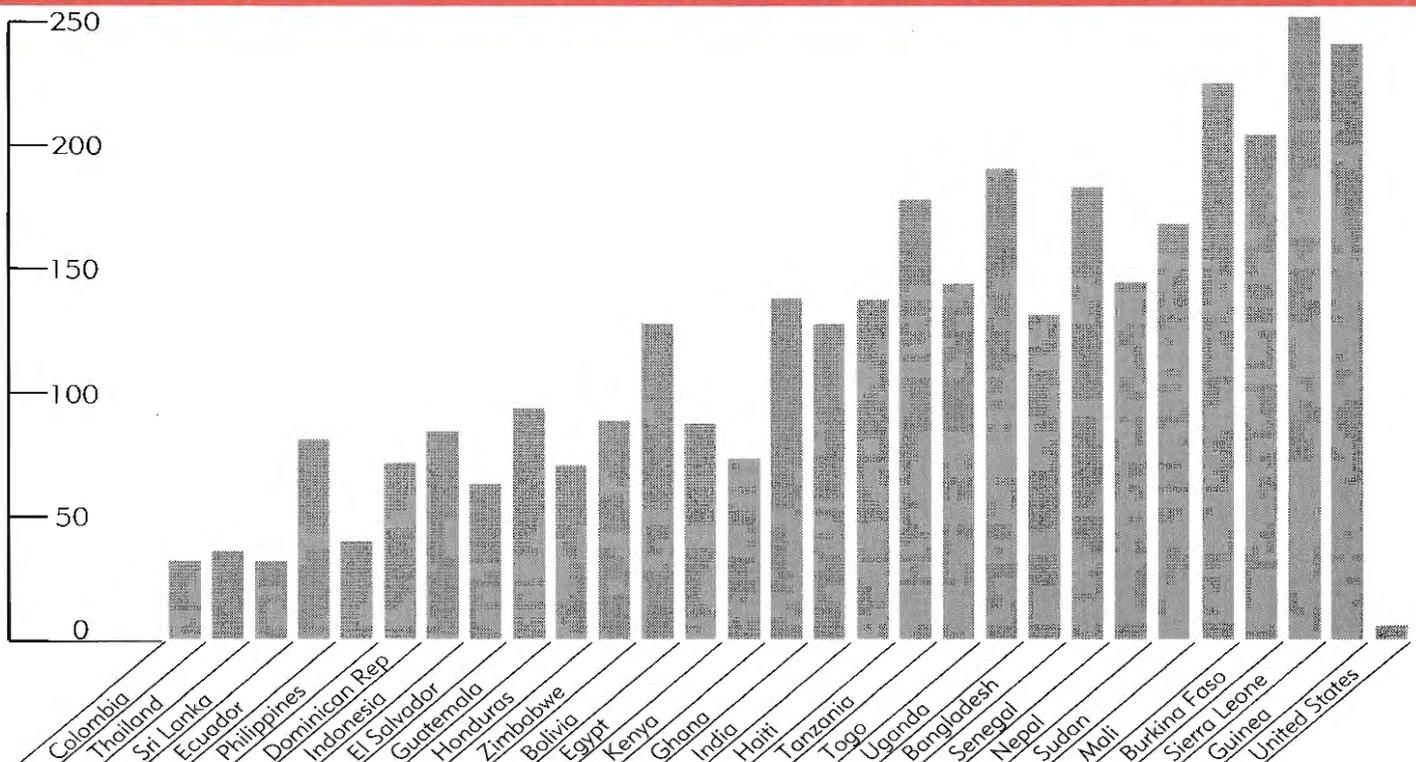
SOURCE: UNICEF, 1993 & UNDP 1993

^a Life Expectancy. The number of years a newborn baby can be expected to live if subject to the mortality risks prevailing for the general population at the time of its birth.

^b Gross National Product per capita. This indicator reflects the wealth of a country. However, the statistic assumes equal distribution, therefore, the actual income of the poor is generally far less.

^c Average number of years of schooling received per person aged 25 and over.

Under 5 Mortality Rate. Number of children per 1,000 who die before their fifth birthday



SOURCE: UNDP 1993

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Keys to Child Survival

UNICEF and the World Health Organization (WHO) have identified four low-cost measures which can potentially halve the number of child deaths in developing countries. Keep in mind that over 60 percent of the deaths are caused by pneumonia, diarrhea, and vaccine-preventable diseases, or by some combination of the three, exacerbated by malnutrition.

As a child-focused development organization, PLAN places primary importance on children's health. Moreover, sponsorship puts us in direct contact with children and their families throughout the year. The key to preventive health care is generally a change in behavior. The ongoing relationship that PLAN cultivates with sponsored children and their families is an important foundation for introducing health measures.

For example, PLAN has had tremendous success in implementing GOBI, four simple and sustainable measures that encourage a family's self-reliance in preventive health. You are probably familiar with the four basic health measures that comprise GOBI. They are:

Growth Monitoring, which enables a mother to assess her child's physical development and take appropriate action.

Oral Rehydration Therapy (ORT), which is a simple solution of water, salt and sugar used to treat water loss from diarrhea. Dehydration caused by diarrhea is a leading cause of child deaths.

Breast feeding provides babies with essential nutrients and contains immunities. Moreover, breast feeding removes the risk of feeding children formula made from contaminated water.

Immunization, to prevent the unnecessary child deaths from preventable diseases. In 1990, the international health community reached a milestone. After a decade-long health campaign, the goal of immunizing 80% of the world's children was achieved – *thereby saving three million lives*.

PLAN'S distinct advantage in delivering health services

The very infrastructure that enables us to be accountable to you as a Childreach sponsor also gives us a distinct advantage in delivering health services to children and families. Beginning even before children and families are enrolled in our program, PLAN is in direct contact with families regarding the health of their children.

- The enrollment process includes an evaluation of health in the communities. Local health problems and needs are identified in addition to available resources and traditional care and knowledge.
- Community groups are involved in health matters from planning through evaluation. This increases the sustainability of health measures by resting the responsibility in the hands of the community.
- Through training of local health workers and community members, such as traditional birth attendants, health measures are delivered through a trusted source that is familiar with the local people. This is consistent with our emphasis on self-help.
- As an international organization, PLAN can gain the cooperation of the National Ministry of Health and international health service agencies such as WHO and UNICEF, and leverage funds from the US Agency for International Development and other funding sources.

PLAN's Health Goals – To enable communities to provide:

- Child survival programs consistent with international standards
- year-round access to safe water
- a year-round system for disposal of human and solid waste

In Ecuador... ▶

1. "Please don't worry. If a mother knows what to do and where to go, cholera is not a deadly disease."

Mrs. Cevallos remembered the educational messages which she saw over the television. With a packet of ORT, given to her on a home visit by a PLAN health worker, she knew how to prepare the solution. She may have saved her daughter's life before getting her safely to a health clinic.



In Kenya... ▶

3. "PLAN works with the Ministry of Health to train communities to enable them to take greater responsibilities in the management of their own health. In our program area, just like in many other parts of Kenya, 80% of all deliveries take place in homes. By building (TBA), we are able to insure safer delivery health activities."

Onesmus M. Nganga, Health Coord

In the Philippines...

4. With training made available through the issue of costly medicines by producing ointments, and antibiotics from traditional store-bought drugs. At the same time, we were developing entrepreneurial skills a





In India...

"How do we motivate people to take responsibility for their own health? Initially ignorance, illiteracy, social and cultural norms, inhibitions and religious orthodoxy hindered community participation, especially women."

"Yet it was strongly felt by the community that a woman's role is pivotal to change in any society. This led to a group of women, volunteering to undergo training and work as community health workers."
 Dr. Manju Verma, Health Coordinator, PLAN, Bombay



...on the skills of Traditional Birth Attendants and train TBAs to undertake other

...tor, PLAN Taita-Taveta

...n PLAN, groups of mothers solved the problem of marketing their own cough syrups, and herbal remedies at 1/3 the price of commercial products. When they were solving a health problem, they were also earning money.

The Challenge of AIDS

A little more than a decade ago, AIDS was completely unknown. Today, no nation can escape its consequences. Developing countries are experiencing increasing numbers of cases. In these countries at least half of the AIDS-affected adults are women, many of whom are heads of households.

While other chronic diseases kill the elderly and the very young, 90 percent of those with AIDS are between the ages of 20 and 49, the workers and parents who in normal times, raise children, care for the elderly, grow crops, produce goods and provide services. AIDS is undermining the very foundation of families and the people who are the primary actors in building a country's economy.

About 30 percent of the children born to HIV-infected mothers will develop AIDS and die from the disease before the age of three. The largest group of children affected, however, are those whose lives have been indirectly touched by AIDS. These include children whose parents are critically ill, or who have already died. Experts estimate that over 10 million children in developing countries will become "AIDS orphans" by the year 2000.

The sad truth is that even if a cure for AIDS were to be found tomorrow, people in developing countries would be some of the last to receive it. This only underscores the importance of educational efforts to prevent the spread of AIDS today.

What Can PLAN Do?

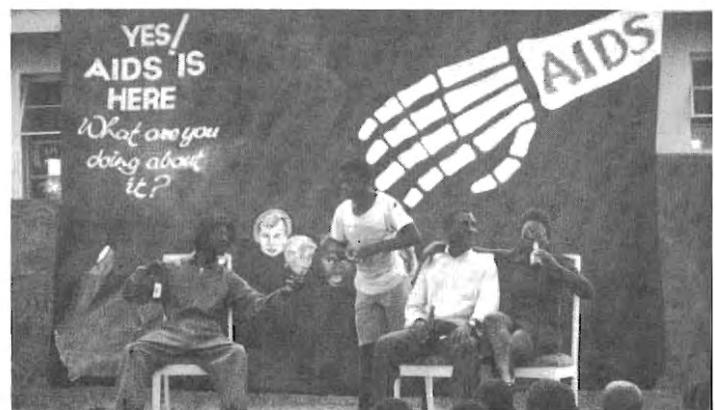
PLAN is uniquely placed to assist AIDS-affected children through its existing community-based network, child-focused mandate, and integrated approaches. The role of education is critical in changing sexual behavior to reduce disease transmission.

Dr. Remi Sogunro, Health Specialist Advisor for PLAN International says that PLAN Field Offices can best respond by "*starting with what you know you can do best and building on it. . . If you are doing health education, it is easy and inexpensive to add sex education and HIV prevention to the curriculum. If you do family planning, add condom distribution.*"

To address the issue of AIDS in developing countries, PLAN has adopted an AIDS policy worldwide. PLAN will:

- add AIDS prevention education to existing school curricula, focusing especially on the protection of women and youths
- train staff in counseling skills specific to HIV/AIDS
- identify low-cost and effective approaches to extend health care services to adults and children suffering from AIDS.

PLAN's contact with communities at a local level has enabled us to utilize peer education programs, community theater and mass communication.



The AIDS crisis has greatly intensified, but it has not changed the demands placed on PLAN development programs. Ensuring access to water, to education, to health care, and to economic livelihood are familiar and achievable needs that are only made more urgent in areas affected by AIDS.

Impact of Primary Health Care Programs



Health

- men and women live longer
- infant deaths decrease
- women have fewer, healthier babies
- diet is improved
- illness reduced



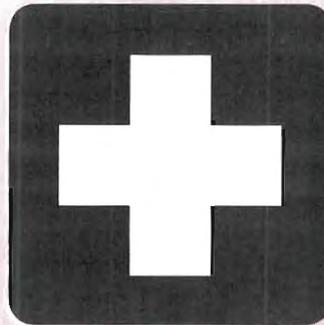
Livelihood

- more energy and time for income-producing activities
- greater productivity
- fewer medical expenses
- more income



Education

- children attend school more regularly
- children are able to study better on nutrient-enriched diet
- higher levels of skill and literacy achieved



Community development

- physically stronger
- more confident and self-reliant in caring for self
- better prepared to face the challenges of development



No cases of polio have been reported in the Western Hemisphere since 1991. In the other half of the globe, the virus still paralyzes the limbs of 100,000 children each year. Though tragic, this figure reflects remarkable progress. A decade ago, the virus claimed over half a million victims a year.

PLAN works with thousands of people and organizations that are involved in eradicating polio from the face of the earth by the year 2000.

Questions for further thought. . .

You can relate many of the issues raised in this newsletter to your own sponsorship. Write and ask your sponsored child about his or her health.

- Is there a clinic nearby?
- Has anyone in the family had health training?
- Is health education taught at school?

Your Opinion Counts!

It is no surprise that health is one of the four sectors of our work overseas. This newsletter has touched on some of the measures that have proven to be effective in combating health issues overseas and on some of the challenges that lie ahead. We would like your opinion.

PLAN has many unique advantages in implementing health programs – we are linked both to the communities in which we work and to the international community. It is when we work successfully with both of these communities that our health measures are most effective.

Please fill out the enclosed response form and give us your opinion on what you think are the most effective health strategies. We welcome your participation in this continuing dialogue.



U.S. MEMBER OF  PLAN INTERNATIONAL

Ms. Debra Bahr
205 Data Ct
Ames, IA 50010

December 10, 1993
SP# 000139

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Dear Ms. Bahr:

Thank you for your continued participation in "Buffalo Banks and Borewells: Childreach Makes Sense of Overseas Development." The enclosed newsletter focusing on health issues completes Phase I of the project. I know that you will be busy with the holidays, but please try to return it to us by the end of the month.

We have not completed our analysis of the responses from the last newsletter. The abundance of qualitative comments defies simple categorization so we are taking the time needed to do a complete analysis. I would like to share with you results from the second newsletter concerning community development.

As you recall, we asked you where you thought PLAN's work on a scale of activities from short-term emergency relief to long-term sustainable development should go. Many of you said that PLAN should, and it does, respond to disasters that affect sponsored child communities. The average score for this question was 3.7 (on a scale of 1 to 5) indicating that most of you feel that PLAN should pursue the approach of long-term development which is, in fact, what PLAN does.

We also asked you to identify the single biggest barrier to successful Third World development. We have categorized your responses into 17 categories. Eighteen percent of you thought that education was the biggest single barrier, followed by political corruption (12%), political instability (10%), population control (7%), lack of natural resources (5%), and governmental cooperation (5%). Among the other barriers that you identified were cultural differences, health, war, poverty, and lack of long-term commitment.

Now that we are at the end of Phase I, let me describe what lies ahead. In early January, we will send you the Supplement to answer some of the questions raised in your responses to the first three activities. In February we will conduct a short survey in which we will ask you to share your feelings and attitudes about development. Shortly after the survey, we will initiate Phase II of Buffalo Banks and Borewells which will be in the format of case studies that explore some of the issues presented in the Phase I.

As always, we truly appreciate the time and energy you are investing in this project. I hope you enjoy a wonderful holiday season!

Cordially,

Cornelius Riordan, Ph.D.
Professor of Sociology, Providence College, Providence, RI

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**Buffalo Banks
& Borewells**
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**Educational Activity #4
December 1993**

Thank you once again for your continued participation in the Buffalo Banks and Borewells project.

1. Did you know that PLAN was actively involved in confronting the unique challenge of AIDS in the Third World?

Yes _____

No _____

2. Within the context of low educational levels and the need to maintain sensitivity to other cultures, what do you think is the best way for PLAN to combat the problem of AIDS?

3. After reading the newsletter, which of the following health care initiatives would you say is likely to be most successful in the Third World?

- _____ an ample supply of local health care workers
- _____ increasing immunization rates
- _____ access to hospitals and clinics
- _____ other (please describe) _____

4. Do you think Childreach should consider sending these newsletters to all of our sponsors?

Yes _____

No _____

5. Have you ever had any occasion to discuss the contents of these newsletters with anyone outside of your immediate household over the past three months?

Yes _____

No _____

If yes, can you describe the results? _____

As always, we thank you kindly for your willingness to participate.



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Sri Lanka
Sudan
Tanzania
Thailand
Togo
Uganda
Zimbabwe

Mrs. David Hellyer
Northwest Trek
Eatonville, WA 98328

February 10, 1994
SP# 007785

Dear Mrs. Hellyer:

For the past five months you have participated in an educational project by Childreach entitled Buffalo Banks and Borewells: Childreach Makes Sense of Overseas Development. We have greatly appreciated your enthusiastic participation. The project is supported by a grant from the United States Agency for International Development (USAID).

The goal of the project is to determine your ideas and opinions on issues pertaining to the Third World and development, and to share with you how PLAN confronts these issues. The design of the project calls for two phases of educational newsletters. In January, you completed Phase I of the project. At this time, we would like to assess the project and learn more about your thoughts and feelings.

Following this assessment, Phase II of the project will begin in March 1994. In the second phase, we will provide case studies containing actual examples of problems that PLAN confronts in the field. This will allow a more detailed exploration of the issues presented in the first phase.

At this time, therefore, we would like to ask you to complete the enclosed questionnaire. To repeat, the purpose is to learn more about your thoughts and feelings regarding issues of international development and how PLAN confronts these problems. We have enclosed a business reply envelope.

To express our thanks in advance we are sending you a copy of "Our Piece of Land is Small". This publication by Childreach was originally designed as a library exhibit (and is still available in that format) and then later made into this short book.

I do hope that you will be able to continue your participation in the project. If you have any questions please call toll free at 1-800-556-7918 ext. 500.

Thank you for your help and your thoughts.

Sincerely,

Cornelius Riordan, Ph.D.
Professor of Sociology, Providence College, Providence, RI

Founded in 1937 as Foster Parents Plan

155 Plan Way • Warwick, RI 02886-1099, USA • Telephone 401-738-5600 • 800-444-7918 • Sponsor Services 800-556-7918
FAX 401-738-5608



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Zimbabwe

Mrs. Noreen Kauffman
689 Grass Cove Ct
Lehigh Acres, FL 33936

February 10, 1994
SP# 143712

Dear Mrs. Kauffman:

Childreach is engaged in a new and exciting educational project which they have asked me to conduct. The goal of the project is for us to learn more about your ideas and opinions on issues pertaining to the Third World and development, and how PLAN confronts these issues. Quite simply, we would like to know your views on some of the problems and the challenges that Childreach faces each day.

The project is titled Buffalo Banks and Borewells: Childreach Makes Sense of Overseas Development. The name is taken from actual overseas development projects of PLAN International.

The project is supported by a grant from the United States Agency for International Development (USAID). It will directly involve a group of randomly selected Childreach sponsors. You have been randomly selected to participate.

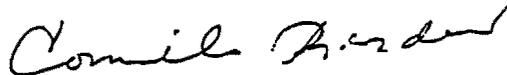
As a Childreach sponsor, I realize that you already give us a great deal through your involvement and your time. I am impressed with the deep and enduring commitment of Childreach sponsors. In order to assure that the results truly represent the entire group of Childreach sponsors, it is vital that the response rate be as high as possible. Therefore, I hope that you will agree to participate.

If you agree to participate, we would ask you to complete the enclosed questionnaire. We have enclosed a business reply envelope. To express our thanks in advance we are sending you a specially designed Buffalo Banks and Borewells mug under separate cover.

I would be pleased to answer any questions you might have. Please write or call. The telephone number is 1-800-556-7918 ext. 700.

Thank you for your help and your thoughts.

Sincerely,



Cornelius Riordan, Ph.D.
Professor of Sociology, Providence College, Providence, RI



Buffalo Banks
& Borewells
CHILDREACH MAKES SENSE OF
OVERSEAS DEVELOPMENT

This project is funded by the United States Agency for International Development (USAID).

1. Would you say that living conditions in the poor countries of the world today are better than, about the same, or not as good as they were 10 years ago?
 Better About the same Not as good

2. Would you say that living conditions in the rich countries of the world today are better than, about the same, or not as good as they were 10 years ago?
 Better About the same Not as good

3. Do you think the U. S. Government is doing more than it should, about the right amount, or less than it should to fight poverty in other parts of the world?
 More than it should
 About the right amount
 Less than it should
 Don't know

4. Do you think that Childreach is doing more than it should, about the right amount, or less than it should to fight poverty in other parts of the world?
 More than it should
 About the right amount
 Less than it should
 Don't know

The term Third World is used to mean those developing countries in Africa, Asia, and Latin America whose economies and standard of living are significantly lower than the United States, Western Europe, and other countries, whose economies are fully industrialized.

5. Shown below are two approaches to Third World development. Where do you think the work of PLAN should go on the scale?

1	2	3	4	5
Short-Term Emergency Relief Only		Half Relief Half Development		Long-Term Sustainable Development Only

6. What do you now think is the single biggest barrier to successful Third World development?
Please give only one answer.

7. On a scale where 1 means lowest priority and 5 means top priority, using any number between 1 and 5, where would you place each of these types of United States aid to Third World countries?

	Lowest Priority 1	2	3	4	Highest Priority 5
a. Relief for victims of disasters like floods, droughts, and earthquakes	_____	_____	_____	_____	_____
b. Giving money to Third World countries to pay their foreign debts	_____	_____	_____	_____	_____
c. Building large projects such as roads, dams, and hospitals	_____	_____	_____	_____	_____
d. Sending American volunteers like those in the Peace Corps, to work in other countries	_____	_____	_____	_____	_____
e. Providing direct health care, i.e., immunizations	_____	_____	_____	_____	_____
f. Providing health education programs to help countries lower infant death rates	_____	_____	_____	_____	_____
g. Programs to support small businesses started by local people in those countries	_____	_____	_____	_____	_____
h. Education on family planning and providing birth control	_____	_____	_____	_____	_____
i. Initiating sustainable community development	_____	_____	_____	_____	_____
j. Helping developing countries to prevent the spread of AIDS disease	_____	_____	_____	_____	_____

8. As you read the statements below, please tell me whether each one describes you very well, describes you somewhat, or does not describe you at all.

	Very well	Some- what	Not at all	Don't know
a. I don't know enough about Third World countries and their problems.	_____	_____	_____	_____
b. I feel a lot of foreign aid never gets to people who need it.	_____	_____	_____	_____
c. I don't know very much about the organizations that run programs to help Third World countries.	_____	_____	_____	_____
d. I feel the Third World's problems are so great that my help can't make much of a difference	_____	_____	_____	_____

9. As you read some statements about U.S. economic aid for development, please tell us if you tend to strongly agree, somewhat agree, somewhat disagree, strongly disagree (U. S. aid refers to all types of U. S. aid – not just Childreach).

	Strongly Agree	Somewhat Agree	Somewhat Disagree	Strongly Disagree
a. We need to solve our own poverty problems in the United States before we turn attention to other countries.	_____	_____	_____	_____
b. Aid is frequently misused by foreign governments.	_____	_____	_____	_____
c. U. S. aid has not been effective in improving poor people's lives in the Third World.	_____	_____	_____	_____
d. The problems in developing countries are so overwhelming that they cannot be overcome.	_____	_____	_____	_____
e. Traditional sex roles for men and women are major obstacles to development.	_____	_____	_____	_____
f. In the past, development policies have not been designed to empower the people of developing countries.	_____	_____	_____	_____
g. U. S. aid is essential if developing countries are to become self-sufficient.	_____	_____	_____	_____
h. Investment by U.S. corporations in the Third World has made these countries dependent on corporations rather than helping them develop themselves.	_____	_____	_____	_____
i. Third World countries are largely to blame for their hunger and poverty because of their corrupt governments.	_____	_____	_____	_____

10. PLAN works in 28 countries around the world. For those 28 countries, what is your estimate of the average years of schooling attained for males and females? For example, in the United States, the average years of schooling is 12 for both males and females.

_____ years for males _____ years for females _____ I'm not sure

The following questions specifically refer to the person who completed the answers to this survey.

11. The person is _____ male _____ female.
12. The person is "approximately" _____ years of age.
13. The person has completed _____ years of education.
14. The person is _____ married _____ single _____ other martial status.

15. Overall, how satisfied are you with your Childreach sponsorship?

- _____ Very satisfied
- _____ Satisfied
- _____ Not too satisfied
- _____ Not at all satisfied

16. Based upon your experience as a Childreach sponsor, how satisfied are you with each of the following? Please circle the number which best fits your level of satisfaction.

