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**THE MID-TERM EVALUATION OF THE COOPERATIVE AGREEMENT
BETWEEN THE HIGH/SCOPE EDUCATIONAL RESEARCH FOUNDATION
AND THE AGENCY FOR INTERNATIONAL DEVELOPMENT**

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I INTRODUCTION

In October, 1981, the United States Agency for International Development and the High/Scope Educational Research Foundation entered into a cooperative agreement to develop a regional project in Latin America and the Caribbean. Called THE CHILDREN IN DEVELOPMENT PROJECT, this regional project committed High/Scope, a registered Private Voluntary Organization (PVO), to work with four other registered PVOs in the United States, Latin America and the Caribbean over a four year period, 1981-1985. Four objectives were set for this work:

1. Expansion and improvement of preschool and day care opportunities in each of a minimum of four selected sites in the Latin American and Caribbean (LAC) region.
2. Enhancement of poor children's creativity, socialization skills, initial aptitude development and readiness for formal education.
3. Encouragement and stimulation of involvement of concerned families participating in the project by imparting information on health, hygiene, nutrition and basic education.
4. Increase awareness and ability of U.S. and LAC PVOs that operate child care and early childhood education programs to work in practical, effective ways with young children by providing them with relevant information and training.

The agreement also specified how these objectives were to be achieved. For example, High/Scope was expected to engage in two types of related activities under a series of negotiated interinstitutional arrangements with the four PVOs participating in the project. These included creation and diffusion of four, field-based demonstration projects.

Three conditions were to guide the development of the demonstration projects. First, the demonstration projects were to be developed within the PVOs ongoing service programs overseas --a strategy intended to maximize institutionalization. Second, the projects were to be designed to benefit directly as many preschool-age children as possible and to demonstrate and document different models of low-cost delivery of early childhood education. Third, the role of High/Scope in developing these projects was to provide the collaborating PVOs with technical assistance in program planning, staff training, materials design and production, program implementation, and program documentation.

Intended to "publicize" the work of the demonstration projects, the diffusion strategy contained in the agreement read accordingly:

High/Scope will use the experience and products from the demonstration projects to inform other organizations about the importance of early childhood education and about alternative approaches for delivering early childhood services. The primary objective of the dissemination phase will be to reach PVOs that are involved with poor children and their parents in developing countries. Secondary target audiences for dissemination activities will be AID and other donor agency staff, and LDC education planners and policymakers.

In line with this strategy, the agreement called for three types of activities:

- Audio-Visual Presentations on Early Childhood Education. These were to include a synthesis of demonstration project experiences as captured in two or three slide-tape presentations.
- Bilingual Spanish/English Information Pamphlets. These pamphlets were to summarize the experiences of the demonstration projects along thematic lines, including aspects of planning for early childhood services, requirements and approaches to early childhood training, early childhood education costs, rationale for early childhood education, low-cost evaluation methodologies for early childhood services, and organizations and resources available to help plan and implement early childhood services.
- Three Regional Seminars. To be distributed equally among South America, Central America and the Caribbean, these seminars were to target PVO officials and should be co-sponsored with the PVOs participating in the project on a cost-sharing basis.

An added provision included in the cooperative agreement between High/Scope and AID was a mid-term evaluation two years into the project. This evaluation was to consist of "a project implementation review" that "shall be completed prior to authorization of the third year of funding" and "to be conducted jointly by AID and High/Scope."

In line with this provision, AID and High/Scope engaged in a joint evaluation of the CHILDREN IN DEVELOPMENT PROJECT in November of this year (1983) —two years into the project. The purpose of this document is to report on the scope and outcomes of that joint effort. Four major sections serve to organize the remaining text. To provide a context for Section III, which is devoted to an overview of the mid-term evaluation, Section II provides general descriptions of the three sub-projects being developed under the Cooperative Agreement between AID and High/Scope. Section IV is devoted to evaluation findings; and section V to a summary and recommendations.

At the time of the evaluation, this project was nearing the end of its training phase, scheduled to end in March, 1984, but later extended to June 1984. When this phase ends, the plan is to evaluate all participating centers along a number of criteria to determine which ones will serve as demonstration sites. The centers selected to serve as demonstration sites will then have the opportunity to receive additional training (June-September 1984), host visitors interested in replicating their experiences, and provide local workshops to personnel from neighboring centers. The centers not prepared to serve as demonstration sites will receive no further training under this grant, but will receive assistance in finding other sources of technical support. One source of support would be center staff from the demonstration centers. In no case would training of the 15 original pilot centers extend beyond September, 1984.