	Very Satisfied				Not at all Satisfied	
a. Letters received from my sponsored child and family	1	2	3	4	5	
b. Information received from Childreach concerning my sponsored child and family	1	2	3	4	5	
c. Quality of PLAN programs in the field	1	2	3	4	5	
d. Personal contact with Childreach staff at the Warwick, RI office	1	2	3	4	5	
e. Informal reports describing PLAN programs in the field	1	2	3	4	5	
f. Financial accountability by Childreach	1	2	3	4	5	
g. Annual Progress Report on my sponsored child	1	2	3	4	5	
h. Other (please identify)						
_____	1	2	3	4	5	

17. What can Childreach do to improve the satisfaction of your sponsorship?

Sample Supplement



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Kenya
Liberia
Malawi
Nepal
Philippines
Senegal
Sierra Leone
Sri Lanka
Sudan
Tanzania
Thailand
Togo
Uganda
Zimbabwe

Mr. Conan Sullivan
248 Archer St
Fall River, MA 02720

January 21, 1994
SP# 047998

Dear Mr. Sullivan:

You may recall that in the second newsletter response sheet, we asked you if you would like to receive supplementary materials from us focusing on the content of the newsletters. Since many of you indicated that you would, Jaya Sarkar, Director of Global Education at Childreach, has written the supplement enclosed.

The enclosed supplement is in "question and answer" format, and answers some of the questions that were raised in participant responses to the newsletters and discusses other issues that relate to the content of the newsletters. Please do not be disappointed if the supplement does not answer all of your questions. You know the issues of development are complex and the answers are different in each situation. Moreover, it was not possible to address all the questions that each of you raised.

Please also keep in mind that we will begin the second phase of the Buffalo Banks and Borewells project in March. The second phase will be framed around case studies to further explore the sectors of development raised in the first phase. I do hope that you will continue with the project through the second phase as well.

You do not need to respond to this supplement, unless you have further questions that you would like to ask. However, we will be sending you a survey in a couple of weeks in order to assess the value of the project to date.

Wishing you all the best in 1994.

Sincerely,

Cornelius Riordan, Ph.D.
Professor of Sociology, Providence College, Providence, RI

In Income Generation and Community Development... (continued)

are contributed by sponsors. Grants also provide additional funds to invest in our own institutional strengthening.

In large part, the goal of the grant is to provide access to credit for the families we work with and to strengthen the institutions that can enable them to have that access through training and development. The program will have a significant impact in seven PLAN Field Offices by strengthening 423 local community organizations and involving 1,000,000 individuals (53% of whom are women) in micro enterprise activities. The 53% participation level for women is very high and represents a concerted effort to recruit women because of their role as guardians of their children's health and welfare.

Although micro enterprise development (MED) projects vary at each program site according to local needs and resources, variance is within the following guidelines:

- The program implements a participatory approach to increase community access to credit with training and technical assistance for both MED programming and specific activities.
- Communities take the lead in identifying their economic needs and resources, providing certain capital as well as labor, and share in the responsibility of monitoring and evaluating project activities.

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Many of you discussed the issue of building awareness of health issues among families in response to our newsletter that focused on health. Recently, I had a discussion with our International Health Advisor, Dr. Remi Sogunro, about how one introduces medical information on a topic that is taboo. Reflecting on his experience in building a programmatic response to AIDS, there were four stages that Dr. Sogunro outlined in the process of building awareness. PLAN is uniquely equipped to undertake this process of building awareness because of our local connections and staff that are familiar with the communities in which they work.

1. **Raise the topic for discussion:** This involves going to all different members of the community and speaking with them individually and in groups – women, men, children, community leaders, teachers, and health workers.
2. **Discuss the traditions and why they are followed:** Once the ground work has been established and people are willing to discuss the traditional practice, one finds that there are people who would rather not follow the tradition but feel compelled to because it is tradition. At this point it is important to look at why the traditions were established. Perhaps they were appropriate at the time they

- Access to credit for individuals and groups of 8-20 with approved MED plans is provided through community banks. Local organizations provide loan capital to community banks using loans and grants from PLAN or loans from local financial institutions based on collateral from PLAN.

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- Credit is extended to support both new and existing enterprises. To qualify, borrowers must present a low risk profile based on community recognition of their personal/financial attributes. They must also present an acceptable business plan.

- Before credit is extended, borrowers must complete 18 weeks of training in literacy skills, business planning, market identification, financial management, and enterprise-specific activity. As the scope of this grant is primarily in rural areas, training often introduces sustainable agricultural practices.

were initiated. Perhaps the function for which they were initially established is no longer pertinent.

3. **Introduce the logic of medicine:** Once the topic is being discussed and the roots of the tradition are analyzed, then one can introduce the logic of medicine. This approach does not take a position on the traditional practice itself, but offers a different perspective that can be demonstrated through mortality and morbidity statistics. For example, if the traditional practice was to have relationships outside of marriage and this is now found to increase the incidence of AIDS (killing women and children and men) is it really worth continuing with the practice?

4. **Let the people come to their own conclusions:** Each stage above is very important because it leads people through a process of questioning the traditions that they hold dear, comparing them to another perspective and deciding how they want to carry on. This approach does not come barreling in and declare that traditional practices are wrong and harmful, but opens them up for discussion. For cultures to survive, they must adapt, but it is the people that are keepers of that culture that must establish the adaptation when confronted with the complexities of a changing world filled with new information.

Sample Supplement



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Sincerely,

Cornelius Riordan, Ph.D.
Professor of Sociology, Providence College, Providence, RI



Buffalo Banks
& Borewells
CHILDREACH MAKES SENSE OF
OVERSEAS DEVELOPMENT

SUPPLEMENT

January 1994

In preparing to write this supplement, I reviewed all the questions and comments that we received in response to the Buffalo Banks and Borewells newsletters. Many of your comments and questions reflect our own concerns as we work overseas and build criteria for success. We have also incorporated these issues into Phase II of the project which will take the form of specific case studies.

Instead of launching into specific answers to each of your questions, I thought it might be more interesting to share with you some of the conversations I have had recently with people who work for PLAN in program development and management. It struck me that the projects they described to me relate to the themes of the newsletters and apply to you questions about the approach and success of projects.

— Jaya Sarkar, Director of Global Education

In Education...

Recently, Rezene Tesfamariam Area Manager for our Regional Office in the Caribbean and Central America was in our office. For Rezene, education is perhaps the key to development. He was born and raised in Eritrea, and he speaks of the powerful effect of his own schooling. *"Education teaches you to question. For the first time, you look critically at your situation and that of others and question as to why it is so."* It is this questioning that is the first step in making changes to improve your situation, and education can also give you the skills to actually make those changes.

In discussing the situation in Haiti, he specifically addressed the impact of involving parents in their children's education. As you know, this situation is highly volatile, and yet PLAN continues to deliver services to the children and families that we work with. In fact, in addition to emergency health care, one of the services in most demand is education for children.

In the newsletter that discussed education, many of you identified the issue of convincing parents of the value of education for their children if they themselves have not had the opportunity for education, and may see the time children spend in school as time better spent on income-generating activities. I asked Rezene about the issue of involving parents in their children's education and he had many interesting observations.

In setting up the program in Haiti, PLAN had to decide which schools it would support to further the education of

the children in the communities in which we work. One of the first steps was to establish some criteria for selecting schools which included sound financial management, school management and the existence and involvement of a school committee. It turned out to be the latter of these criteria that was the most contentious. Few schools had a school committee in existence, and even once the principals were able to round up enough parents to form such a group, they were not willing to share the management of the school with the parents.

But Rezene insisted. The school committees were a vehicle for parents to participate in their children's education, and they also made the school more accountable to the students. However, the idea of parents being involved in the school's operation was strange to both the school and the parents.

These efforts have larger implications given Haiti's political situation. Part of the political problem in Haiti today is that the general population responds to incidents by taking to the streets, when they can, but they do not have the organizations to proactively represent their concerns in the political system. The parents' associations are not political parties but they do provide a model of organizing a group of concerned people in order to have a larger institution, in this case the schools, respond to their needs. This model of participation is important because it demonstrates that the people can get a response to their needs by organizing themselves.

In Income Generation and Community Development...

Many of you were interested in how PLAN goes about increasing the income of sponsored families. Of course, this varies from office to office, but recently we submitted a proposal to USAID (Agency for International Development) that outlines the criteria for micro enterprise projects in seven of our Field Offices. Although the grant proposal has not yet been accepted, it does outline pro-

gram methodology for micro enterprise projects that are pertinent to existing PLAN programs — and to many of the questions you asked.

The grant combines the goal of increasing the incomes of the families with whom we work with the need to strengthen community organizations. PLAN applies for grants such as this to further the reach of the funds that

In Income Generation and Community Development... (continued)

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Buffalo Banks & Borewells



CHILDREACH MAKES SENSE OF OVERSEAS DEVELOPMENT

U. S. MEMBER OF  PLAN INTERNATIONAL

WELCOME TO PHASE II OF BUFFALO BANKS AND BOREWELLS!

Over the next six months you will receive four more newsletters. In the first phase you became familiar with PLAN's goals, integrating programs in health, education, livelihood, and community development to improve the lives of children. Now we turn to specific examples of projects, using a case study format to examine in greater depth the elements that make development initiatives self-sustaining.

This case study revisits PLAN's programs in the health sector, and takes a closer look at a borewell project initiated in 1987 in rural Kenya to provide families year-round access to reliable water sources. As the case suggests, the key to securing clean water requires far more than the technology of drilling a deep well or installing a simple handpump.

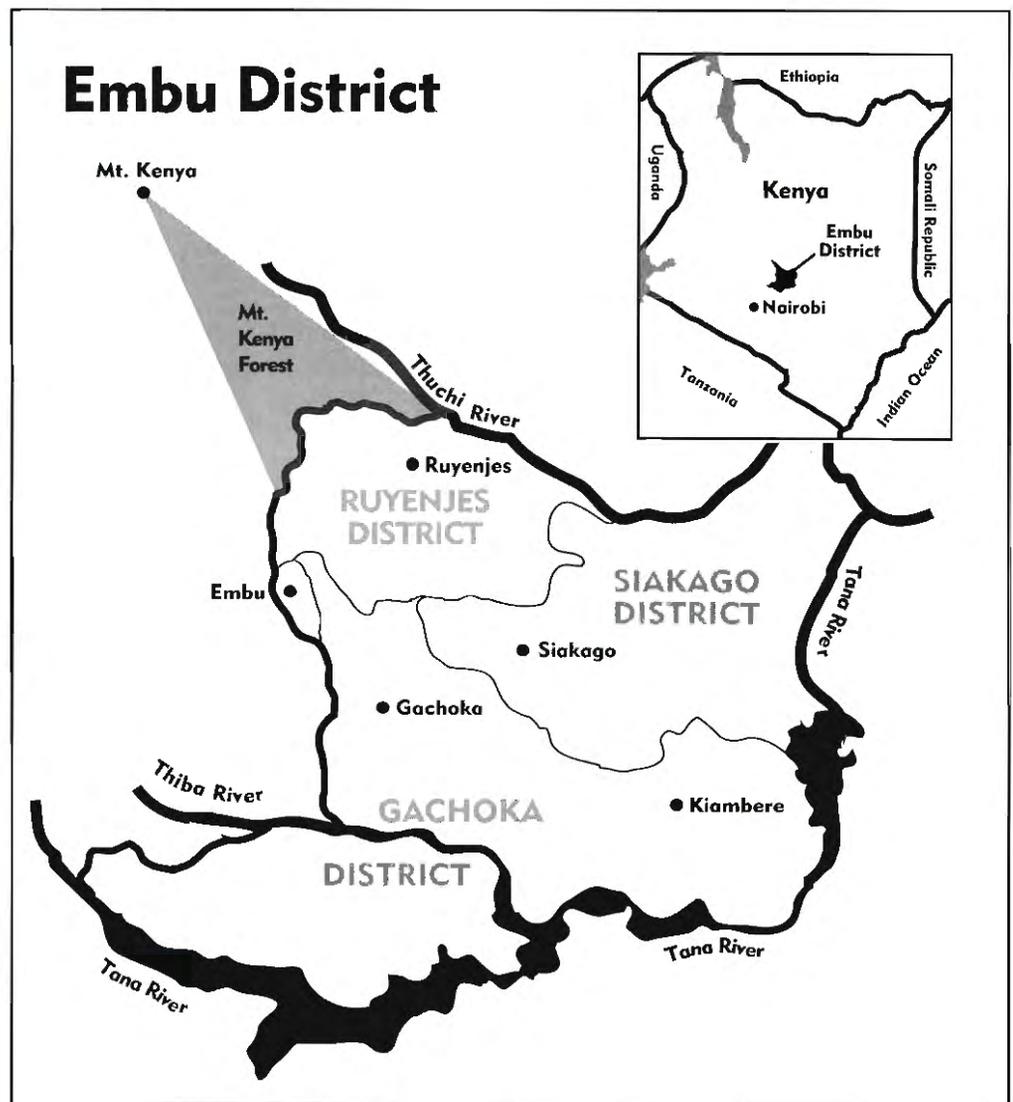
As you read the case, we invite your participation in identifying the problems that PLAN faced and the lessons learned from developing a rural water supply through the construction of borewells.

EMBU, KENYA, 1987

- **Population:**
105,000
(50% under the age of 15 years)
- **Enrollment:**
12,000 children sponsored
(84,000 people served)
- **Per capita income:**
\$290 per year
- **Infant Mortality Rate:**
74/1000 live births per annum
- **Under 5 Mortality Rate:**
118/1000 live births
- **Life expectancy:**
55 years
- **Access to clean water:**
15 percent of villagers

PLAN Embu: Background

PLAN has been working in Kenya since 1982. At the request of the Kenyan Ministry of Culture and Social Services, the first field office was established in the Gachoka Division of the Embu District. The number of families that PLAN sponsors has grown six-fold, from
Continued on next page



Embu is in the Eastern Province, located in the center of the country on the southeastern slope of the snow-capped Mount Kenya.

(Continued from front)

2,588 in 1983 to 12,300 in 1993.

Over half of the population is under 15 years of age.

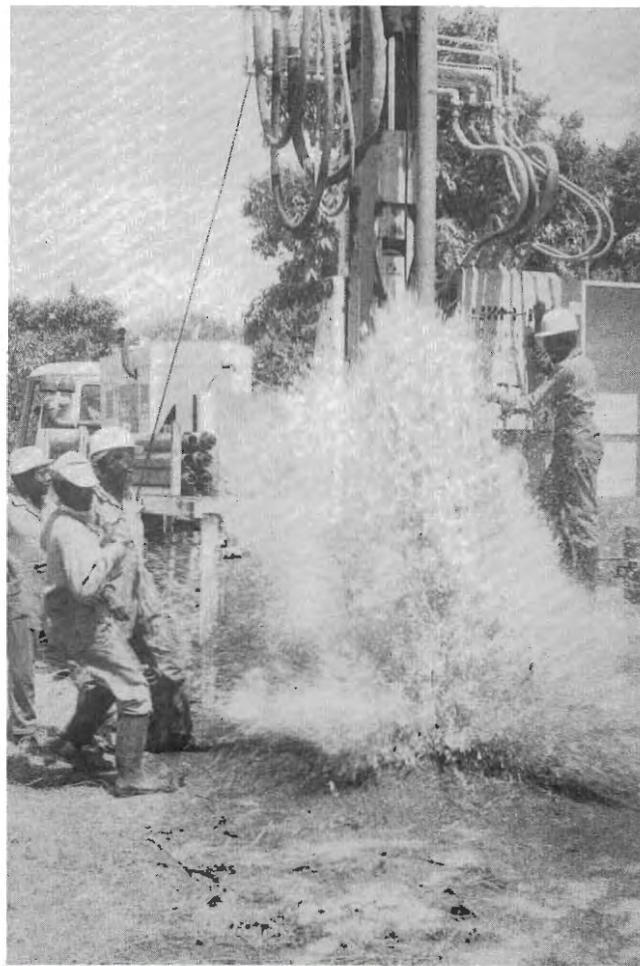
Embu's climate is hot and dry with annual rainfall between 26 and 48 inches per year. When it does rain, the rains come in violent storms, causing erosion and the leaching of nutrients. Soils with poor water holding capacity and low fertility make it difficult to sustain crops and livestock, which are the main sources of income. Without title deeds, capital, or access to credit, farmers are unable to make long term improvements in their land or upgrade their equipment. The types of crops that are grown are limited to only a few varieties of seeds and crop yields are low, resulting in inadequate food supplies and nutritional deficiencies among a majority of people, especially children.

Over the last decade, PLAN has tried to address the interrelated problems of water scarcity, poor health conditions, and economic poverty by assisting families and communities in initiating and sustaining their own development activities, ranging from well-digging and latrine construction to small scale irrigation projects and extension of credit for purchase of equipment and drought resistant seeds to increase crop yields.

Water: An Essential Need

In 1987, representatives from the Kenyan Ministry of Health and PLAN International Headquarters conducted separate evaluations of PLAN Embu. The evaluations revealed water availability – in particular, the access to clean water – to be a fundamental problem, affecting not only agricultural productivity, but also health conditions. There existed a high incidence of water-borne diseases such as cholera, typhoid, and diarrhea among children and infants.

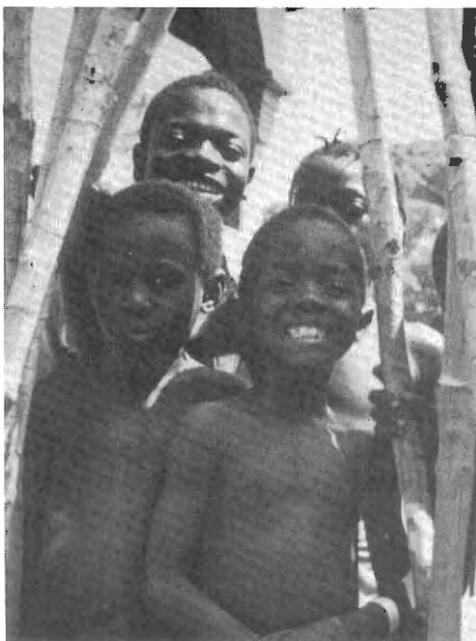
Eighty-five percent of water source samples obtained from the Gachoka Division of Embu failed to meet the standards of potability as defined by the World Health Organization.



The drilling team strikes water!

Water Source	% of Users	Distance	Time Spent
Shallow wells	56%	Between 2-4 miles	2-4 hours
Rivers, streams	34%	Between 4-7 miles	4-7 hours
Piped systems	10%	Less than 1 mile	1-2 hours

Hauling water, a burden falling mostly on women, was not only arduous, but also time consuming. The hours could be more productively spent cultivating a kitchen garden, or making handicrafts to sell at the market.



THE WATER PLAN

- Objective:** To increase the availability and accessibility of water to Embu villagers
- Steps:**
- Installation of 100 borewells, fitted with handpumps
 - Construction of family & institutional rain water catchment tanks
 - Provision of tools to families for digging wells by hand
 - Expansion of piped water systems
- Time frame:** Two-year period
- Outcomes:**
- Clean water to 25,000 persons
 - Reduction of water-borne diseases
 - Less time spent hauling water over long distances
 - More time and energy available to women and children for education & income generating activities

The First Steps

In response to the water problem, PLAN Embu initiated several strategies to increase the availability and accessibility of water through tapping ground sources and catching rainwater run-off. The most ambitious of the proposals was the digging of 100 borewells to be completed over a two-year period. Because of the high cost of drilling and also the availability of outside grant support for projects such as this, PLAN approached U.S. AID for funding.

Hydrogeological surveys to determine the locations and number of wells that could be sustained within Gachoka had already begun. Four test borewells had been dug to gain experience with drilling, handpump technology, and community water management methods. Each well was drilled to an average depth of 60 meters, and fitted with a standardized Afridev handpump. This handpump was designed to be used easily by women and children, and also locally manufactured. If it needed to be repaired, spare parts were inexpensive and simple to obtain.

It was estimated that a single borewell could provide year-round water for a village of 250 persons even during the dry season. Although the initial start-up costs would be high to hire a drilling contractor to dig a single well – \$6000 or \$24 per person, once the well was operational, the expenses to maintain would be minimal. On the basis of success with the four test borewells and the cost effectiveness of borewells in other program areas, PLAN Embu proceeded quickly with the drilling.



Borewells are dug deep into the ground with a drilling rig, and can tap a much more secure water supply than hand-dug wells.

SPONSOR'S SUPPORT

At the same time PLAN continued support of other water improvement strategies. This assistance, made possible by sponsorship funds included the construction of:

- **Hand-dug wells**
In some parts of Embu, reliable water could be found at a depth which was possible to dig by hand. PLAN would assist villagers with digging tools, and materials to line and seal the well.
- **Individual family tanks**
On a cost-sharing basis PLAN would help families install rain-water catchment tanks at their homes. Each tank held 1000 gallons and cost \$180. PLAN would pay \$60 with 2/3 of the cost supplied by participants in labor and related expenses.
- **Rain-water storage tanks**
These tanks, holding 12,000 gallons, would be built at schools and health clinics.
- **Piped water systems**
In Kirima, the potential users of the system were also the planners, who were operating, maintaining and expanding a workable water system

WATER ACCESS PLAN: CRITICAL INDICATORS

Goals

- To improve people's health and status
- To decrease women's time and labor in fetching water

Indicators of Success

- # of wells completed
- Decreased incidence of diseases
- Less time spent on getting water
- Decreased distance to water
- Increased # of women generating income

Assumptions

- Absence of disasters
- Weather stays within norms
- Stable social structure
- Community participation is high

Integration with Other Program Areas

In addition to directly addressing the need for clean water, PLAN Embu was also working on other program fronts that would reinforce the water initiatives, especially efforts to educate villagers about health and hygiene, and motivate them to undertake self-help projects. These related programs ranged from training community health workers, and building latrines at schools and health facilities to providing credit to farmers for small business ventures.



Health

- Home improvements: roof rainwater catchment tanks and ventilation latrines
- Repair and expansion of piped water systems
- Provision of mobile health clinics



Livelihood

- Training women in cottage industries, e.g. soap, candles, mattresses, ornaments for local markets
- Small business loans to entrepreneurs, 40% for women
- Soil conservation and small scale irrigation projects, e.g. tree planting, terracing, dams



Community Development

- Leadership training project committee members so that 60% have sound management skills
- Integration of women in 40% of all project committees where women represent 40% of members
- Direct funding approach for committees to manage projects themselves



Education

- Training of community members in management of primary health care at village level
- Hygiene as part of elementary curriculum
- Involvement of secondary students in monitoring water use

Mid-Term Results

To ensure the best use of funds and to improve a program while in it is in process, PLAN closely monitors all phases of implementation. In 1991, the PLAN Embu Field Office commissioned a mid-term evaluation to assess the impact of the project on the people in the area, and on health and sanitation conditions.

The evaluation team, composed of a water engineer, health officer, sociologist, and financial expert were particularly interested in looking at the progress of the project in becoming self-sustaining. To find out, they observed villagers drawing water from the wells, interviewed community leaders, teachers, and school children, and reviewed technical measurements and minutes of committee meetings.

The evaluation team revealed the following:

Positive findings

1. 84 of the 100 borewells were completed. The drilling had proceeded at a rapid pace. The borewell sites were well distributed within the Gachoka Division. Each borewell was able to serve a minimum of 400 people.
2. At institutions such as schools, health centers, and churches, the borewell had a significant impact. The Rwika and Kiambere Health Centers reported that the incidence of water-related diseases had dropped dramatically since the borewells were installed.

The Technical Institute near the health centers ceased having the student strikes that had occurred earlier because of water shortages. Teachers reported that students now had more time for studies and recreational activities.

3. For families using the borewells, the average time used to fetch water had dramatically decreased from 4 hours and 20 minutes to less than one hour. Clean water was now available within a radius of 1.9 miles, eliminating the need for women to travel long distances looking for water. Some women interviewed had previously spent up to 12 hours per day

scooping for water. This freed them to spend more time working in their shambas planting and harvesting, and caring for their children.

Issues to address

1. The majority of the Gachoka community was still using the traditional sources of water rather than the borewell water. In the dry season, the demand for borewell water rose sharply, but during the rainy season, villagers still turned to either scooping water from the sand, or drawing it from rain accumulated in dirty depressions and seasonal rivers. Health conditions had not improved.
2. There was little evidence of any organized meetings among village members to discuss planning and management of the borewells. Only one-third of the people reported knowledge of such meetings. Representation of women was minimal.
3. There was little evidence of formal hygiene education as part of the project activities. Training of Community Health Workers was administered on a totally separate basis.



Hauling water is an arduous and time-consuming task that falls upon women and children.



Once a borewell is established, it becomes possible to run a piped water system into villages and homes.

PERSPECTIVES

Although their concerns were different, the perspectives of the villagers and the evaluation team overlapped in several areas.

Villagers

- It's easier and cheaper to get the water from the rivers, especially during the rainy season.
- The lines to use the pumps are too long.
- The pump is not available everyday; the landowner on whose property the borewell was built forbids its use on Sundays and other holy days.
- The pump frequently breaks down and cannot be fixed right away because you cannot get spare parts nearby.
- The dues to use the borewell are too high.
- Few of us are represented on the Water Committees.
- The Water Committee Treasurer is pocketing the dues to stock his shop.

“An effective pump system is not simply a technological object, but a conglomerate of technology, institutions and people — individuals who must plan, design, manufacture, finance, and purchase, install, operate, maintain, oversee, and use the pump.”

— PLAN International

Evaluation Team

- The sites for the wells were determined by the water engineers and drilling contractors in a hurry without much input from the community, and entirely on the criteria of ground water availability.
- Title deeds to the sites had not been obtained.
- Some borewells had not been installed properly, and several handpumps had manufacturing defects. Minor specifications on materials construction were not followed, making pumps difficult to maintain.
- At 80% of borewells visited, only three hours were spent mobilizing each community.
- No monitoring activities had taken place, so that lack of maintenance had resulted in some parts wearing out completely and damaging adjoining parts.
- Many water committees had no well-defined cash contribution methodology. In many cases there were no repercussions established for defaulters.
- The borewell project was seen by community members (39%) largely as a PLAN Embu program. There was little involvement of the community, and especially women, the primary users, in planning and implementation.



U. S. MEMBER OF  PLAN INTERNATIONAL

May 10, 1994
SP#113318

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Mr. & Mrs. Bruce M. Landesman
763 3rd Ave.
Salt Lake City, UT 84103

Dear Sponsors:

For the past six months you have participated in an educational project by Childreach entitled Buffalo Banks and Borewells: Childreach Makes Sense of Overseas Development. We have greatly appreciated your enthusiastic participation. The project is supported by a grant from the United States Agency for International Development (AID). During the first phase of the project, over 500 Childreach sponsors have participated.

The design of the project calls for two phases of educational newsletters. In January, you completed phase I. At that time, you completed a survey which will allow us to assess the first phase of the project. In that survey we also asked questions to learn more about your thoughts and feelings about the problems of the Third World. After the results of the first phase survey have been analyzed, we will share the results with you.

At this time, we would like to ask you to continue in the second phase of the project. In this phase, we will provide case studies containing actual examples of problems that PLAN confronts in the field. This will allow a more detailed exploration of the issues presented in the first phase.

At this time, we have enclosed the fifth newsletter of our project. We realize and do appreciate the extent of cooperation that you have provided us in the first phase of the project. We would like to continue to receive your reactions to these newsletters, but we do wish to minimize your time commitment as well. Consequently, we are not asking for a detailed response to the enclosed newsletter. Instead, for each of the next four newsletters, there will only be a single question. As always, we would be pleased to receive any additional comments that you wish to send us. We have enclosed a metered self-addressed envelope for this purpose.

I do hope that you will be able to continue your participation in the project.

Thank you for your help and your thoughts.

Sincerely,

Cornelius Riordan, Ph.D.
Professor of Sociology, Providence College, Providence, RI

Educational Activity #5
May 1994



Thank you again for your continued participation in the Buffalo Banks and Borewells project.

To what degree has your participation in the Buffalo Banks and Borewells project affected your satisfaction with Childreach?

- I am more satisfied
- My satisfaction is the same
- I am less satisfied
- I am not sure

Childreach, 155 Plan Way, Warwick, RI, 02886-1099 • 1-800-556-7918 ext. 500

Buffalo Banks & Borewells



CHILDREACH MAKES SENSE OF OVERSEAS DEVELOPMENT

U. S. MEMBER OF  PLAN INTERNATIONAL

WELCOME TO PHASE II OF BUFFALO BANKS AND BOREWELLS!

This is the second in a series of four newsletters that you will be receiving. The previous newsletter focused on the challenges and lessons learned from implementing a borewell project in rural Kenya to provide children and families year-round access to reliable water. We learned that the involvement of community members in planning the location, use, and maintenance of the wells was as essential to sustainability as was the drilling technology and hand pump design.

This case study revisits PLAN's programs to increase and stabilize sponsored family income. It describes a program of income generating activities funded between 1987 and 1990 in San Pedro Sula, Honduras. The activities represent a fundamental shift in PLAN's approach towards providing sustainable economic assistance to sponsored children and their families.

We invite your participation in exploring further the issues and lessons learned from San Pedro Sula's income generation initiatives.

SAN PEDRO SULA, HONDURAS, 1990

- **Enrollment:**
8,272 sponsored children in 329 communities
45,834 families indirectly served
- **Per capita income:**
US\$318 per year
- **Under 5 Mortality Rate:**
96/1000 live births
- **Literacy:**
49%

Note: Conditions of rural poverty are much more severe than those in urban areas. As of 1990, 70 percent of families in rural communities lived below the absolute poverty level, as compared to 31 percent of families in cities.

PLAN San Pedro Sula: Background

PLAN has been working in San Pedro Sula since 1978. San Pedro Sula started first as an outreach program of the PLAN Central Office in Tegucigalpa, and then in 1985 was established as an
(Continued on next page)



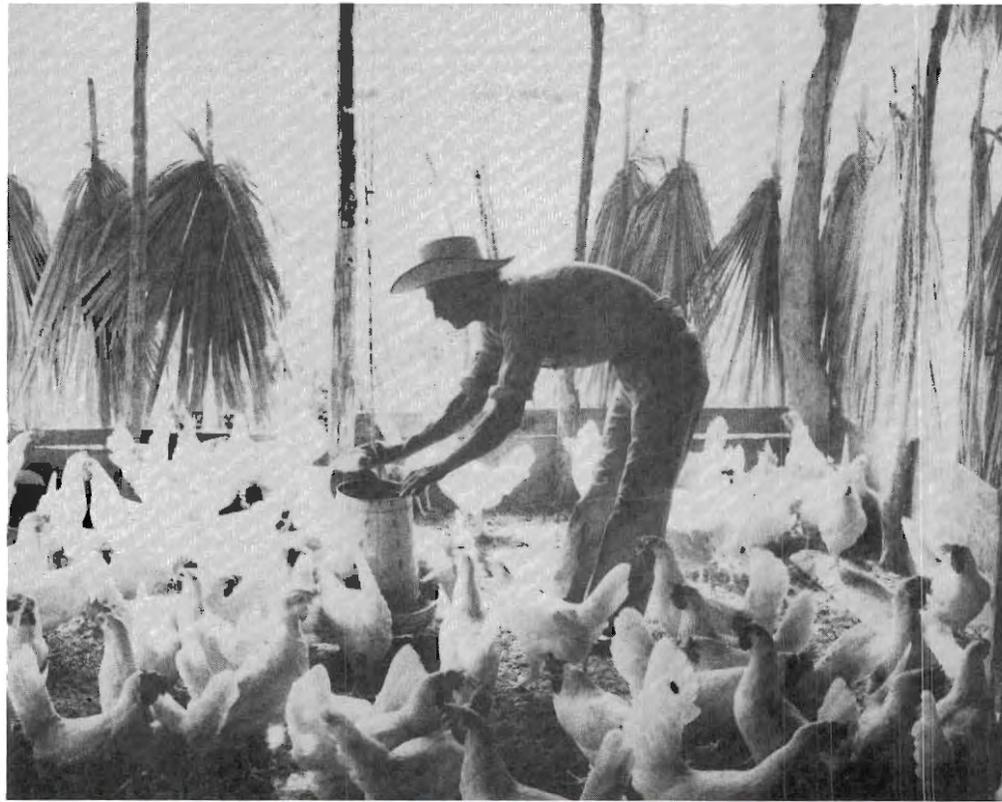
San Pedro Sula is located in northwestern Honduras. The area is one of the most rugged and least developed areas of the country.

Founded in 1937 as Foster Parents Plan

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(Continued from front)
 independent field office. In the beginning, PLAN San Pedro Sula served 80 rural communities. Today through formal coordination with the Ministry of Public Health, PLAN San Pedro Sula has extended coverage to 329 rural communities, providing direct assistance to 8,272 children and their families. Sponsorship support indirectly benefits hundreds of other families through enabling general improvements in community services, such as building health clinics and equipping schools. The population of the PLAN-assisted communities ranges from 200 to 1000 people and the communities are generally dispersed.

The harshness of the mountainous terrain makes farming and transportation very difficult and there has been constant migration out of the area to the flat, fertile valleys near the coast.



Here a man raises chickens. As San Pedro Sula is an agricultural area, many loans supported activities such as this one.

PLAN'S ECONOMIC GOALS

Income Goal:

To ensure that each foster family achieves a sustainable level of income which is above the locally defined poverty level *and adequate to meet the basic needs of their children.*

Capital Accumulation Goal:

To ensure that each foster family increases their capital through investment of their savings and/or assistance from PLAN so that as a minimum their:

- a. dwellings meet a defined housing standard.
- b. credit needs are reduced, and foster families can make payments on loans, meet their needs and still be able to save money.
- c. foreseeable higher expenditures (such as birth, educational costs, or weddings) are met under normal circumstances without jeopardizing the economic stability of the family.

PLAN's Economic Goals

A little over 10 years ago, PLAN began to realize that sponsored families throughout the world could not sustain the health and educational benefits that they were receiving without significant increases in income and capital accumulation to break the enduring cycle of subsistence poverty. In response, PLAN's International Board recommended the approval of an Income Goal and a Capital Accumulation Goal. The Capital Accumulation Goal went even as far as to define a level of savings to achieve once the

Income Goal was met.

PLAN's recognition of the need for stronger economic goals was very much in line with its history. The organization was continuing to move, both philosophically and operationally, away from a welfare orientation towards being a facilitator of local community self-sufficiency.

Once attained, these goals would ensure that families would have the financial stability to make lasting improvements in their lives and the lives of their children.



As women become involved in businesses, they acquire management skills and have more power in decision-making. It is also an opportunity for some to become literate.

Economic Conditions of Sponsored Families in San Pedro Sula

The majority of families served by our San Pedro Sula office are subsistence farmers who till their own plots, or landless laborers who work for wages on estates or smaller farms. They are disproportionately affected by the economic stability of the country. For example, during 1990, the purchasing power of Hondurans, especially the rural population, decreased drastically due to the devaluation of the local currency and a high inflation rate of 32 percent. When the dollar value of Lempiras fell from 530 to 200, families could buy only 1/3 as much.

Many “campesinos” who own a plot of their own also seek part-time jobs to supplement their incomes. Seasonal employment, such as picking coffee, tobacco, or sugar cane is available to a few families. Day laborers typically earn \$2 per day. Some sponsored families also grow fruits and vegetables in their yards, selling what they can and consuming the rest.

Those families who have no access to land have little or no prospect of improving their situation. Their economic situation remains precarious and their incomes insufficient to cover the basic needs of food, shelter, and clothing, generating a legacy of poverty for their children.



A woman tills a small family plot. The lack of access to land has been one of the major constraints facing families in their struggle to achieve economic stability.

One of the most critical aspects of PLAN’s work over the last ten years has been to help groups of sponsored families buy plots of land, obtain titles to land, or establish user rights. In 1985, only 9% of sponsored families had rights to land, the rest had to rent land for their own cultivation. Today, of a total of 465 family groups, 40% have received holdings of approximately 8.8 hectares. Although most of these plots are located on rugged terrain and are not arable, they are appropriate for growing coffee and basic grains, or raising cattle.

Development of the Income Generation Program

In order to augment existing sponsorship activities, PLAN San Pedro Sula in Honduras was selected in 1987 as one of six field offices to participate in a USAID income generating grant program to add further technical expertise and additional resources to this critical program area. At that time “income generation” was broadly defined as “any activity providing an additional source of income.”

Following the traditional approach in San Pedro Sula of working with family groups, PLAN “rural promoters” met with groups of 5 to 12 families to help them identify and develop projects that would raise their income.

The only requirement to participate was: 1) to have a group 2) have internal administrative rules 3) agree to contribute to the project and 4) possess an action plan for the activity. During a series of meetings the promoter would elicit “a rain of ideas,” that is, a list of possible group projects.

Once an endeavor had been agreed upon, the group, with the assistance of the promoter, would carry out an elementary feasibility study, assessing costs, benefits (sales), and expected gain. The study was then forwarded along with a request for funding to PLAN San Pedro Sula.

San Pedro Sula met the grant criteria:

- agricultural production was far below normal.
- there was a large amount of rural-to-urban migration especially among youth due to lack of employment.
- local manufacturing and retail activity could be enhanced with technical interventions.
- PLAN beneficiaries expressed the desire for vocational and entrepreneurial training.

Types of Income Generation Activities Implemented in San Pedro Sula

	Assistance	Criteria	Impact
1. Convenience Interventions Money or in-kind support provided to specific families in dire need	Donation of seeds, bag of fertilizer, or a goat.	Emergency circumstances such as crop failure or drought.	No potential for long term sustainable growth, but family meets immediate needs and saves.
2. Indirect Support Technical and financial assistance to support permanent income generation activities in the community	Seed capital; training for organization (and legalization) of Financial Assistance Units, made up of PLAN families, that can grant credit to groups and also benefit from access to the credit.	Community participation, leaders trained in credit management.	Loan repayment plus interest sustains growth of the initial fund; generating community equity; and increasing the possibilities for funding more income generating activities.
3. Evolving Enterprises Mixes of economic and social activities which hold the potential to develop into more formal business operations, run independently of family housekeeping.	Small grants or loans for hat making, vegetable or fruit cultivation, for bee production, for a shoe repair shop, or for a food store.	Entrepreneurial potential, willingness to learn business approaches.	Limited supplemental income; hands-on training in business concepts e.g. production, marketing.
4. Micro-Enterprises Providing sustainable income to business owners, generating employment, and increasing overall economic activity in the communities.	Larger grants or loans — land purchase, cattle production, coffee plantations, building of grain silo, corn mill, start-up of cigar factory, or cement making operation.	Full business management approach; realistic projections; understanding of market forces and risks.	Sustainable income; financial profitability, generation of employment in the community.

“ I have observed in many countries that the poor save more regularly and carefully than the rich because, in case of difficulty, the poor have many fewer options. It turns out that there are substantial similarities throughout different cultures and regions in the reasons that lower-income individuals, households and microenterprises save. ”

– Marguerite S. Robinson, *Harvard Institute for International Development*

The Impact of Income Generation Programs

Two of the most important things that income generating projects do involve cultivating the economic habits of families by enabling them to move from financial isolation to cooperation, and from economic activities in the informal sector to access to the formal sector. Here are the changes in San Pedro Sula.

Before

1. Families living in poverty do save money. However, they do not have open access to credit institutions. They save in many forms including grain, cash (kept in the house), gold and animals.
2. Families traditionally augment their income through small economic activities such as selling foods, making cigars or weaving handicrafts. However, they do this in relative isolation and depend heavily on middlemen for access to markets.
3. In agricultural activities families are unable to leverage funds to make needed investments in land and equipment hence their output diminishes.
4. Rural families living in poverty are not able to obtain credit from formal financial institutions. They are dependent on loans from moneylenders at exorbitant interest rates.

After

1. Financial Assistance Units combine the savings of several families and provide financial services and training in financial management.
2. Women who traditionally engage in outside economic activities are given training. By forming organized groups they are able to benefit from an economy of scale – lowering their costs in obtaining supplies and increasing their market access. The businesses become more profitable and equitable.
3. Families gain access to credit through the Financial Assistance Units and benefit from training and investments in local agricultural projects.
4. Rural families can obtain loans from Financial Assistance Units. These Units can then become nationally accredited.

From Grants to Loans

Until 1986 PLAN San Pedro Sula donated all funds to groups, which, in turn, promised to provide a local contribution consisting in most cases of labor. In 1987, PLAN San Pedro Sula introduced a “rotating fund” scheme, wherein a portion of the funding for some projects was given as an interest-free loan that had to be repaid within a designated period of time.

By 1990, PLAN San Pedro Sula initiated an interest-bearing loan program, although these loans were only a small proportion — 20 percent of the portfolio. This shift from grants or donations to interest-bearing loans turned out to be a fundamental change in PLAN’s approach to income generation programs.

Charging market interest rates has helped create a feeling of self-sufficiency and competence among loan recipients, particularly women, because they are taking responsibility for managing funds. This gives

them insight into formal credit institutions. Women learn how to effectively comply with loan requirements as they exist within outside institutions. In turn, banks recognize the profitability of providing small loans to large groups of individuals.

In fact, PLAN San Pedro Sula intends to use the structure of the Financial Assistance Units, composed of families of sponsored children, to formalize a rural credit system that would reverse the proportion to having 80% of the portfolio consist of loans.



Members of the community are trained in financial management to form Financial Assistance Units.

Results of the Income Generation Program

Evaluation of the IGP in 1990 revealed the following:

Positive outcomes

- High number of participating groups. 80% (313) of all groups participating in PLAN had an IGP project.
- 85% (269 of 313) of projects involved either basic agricultural production, processing or marketing.
- 80% focused on improving cattle-raising and coffee production. Many were run by family groups in which women became key participants in decision making
- At least 35 non-agricultural economic development projects were run exclusively by women’s groups, and with the exception of 1 or 2, all realized small profits. According to Field staff, these groups “seemed to have better administrative controls due to the members’ strong attention to detail and smaller organizational structures.”
- Groups gained understanding of the importance of realistic interest rates because they handled the credit responsibility. Realistic interest rates guarantee their viability.
- Land purchase projects, directly benefiting 2,700 families with cultivable land, were approved for legal status by the National Agrarian Reform Institute, and have helped PLAN to gain strong credibility among local governmental agencies.

Issues to be addressed

- Lack of technological innovation in projects.
Follow-up action: Honduran Fund for Agricultural Research now provides PLAN agronomists and family groups with training and technical assistance in areas such as coffee cultivation and palm seed production.
- Business practices including the preparation of business plans, institution of inventory controls, marketing analyses were not being implemented properly.
Follow-up action: PLAN San Pedro Sula now works with the local Agency for Entrepreneurial Development to define the participants’ needs in small business administration and conduct appropriate training in business planning, marketing, cost accounting, financing and general management.
- High proportion of donations provided by PLAN.
Follow-up action: New types of enterprises, such as the construction of inexpensive roof tiling, are being tried in an attempt to find economic activities that can be financed with interest loans. Most endeavors, such as fruit tree plantations, take years of heavy investment before enough returns are realized to support loan repayments.

Integration with Other Program Areas – 1993 Results

Obviously, increasing a family's income impacts all areas of their life and the community as a whole. For example, new roads and bridges mean better access to schools as well as markets. Participation in Financial Assistance Units led to greater community cooperation.



Livelihood

- 290 "income generating" projects functioning among 319 PLAN family groups.
- Increase of \$36,290, representing additional earnings of 1.4% in family monthly income.
- 51% using bank savings accounts (targeted objective was 30%).
- Land used as collateral for loans.



Education

- 61% of adults in PLAN families literate (targeted objective was 55%).
- Institution of the radio broadcast adult literacy course "Teacher in the House" reduced credit dropout rates, especially women's, from 50% to 20%.
- 32 schools assisted with purchase of supplies, including carpentry equipment for vocational training.



Community Development

- 2,535 PLAN families received leadership training, including small business and credit management, and law.
- 18 communities financed the construction of roads and bridges providing quicker access to schools and markets.



Health

- 625 PLAN families assisted with home repairs and improvements. Construction of efficient wood stoves, reduced family expenditures for wood, incidence of respiratory diseases, and deforestation.
- 21 communities – 2,684 families – provided with potable water by enlarging their water supply systems.
- Owning land enabled families to plant fruits and vegetables that improve their nutrition.

Lessons Learned

- As a program of loans begins, PLAN must provide all the support necessary for the group to succeed and hence to be able to repay its debt. Otherwise the group risks not simply unsustainable initiatives, but even more importantly indebtedness, which is contrary to PLAN's stated aims.
- Sound business procedures such as feasibility studies and marketing plans increase business viability.
- Donations, to finance all or part of a project, tend to undermine the business approach, unless the notions of repayment, interest, repair and depreciation funds are introduced.
- Women play a significant leadership role. They are the ones entrusted to manage the funds, and the money they earn gets channeled back to the family.
- Income generation projects that build upon traditional values and practices are a source of strength and pride to families and communities.
- Basic literacy skills — reading and numeracy— are essential to success.



A girl weaves junco. "This heritage of cultural patterns, that has allowed for the preservation of customs and tradition, is one of the strongest and most important factors impelling families towards economic growth and genuine self-development."





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Ms. Marguerite Allen
34 Canonicus Trl
E Greenwich, RI 02818

June 27, 1994
SP# 086404

Dear Ms. Allen:

Enclosed you will find the sixth newsletter of our Buffalo Banks and Borewells project. This newsletter describes an income generation and capital accumulation project in San Pedro Sula, Honduras. In this phase of the project, each newsletter provides a more detailed description and discussion of the issues that were introduced in phase I of the project.

Thank you for your responses to the fifth newsletter concerning a borewell project in rural Kenya. Accompanying the last newsletter, we asked to what degree your participation in this project has affected your overall satisfaction with Childreach. We were especially encouraged to discover that 74 percent of you were more satisfied and 22 percent remain just as satisfied as before.

I suspect that many of you would like to learn about the results of our larger survey that you answered in the spring. We are still processing the data collected in the survey and the results of the analysis will probably not be available until the late Fall. Eighty-four percent of you replied to that survey for which we are grateful. By the way, the overall response rates to each of the newsletters has been about 80 percent.

We would like to continue to receive your reaction and thoughts to these newsletters. Your input is an important part of the overall project. Our plan is to minimize your time commitment to making a response. We have enclosed a metered, self-addressed post card with a single question asking for your response to the current newsletter. As always, we would love to see additional comments that you wish to make.

I trust that you will continue your participation in the project.

Thank you for your help, your time, and your thoughts.

Sincerely,

Cornelius Riordan, Ph.D.
Professor of Sociology, Providence College, Providence, RI

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ACTIVITY #6

SP# 086404

HOW WOULD YOU RATE YOUR REACTION TO THE INCOME GENERATION
PROJECT DESCRIBED IN THE NEWSLETTER?

- NOT ESPECIALLY IMPRESSED
- WOULD PREFER TO SEE MY DONATION IN OTHER TYPES OF PROJECTS
- THOUGHT THIS WAS A GOOD PROJECT FOR PLAN
- THOUGHT THIS WAS AN EXCITING AND EXTRAORDINARY PROJECT
- _____

OTHER THOUGHTS ON THE PROJECT _____

BUFFALO BANKS & SOREWELLS 1-800-444-7918 EXT. 500

Buffalo Banks & Borewells



CHILDREACH MAKES SENSE OF OVERSEAS DEVELOPMENT

U. S. MEMBER OF  PLAN INTERNATIONAL

This is the third in a series of four newsletters that you will be receiving. The previous newsletter focused on San Pedro Sula in Honduras and PLAN's strategies to increase the income of sponsored children and their families through grants and loans to community groups for income generating activities.

This case study focuses on PLAN's support to urban and rural families in India, and the means by which housing assistance and home repairs can become a catalyst for other sustainable development processes. PLAN International programs in India are unique, because they are conducted in partnership with local Indian development agencies. The partnership combines PLAN's global experience and concern with local perspectives, knowledge, contacts, and credibility.

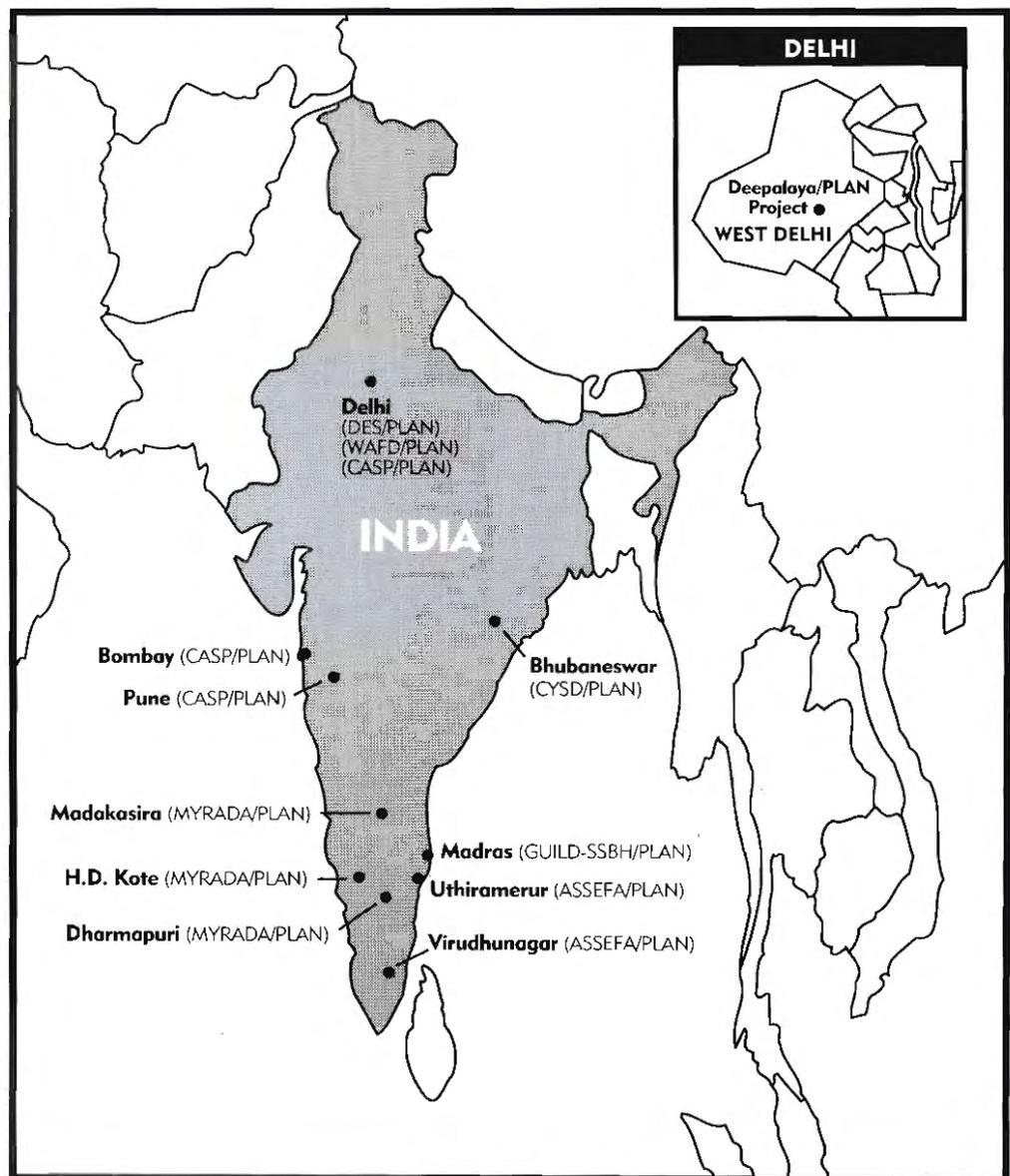
We invite your participation in exploring further the issues and lessons learned from PLAN's experiences with housing projects in India.

INDIA, 1994

- **Enrollment:**
6,873 sponsored children (West Delhi Resettlement colonies)
95,000 total sponsored in India
- **Per capita income:***
US\$330 per year, or Rs.10,273
- **Under 5 Mortality Rate:***
124/1000 live births
- **Access to safe water:***
85% of people
- **Adequate sanitation:***
16% of people (53% urban;
2% rural)
- **Literacy:***
62% male; 34% female

*from 1994 *State of the World's Children*, UNICEF

(Figures on urban and rural populations averaged; conditions in rural areas generally poorer. In 1992, 74 percent of population lived in rural areas.)



Housing: A Basic Right

A home is central to a child's sense of psychological, social and cultural security and well-being. Home means safety. Home is a place

Continued on next page

(Continued from front)

where a child can live without fears of any kind; where he or she can eat, laugh, and play; where basic needs are fulfilled. For children, housing is critical.

Moreover, the “right to food, clothing, and shelter” is a fundamental human right, as guaranteed by the United Nations Universal Declaration of Human Rights, and

“Housing is not just the provision of four walls and a roof but represents the fulfillment of certain basic conditions essential to sustain human life.”

—Minar Pimple, Hon. Director,
Youth for Unity & Voluntary
Action, Bombay

as adopted by the United Nations Convention on the Rights of the Child (1989).

For the family and the community, housing provides a starting point for asset creation, economic development, and participation in political processes. In rural areas,



Urban shanties comprise the most deplorable conditions in which children live.

housing construction may result in upgrading villagers’ skills and creating employment opportunities. In a slum community, organizing around housing issues may become a means of applying political pressure to secure essential municipal services of water, sanitation and electricity.

“Housing is not just a home, but it is everything, and the first stepping stone for a family’s development”

—MYRADA/PLAN, H.D. Kote

PLAN’s Position on Housing

Recognizing the growing importance of housing to the well-being of children, PLAN International is urging the United Nations Secretary General to include The Rights of the Child on the agenda of its upcoming Habitat II Conference on Human Settlements in June, 1996. The definition of “housing/habitat” encompasses not only the immediate shelter needs of children, but also the wider context of physical surroundings of the neighborhood or village.

The need for adequate shelter is becoming particularly critical among the urban poor, whose numbers are increasing exponentially as families migrate from rural areas. It is estimated that as many as 300 million people will move into Asia’s cities by the end of the decade and 50 percent of most large cities will be squatter and slum settlements.

PLAN’s approach has been to upgrade building structures with more permanent and durable materials through direct financial support or by using funds to mobilize local investments and initiatives. In the past, these activities have been viewed as a subsidy input under “health-related home improvements.” Larger questions that directly affect children, and that relate housing to other development processes — income generation, community organizing, advancing the status of women — have not been fully explored.

HEALTH & ECONOMIC GOALS

Housing assistance reinforces key elements of PLAN’s health and economic goals for sponsored families.

Health Goals:

- Potable Water: To provide families with year-round access to water
- Sanitation: To provide families with a year-round system for disposal of human and solid waste

Economic Goals:

- Capital Accumulation Goal: To ensure that each family increases its capital through investment of savings and or assistance from PLAN so that, as a minimum, dwellings meet a defined housing standard

Case Study of a Housing Project in Delhi, India in 1987

Deepalaya/PLAN: Background

In Delhi, PLAN works with several partner agencies. The partnership with the Deepalaya Education Society (DES) began in 1986 as a collaborative venture between Deepalaya and PLAN. To date, Deepalaya/PLAN serves 6,873 sponsored children in the resettled colonies and squatter settlements of Raghurib Nagar, an area of approximately 150 blocks in West Delhi. The area was originally settled in the mid-1960s by refugees, displaced persons, outcasts, and squatters from all over India. The families come from diverse regional and linguistic backgrounds. Among the Hindus, caste dynamics play an important role along with language and religion.

According to recent PLAN surveys, 80 percent of households were reported to be without access to piped water or sewage disposal systems. In slums, physical deprivation is far worse than income figures suggest, and environmental degradation takes a terrible toll on all residents. The major factors that have contributed to poverty include:

- unemployment
- lack of skill training and illiteracy
- unstable sources of income
- lack of awareness of the urban employment environment
- high levels of expense exceeding income; considerable debt.

From Emergency Relief to Sustainable Housing

During the summer of 1987 a fire broke out in Raghurib Nagar, gutting a number of “jhuggies” (temporary tenements). Six homes belonging to families of sponsored children were destroyed. In the emergency,



The groups that organized to address the housing needs also addressed other issues in the community.

Deepalaya/PLAN provided relief aid of Rs.400 [US\$32] to each family for materials to put up temporary shelters.

The emergency, however, had a longer lasting impact. Deepalaya/PLAN workers began meeting with families regularly,

and discussing problems the people were facing. At that time one of the major problems was housing. Families of seven members had been living in cramped makeshift huts and thatched shanties ever since their allotments from the government in 1986. The structures had no ventilation, and only nominal protection from the sun and rain. There was neither access to piped water, nor a sewage disposal system. Ethnic, religious, and caste differences made it difficult for groups from diverse backgrounds to organize or collaborate with one another.

Formation of Self-Help Groups

The informal discussions, initiated by Deepalaya/PLAN with small groups of families, started attracting more and more people. After some time, the groups decided to form associations to address the housing problem. One of the associations was the “Mariaman Association” supported initially by 44 members.



Families contributed their labor and learned new skills.

After long deliberations involving all the members, Deepalaya/PLAN workers, and engineers from the Delhi Development Authority; the association prepared house designs and estimates. The cost of each house was estimated at Rs.8,000 (Annual family income is generally less than Rs.9,000.). The members of the association decided on a finance plan that would require:

After long deliberations involving all the members, Deepalaya/PLAN workers, and engineers from the Delhi Development Authority; the association prepared house designs and estimates. The cost of each house was estimated at Rs.8,000 (Annual family income is generally less than Rs.9,000.). The members of the association decided on a finance plan that would require:

- Rs.1,000 from the prospective house owner
- Rs.2,000 from Deepalaya/PLAN
- Rs.5,000 from national banks on soft interest rate terms.

Initially, in addition to providing labor, each owner would have to contribute Rs.50 per month for at least 8 months before construction could begin. Once construction was finished, owners would repay the loan at the rate of Rs.100 per month, approximately 10 to 15 percent of one month's average wages.

However, when the financing plan was presented to the banks, the bankers refused to recognize the lease documents from the Delhi Development Authority as a
(Continued on next page)

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basis for a mortgage. The banks also stipulated that the softer interest rates — four percent — would be available only to eligible caste and tribe applicants. Other applicants would be charged at the rate of 12.5 percent. Association members argued that the economic conditions of all the families were the same, and their problems were similar. Their arguments, however, fell on deaf ears. “Sorry. Our rules” was the stock response from the banks.

Revolving Fund for Housing Established

As a result of the banks’ refusals, Deepalaya/PLAN decided to go it alone, advancing up to Rs.7,000 for each house. Beneficiaries would be required to repay the loan, plus the four percent interest, over a period of seven years at Rs.100 per month. Funds generated from the service charge would go into a revolving fund for

other families to use. The objective of the revolving fund would be to create a sustainable program of mutual aid. Association members would be responsible for ensuring repayments.

The work of the association was not confined to housing. As a group, members also worked on other community problems such as children’s health and education.

Members of the association also framed detailed rules, regulations and criteria for the selection of the beneficiaries. In the first lot, members took up construction of 22 houses. The beneficiaries were selected by giving priority to only those whose housing needs were most acute, and who could not afford the construction costs. The selections were made unanimously.

What began as isolated relief aid to a few families evolved into a much more comprehensive plan of housing assistance. The loan repayment system, in addition to building up the financial resources of the associations and expanding housing assistance to new families, contributed to the individual family’s sense of self-confidence, and their ability to save for long-term goals.

ASSET CREATION & SAVINGS

The families who were living earlier in “jhuggies” had few possessions of any value. After constructing a house, families learned to save for long-term goals. Families were able to save an average of Rs.12,030 with which they were able to acquire assets worth Rs.9,370 (average value per family). The following table shows how 285 families increased their assets.

	# of families	asset value (Rs.)
Movable Assets		
Television	244	3,000
Refrigerator	25	6,000
Scooter	7	20,000
Telephone	1	15,000
Fan	285	500
Steel Utensils	285	1,000
Immovable Assets		
Additional construction	197	10,000
Individual toilets	143	3,000
Individual watertaps	140	500

“Shelter is the root of happiness”

— Buddhist saying

From Committees to Houses

In West Delhi, seven housing groups were formed and support extended to 625 families. Each group underwent the following:

Procedures

- Formation of housing associations to undertake projects
- Election of officers, formulating procedures for making decisions and administering funds, and establishing criteria for selection of families
- Introduction of thrift/saving schemes, and management procedures
- Contact with Slum Wing Commissioner for lease deed documents and with Delhi Development Authority for sanction of plans and permission to build
- Preparation of house plan, understanding design and structure of construction of the houses, and time line for each step of construction and cost estimates
- Individual family contribution of labor, material, and cash accounting
- Maintenance of records to quantify material supplied, funds given, and the amount of loan
- Completion of house, beginning of repayment

Impact of Housing Program

- 625 families were provided housing assistance
- 285 new houses were constructed
- 340 existing houses received repairs, renovations, or additions
- actual amount invested from DPP was Rs.4,013,587
- 73 percent of the total due as repayment; Rs.758,235 was collected back into a community revolving fund (a high recovery rate compared to the record of other credit institutions)
- average investment per family was Rs.6,422*

*this sum does not include the contributions of individual families (labor, supplies) which ranged from 10 to 30 percent

Average exchange: Rs.12.67 per US\$1 in 1987.

A Rural Perspective on Housing

Although the rural poor live in less congested areas, they face housing problems, similar to families in the urban slums, such as lack of water, electricity, or

“I am respected by my husband since, through my effort, we have been able to build our own house.”

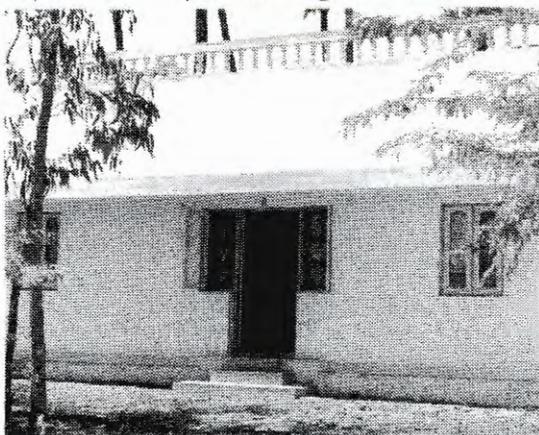
—MYRADA/PLAN Dharmapuri

sanitary facilities. Homes are generally sub-standard in terms of size, roof, walls, and floor. Materials such as straw and mud have to be replaced regularly. Lack of sanitation and unhygienic conditions result in prevalence of disease, and high mortality rates.

Housing construction and repair projects are a high priority for many rural communities where PLAN works. According



Before: a view of the housing condition.



After: a new house with proper infra-structure.

to MYRADA/PLAN, “an improvement to a house is often seen as the result of enhanced economic status. However, in working with really poor communities, housing becomes a tool to stimulate development.”

“Our dream to have a house of our own has become true.”

—MYRADA/PLAN Dharmapuri

Why is a house so important?

- It gives a family roots.
- It provides security.
- It enhances self-respect.
- It promotes an environment and an economy around the house.
- It increases the credit worthiness and risk-taking ability of the poor.

MINIMUM HOUSING STANDARDS

PLAN works in partnership with MYRADA (Mysore Resettlement and Development Agency) in the rural areas of Dharmapuri, H.D. Kote, and Madakasira. Here are the housing standards MYRADA/PLAN follows:

Floor Space:

240 square feet

Ventilation:

3 windows/ventilators (takes care of daytime lighting also)

Homestead Area:

space for vegetable garden, poultry, extension of house, bathing room

Smokeless Oven:

chimney pipe, or bio-gas oven (less disease)

Roofing & Flooring:

safe, durable, able to remain dry in wet weather

Materials:

locally available — granite slabs rather than wood; boulder blocks instead of bricks (do not require buruiug, thereby saves firewood)

Impact of Housing Assistance

Before

- landless
- frequent migration; no permanency
- squalid living conditions
- no protection from rain, fire, cold
- skin diseases, other illnesses
- bathing difficult
- lack of privacy and physical security*
- no furniture or other assets
- difficult to save money
- borrowing from exploitative money lenders
- poor social status

After

- families own land
- sense of permanency; less frequent migration
- property appreciation
- assets acquired
- additional construction (toilets, water taps)
- hygienic living conditions
- better access to electricity and potable water
- families are credit-worthy
- families are more confident and enterprising
- additional space for home-based work
- security for girl children
- better marriage prospects for daughters

*lack of privacy is of particular risk to women and girls who are more vulnerable to sexual abuse

Integration with Other Program Areas



Livelihood

- fewer recurring expenses e.g. replacement of thatched roof; use of energy efficient ovens
- additional work space for home-based income activities
- increased equity; house is collateral for getting credit to start business



Education

- improved study area for children
- permanent residence guarantees access to schools
- specialized construction skills learned e.g. masonry, brick production



Community Development

- self-help groups trained to address and manage own needs
- established homes bring the right to vote
- strengthened ability to organize and access municipal services



Health

- improved sanitation and waste disposal
- access to clean water
- fewer diseases, including eye and lung problems resulting from smokey ovens



Smokeless ovens reduce deforestation and illnesses associated with inhaling smoke from traditional stoves.

Issues to be Addressed

- Insecurity of land tenure in squatter settlements often precludes housing repairs.
- High costs of house construction and home improvements, benefitting only a few, will require alternative and affordable technologies e.g. energy saving technologies like the bio-gas oven, or solar cooker.
- Lack of access to formal credit provided by banks.
- Self-help groups can address this obstacle by using nongovernmental organizations like PLAN as intermediaries.
- Conflicts and distrust among different caste and linguistic groups. The use of small block-based associations, consolidated from self-help groups, may help to integrate disparate segments of the community.
- Prevalence of drinking and gambling among men. The impact of this on family income may be lessened by women's increased leadership and credit worthiness.

Lessons Learned

- Mobilizing families to form self-help groups has been critical to sustainability. Participation in planning, procuring materials, and monitoring the process has not only contributed to self-reliance; but also provided valuable long-term training to address other community issues.
- Housing projects have been strengthened by women taking on leadership roles, since they (and their children) spend the most time in the house. Women have been both the primary users and beneficiaries.
- Motivation and involvement of families in housing assistance has often been higher than in other development projects. If security of tenure is assured households in the poorest areas have been willing to save and take on loans as high as Rs.10,000.
- Housing has been a catalyst for involving families in other community development projects, such as building latrines or improving streets. The sustainability of other development activities has depended on secure shelter.
- The establishment of revolving funds has helped to stretch the support from PLAN, and expand housing assistance to additional sponsored families.





U. S. MEMBER OF  PLAN INTERNATIONAL

Ms. Debra Bahr
205 Date Ct
Ames, IA 50010

September 16, 1994
SF# 000139

PLAN INTERNATIONAL

National Organizations

- Australia
- Belgium
- Canada
- France
- Germany
- Japan
- The Netherlands
- United Kingdom
- United States

Program Countries

- Bangladesh
- Bolivia
- Burkina Faso
- China
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- Dominican Republic
- Ecuador
- Egypt
- El Salvador
- Ghana
- Guatemala
- Guinea
- Haiti
- Honduras
- India
- Indonesia
- Kenya
- Liberia
- Mali
- Nepal
- Paraguay
- Philippines
- Senegal
- Sierra Leone
- Sri Lanka
- Sudan
- Tanzania
- Thailand
- Togo
- Uganda
- Vietnam
- Zimbabwe

Dear Ms. Bahr:

Enclosed you will find the seventh newsletter of our Buffalo Banks and Borewells project. This newsletter describes a PLAN housing project in Delhi, India. In this phase of the project, each newsletter provides a more detailed description and discussion of the issues that were introduced in phase I of the project.

Thank you for your responses to the sixth newsletter concerning an income generation and captial accumulation project in San Pedro Sula, Honduras. Accompanying the last newsletter, we asked you to rate the income generation project described in the newsletter. We were especially encouraged to discover that 53 percent of you thought it was an exciting and extraordinary project, and 45 percent thought it was a good project.

We have just completed our preliminary analysis of the larger survey that you answered in the Spring. One set of questions addressed the priorities for types of U.S. assistance of developing countries. These questions had been used in several previous surveys of the general public and other non-governmental organizations (NGOs). Your responses to these questions were similar to the responses of people in other NGOs, except for four items. Childreach sponsors scored significantly higher than sponsors in the other NGOs, in placing a priority on the following areas: providing programs that help countries lower infant death rates, providing programs to support small business by local people, initiating sustainable community development, helping developing countries to prevent the spread of AIDS disease. These priorities are fundamental to the goals of Childreach and it was exciting to know that you shared these goals with us.

We would like to continue to receive your reaction and thoughts to these newsletters. Your input is an important part of the overall project. Our plan is to minimize your time commitment to making a response. We have enclosed a metered self-addressed post card with a single question asking for your response to the current newsletter. As always, we would love to see additional comments that you wish to make.

I trust that you will continue your participation in the project.

Thank you for your help, your time, and your thoughts.

Sincerely,

Cornelius Riordan, Ph.D.
Professor of Sociology, Providence College, Providence, RI

BEST AVAILABLE COPY

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ACTIVITY #7

SP# 000139

HOW WOULD YOU COMPARE THE VALUE OF THE NEWSLETTERS IN
PHASE I WITH THOSE IN PHASE II?

PHASE I (1-4) NEWSLETTERS WERE _____

PHASE II (5,6,7) NEWSLETTERS WERE _____

WOULD YOU CONSIDER PHASE I NEWSLETTERS TO BE A NECESSARY
COMPONENT OF THE OVERALL PROJECT?

_____ YES _____ NO

BUFFALO BANKS & BOREWELLS 1-800-444-7918 EXT. 500

Buffalo Banks & Borewells



CHILDREACH MAKES SENSE OF OVERSEAS DEVELOPMENT

U. S. MEMBER OF  PLAN INTERNATIONAL

This is the fourth and last newsletter that you will be receiving. The previous newsletter focused on PLAN's support to urban and rural families in India and the means by which housing assistance and home repairs can become a catalyst for mobilizing community self-help groups and other sustainable development activities.

This newsletter focuses on the Bolivian Altiplano and the complexity of helping indigenous peoples improve their health status within a framework incorporating both traditional resources and standardized medical practices, as defined by national and international health agencies.

We invite your participation in exploring further the issues and lessons learned from PLAN's experiences with primary health care education in the Bolivian Altiplano.

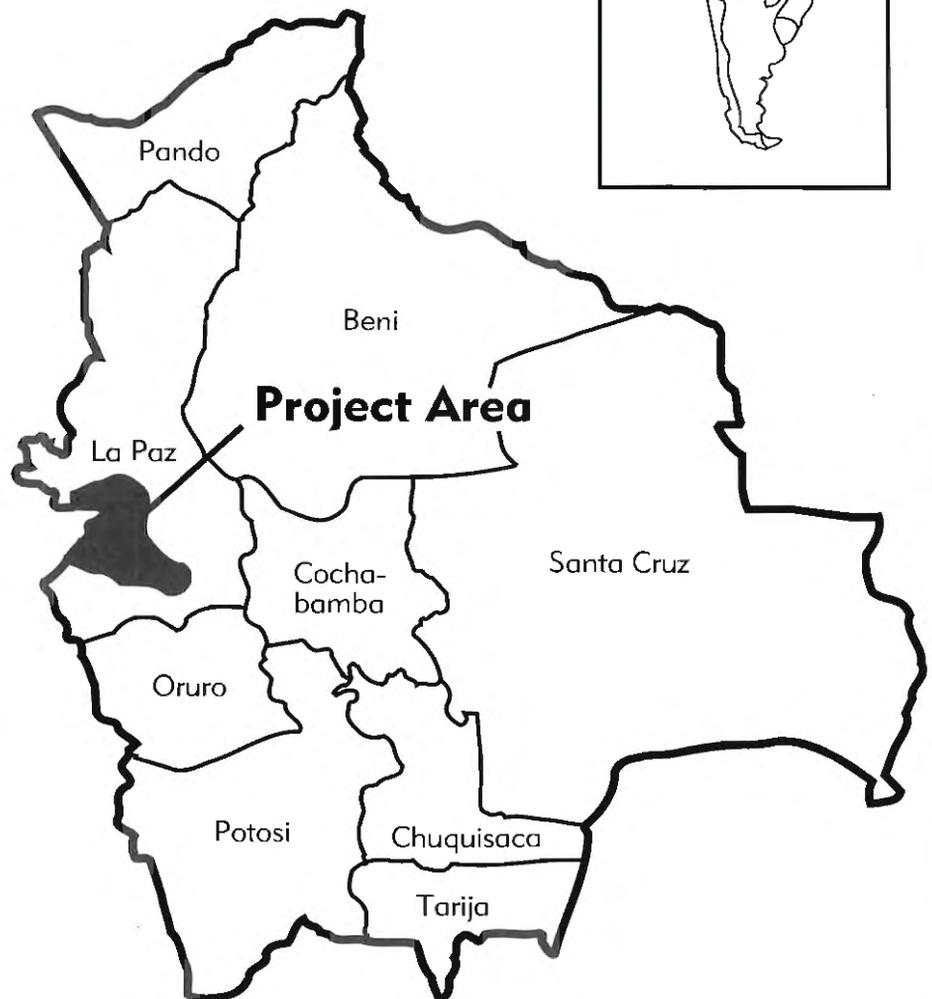
PLAN / Altiplano

- **Enrollment:**
8,000 sponsored children
219 communities
21,000 families indirectly served
(total population of 135,000)
- **Per capita income:***
US\$650 per year
- **Under 5 Mortality Rate:***
118/1000 live births
- **Life Expectancy:***
61 years of age
- **Literacy:***
85% male; 71% female

*from 1994 *State of the World's Children*, UNICEF

(Figures on urban and rural populations averaged; conditions in rural areas generally poorer.)

Bolivia



PLAN International has been working in the Bolivian Altiplano since 1979. The region, which covers about 7,000 square miles, is part of a vast, elevated plain, stretching atop the snow-capped Andes from southern Peru, through western Bolivia, and southward into Chile and Argentina. At an altitude of approximately 12,000 feet, the environment is hostile, characterized by cold temperatures, freezing

Continued on next page

Founded in 1937 as Foster Parents Plan

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(Continued from front)
winds, low levels of precipitation, and sparse vegetation. The area between Lake Titicaca and the nation's capital, La Paz, is dotted by dispersed rural communities, most with less than 500 inhabitants.

The majority of families are descendants of the ancient Aymará civilization. Communities still preserve their language and culture,

including a legacy of rich medicinal traditions. Many of the older generation speak only Aymará. Their children are often bi-lingual, especially those attending school on a regular basis. In formal education Spanish is the language of instruction.

Agriculture and sheep grazing are the main occupation of these families. However, most of the farms

are not large enough to provide employment and feed a family. Soil productivity is decreasing, and the farms have been fragmented under the prevailing system of inheritance. Only one-third of the rural families have electricity or piped water systems. Even fewer families (2.9 percent) benefit from sewer systems. A visit to a health center may require a day's walk.

The Common Cold

The harsh climate of the Altiplano makes coughs and colds among children a common occurrence. The toll taken by acute respiratory infection (ARI) or pneumonia is even higher.

In Bolivia, acute respiratory infection (ARI) is a major childhood health problem, responsible for 15 to 25 percent of all deaths among children under five years of age. This represents one of the highest ARI mortality rates in Latin America.

According to a 1989 national health study, approximately 1/4 to 1/5 of all Bolivian children suffer from probable ARI symptoms at any given time. A 1991 PLAN study found that almost 1/3 of the children surveyed in Altiplano communities had an acute respiratory infection during the two weeks prior to the survey. Younger children were even more vulnerable with 35 percent of infants suffering from ARI symptoms. This survey was carried out in January, at a relatively warm time of year, when incidence of ARI is typically at its lowest point.

World Health Organization Strategy to Control the Common Cold

Most of the time, the "common cold" comes and goes, and there is no known cure other than symptom relief, fluids, and rest. In a few cases, however, the infection strikes at the tissue of a child's lung. The result is pneumonia. Without an antibiotic, there is a 10 to 20 percent risk that the child will die within days. In most cases the problem is bacterial pneumonia, which can be controlled by a course of antibiotics, lasting for five days and costing 25 cents. If the serious cases of respiratory infection are recognized early on, they can be treated with antibiotics. In recent years the World Health Organization (WHO) has identified a strategy to reduce ARI mortality.

1. Parents can be educated to recognize the first danger signs.
2. Community health workers can be trained to:
 - diagnose pneumonia
 - prescribe on-the-spot antibiotics
 - recognize the small minority of cases that require referral to a health center.

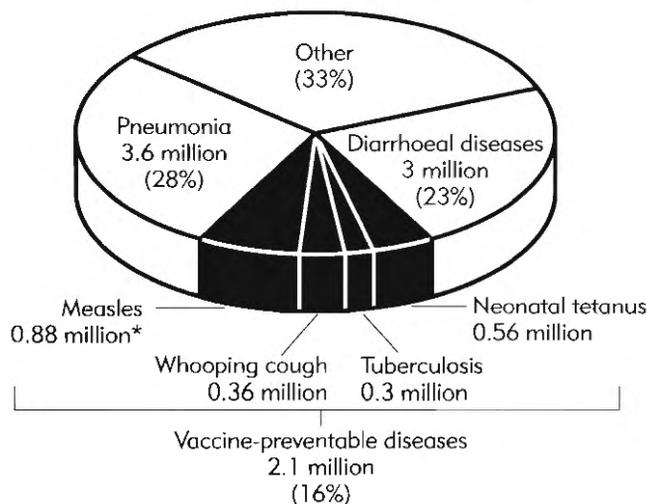
A recent study by WHO concluded: "*The answer to one question is clear: this strategy . . . has been effective. The reduced mortality rates speak for themselves. Studies of ARI (acute respiratory infections) in Bangladesh, India, Indonesia, Nepal, Pakistan, the Philippines, and Tanzania show reductions in pneumonia mortality ranging from 25 percent to 67 percent.*"

WHO's goal is to reduce deaths from pneumonia by at least one-third by the year 2000. Over 60 developing countries including Bolivia now have national programs to implement this strategy.

HEALTH & ECONOMIC GOALS

Over 60% of the 12.9 million child deaths in the world each year are caused by pneumonia, diarrhoeal diseases, or vaccine-preventable diseases, or by some combination of the three. Respiratory infections account for more than a quarter of all illnesses and deaths among the children of the developing world.

Under-five deaths by main cause, developing countries, 1990



*including measles with diarrhoeal disease and measles with pneumonia

PLAN's Shift to Preventive Health Care

In the last decade, PLAN's concept of health care has combined a curative, medical assistance approach with an emphasis on preventive health care. Where as PLAN once emphasized direct payments to families for medical services, PLAN's approach now encourages family and community self-reliance through promoting "GOBI," a set of four selective strategies, proven to increase a child's chances of surviving. GOBI stands for:

- **G**rowth monitoring and nutritional supplements
- **O**ral rehydration therapy (water/sugar/salt solution) for diarrhea control
- **B**reast feeding to provide essential nutrients and added immunity
- **I**mmunization against preventable diseases such as polio, DPT and measles

In 1990, PLAN Altiplano, as part of a U.S. AID Child Survival grant, added a fifth health intervention to address the problem of ARI-related mortality. The guidelines were developed in accordance with WHO's ARI Control Program and the Bolivian Ministry of Health. The main objective was to help mothers recognize the symptoms of pneumonia and motivate them to seek treatment in time.

SI TIENE TOS Y RESPIRA MUCHO ES NEUMONIA. DEBEN LLEVAR AL NIÑO RAPIDAMENTE AL PUESTO SANITARIO.



"If your child has a cough, and is also breathing very fast, it's pneumonia and you should seek medical attention immediately!"

This health message, distributed by Community Health Workers, stresses "coughing, accompanied by rapid breathing," as the predominant symptom of pneumonia.

Key Role of the Community Health Worker

An important aspect of PLAN/Altiplano's preventive health care strategies is the unique role played by the community health worker or *Responsables Populares de Salud* (RPS). This individual is elected locally from the community by the agrarian labor union leaders. He or

she serves as a volunteer at the "front-line" of the health intervention system, diagnosing cases of ARI, dispensing oral rehydration solutions for diarrhea control, providing information on nutrition, or making emergency referrals.

Within the overall child survival framework, PLAN is responsible for training community health workers in over 400 Aymará communities. Community health workers receive much of their training in Spanish. For management of ARI, they are given guidelines to help mothers recognize symp-



A CHW training session in the Altiplano. The vehicle is used to hang flip charts.



Collaboration with the local agrarian labor union leaders broadens the impact of ARI interventions.

toms, treat mild colds in the home, and take children with severe coughs and rapid breathing to the nearest health post. Although community health workers in the Altiplano do not dispense antibiotics, they can refer cases to the health post for this purpose.

Mid-Term Evaluation

To ensure the best use of funds and to improve a program while it is in process, PLAN closely monitors all phases of implementation. In 1992, the PLAN Altiplano Field Office conducted a mid-term evaluation of its child survival interventions, including the ARI program. The evaluation revealed the following:

Positive Findings

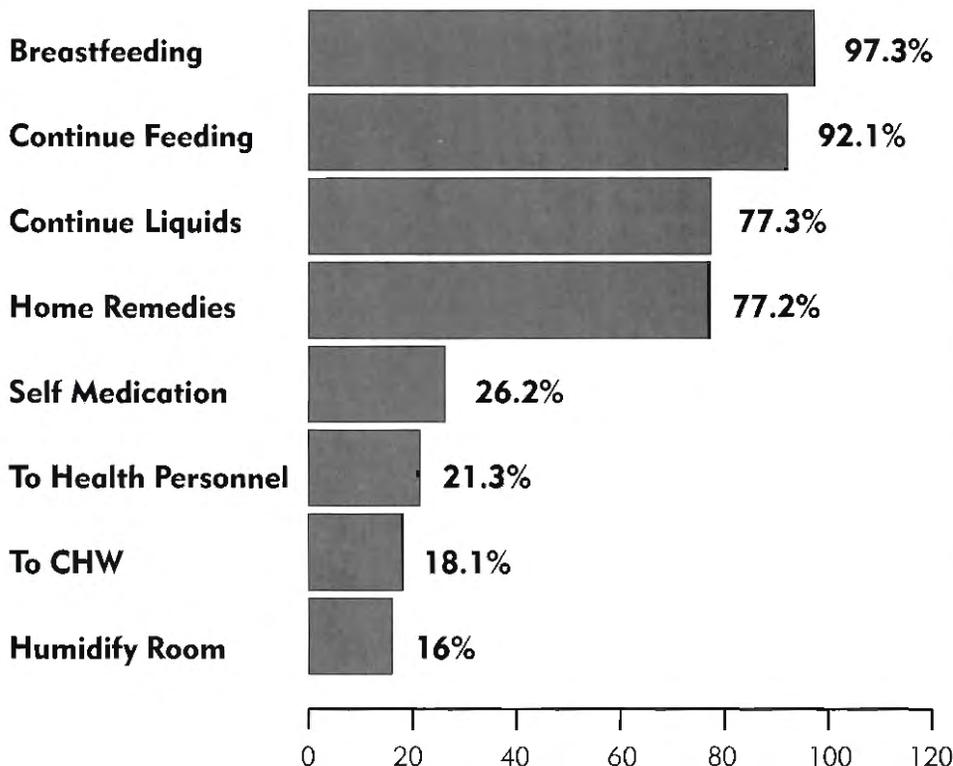
- Over 221 community health workers received training in the management of ARI management as part of an integrated maternal child health course.
- 496 children under 5 were treated for ARI at health centers.
- PLAN donated 336 boxes of aspirin, 300 tablets and 160 injectable doses of antibiotics.
- Mothers' practices in treating ARI were excellent in some areas, such as continuing food, liquids, and breast feeding.
- Mothers also made effective use of traditional home remedies.
- Community health workers showed incredible dedication to their volunteer tasks. Sustained primarily by the satisfaction of helping their communities, their turnover rate was minimal.

Issues to be Addressed

- More than half of the community health workers and nurses interviewed had difficulty in correctly diagnosing pneumonia.
- Only 63 percent of community health workers identified rapid breathing as a sign of pneumonia.
- Less than half of the mothers used recommended practices in treating pneumonia.
- Only 18 percent of mothers used formal health services (e.g. CHWs or auxiliary nurses) when their children had ARI.
- Percentage of children treated by the health centers dropped from 40 (1991) to 21 percent in 1992.
- Nearly half of the community leaders did not know that an ARI program existed in their communities.

Action of the Mother: ARIs

**PLAN / Altiplano – 1992
Affirmative Responses**



Survey of Mothers with Children <2 years; Sample of 127 Mothers; August 1992

CONSTRAINTS TO EFFECTIVE ARI MANAGEMENT

Why were Aymará mothers not using the ARI services when their children had ARI symptoms and needed antibiotic treatment? What is your view? Mark numbers 1 through 8 in the order you think are the most important reasons. (1 = most important and 8 = least important)

- ___ linguistic and cultural gaps between Aymará people and Spanish speaking health workers
- ___ high rate of illiteracy among Aymará mothers
- ___ distance from village to the health post
- ___ lack of transportation
- ___ cost of health services
- ___ mistrust of formal health services and previous negative experiences with doctors
- ___ traditional beliefs and practices that dictate that certain types of ARI are caused by "spirits," and that only traditional healers with knowledge of supernatural powers can effect a cure

Perspectives of Aymará Women

As a result of the evaluation, PLAN resolved to conduct additional research on local Aymará knowledge of ARI in children. Interviews and discussions with Aymará mothers surfaced a variety of responses.

- *“The flu is caused by the winter cold and my carelessness with the children. I can’t be close to them. I have my livestock to look after.”*
 - *“When the child’s stomach gets cold, the symptoms appear.”*
 - *“The cough is caused by the intense heat, cold, or wind.”*
- *“Sometimes the children are sent to school without proper protection, then they start coughing.”*
 - *“When we don’t feed them well, the coughing becomes stronger.”*
 - *“Sometimes, we don’t cure the coughing on time and the body becomes very weak.”*
- *“When we don’t cure the cough, it becomes ‘k’aja’; it won’t get better; death is imminent.”*

ILLNESS	SYMPTOMS	SEVERITY	CAUSES	RESPONSE
GRIPLE	mild cough low fever nasal discharge/ obstruction	mild	cold weather wind	herbal bath herbal tea
CH’OJO USU	loss of appetite persistent cough “internal” fever difficult breathing	moderate	cold weather sun wind <i>susto/ajayo</i>	bath of salted urine chest plaster (egg) herbal tea
CALENTURA USU	Baby cries a lot strong fever wheezing excessive breathing	moderate/ severe	<i>susto/ajayo</i> uncured <i>gripe</i>	bath of salted urine chest plaster (egg) herbal bath
K’AJA USU	strong, dry, persistent cough the chest comes in and out very strong fever turning purple	severe	sun wind uncured cough (relapse) <i>saffra</i>	bath of salted urine herbal bath mentholated rub parrot grease applied to neck
COSTIPA	very strong cough fast/excessive breathing strong internal fever the chest comes in and out turning purple	severe	cold weather sun prolonged k’aja uncured cough	burro’s milk herbal bath herbal tea mentholated rub <i>yatiri</i>

The Aymará community has a rich cultural vocabulary for describing and understanding respiratory illness. Above are the names (both Spanish & Aymará) attributed to respiratory conditions. Each of these terms reflects a broader conceptual framework of the severity of the condition and its links with the others. Thus it is not sufficient to merely translate the term “pneumonia without addressing the cultural conception of this illness.

Research Findings

PLAN researchers learned from the Aymará women that:

- there are profound conceptual differences between Aymará and Western perspectives on health and illness
- the term “pneumonia,” for example, is foreign; there is no translation nor reference in the context of the terms (e.g. k’aja and costipa) that the Aymará people are familiar with.
- “rapid breathing” which is considered a danger sign by WHO is not seen as significant by the Aymará
- illnesses can result from natural forces (intense cold, sun or wind), as well as supernatural factors such as spirits
- traditional healers are called upon when the cause of the illness is presumed to be supernatural
- herbal teas are commonly used to treat coughs, fever, head and body aches

Integration with Other Program Areas



Livelihood

- health care discounts for the volunteer community health workers
- financial incentives to nurse auxiliaries for transportation and other costs
- creation of rotating fund to pay for antibiotics and other medications



Education

- health training for teachers, teenagers, and younger children in schools
- bi-lingual approach incorporating both Aymará and Spanish terms
- basic literacy skills for mothers



Community Development

- involvement of local agrarian labor union leaders in health agenda
- empowerment of community through self-diagnosis and planning
- continued infrastructure projects to improve road access to health centers



Health

- coordination with other child survival interventions e.g. GOBI
- use of traditional medicines and naturalist healers
- establishment of multidisciplinary health and environmental sanitation teams



Project Redirections: 1994-96

With the information obtained from both the mid-term evaluation and the discussions with Aymará mothers and community health workers, PLAN Altiplano has been able to refocus health intervention strategies around ARI.

Specifically, the new training model which is in accordance with WHO standards, incorporates folk illness terminology and terms familiar to the Aymara people in training courses for individuals at all levels of the Health District: physicians, nurses, community health workers, and parents. "Naturists" or volunteers responsible for preparing natural medicines and instructing the community in their use are also included in the training. The project has developed a handbook "Medicines in Our Garden" to promote traditional home-based remedies which benefit a child with ARI.

In addition to traditional remedies, PLAN is providing antibiotics for treatment of pneumonia. An average of 12 episodes is budgeted per child per year. The cost is \$1 per episode, if treatment is provided at a health

center; only 25 cents if the patient is treated locally by the community health worker. The community health worker, supported by PLAN Altiplano, the Ministry of Health, and the local labor union, is now empowered to administer antibiotics. Community leaders say that *"as the families begin to see the results of the care provided by the community health worker, they will be willing to pay a modest fee for the medicine."*

Lessons Learned

- Pay close attention to culturally sensitive ways to promote health messages, and seek bridges between western models and indigenous perspectives on health and illness
- Collaborate with Ministry of Health and other non-governmental organizations working in the health area to coordinate ARI training and treatment.
- Additional training, supplies, and incentives support the critical efforts of the "front-line" community health workers.
- Involve traditional healers and use traditional medicines in the treatment procedures.
- Develop a rotating fund, barter system, or community bank to enable families to sustain the costs of antibiotics.
- Involve community, especially men and agrarian labor union leaders, in health awareness initiatives.





U. S. MEMBER OF  PLAN INTERNATIONAL

PLAN INTERNATIONAL

Ms. Debra Bahr
205 Date Ct
Ames, IA 50010

SP# 000139
November 30, 1994

National Organizations

- Australia
- Belgium
- Canada
- France
- Germany
- Japan
- The Netherlands
- United Kingdom
- United States

Program Countries

- Bangladesh
- Bolivia
- Burkina Faso
- China
- Colombia
- Dominican Republic
- Ecuador
- Egypt
- El Salvador
- Ghana
- Guatemala
- Guinea
- Haiti
- Honduras
- India
- Indonesia
- Kenya
- Liberia
- Mali
- Nicaragua
- Paraguay
- Philippines
- Senegal
- Sierra Leone
- Sri Lanka
- Sudan
- Tanzania
- Thailand
- Togo
- Uganda
- Vietnam
- Zimbabwe

Dear Ms. Bahr:

Over that past year you have participated in an educational project by Childreach entitled Buffalo Banks and Borewells: Childreach Makes Sense of Overseas Development. Over 500 Childreach sponsors have participated in this project. We have greatly appreciated your enthusiastic participation. This newsletter (#8) brings the project to an end. This newsletter reconsiders the critical issue of education by focusing on the importance of effectively communicating health messages across cultures.

As you know, this project has been supported by a grant from the United States Agency for International Development (USAID). We are truly grateful that you have participated faithfully in the project over this year-long period. At this time we would like to ask for your help in planning how we might extend the project beyond the grant period.

Your responses have assured us that the newsletters are of value and we wish to explore how best to utilize them further. Moreover, we have in place a global education program that is responsible for the development of the newsletters and this means that additional newsletters could be created.

On the basis of our sense of success (that we have determined from your responses) we have already begun to distribute the newsletters to new sponsors who have just joined the Childreach family. These sponsors will receive the newsletters just like you did over a year-long period. But we have questions for you about how best to monitor the distribution of the newsletters to other sponsors and we hope you will help us to plan some other types of use for the overall idea of Buffalo Banks and Borewells: Childreach Makes Sense of Overseas Development. Therefore, we have enclosed a brief questionnaire in which we are asking for your input.

In addition to the enclosed questionnaire, I must ask your forbearance in that next month we will send you one last survey that is related to the Buffalo Banks and Borewells project. This questionnaire will be similar to one that you filled out previously and it deals with your attitudes and ideas about development per se.

Thank you for your help and your thoughts.

Sincerely,

Cornelius Riordan, Ph.D.
Professor of Sociology, Providence College, Providence, RI



1. When you received a newsletter, we always included a set of questions to determine your response to the newsletter. How do you think we should handle this with the new sponsors project (new sponsors are currently receiving the newsletters)?

_____ Yes, continue to include questions for the sponsor.

_____ No, discontinue the use of the questions.

Please explain why you answered the way that you did: _____

2. We are considering a continuation of the newsletters to people like you who have already received the initial set of eight newsletters. We have in mind perhaps two per year which we could include as part of the Childreach magazine which is distributed bi-annually. These would be advanced newsletters like the one enclosed with this mailing. How do you feel about this idea? _____

3. Do you have other ideas as to how we might distribute these newsletters more broadly? _____

4. How would you compare the value of the content of the newsletters with the value of being able to write comments back to us, on a scale of 1 to 10 (10 being highest)?

Content of newsletter: 1 2 3 4 5 6 7 8 9 10

Being able to write comments: 1 2 3 4 5 6 7 8 9 10

5. On a scale from 1 to 10 (10 being highest) how would you rate the overall value of the educational newsletters?

1 2 3 4 5 6 7 8 9 10

6. What specific suggestions would you have for improving the newsletters? _____

Appendix B

**Interim Reports for Activities 1-4 Including Responses to
Open Ended Questions**

Buffalo Banks and Borewells
Interim Report for Educational Activity #1
September 1993

Out of 85,000 active Childreach sponsors, 4,440 were randomly selected to participate. Of these 2664 were assigned to the experimental group and 1776 to the control group. In August 1993, an invitation to participate and the first educational newsletter were mailed to the 2664 sponsors in the experimental group. There were actually two mailings. A sub-sample of 400 sponsors received the invitation first and we were required to wait for two weeks before mailing the remaining 2264 invitations. This strategy had been imposed because of lingering administrative concerns regarding potential negative reaction from sponsors to the survey. In fact, the negative sponsor reaction was minimal. We assume that the two week space between the sub-group of 400 and the main group of 2264 is unimportant and we disregard it in further discussion.

One week after the initial mailing, sponsors received a follow-up reminder post card, and two week later (if they had not yet responded) they received the entire initial invitation package. A total of 859 sponsors (32 percent) have responded to our invitation. Of these, 485 have agreed to participate and 374 have declined. In our proposal, we had aimed to obtain 600 participants in our sample. Although we are slightly under that figure, we will make extensive efforts to maintain this group of 485 over the entire project. We expect that the actual number of participants will rise to over 500 when the final count is completed. See Table 1 below for a revised version of the research design.

(Note that this revised design in Table 1 below is different from Table 1 in the main text which represents yet another revision made later in the project during Phase II.)

Results of Educational Activity #1

We asked the respondents if they already knew that PLAN did the kind of work that was described in the first educational newsletter. The newsletter described the community development projects of Buffalo Banks and Borewells. Surprisingly, only 52 percent said that they did know, and 48 percent were unaware that PLAN did this type of work (see Table 2). This initial finding seems very important to us and we intend to pursue it throughout the study. Fully one-half of Childreach sponsors who have agreed to participate in the project are uninformed or misinformed regarding the central activities of the organization.

Of the 485 respondents who agreed to participate, 38 percent provided unsolicited comments about the project. Table 3 displays the percentage of unsolicited comments made by both the participants and the non-participants. These comments ranged from detailed analyses of the issues presented in the newsletter to pro and con comments about the value of the project. Although some of the comments are critical, the vast majority are supportive and are included as Appendix A1. In view of the large number of comments, we have adjusted the subsequent questionnaires to allow and encourage further comments from the participants. Since the project aims to increase sponsor involvement, we are excited about the extent of unsolicited comments to the very first educational activity. Since many of the comments request

further information, we have added a supplementary newsletter to the project (see Appendix A1). (Appendix A1 also shows the comments made by 58 of the 374 non-participants.)

We asked the respondents to rate the effectiveness of the two community development projects. The newsletter pointed up some of the positive implications of each project along the lines of family livelihood, education, health, and community development. For each factor (health, education, etc.), respondents were asked to rate the success of Buffalo Banks and Borewells on a three point scale (1 = little success; 2 = some success; 3 = a lot of success). Combining all factors together, the scale ranges from a low score of 4 to a high score of 12. The average score for Borewells was 10.4 compared to a significantly lower score of 9.9 for Buffalo Banks. Many sponsors indicated in their comments that it was really impossible to make this evaluation given the amount of information they had been given (see Appendix A). We certainly agree that it was a difficult task, and we have indicated this to the participants in a cover letter to the second educational activity. The idea was to engage them in the problems of assessing the effectiveness of community development projects. We feel we were successful in this endeavor. Respondents who said they knew that PLAN did this type of work scored each of the projects higher in success than those who were previously unaware that PLAN did this type of work. The score for the Borewells project was significantly different among the two groups (10.6 to 10.2). Overall, of course, these high scores mean that the projects were deemed by all the participants to be successful.

Table 1

Buffalo Banks and Borewells:

Childreach Makes Sense of Overseas Development

Revised Research Design

	Aug 93	Sep 93	Oct 93	Nov 93	Dec 93	Jan 94	Feb 94	Mar 94	Apr 94	May 94	Jun 94
Exper.	A1	A2	A3	A4	S1	<u>PostI</u>	A5	A6	A7	A8	<u>PostII</u>
Control	-	-	-	-	-	<u>PostI</u>	-	-	-	-	<u>PostII</u>
Option	A1	A2	A3	A4	S1	<u>PostI</u>	-	-	-	-	<u>PostII</u>

Option would be one-half of the experimental group who would receive no further educational activities after post-test I.

A1, A2, etc refers to educational activities.

S1 refers to supplementary educational activity.

Following the postII, the control group will be informed of the broader basis of the study and they will be offered the opportunity to receive all the educational newsletters.

A decision to use Option Exp will be made at January 1994. Three factors will determine that decision.

- (1) the % of the Exp. group who indicate on Activity #4 that they would like to receive additional activities;
- (2) the actual number of respondents in the Experimental group.
- (3) the pattern of the response rate in the Experimental group over time--if it appears that the response rate has stabilized, Option Exp would be considered.

Table 2

Percentage of Project Participants Who Knew of PLAN's Work

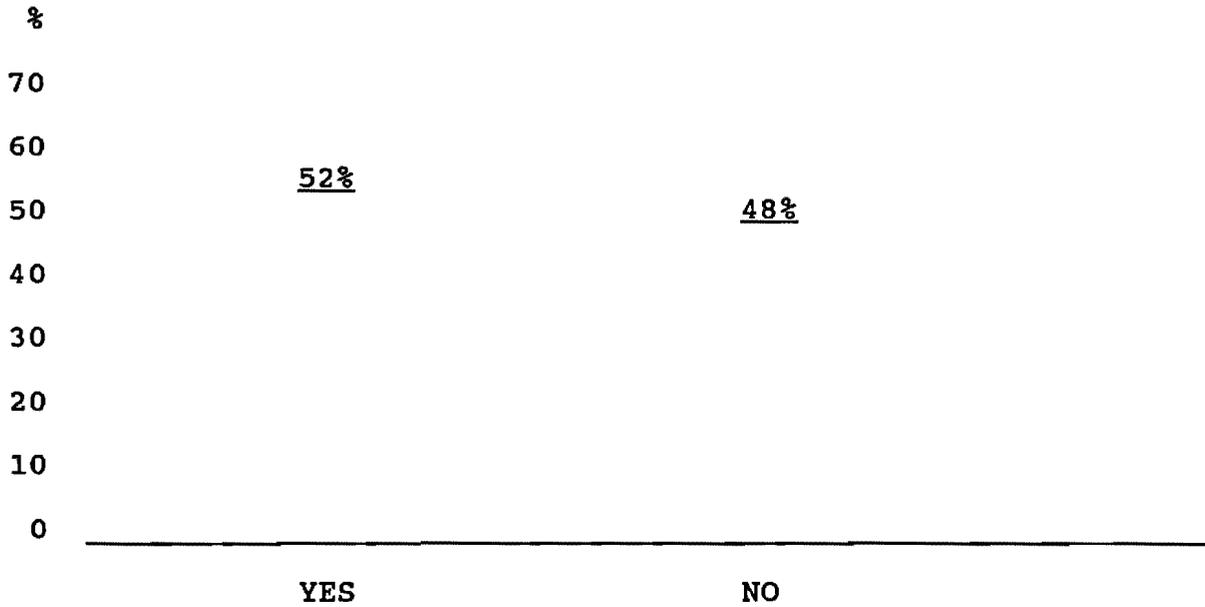
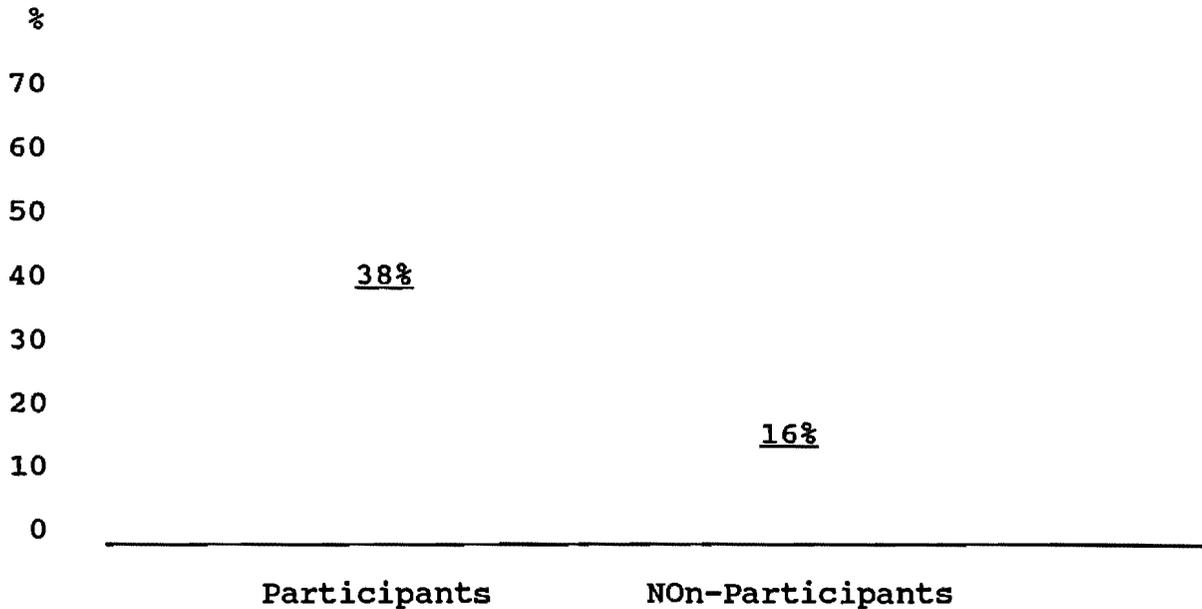


Table 3

Percentage of Unsolicited Comments
by Participants and Non-Participants



Appendix A1

Participant Comments to Educational Activity #1

both successful
bw are the initial need
don't rate which proj more suc
newsletter "talking down"
both imp.-not enough info.
both imp.-not enough info.
cannot rate one against other
water project is more imp.
each had positive aspects
cannot compare bb and bw
projects very worth while
didn't like scoring chart
describe results; need data
each project equally imp.
BW-more community involvement
increased health benefits-good
water is most important
both projects worthy
need info from unbiased source
each project- needed & worthy
unsure on all responses
self/somm, reliance, livelihood
water effect health-most impor
do communities select project
cannot compare, both important
both projects imp.-water more
needed =, purpose of survey?
rate bw higher-water for healt
both projects imp.-continue on
projects imp-people help self
both projects imp. in own way
both projects imp. in own way
they each supply diff. needs
not adequately informed to ans
both programs are vital
why are you doing this survey?
both projects equally imp.
both projects have worth
cannot compare.
hard to compare-both succesful
BB more imp.-money ? for BW
both projects need improvement
water maintainance is imp.
both good- BW more needed
involve comm in both project
water is an absolute necessity
access to clean water critical
clean water is a necessity
score projects the same.
both important in own way

both projects imp.-water more
interested in participating
clean water larger payback
educ of community is positive
why compare against each other
great work
both sound worthy in own way
water is crucial to develop.
both imp.-water a must
BW more imp.-water is vital
needed and succes, need specif
both projects are good
trainers kept on location?
both good-difficult to compare
bb more attractive-shift power
both good-hard to choose one
both projects very good
didn't understand scoring
both equally valuable
bw project comes first
hard to value one over other
both projects imp.-water more
BB provides self-help - good
each project individual good
each positive in own way
both projects imp.-water more
success of projects not descri
both ideas great
difficult to compare projects
both good-can't figure score
water project more important
bb:do only select fams benefit
water is first priority.
capability of doing this?
both projects imp.-water more
both projects imp.- water more
they are equally important
both projects valuable
both projects equally imp.
what is community response?
resent constant solicitation
too difficult to compare
no facts to base a conclusion
bw benefits more immediatly
need to see productiv charts
need more info herd size etc
minimal reporting;cannot judge
too difficult to compare
health, educ, comm. dev.- imp.
both projects imp.
impossible to compare bb bw.
both are worthy projects
BW projects shows improvement
BW immediate effect-BB longer
both imp.- water more

any family planning projects?
BW immediate effect-BB longer
both need community involvment
BW higher in health area
both have potential for succes
write more complex sentences
both projects imp.
no idea how to ans question
likes villagers input w/ BB
both projects are positive
very informative
who owns rig for BW project?
both projects successful
not enough info to compare
need factual data-statistics
bbbb yes
both projects valuable.
cannot judge success from info
can't quantify impressions
no way to judge which is bettr
both success;not enough info.
good projects-not enough data
why rate one in compar to othr
both valuable.
raising aware. of contributors
family livlihood, comm develop
people need to be self-reliant
environmental impact of prject
community trad not mention bw
both projects imp.-water more
both projects equally imp.
both seem worthwhile
water is greater need.
not enough info to compare
each project individual good
both projects valuable
if inc giving,cannot particip
safe water is absolute "basic"
not enough info
equally successful
difficult to compare projects
not enough info to make choice
sharing of resources-critical
both are important
import for comm to be involved
both seem to work
both equally successful
can bb provide better farming?
both projects imp.-water more
both projects have merit
both worthy- not enough info
both projects imp.-water more
happy about each project
you can't do much w/o water.
bb-comm devel, bw-health

not enough info for opinion
how does survey help children?
bb will be more succ comm deve
both are successful projects
well is more basic need
can't compare prjcts numericly
bw more critical to hlth
indirect proj for educa opps
found scoring chart difficult
both good-BB better b/c easier
cannot compare;both critical
best evaluators - participants
bw more important 1st step
not enough data for accur eval
projects succ if inc hlth,educ
relies on people not technol
concerned w/ future water loss
bb will produce stratified com
each comm has different needs
both imp.-difficult to compare
BW slightly more important

Comments of Non-Participants

no opinion
bw most important
self help projects important
don't have time to participate
both projects worthwhile
child in haiti won't benefit
can't participate at this time
can't answer- info too general
need more info to compare
"participate"? - both worthy
illness in family-no participa
both seem imp.-hard to judge
not interested
PLAN dist. birth control info?
not enough data to judge succe
not interested
newsletter like advertisement
cannot evaluate projects
cannot participate this time
plan sounds good
this is a total waste of money
not interested
good projects-tight finances
don't forget family planning
both seem good
can't participate
no info to possibly evaluate
moving to Europe
both projects good-why poll?

havn't heard frm child longtim
costing too much now
don't see point of particip.
financial help needed in USA
disabled- can't participate
not at this time-later date
no time to participate.
not qualified for assignment
not qualified to answer
not enough info to compare
unable to evaluate
pls remove from bbb
less \$ to survey, \$ to feed
not interested in bbb
has trouble reaching child now
skeptical-ideas not actuly wrk
didn't want to read newsletter
seems more like a solicitation
no time to participate
too old to participate
survey not worth the time or \$
no mailings except for kids
not enough info to compare
upset with mailing
choose families w/ children
cannot give informed opinion
not interested
info too scanty issues complex
both worthy-why all the mail?

Buffalo Banks and Borewells
Interim Report for Educational Activity #2
October 1993

As of October 20, 1993 a total of 522 sponsors have agreed to participate in our Buffalo Banks and Borewells project. This represents a response rate of 20 percent. Of these, 370 have responded to Educational Activity #2 and others continue to dribble in. Thus, about 71 percent of those who have agreed to participate have responded to this second activity as of this date. This interim report, however, is based on only 360 respondents.

We asked the participants to rate the two approaches to development that were described in the newsletter. These two approaches were short-term emergency relief and long-term sustainable development. The question was worded as follows:

In this newsletter, we described two approaches to development. Where did you think the work of PLAN should go on the scale?

1	2	3	4	5
Short-Term Emergency Relief Only		Half Relief Half Devel.		Long-Term Sustainable Development Only

The average score for this question is 3.7 indicating that most sponsors feel that PLAN should pursue the approach of long-term development. In fact, only two of the 370 sponsors checked 1 or 2 (short-term emergency relief only) in the question.

The newsletter described several criteria used by PLAN in selecting a country. These criteria were GNP per capita, U5MR, life expectancy, and literacy rate. We asked sponsors if there were other criteria that PLAN should consider. Fully 80 percent

of the respondents said No while 20 percent said Yes. Among the other criteria suggested by sponsors were the following:

political/social stable
impact of industl nations
educated in birth control
chance of success
no drug trafickng country
survey conditns personally
human rights protection
poverty levels
willingness to grow
political struc. stable?

literacy-esp. female lit.
stable pol/soc envrt
human rights-future stabl
willingness to grow
poverty levels
human rights protection
survey conditns personally
no drug trafickng country
chance of success
educated in birth control

We asked sponsors to identify the single biggest barrier to successful Third World development. A sample of these responses are as follows:

pol corrup,tribal insurrection
education
uncontrolled population growth
local governments
not enough people to invest
lack of education
government

unstable political climate
population
unable to intro new ideas
fund for long term development
poverty
unstable govt structure

Eventually, these open-ended responses will be categorized and subjected to further analysis.

The newsletter contained two questions concerning the informational level of the newsletter and whether or not they would like to receive supplementary information. The questions and the responses are as follows:

So far, I think that the informational level of these newsletters is:

27% too elementary 73% just about right 0% too complicated

Would you like to receive supplementary information on the issues raised in this newsletter.

62% Yes

38% No

Buffalo Banks and Borewells
Interim Report for Educational Activity #3
December 1993

As of December 20, 1993 a total of 525 sponsors have agreed to participate in our Buffalo Banks and Borewells project. This represents a response rate of 20 percent. Of these, 413 have responded to Educational Activity #2 and others continue to dribble in. Thus, about 80 percent of those who have agreed to participate have responded to this third activity as of this date.

Educational Activity #3 provided statistics on the average years of schooling for males and females in 28 countries served by PLAN. In 25 of the 28 countries, males obtain significantly more education than females. We also identified and discussed a quote by Lawrence Summers, Chief Economist for The World Bank, indicating that the education of girls "may be the single most influential investment that can be made in the developing world." We then posed the following question for the participating sponsors: Given the data presented in the newsletter and the cultural constraints against schooling for females in most Third World countries, what do you think would be the most effective way to raise the educational level of females?

The question inspired a considerable amount of response by the participants. Many of the respondents wrote an entire back page essay on the topic. None of the responses were negative--all were constructive--most of the dialogue indicates that the participants are well informed and highly desirous of discussing issues of this sort. While 413 participants provided at least one most effective way

to raise the educational level of females (that is all we asked for), 211 sponsors provided a second effective approach, and 73 provided a third. In some cases, a half dozen approaches could be identified in longer essays, but we confined our coding to three responses.

There were many different ideas and it was necessary to use seventeen categories to account for the responses. The pattern of the responses is displayed in Table 1. Note that there are a total of 697 responses since some participants gave more than one solution.

Table 1

Effective Strategies for Improving Female Education in the Third World

Response Category	Frequency	Percent
Importance of Female Education	147	21
Parental-Community Involvement	134	19
Vocational Emphasis	110	16
Change Traditional Attitudes	68	10
Single-Sex Schools	39	6
Female Incentives	36	6
Financial Incentives to Family	24	3
Female Teachers	20	3
Compulsory Education	19	3
Home Based Education	17	2
Educate Males About Importance	16	2
Women's Organizations	14	2
PLAN Involvement	11	1
Education on Birth Control	9	1
Provide Books-Uniforms	6	1
Small Local Schools	5	1
Miscellaneous	22	3
	-----	-----
Total	697	100

One can see immediately the degree of high level thinking on the subject among the participating sponsors. The most frequent response was simply to emphasize the importance of female education. Following the general recommendation, however, are a set of concrete and useful responses including the use of community involvement, emphasizing vocational education,

developing programs to change traditional attitudes, the use of single-gender schools, female teachers as role models, financial incentives to women, establishing women's support groups, and providing education for males about the value of female education.

The newsletter also presented five vignettes (with pictures and descriptions) of different individuals who were participating in PLAN-supported education programs. We also identified seven barriers to successful educational programming with PLAN's educational goals. Within this context, we asked the respondents which of the following strategies is the best way for organizations like PLAN to meet these educational problems. The responses to this question are shown in Table 2.

Table 2

Effective Educational Strategies for NGO Efforts in Third World

Response Category	Frequency	Percent
Provide more funding and human effort in the area of primary school education.	135	34
Provide more funding and effort in the area of adult vocational training and education.	111	27
Provide more funding and human effort in the area of adult basic education.	63	16
Provide more funding in areas such as community development and income generation and less for formal education.	52	13
Use Multi-faceted Program	22	5
Depends on Each Culture	8	2
Teach Adults to Teach	5	1
Other	9	2
	----- 405	----- 100

One-third of the participating sponsors feel that funding

and effort should go to primary school education. The choice was followed closely by those sponsors who feel that more funding should go to adult vocational training and education (27%). These two categories comprise 60 percent of the sponsor's choices.

As has been the case in the first two newsletters, we received a considerable amount of additional comments and suggestions from sponsors that were written on the back of the questionnaire. For this newsletter, fully 31 percent of the sponsors provided additional comments. These additional remarks are included below in abbreviated form.

diff to choose bw prim/adul ed
show how basic ed relates self
women more amenable to progres
sponsors pay for educ of child
attack problems in diff. ways
must study basics first
educate children-adults future
no one best way
stress basics at early age
educ kids best way help 3world
vocational imp b/c see work
must stress all levels of educ
give educ people better jobs
children are the future
parents will encourage kids ed
must educ children early
increase living conditions
coordinate funding w/ religion
best method for each community
ed increases value of kids
combin. of formal + voc educ
depends on community needs
adults will see diff ed makes
adults should be trained
prim ed affects more people
address immed needs
integrate oral communication
provide more funds
newsletter not iformative
support creativity/artists
voca educ is key to future
vocational training important
use leisure time for educ

prim ed to increase literacy
educ related to living condit
support of women's groups
income provide \$ for schooling
primary ed-long term focus
let adults see ed benefits
educ is a community investment
adults must provide basics
voc training has pract applica
parents teach kids vocation
4th is least likely to benefit
prim ed can reach more people
start at primary school
required courses for adults
need to educ adults first
needs balance of programs
need to see benefits of voc tr
each method follows the other
adults educate families-vocati
quality of life helps schooling
teach adults value of educ
parents learn benefit of educ
females need as much ed males
prnts have to experience educ
teach children value of educ
paerntal support of educ imp
don't use US as an example
comm devel is crucial
educ adults to support ed kids
not basics-practical applicati
hard to decide which comes 1st
adult ed-assist in econ devlpm
access/educ on birth control
people need to support family
show benefits educ fam setting
#4 is second most important
ed adult-change attit ed kids
female groups supporting educ
home visits to parents
teach parents value of educ
basics necessary before educ
kids must see relevance of ed
change child's view of educ
provide mini programs
adult ed-will encourage kids
prim ed and adult ed
adult educ also imp
all seem important
kids are the future
2nd choice prim ed-depends cul
basic living is first step
start w/ practical educ
people need incentive for educ
ed study skills,self-esteem
combo of 2&3 more effective

PLAN appears well established
teach adults imp of educ
educ reinforce sex equality
adults exper benefits of ed
educ will benefit whole family
children are the future
ease \$ stress-help other areas
intensive combo of #1 & #2
basics more imp than education
support groups for women
educated parents want ed kids
religious+social beliefs probl
parents need better living std
teach adults value of educ
provide qualified volunteers
teach kids continue advancement
change begin w parents/adults
focus educ on birth control
adults teach kids value educ
parents pass on info to kids
easier to teach young skills
part 3 and part 4
adults must value ed first
teach adults import of pri edu
adults stress import of primed
adults pass educ value to kids
need ability to further educ
need primary school foundation
also focus on vocational educ
educ kids to set examples
adults have pos eff on kids
each is necessary, equal import
parents must feed fam first
better to start w youngest
need work accomplishments
teach parents to support kids
strategy depends needs culture
have teen vocational training
nontrad-depends on circumstanc
educ of kids help teach adults
include wives in adult ed

Buffalo Banks and Borewells
Interim Report for Educational Activity #4
February 1994

As of February 28, 1994 a total of 516 sponsors have continued to participate in our Buffalo Banks and Borewells project. This is down just slightly from the number of participants in December. This decrease is due to a cleaning of the file during January 1994 in which some respondents who had dropped out at some point during the fall were deleted from the active file. Most of these were people who had telephoned in--some were ill or otherwise disposed--none were critical of the project. Our sustained response rate is now 19 percent. Of these, 404 responded to Educational Activity #4. Thus, about 78 percent of those who have agreed to participate have responded to this forth activity as of this date.

Educational Activity #4 provided statistics on the Under 5 Mortality Rate for children in the 28 countries served by PLAN. We also provided related statistics on life expectancy, average years of schooling, and GNP per capita in four selected countries. The newsletters also reviewed the four low cost measures (GOBI) which can potentially halve the number of child deaths in developing countries, and PLAN's distinct advantage in delivering health services.

Educational Activity #4 provided information regarding the work of PLAN in combating the AIDS virus in the countries that we serve. Quite interestingly, only 89 percent of our sponsors were unaware that PLAN was involved in this type of work. We asked the sponsors the following question: Within the context of low

educational levels and the need to maintain sensitivity to other cultures, what do you think is the best way for PLAN to combat the problem of AIDS?

The question inspired a considerable amount of response by the participants. While 389 of 404 participants provided at least one most best way for PLAN to combat AIDS, 182 sponsors provided a second effective approach, and 29 provided a third. In some cases, a half dozen approaches could be identified in longer replies, but we confined our coding to three responses.

There were many different ideas and it was necessary to use fourteen categories to account for the responses. The pattern of the responses is displayed in Table 1. Note that there are a total of 600 responses since some participants gave more than one solution.

Table 1

Best Strategies for PLAN to Combat AIDS in Developing countries

Response Category	Frequency	Percent
general education	285	48
community involvement	82	14
provision of condoms	64	11
agree with ideas in newsletters	27	5
health clinics	25	4
greater use of mass media	22	4
educ focused on abstinence	21	4
reinforce cultural traditions	18	3
comfort (medical+emotional)	16	3
education on use of condoms	15	3
stress morality	9	1
miscellaneous	8	1
work with women's/mother's groups	5	0
creating trust in NGOs	3	
Total	600	100.0

The most frequent response was simply to emphasize the importance of education, broadly conceived. We interpret this to mean that narrow education in family planning, or AIDS, or condom use is

insufficient without an overall understanding of issues pertaining to population growth, disease, and general literacy. Following this general recommendation, held by 48 percent of the participants, are a set of concrete and useful responses including the use of community involvement and the distribution of condoms. These latter two responses accounted for an additional 25 percent of the overall set of answers.

The newsletter described several health care programs that PLAN is currently conducting. The newsletter also presented four vignette (with pictures and descriptions) of individuals and groups who were participating in PLAN-supported health programs. We also identified four general strategies employed by PLAN and several examples of programs initiated by PLAN to combat the challenge of AIDS. Within this context, we asked the project participants which health initiatives they thought were likely to be most successful in the Third World. We provided three specific alternatives (ample supply of local health care workers, increasing immunizations, and access to hospitals and clinics), and a category labeled "other." Responses in the "other" category were either providing clean water, more education, or all are necessary. Table 2 shows the pattern of responses on this question.

Nearly two-thirds of the participating sponsors feel that the best strategy is provide an ample supply of local health care workers. The only other choice selected by a large percentage of sponsors was increasing immunization rates (22 percent).

Table 2

Health Care Initiatives Likely to be Most Successful

Response Category	Frequency	Percent	
ample supply of local health workers	225	62	
increasing immunization rates	79	22	
access to hospitals and clinics	23	6	
all are necessary	17	5	
education	14	4	
access to clean water	3	1	
	-----	-----	
Total	361	100.0	
Valid cases	361	Missing cases	43

Respondents were asked if they thought that Childreach should consider sending these newsletters to all sponsors. Table 3 shows that fully 75 percent of the sponsors thought this was a good idea.

Should Childreach Send BBBW Newsletters to All Sponsors

<u>Response</u>	<u>Frequency</u>	<u>Percent</u>
Yes	289	75
No	94	25

Most of the sponsors who replied No on this question provided a comment even though we did not specifically ask for one. These comments are helpful and insightful and are shown below. Many sponsors indicate here that it would be a good idea if it were not too expensive or not quite so often or as long as we asked sponsors first (which of course we would). Thus, even among those who said No to this question, there is support so long as certain reservations are overcome, i.e., only sending them to interested sponsors and being careful about the costs.

little benefit; too much \$
depends on size of sponsorship
too much \$, offer them to some
prohibitive mail costs
perhaps annually

base letter on region of child
unless sponsor requests one
too much \$, not unless request
ask who's interested
too costly

not all would read; no time
make it an option
good idea; too costly for PLAN
high cost
perhaps upon request; cut \$
send reply cards to request it
spend money elsewhere
only if they request more info
ask sponsors of interest first
large expenditure, few response
put info in regular letters
only if sponsors request it
only the sponsors interested
uncertain about expense
send survey to check interest

too expensive; not all read it
low participation rates
too costly; spend money better
added costs, drains resources
no time to read it all
too costly
put money to better uses
what is the cost?
use \$ to get other sponsors
ask sponsors first
cost prohibitive
too expensive
not all have time to read them
too expensive

We asked the participants if they had had any occasion to discuss the contents of these newsletters with anyone outside of their immediate household over the past three months. Twenty-five percent of the participating sponsors reported that they had discussed the contents of the newsletters beyond their immediate household. This is a sizable proportion given the fact that no effort was made to encourage them to do so. We asked those people who said they had discussed the newsletters to describe the results. Their comments on this are shown below:

in church group; group agreed
photo of child spurs discussion
great interest- possible sp's
pos. discuss w/ other sponsor
raised awareness w/ some int.
raised aware on depth of prob.
what happens to orphans?
people shocked at own ignorance
very positive reaction+interest
raised aware.(esp. health)
no substantial interest
some positive interest
has taught me extensively
prob's getting worse
mild interest
surprised interest
general admiration for efforts
people knew little of events
got one person to become a sp
used them in 3rd grade class

local forum for sp's to discuss
2 pos. comments from discussion
lot of int.-little \$ support
general interest- possible sp
very pos. result w/ interest
80% immuniz. rate incredible
raised general aware. level
used it in a church group
helped to teach people situat.
people were unaware of numbers
friend agreed
led to possible new sp's
mother agreed with sp
helping to educ kids
informative conversation
no new ideas to include
will use w/ students next sem.
better understanding of goals
most concerned w/ US problems
positive impression

limited interest
overwhelmed at work being done
mild disinterest
people were inter. + informed
interest in becoming a sp
strong general interest
pleased with the efforts
told many w/ negative reaction
talk about it at work
some interest
discussions were limited
people were pleased w/ program
people were impressed w/ PLAN
told people at work
people concerned with themself
very informative
shared PLAN work w/ others
used as an example
increased awareness
positive discussions
favorable resp. from bus. assoc.
discuss it w/ roommate

general agree. w/ colleagues
very impressed w/ childreach
interest shared
run project in US
response indicated unawareness
family took interest in BBBW
positive responses
used w/ 7th grade students
what % of PLAN \$ goes to help?
shared the information
pleased w/ the way PLAN spends
use for to assist people
increased aware of family
heightened aware on 3rd world
high level of interest
expressed inter in being a sp
general discussion
helped to understand problems
heightened awareness
interest but no new sponsors
had several positive discussions

Taken as a whole, these are positive responses from among those
25 percent who said that we should not send the newsletters to
all sponsors.

Appendix C

**Responses to Open Ended Questions in Activities 5-8
and Post Test II**

Appendix C

Responses to Open Ended Questions in Activities 5-8

The following are open ended comments made by participating sponsors in response to Activity #5. In this phase, we used only a post card and asked for any general comments at this point in the project. We include all of the responses because of their variety and richness.

informed/serving kids sat.same
hopes for continued communication
community help w/effort needed
somewhat more satisfied
always been very satisfied
enjoyed villager's input
mistakes were avoidable
good effect to fix situations
more sat. to a great degree
sat. has always been high
educ & info lead to success
newsletter is too detailed
could effort be directed in USA
letter informative/interesting
likes the information
feels far better informed
people felt opinion not import
interest has increased
happier being more informed
PLAN help by local co. needed
issue exciting & informative
info increase understanding
do the communities want help?
emphasis: even more satisfied
keep up the good work
involvement & educ go together
question too general
educ & self-reliance is key
proud to be assoc. w/org.
well satisfied
child is most important
\$ should be used for children

glad for inside information
educ b/t researcher & sp imp.
did not realize extent of CD
has always been satisfied
satisfaction based on outcome
sponsor learned a great deal
emphasis on more satisfied
respect for project's goals
not able to answer question
privileged participant
PLAN takes away customs
satisfied sp since 1968
not aware-process involved
much more satisfied
dropped out of program
feels more connected/invested
curious-the role of males
enjoyed the detail in letter
unknown local condition-prob.
surprised @ # of difficulties
greater community input needed
workers must be active in plan
letter is a waste of time & \$
\$ wasted on project-\$ 4 kids
more aware of issues & process
felt problems were avoidable
doesn't see the point of PLAN
too much concern w/results
increase knowledge appreciated
change of address noted
better understanding of mission

In Activity #6 we specifically asked the participants to comment on their reaction to an income generation project that was described in the newsletter. This project was described in detail with references to both its the successes and its shortcomings. Sponsors seemed to feel most excited about this newsletter and were especially pleased about being let into the planning and the problems associated with PLAN's work.

Glad PLAN promotes self support
Keep up the good work
Working well
self-sufficiency is essential
very interesting newsletter
self-sufficiency is imp.to kids
info too general/wants details
PLAN always finds a way 2 help
hopes no one takes advantage
very informative newsletter
good luck w/difficult project
shouldn't charge market price
good summary of the project
stay away from tobacco proj.
helps people help themselves
liked involvement of women
glad women's role promoted
help minimize expenses
expand to other countries
unfortunate-promote cash econ.
Can Sp be taught about business
community involvement is key
expand 2 other low-income area
monthly income increase-little
people gain pride thru project
education and self-help imp.
likes the lessons learned sect
likes the constructive help
sound, common sense, realistic
glad to encourage independence
very impressed w/ project
literacy is important
wants more info on PLAN
glad for women's involvement
could they ever stand on own?
liked impact & women's role
thank you!

Does PLAN seek additional \$\$?
How does PLAN help foster kids
efforts benefit indiv.& world
What time period is discussed?
wish for similar plan in USA
wants updated info
hopes similar success elsewhere
continue PLAN w/modifications
not informed enough to respond
imp. to empower women in proj.
Is the Honduras gov't involved
wise to invest in longterm
continue giving help
they won't pay back the loans
good-women involved in economy
Is there local corruption?
good project/part. involvement
glad-women's role in finances
Why haven't you expanded
personalize your stories
Self-sufficiency is important
good self-support/women role
glad to be associated w/PLAN
not qualified to answer quest.
liked"from grants to loan"idea
impressed w/ results
keep up the good work
local motives/self-suffic. imp
emphasis/exciting&extraordinary
planned assistance is helpful
What other enterprises may be?
you are on the right track
keep refining the plans
very impressed
gives people a purpose in life
Good work
impressed/ hopes for progress

good proj./ helps be independ.
likes PLAN's creative ideas
address health in families
BRAVO!
impressed with improvements
liked sustainable income
economic growth benefits may
plan will help living standard
sustainable income/good focus
worthwhile longterm effects
liked women's role
loans make them responsible
has more questions
correct probs. and more on
family income ideas are good
builds self-esteem
keep up the good work
sponsor died 7/94
are we imposing capitalism?
liked women's role/literacy
education most important
need literacy/training program
expand to other areas in world
more income generation project
PLAN-stepping stone/independ.
letter-data contradiction
business approach/4 economy
not sure if PLAN is helpful
newsletters are getting better
likes innovative ideas
gov't coop. imp./focus family
Don't try to Americanize them
no need to emphasize females
better/not giving it away
beware of corruption
sustain support/guidance
good project/educ important
Encouraging/glad to be a sp.
land reform is a must
likes the role of women
is interest rate minimal?
self-sufficiency important
can no longer participate
education is critical
self-sufficiency is positive
glad 4 respect/strengthen fam.
self-esteem/practical skills
group work is more productive
may use info for teaching unit
likes promotion of ownership
educ is key to self-esteem
Are there health issues?
more info on project
good community involvement
What is the status today?

ideas could be used elsewhere
women focus is key
no handouts/ rather responsib.
Is there help from Honduras?
chance for plan in the USA
good to promote independence
They've progressed since start
Are the loans ever repaid?
invest. pos/not neg affect
impressive
longterm, sustainable improve.
impressed with women's role
you are doing in the rt. dir.
Proj. is reason for support
impressed with PLAN
wants to promote religion
what specific skills are taught
reduce cost of newsletter
don't give up on project
glad project is working
liked self-help/local customs
glad donation is used well
glad for building self-esteem
more self-sufficiency import.
good business-like approach
keep trying to refine PLAN
keep up the good work
fine work/happy with results
glad increase literacy/women
community coop. is important
PLAN expand to other areas
This is the right track
approval-PLAN direction
glad PLAN is resourceful
students should get involved
loan idea is good
very impressed
people/care for own finances
improves many aspects of life
You're on the way!Keep it up!
Were there any probs/failures
self-sufficiency thru educ.
excellent project
don't understand proj/income
men & women should be educated
invest in land/coop 4 income
fostering self-reliance
need educ. regarding business
self-sufficiency is key
have ideas been used elsewhere
more info about men
start small, then grow larger
a great project
honest/assessment of success
glad for phone call from Child

Job well done
Should be used by others
letter format-hard to follow
women involvement is critical
excellent project
teach independence
interesting reading
worthwhile project
responsibility for loan payment

worthwhile project
financial manage. essential
leads to independence
ownership contributes success
good use of PLAN's money
all sp should get this info
women are the key
builds self-esteem
also involved in RESULTS

In the response device for Activity #7 we asked participants to evaluate the Phase I and the Phase II newsletters. Fully 79 percent said that the Phase I activities were essential to the entire project. In addition, there was space for an open ended response. Some of these comments concern this issue and others are more general.

Both valuable/imp. to project
didn't know phase I from II
Thinks study is pointless
could have been condensed
both newsletters -well done
ph1 intro. to language/concepts
reverse the order of ph. 1 & 2
proud to be member of Chldreach
Phase 1 seemed geared to kids
both phases are valuable
get people involved inch by inch
unable to answer questions
thanks!Good work!wonderful project
probably Ph1 letters necessary
Both interest/info & necessary
Could recall to compare
got more out of phase II
can't distinguish ph I from II
nec..of ph1 depends on objective
both informative=social awareness
all seemed similar/no difference
doesn't remember diff ph 1 & 2
wants to be withdrawn
not sure of goals of project
self-sufficiency=commendable
not necessarily
doesn't remember the letters
finds letters difficult to read
no time to continue project

not necessary/but could be
necessary-too strong a word
cannot make a comparison
both phases fit together well
don't need so many phase 1
Can't tell diff. b/t the two
Doesn't see a point to project
both informative
good insight to overall work
Wants to be withdrawn
learned a lot about PLAN
unsatisfying to hear something
Doesn't recall ph1 to answer
both gave insight into problem
impressed-details project impact
good to start simple and build up
doesn't remember to compare
found all info useful
wants letters from child
some were necessary -not all
remind sponsors of purpose
doesn't recall difference
not NECESSARY
learned more from phase 1
idea-solar heated ovens
keep it up
didn't save all to compare
Ph 2 questionnaires-easier
Good job!

ph1 nec.. for basis evaluation
all letters were good

stop letters/Money is for kids
this card is less useful to sp

The following comments were made specifically about the value of
the Phase I newsletters.

informative and interesting
elementary
more general in content
more graphic
interesting and informative
very valuable
very good
good
good/not as intimate
informative/future ideas/accompl.
helpful in explaining situations
helpful in explain. overall issues
informative and understandable
informative and to the point
lengthy and extensive
informative/not as focused PhaseII
a beginners level
informative
simplistic like advertising
simplistic, yet enjoyable
general info
sets up ideas for Phase II
O.K./should be sent to prospect.sp.
no details
concise, and informative
fairly general
impressive and informative
import. for describing projects
specific projects
very informative
good
too simplistic
interesting and informative
interesting and informative
helpful background info
informative
one topic
good intro to the program
specific/interesting and worthwhile
good intro to project and goals
specific areas (i.e. education)
great value/filled with info
good, took less time, preferred
helpful introduction to programs
a very good intro to project
exploratory and excellent

interest/help to families/villages
good
v.good bckgrnd info/good prep4 pII
very good
informative/PLAN very diverse
Educational/learned extent of PLAN
informative
interesting and informative
valuable 4 new ideas for projects
very simple
Quick and easy to read
better/easier to understand
brief/ essentials/ informative
informative
impersonal/statistical/overviews
very good/general information
broader in scope
broad view of problems/decisions
outlined scope of the project
pretty basic
informative/enormous issues
Of limited interest
Basic functioning of Childreach
general/view of the larger picture
lesser value to me/lacked specifics
broader/but still informative
informative
too simple
informative
less focused
As good as Phase II
simple/explanatory/more didactic
equal
general overview
more personal
interesting and informative
good
more introductory
informative
good introduction
short/brief-wonderful
not enough information
too basic info and writing level
above average
informative
informational

too simplified
basic/introductory
general/not as specific
good
general/very informative
vy good/ all letters are necessary
enjoyable/enlightening
generalized about needs
OK/not specific or pertinent info
too simplistic/general
informative
simplistic/seemed geared for kids
import. background information
valuable-understanding their needs
informational introduction
simpler and easier to read
simple, informative
informative
more specific about project
Too basic
helpful and informative
generalized
well written and organized
good-basic information
too long, but liked the pictures
helpful introduction
informative/not very interesting
broad understanding
informative
not as detailed/less background
difficult to follow/vague
informative/interesting
interesting but very general
doesn't remember
informative and interesting
general
informative/too simplistic
good background information
simple and easy to absorb
very informative
important to understand project
waste of time-didn't relate to proj
Can't compare them
informative and helpful
good
informative
sparse/what was there was interest.
Can't make comparisons
good
interesting and informative
Excellent
Helpful
very informative
informative
introductory, basic, enlightening

very informative/good
All have been informative
informative and helpful
too general
brief/overview of proj. and plans
good
good beginning w/general info
terrific/ideas of PLAN's activities
informative
informative & interest/reading dull
general should be phase 2
informative and thought provoking
excellent
great ground work for phase II
broad pic./interesting & educational
good
good
imp. to build undrstnding of issues
informative & related knowledge well
very informative/clear/easy to read
generalized/situation more specific
good introduction
less informative
useful but only basic information
adequate
not well organized/important info
important
off to a good start
interesting
good/no credit to reader for brains
introductory overview
excellent source on information
simple/geared toward low educ reader
necessary in order to understand pII
informative
unnecessary
informative/opinion asked of reader
introductory
useful background/general info
informative
overview
general/good background
broad/issues exposed to participants
Confusing/explained the aim of proj.
more focused on background/purpose
informative
all important
Can't remember
basic but informative
informative
informative/well-written/hard to rea
very informative about area needs
shorter
more thought provoking
interesting/ challenging

less detailed/more simplistic
exposure to other cultures
very basic
lacks details
too simplistic, and general
topics
basic
informative/ good background info
generalized/broad scope of material
Better, more relevant
Don't recall
can't recall/all were informative
very basic
Educational
informative and useful
informative
informative/excellent/comprehensive
introductory-goals and few examples
interesting
interesting
good
lacked details
simplistic
good
informative and interesting
essential
helpful/broad overview
more generalized

these seemed adequate
easy reading
ease you into proj/descriptive
excellent updates about PLAN
comparative/basic approach to
general
very informative/helpful
good overview of PLAN involvement
Informative
acknowledge birth control issue
interest/not informative/lack detail
valuable-overview of PLAN's goals
more general
informative overviews/thought provok
informative
established overall context
Interesting/not a clear as phase 2
Informative
Good
informative
simplistic/general/limited details
basic informative material
too elementary
great
fine
overviews
informative as background info
valuable

The following comments were made specifically about the value of
the Phase II newsletters.

Informative and interesting
exciting and stimulating
very good
specific, detailed, informative
equal to those in phase 1
very valuable
very good
good
interesting and informative
more valuable info/detailed
more depth and goals to work toward
detailed
more details than desired
more in-depth/more detailed
informative/broader perspective
recommend a summary style format
more informative about issues
more professional
equally good
specific results/changes needed
more informative and comprehensive
specific detail about PLAN etc.

More info/ great work being done
excellent/#7 was best,informative
more specific in subj & geog. info
in-depth/meaningful/reasons for proj
informative/nice to know its helping
more detailed
more interesting and challenging
liked better b/c more informative
inform&interest./good layout
better/more detail,analysis, followup
More informative
detailed&specific/inform.&thorough
devoted to very specific issues/plan
more specific/difficult to read
also informative
specific projs./informative/personal
excellent/well done
more specific
focused partic.area/took more time
more info, exciting/saw tangible res
more complete/inform. and focused
in-depth/examples of issues

brings ideas closer to home
informative/interesting/factual
more in-depth and informative
detailed/more specific
more specific and interesting
impressive and informative
more valuable
more informative
regional overview
even more informative/detailed
better
clearer, more realistic
even better than phase 1
in-depth/excellent
informative/factual
informative/
one issue on one place/detailed
in-depth
more informative/specific
detailed
more informative/1 project
more detailed
good
better detailed
descriptive
detailed and excellent
non-detailed/excellent
informative and helpful
better, more informative
informative/more in-depth
in-depth/good statistics
vy good/ somewhat better than Ph1
more informative
more definitive and informative
more to the point, specific
more involved, detailed
too complicated to comprehend
informative and interesting
informative
more detailed/informative
informational/detailed
too much information
more detailed
better
more informative and in-depth
more informative about general aid
more detailed
good/factual
equally well written and organized
more comprehensive
excellent much greater detail
more informative
better in format & organization
liked #7 better than #6
informative

Great/filled with facts
more informative and interesting
detailed/see exact function of proj's
a little more in-depth
more detailed
informative
great
excell. in concentrating on individ.
more concise, succinct and graphic
more comprehensive/specifics
an educational tool for everyone
more interesting and complex content
equal
more details
less personal
Didn't read them
good
more informative
overall results - more significant
specific details on PLAN accomplish.
more interesting/graphic
more knowledge about areas where kid
More info/more appropriate level
contained more detailed information
more specific, very int. & inform.
informational
covering enough for overall picture
more informative/enhanced by examples
hopes feedback helps Childrch improv
enjoyable/detailed/incr. stand. of liv
better, detail/gd eval. of PLAN work
better, more interesting
enjoyable and enlightening
vy specific/how proj affects PLAN
detailed/descriptive on prob. areas
more personal/informative/interest.
exciting/inform./enthusiastic 4 plan
issues should be sent first in ph1
excellent
described problems & what being done
inform./liked knowing where \$ went
more informative
more informative
in-depth/liked bef/aft comparison
informative
helpful and informative
more educational/inform. and useful.
more comprehensive in specific areas
informative/letter #7 most interest.
likes the detailed reports
detailed-more perspectives
better organized/short but full info
Informative overall
more comprehensive/understanding of is
understand procedure/activity more

going in the right direction
detailed/gives hope for progress
Act. #7, nothing to do w/project
more depth/more sophisticated
more detailed
even more interesting
more informative
applied info from phase 1
not much different from phase 1
more focused
frighteningly informative
more detailed
descriptive details
better
too long, though more complete
more detailed
better, real projects
Both ph 1 and 2 are equally imp.
informative and helpful
good
informative/improvements
in greater depth/more content
feel good about results
good
interesting and informative
more detailed
also excellent
helpful
more in-depth
more informational
more specific and interesting
no appreciable improvement
description of how plan works
more substantive
more information/details
more detailed/specific cases
more informative
informative
more detailed, specific conditions
not addressing the larger issues
more to topics might be achievable
informative
more in-depth
informative and useful
easier to read
more specific-better
provided additional details
interesting
good
informative/quicker to read
interesting
more informative
more sophisticated and detailed
more facts, better explanations
very good

more specific/informative/enjoyable
important-more feedback from readers
self-critical/explorative of problem
more detailed/better info on issues
better/info good/excellent perspctvs
good at explaining PLAN goals
more spec./therefore more interest.
Actions speak louder than words
more informative
more detailed
more focused/ more depth
more about programs/progress reports
more detail/give personality to PLAN
data and context of specific program
better-feedback was appreciated
more detailed/ more in-depth
interesting b/c discuss specific pro
more interesting and informative
better organized, more concrete
more wholistic-accomplishments
in-depth/info on areas helped
interesting and informative
more specific
more detailed
more concise
informative & easier read/enjoyable
vy informative about needs & solutio
thorough and interesting
just as informative
more specific
more readable/focus on indiv. topics
informative, detailed, good examples
formulation of a working plan/action
more detailed/informative
excellent
concentrated on sub.matter/detailed
more detailed and more specific
in-depth coverage of issues
ignoring pop. over growth as a prob.
excell/detailed info sent to all sps
more statistical info
don't recall
informative-success&progress of proj
more inform./easier to comprehend
more detailed about history of plan
instructional/inform.-human interest
more detail concerning specific area
informative/excellent/comprehensive
enlightening/easy to undrstnd issues
detailed examples-attmpt achieve goa
informative
informative/well presented/statistic
better, informative, good stats&pics
more informative/detailed/examples
great

informative and interesting
highly informative
interesting/ more in-depth
detailed oriented/ more specific

fine/more satis, inform., diverse
more in-depth, interesting and helpf
more interesting/specific projects
valuable

Accompanying Activity #8 we enclosed a one page questionnaire which evaluated several aspects of the project. We did this at this point in order to avoid confounding these evaluation questions with the survey questions in the Post Test II. In one question, we asked whether or not we should continue to ask questions with each newsletter as we did in the experimental program (Yes or No). A full 79 percent said that we should continue to ask questions accompanying the newsletters. In addition, we asked for their open ended comments about continuing the questions. These comments were as follows:

focus the attention of the reader
helps to process information-response from PLAN
depends if responses used by PLAN
questions made me reread and remember better
makes you reread the material
read material better/put more thought in
questions provide feedback
too few/simple-not useful information
more likely to if asked to respond
Ask sponsors if they wish to answer questions
Questions make you read more carefully
Sponsors feel like apart of project/interested
read the letter more carefully
Letters are clear/easy to understand
A good way of informing sponsor
didn't understand the point of the questions
express opinions
active participation stimulates thinking
thought provoking, read carefully
Childreach should learn from responses
helps focus on topic
engage the interest/involvementt of reader
made Sponsor reread carefully
helpful to put imptrtant points in perspective
too many newsletters w/questions
content of letter usually answered questions
Sponsors are interested in giving input
new Sponsors aren't informed enough to respond
chance to respond/feedback
indicate interest/suggestion may benefit

good ideas from Sponsor
burdensome-didn't like reminder cards
makes you read more closely
participation of new Sponsors will elicit new ideas
best way to get feedback
doesn't think people send responses in
it is helpful
valuable suggestion from new sponsors
questions gave additional info
made you think/questions were difficult
benefit from response-increases thought
helps to determine if message was clear
encourage responding/don't require
no one would respond if they hadn't agreed
they become more interesting
better to have comment/suggest. section
Input could be important
information is important/time better spent on children
too time consuming
no questions with information, Send followup questionnaire
summaries
feel involved/better informed if respond
questions evoke comments and ideas
doesn't want to have to read newsletter
in a position to understand more
communication usually improves ideas
encourages reading/brief/Sponsor comments
Only if feedback is make about responses
forced to read/reinforce the message
Rereading and digesting the info better
forces the sponsor to read
helps organize thoughts in perspective
you feel more involved
makes Sponsors feel involved in the distribution of money
not necessary to take the time to respond
read more carefully/became more informed
Commenting is sometimes difficult
the questions helped to clarify the issues
encourage reading/get the Sponsor opinion through questions
help stimulate thought o subject
Answering questions may become burdensome
don't need to ask, people will comment
review, more attention
likes letters/doesn't want anymore quest
feedback is important
use the responses to direct info chosen
Money not being used for the children
Question forces you to think about reading
might discourage new sponsors
demands involvement/sense of contribution
read more carefully
response indicates areas which need focus
understanding/thoughts
doesn't feel their response was helpful to PLAN
too time consuming

it takes time to answer the questions
good idea to be open to responses
help force reading/motivation to read
gives ideas for topics of interest
let people discontinue if they want to
good for input and follow-up
better to ask for comments/suggestions
read quicker, more thoroughly
monitors effectiveness/offers improvement
encourages thinking
focus attention-more thought/better aware
feedback is important
gives Sponsors a voice to express thoughts
more involved Sponsors will get new Sponsors
easier question will get a higher response rate
encourage feedback voluntarily
not enough info to answer the question
discourage participation
questions shed new light on a topic
food for thought/Sponsor becomes involved
Helped think about issues/details
Sponsor opportunity to express opinion
good way to get feedback from Sponsors
only for a given length of time
my comments are not of value
not enough time
didn't feel that response had value
feedback=effective evaluation
felt it was busy work
facilitated problem-solving thoughts
focus of reading/involvement
questions were slanted by phrasing
allows Sponsors to get more involved
involves the Sponsors/new suggestions
only if they are helpful & voluntary
involvement
exchange of ideas between sponsors and Childreach
food for thought/formulated ideas
makes you read and pay attention
busy work
makes you think
sees no purpose
ensures a response/feedback
involvement
read more thoroughly & thoughtfully
how else will you get answers
stimulates interest in the program
needed input
feels that people will send suggestions
Allows Sponsors to have a say
too time consuming/opinion not of value
only if you need the feedback
Q's evaluate effectiveness of newsletter
feedback
insight about what's going on with project

encouraged thinking
makes Sponsor read more carefully
involvement
involvement
time consuming
new sponsors may feel pressure to respond
feedback is important
read more carefully/helps organize thoughts
increases the number of replies received
read more carefully
not informed enough to respond
more likely to get Sponsors to read letter
ensures involvement
too time consuming/voluntary
help appreciation of the conditions
might scare off new sponsors
active interaction
questions assure active participation
response has no value
encourages careful/thoughtful reading
read more carefully
stimulates feedback
read more carefully
helps emphasize the important issues
not meaningful
doesn't like to answer questions
gets opinions
feedback-keep the questionnaires short
makes sure that they are read
good input/increase sponsorship
only way to get feedback
causes sponsor to think about the information
people like giving input
only if feedback is necessary
increases the value of the letter
time consuming/no value in response
discontinue if responding goes down
not informed enough to answer the question
to much pressure to respond
involvement/clarity
makes you think about it
misses the purpose of the letter
increases interest for new sponsors
makes you read more carefully
input is good
helps Sponsor measure since of worth
too general
keeps sponsor's interest/funding
involvement
no opinion
only if the responses are helpful
not informed enough to respond
makes you think
more likely to be read
ensures feedback

as long as it keeps people reading
may clarify a story
provides valuable info about Childreach
Don't require a response
focus on specific issues or concepts
might scare off new sponsors
read more carefully
more likely to read
too time consuming
read more carefully
involvement
encourages reading and analysis
involvement/increase knowledge
not pertinent
only responded because they made commitment
Sponsor's opinions are important
made me think about it
too time consuming
most people have better things to do
involvement
clarifies what was read
involvement
read more carefully
input
might get some good responses
to get responses/know they read letter

Also, in the response to Activity #8 we asked for their comments about continuing the newsletters on a bi-annual basis to the participants. These would be advance newsletters like the ones in Phase II. How did they feel about this?

good idea
good idea-wants more information
good
good idea
good idea
Good idea-increase no. of sponsors
good idea
I would like to receive them
good idea/will save postage
I look forward to it
great idea
agree
Fine, just no questions please.
good idea
good idea-four a year was too many

likes idea-why? how do kids benefit?
good idea-don't lose nwsltr topics
likes idea-stay in touch bttr w/kids
interest-but SPs might not have time
Why change when you are doing well?
as many issues as poss/even if costs
Good idea-Do enough pple read mag?
good idea
Good-may encourage particip. of SPs
Good idea-sps should be informed
O.K.
Great idea
Cost considerations be considered
good idea/2 is enuf to keep interest
might be better received if separate

great
Good idea-import. info about kids
fine
good idea
would add substance to the magazine
good idea
Good idea/more information for SPs
fine
I would like to read them
fine
not necessary
agree
makes SP feel more involved
great idea, please continue
Very good
a good idea
very good idea
Great
I would support this idea
doesn't have time to read it
great idea
Excellent idea
good idea
no time to read them
good idea
I agree
Good. Would like it
good idea
good idea
Great
Continue. I like the information
twice a year would be great
Good idea
fine
good idea
favorable
Good
Good idea
No. Spend money on children
it would be useful
enjoys letters/uses in classroom
I would like to receive it
Good/effective and economical
Good
No questions
Great
good/very informative
Good idea! likes the information
good idea
good idea
good idea
good idea
good idea
O.K.
enjoyed more detailed letters

lttrs should be kept separate fr mag
more info on education for self-help
it may take money away fr/the child.
fine-project been too time consuming
Spend time/\$ on kids not on sponsor
Good idea-covers areas not in mag
newsletters should be send to all SP
receptive/wants know what's going on
more info is better/Know where \$goes
good idea
great idea
More information/more involved
good idea
sounds good
very good idea
like to get more letters like 5-8
fine/should be send to all sponsors
Probably wouldn't read it -no time
waste of paper-once a yr update enuf
only print newsletter/more \$ for kid
would be happy to assist adv. prgrm
likes the idea/enjoys gaining info
would like continue receiving info
Vy good idea/encourages more interes
I would like to continue receiving
any discrimination of info is great
wouldn't respond unless asked
\$ should be used for proj not letter
Very good idea/may attract sponsors
Great-minimize costs and give info
Updates on the project are welcomed
welcomes the opportunity
I like it
would like continue receiving info
excellent idea-very informative
good idea
likes b/c able learn about culture
The report was inform. and interest.
if helps, sponsorship will continue
welcomes opportunity to learn more
would like to continue receiving
Good/more likely to read if separate
Excellent/informative/educational
good idea to keep sponsors informed
Good, even once a year would be fine
Good idea, doesn't want to receive
do it
positive
Good idea for long-term sponsors
Good idea/likes longer questionnaire
Good idea/not everyone would respond
Not interested in continuing
less reading material the better.NO!
Good idea
Good idea

good
not always around to read them
good idea
good idea
great
Good/wants more info
good
little time to read
O.K./worried about time issue
great
good idea
Good idea
Great idea
wants fewer, but longer letters
great
great idea-know where the \$\$ goes
just fine!
good idea
worth while if not expensive
would enjoy reading more info
fine, still like to participate
Fine
good idea
good idea-no more than 2 per year
great idea/involvement
fine
good idea
good idea
good idea
great
good idea
likes reading the letters
would participate
good idea
great
O.K.
good idea
good idea
good idea
good idea
I like it.
would appreciate it very much
O.K.
good keeps Sponsors informed
Excellent
Good idea
concerned about the cost. liked it
O.K. but not during holiday time
good idea
would enjoy more information
O.K.

Excellent idea
Good idea
as long as cost/ben says more benefi
Don't send/no longer a sponsor
good idea only if they want it
as long as doesn't take \$ from kids
better to mail it separately
vy good-no idea what went into PLAN
good idea/likes to give input
good idea if no extra cost
Good idea
would be interested in reading it
would rather see the \$ go to the kid
a good idea for monitoring opinions
would appreciate newsletters
great
good idea
good idea/more contact w/organizatio
good way to get feedback
confused
good idea
good idea
good idea
undecided
newsletters are interesting
excellent-be willing to pay for it
would love to receive them
would rather have \$\$ go to the kids
good
like to continue receiving letters
good
good idea
make questionnaire more visible
only if response was optional
excellent
would sustain interest in project
O.K.
very educational
good idea
good idea
Good idea
would feel more connected to prog.
like to continue receiving info
interested in receiving them
Gd idea-about area where my child is
gd idea/concerned about time commit.
fine
great
great-not too costly-\$ bttr for kids
great
good idea

Finally, in our evaluation in Activity #8 we asked the participating sponsors for specific suggestions that they might have for improving the newsletters.

better transitions between topics-more straightforward approach
liked postcard responses better than page surveys
Very good as is. Keep up the good work
specific examples may increase interest of sponsors
Keep it simple and not too long
wants more pertinent info regarding area where sponsor's kid is
specify goal and desired outcome to justify costs
include specific stories of children and family
state expenses and ask sponsors if they are willing to pay for it
questions are a waste of time, money and paper
title of letter is confusing/comments only if sponsors wants to
specific examples of families/children being helped by PLAN
you are doing well enough as it is

None

don't give enough information to make constructive criticism
remind about goal to help people learn how to help themselves
none

hard to follow-problem with the set up of the letter
fewer topics, but more detailed-country/region specific
None, right now.

parallels between communities handling similar problems
be more specific-the meaning can be lost if it is too broad
more articles from the peoples point of view
specific Childreach children and their families
point out problem areas and ask for suggestions
liked the shorter letters better
too simplistic/print response to question/consistent theme in each
make them longer with more information
outline or summarize the objectives of articles
no suggestions. Great job
some were a little too short

Don't require a response from the sponsor

Hasn't found anything wrong so far

use suggestions from the reader

info about individual families and their communities

newsletters about area where SP's child is

none

increase size of letter but send less frequently
cover all areas of PLAN/focus on efforts and successes
have letters distributed to a broader audience
feels unprepared to respond to survey questions
doesn't mind sending money, but didn't like being part of project
see response of leaders in communities that PLAN is involved
focus on specific areas where there is sponsorship
too simplistic-bring to a more technical level
likes the simplicity of the letters

better title/information about money, too detailed and too long
give a check off rating system for each letter
A graphic designer suggests more creativity in the design
specific areas to sponsor's specific child should be discussed
Thinks you are doing wonderful already
two newsletters a year would be plenty
focus on cultural issues/integrating ideas into reality
date each issue for future reference
none. You are doing a great job.
include more anecdotal info about the people of the country
very well done/easy to read/excellent graphics
waste-already interested, didn't need to be convinced
more detail/more personal stories
none
very precise and informative
there is always room for improvement/no suggestions
none
I commend you for this project
no improvements are necessary
These letters are excellent
include all Childreach countries
none
excellent newsletter
more than one main article/Sponsor activities beyond financial support
no more than four pages
what percent of centrifugation goes to health, education, etc.?
a story about how a child's life was improved
they were very good
maybe include a young persons issue
improve the flow of the information within each letter
regionalized information
none
How are the failures being addressed?
more pictures/how project helps individuals and families
case studies of actual families or children
more stats/facts
none
personalized stories about children/how the money is spent
Shorten/focus on one area per letter
don't increase the length
more depth of info/and problems/how they will be overcome
you can't expect timely responses from everyone
get new info instead of rewriting the same info in each issue
Keep up the good work
none
none
Excellent just the way it is now
none
more details
none
wasn't always clear what was supposed to be sent back
more information about money needed and money spent
focus on a specific area (country or topic) & solutions
too basic/focus should be on educating the people
more info re:political conditions impacting on PLAN

none
create a standard format/keep it simple/request more info
none
more info on cultural beliefs/values
less paper/use a smaller envelope
none
too time consuming
kept it short/too time consuming
more info on culture
areas of letter didn't always correlate with other parts of it
more cultural differences and personal stories
less technical/too many statistics/broader subjects/more geographical
specific stats/successes and failures/suggestions
great job
O.K. as is
none
you have improved already
none
including in magazine. it is a good idea
info about other organizations that are also helping in same areas
do the people accept the help?
more info on cultural differences
none
update sponsors about goals and how they are being reached
none
more pictures
case history of a family
none
doesn't see the value in questioning the sponsors
give sponsors opportunity to relate to their child
more information from the people who are receiving the aid
more details/more about the issues
continue to educate
anecdotes on specific projects/benefits to the family
they have improved since the beginning of the project
keep up the good work
too detailed/explain the purpose better
good as is
more examples on a personal level/how to interact with the child
an overview of all projects in all the countries
give too much credit to the Sponsors when asking for opinion
they're fine so far
questions about old letters are difficult to answer
interesting to read about the specific projects in use
not sure
fine as is
more articles about PLAN workers/children-updates about past
make them shorter
fine as is
elevation in tone and vocabulary-too simplistic
no suggestions
none
create issues for different age groups (elementary school age)
focus on specific areas of the world and their needs
more info

case studies/how Childreach focuses on topics of each letter
pre-paid postage/more graphics and pictures
none
news about neighborhood
more information and statistics-how spending money-case study
none
newsletters about country where the sponsor's child is
what is the longterm value
more personalized/family and community information
none
questions should be more thought provoking
a contest to win a trip to meet your child
keep it short/more graphics
regionalize newsletters
use it to recruit new sponsors
Quicker, easier to read
none-thinks they are terrific
continue followups
great job
articles were too childish in the style of writing used
regional specific newsletters
personal stories
irritating that the reminder cards came so quickly after letter
they have markedly improved
keep it short
none
reactions from the people in the program
wishes more money was spent on children instead of letters/magazines.
they are very good
keep it simple/more graphs
pictures should be well marked and descriptive
fine as is
keep focus on a problem and its solution/lesson learned

Responses to Open Ended Questions in Post Test II

In the Post Test II survey the last question was set aside for open ended comments. These are included here separately for the test and the control groups. The test group continues to offer praise and useful comments on Buffalo Banks and Borewells while the control group, of course, responds without the benefit of the project.

Test Group Responses

enjoyed being part of project
personal contact is the best way to show we care
The info has made sponsor hopeful that a difference will be made
feels that the surveys might not have been useful
project lasted too long/money shouldn't be spent on the sponsor
has been involved with Childreach for over 45 years
thank you for the opportunity to participate in BBB project
wishes more people were sponsor children-do a lot of good
great job, wishes you could get more gov't funding
still corresponds with first Foster Child who is now 40 years old
How is my money specifically aiding the life of my Sponsorkid
outstanding job! keep up the good work
wants money spent on children not surveys and newsletters
feels that all the little contributions will help in the end
good job/likes community building efforts
enjoyed working with this project
newsletters were good/ available to libraries
had one child for many years taken out of program why?
keep up the good work
has been a SP for 40 years/great opportunity. to help others
feels that sponsors help in a small way(every little bit helps)
wants to stop being a sponsor and use money for local charities
wants more details on child and child's family
keep up the good work
hopes goal will always be to help others learn to help self
captions on the calendar pictures
hasn't written to child since letter sending policy changed
enjoyed BBBW project/doesn't have time to write to child
newsletters were very informative
going to visit a man who was a Foster Child over 20 years ago
thank you for a wonderful organization
likes that Childreach works within the culture of the people
hopes surveys continue/help educate her
glad to be a participant-feels more informed
loves the program
didn't take the time to write to the child
too busy to read all of the info from the project

keep up good work/use more money on the kids
keep up the good work!
happy with Childreach/had opportunity to meet sponsored child
does child receive letters/will they get money after 18th
birthday?
Project increased opinion of PLAN-keep up the good work
loves program/proud to be a part of Childreach
ask corporations to provide skilled workers to help projects.
wishes could remember GOBI
feels alienated from child/wants more personal involvement
keep up the good work! Appreciates your dedication.
the more info received, the more satisfied the sponsor is.
project was informational/gave exposure to viable info
dropped out Dec 93. Thank you for the calendar
honored to be a participant in project
What DOES GOBI mean?
Third grade teacher/class activities/enjoy info on internet
problems with bill-otherwise great experiences
internet would be a waste of the children's money.
Is Childreach spending money as effectively as possible?
Promotion of GOBI is a good idea
worried that the money is not going to help the needy
keep up the great work!
commendable! Jesus is the way
keep up the good work
has trouble writing a letter to her foster child
Has any thought gone to helping native Americans
hopes that money continues to go to the children
sick of project/doesn't want another newsletter or survey
no longer a sponsor/would have liked more info on programs
never needed to contact the Warwick office
would like more info about area where child lives
doesn't have time to fill out anymore surveys
thank you for the learning opportunity
response to #7 is based on US Government aid
enjoyed being a part of BBBW/Keep up the good work
glad promote women financial independence/more family planning
no longer a sponsor
participation increased understanding of problems they face
would like to hear from Foster Child's mom to see if she likes PLAN
would like to be able to send kid packages
very pleased with sponsorship
too busy to get a lot out of program
how much did survey cost?How did it help Childreach?
enjoyed being part of BBBW
Does Childreach accurately teach sex education?
had ended sponsorship-would still like his certificate
wants money spent on children in third world countries
very pleased w/Childreach
likes income plan where recipient is a financial partner
like that you teach people to become self-sufficient
making 3rd world industrialized is not going to work
thank you for the calendar
can speak/read Spanish so doesn't want letters translated
no longer a sponsor

wants more contact with child
it would be nice to see a "home page" on WWW
thinks PLAN is wonderful-has been a sponsor since 1974
apologizes for not being a helpful participant-little time
wants more personal contact with Childreach staff
survey was a waste of time-discourage w/ Childreach
felt that the surveys were worthless
too time consuming-Is this the last survey?
excellent job!
finds Childreach rewarding/tries to recruit friends
wants more emphasis on population control
found last letter from child disturbing
wishes she could send gifts to the child
good work
thank you for the learning experience
great job/enjoys helping
regrets that she doesn't have more time to write to child
wants a new BBB coffee mug
terrific job
want childreach to do more about birth control
glad to participate-learned practical aspects of aid
pleased to have been a part of project

Control Group Responses

can't remember what GOBI stands for
sees no major improvement in families life
has been a sponsor for 40 years/concerned with money spent on
sponsors.
doesn't feel her responses are helpful
couldn't afford time beyond financial support
wants help getting in touch w/child
have you considered sponsoring children who live in the USA?
would like to receive recognition for continued Sponsorship
Childreach is very effective program of support
would like to hear about other programs trying to help poor
private/corporate aid is the best hope for the poor
letters from child were hard to read/good work
Third world countries divided rich/poor little middle class
may not be able to continue due to health problems
overall you are doing a good job
wishes they had more time to do more with Childreach
want to receive more information/satisfied with Childreach
survey is poorly written and a waste of time
better contact between sponsor and child is needed
don't use internet if it uses sponsor funds
doesn't keep up with project as a sponsors should
more info about the child and area where s/he lives
the calendar was a waste of money
keep up the good work
emphasis should be on education
keep up the good work
very glad to be able to share with those less fortunate
continue review and reevaluation of your program

sponsored child was changed too often-no long relationship
knows little info about questions-answers aren't of value
concerned about long term effects of project
doesn't receive letters on a regular basis
great job. happy to be a sponsor
thanks for making me think about issues I had put aside
has been a member for along time
financial support is most important
wants more info-knows importance and value of Childreach
been a sponsor for many years/can't afford it any longer
discourage w/amount of time it takes to exchange mail
how does sponsor's money directly get used by children
realized from survey how uninformed they were
concerned about rapid growth of population
provide more security for personnel in Third world countries
doesn't feel that mail needs to be sent through R.I. office
very worthwhile organization
wishes to sponsor but not to write letters to the child
hope it will be a successful year
proud to be a part of Childreach
wish had more time to write child & keep up w/PLAN activities
wants less info/only want correspondence with child
embarrassed that they didn't know what GOBI stands for
survey assumes a higher knowledge of Childreach than SP has
keep up the good work
didn't feel his responses would be helpful
Childreach has too much control over gift giving & letters
wants info on how money is spent on the child
doesn't want letters written by a translator
dissatisfied with content of questions on surve. Do you favor
abortion?
wants to be taken off Childreach's mailing list
hasn't kept in touch w/child
worried that this was a biased survey/questions were slanted
would Childreach allow a sponsor to bring child to USA for visit.
happy with the overall program
you do your best, but it does seem to be enough
liked the calendar
not satisfied w/letters/not written by child/don't say much
very satisfied being a Childreach sponsor
thank you for providing opportunity to sponsor a child
emphasis should be on birth control
thank you for your efforts
discourage at the amount of time correspondence takes
impressed w/continued concern/improvement ideas of Childreach
ended sponsorship/ but would like to start up again
USAID is a total failure in policy and action
didn't feel had the knowledge to answer some of the questions.
wants to know the results of the survey
opinion is based on info gathered from the media
satisfied with Childreach
more info about program/liked calendar/keep up good work
very satisfied sponsor
instead of surveys, send information
involvement has increased hope for Foster Child to have a better life

a little discourage because child can't read or write
wants more info about child and things effecting his life
Childreach workers get too many paid holidays
keep your help as direct & focused as possible
we must keep in mind cultural differences
visited Central America/now more aware of what is going on
more info about child and family
doesn't want letters translated, Sponsor speaks Spanish
dissatisfied with Childreach for how you handle issue of religion
wants information about administrative costs of the overall project.
happy to be a part of Childreach
happy with Childreach
wants more money spent on the child instead of on the sponsors
plans to continue being a sponsor
opinion is based on limited experience and knowledge
bless you for all of your fine work
wants to write directly to the child-bypassing Childreach
upset that more is not being done for sponsored child
wants money to be spent on children not the sponsors
hates answering surveys/thinks there is little help for people
where does the money go? to the children or to salaries?
supportive of program
questions were worded poorly/offered help w/internet setup
keep up the good work
wants to be able to send the child gifts
not interested in fill out the survey
feels that UNICEF waste the money which is donated to it
was able to visit child/was impressed w/Childreach's efforts
would like to see pictures of the community where kid lives
wants language classes available for better communication with child
Money should be spent on children not on mugs and calendars
recently ended sponsorship
keep up the good work
it is hard to be positive when you look at the US's poverty
excellent job
wants more info about child and family
lack of info about family, quality kid's letter disappointing
satisfied/wants to know what Gobi stands for
no contact w/children that are no longer part of plan
wants more info on PLAN, child, family, & community
Who pays for the surveys
glad to help poor but what about homeless/poverty in USA?
takes too much time to receive a letter form child
letters to child feel too impersonal
can a school sponsor a child with corporation funding?
wants simple information
match financial sponsors & corresponding sponsors
has been a satisfied sponsor for eight years
this survey didn't allow responding within their structure
dissatisfied because one child was removed for contact after few years
wants to be able to send child something besides a letter
dissatisfied w/assigning new children to old sponsors
doesn't want anymore surveys-no time
feels that letters say the same thing/not personal
unaware of PLAN programs in the field