The second phase of the project focuses on disseminating the project strategies for improving child care centers to other centers in Bolivia, Ecuador and Perú. The planning of dissemination activities began in July 1983, with the initiation of discussions on future directions between each training institution and CRS and CARITAS or Promoción Humana. These discussions will expand in the next few months to include other agencies interested in child care. The focus of these discussions is on the identification of potential audiences for the training program developed under this project and potential funding sources. Each training institution is planning to develop proposals for the expansion of the work begun in the 15 pilot centers, between April and September 1984. The planning and production of audio-visual training materials to be used in project dissemination has also begun. The training materials will be ready for distribution and use in future training in January 1985.

A Partnership for Children: A Community Development Approach for Sponsorship Programs

Covering a period of two and one-half years (November, 1982 - April, 1985), this sub-project is being developed in collaboration with the Child and Family Services Division of the Christian Children's Fund (CCF) in Richmond, Virginia. The purpose of the project is to develop a model approach to community-based child sponsorship. An interest in improving the life chances of preschool children (ages 0-6) that CCF and other child sponsorship agencies service in Latin America and other parts of the world is the prime reason guiding the development of this model approach.

Unlike the previous project, this project does not include sub-contractual arrangements with other institutions. In accordance with a letter of agreement between High/Scope and the Christian Children's Fund, the transfer of technical assistance in this case is being mediated by a field office that High/Scope established in Los Andes, a marginal community in Oruro, Bolivia, site of CCF's regional office in Bolivia. Serving as nucleus of project operations in the field, this office is staffed by a full-time secretary and a full-time Country Representative. A public health doctor by training, the Country Representative serves as project coordinator responsible for working with the staff and members of the CCF-affiliated project of Los Andes in such areas as needs assessment strategies and program design,

implementation and evaluation. This working arrangement was established through a letter of agreement that High/Scope signed with the Los Andes Project in December, 1982.

In close coordination with CCF's Child Care Coordinator in Oruro, who was assigned to the project on a part-time (25%) basis, the High/Scope Field Office and the Los Andes Project are developing an early intervention strategy for maximizing the chances of preschool children to survive through the early years of life. The strategy will be a community-based system for delivering two types of well-integrated services: health and education. While the goal in health is a system of preventive medicine dealing principally with pre and postnatal care, the key idea in education is to provide preschool services to children between three and six years of age while their mothers participate in project activities or receive services.

At the time of the evaluation, the project was entering its program development phase. The prior phase focused primarily on gaining entry and training community members in needs assessment procedures. A baseline of needs and an initial framework for an intervention strategy were the outcomes resulting from that effort. Final "outputs" expected from the project include:

- A community-based child care program in the community of Los Andes addressing the psycho-social needs of children aged 0-6 being served by the CCF project.
- A series of training modules that CCF can use for developing and implementing a community-based child sponsorship model that takes into account the needs of preschool children.
- A series of evaluation reports documenting project processes and impacts.

Community Child Care:

Design and Management of Community-Based Day Care Programs

The third sub-project is being developed in collaboration with four domestic PVOs in Quito, Ecuador:

- The Fundación Mariana de Jesús, a private Ecuadorian foundation dedicated to provision of housing for the urban poor. Their chief project is a 6,000 family development of Solanda, now under construction on the Southern edge of Quito.
- The Cooperativa de Desarrollo Comunal "Tarqui", a community development group in an established low-cost housing neighborhood bordering the neighborhood where Solanda is under construction.
- The Fundación Tierra Nueva, a private agency which supports a variety of social development programs, including a small network of day care centers.

- The Instituto Nacional del Niño y la Familia (INNFA), a private national agency under the leadership of the first lady, having responsibility for the development and support of day care programs in Ecuador.

Using financial resources of the AID regional project, High/Scope International Center staff and a team of consultants from other Latin American countries (Venezuela and Chile) are providing technical assistance and training services to the various agencies involved in this project. Through the use of these consultants from other Latin American countries, the project is capitalizing on and sharing former program experience in these countries. Under the agreement with the Tarqui community, High/Scope is also providing financial resources necessary for operations of the two-person community office. All other local program and research costs are covered by the participating institutions.

The purpose of this sub-project is to develop a comprehensive model for planning, implementing, and evaluating community-based day care programs for preschool children. The model takes its start from the existing care systems of the community, and seeks to provide more and better service by improving the quality and quantity of care available in these settings -- basically in existing homes working with mothers and other existing care givers, as opposed to simply building new professionally staffed institutions.

The project is designed to develop in three phases, each covering roughly a nine-month period. The objective of the first phase is to establish the institutional linkages, create the local management units, and put together the technical teams (this included establishing a Child and Family Office in the community of Tarqui), and to develop and field-test strategies to gather the necessary baseline data. This phase involved negotiating agreements with three of the four agencies mentioned above (Tierra Nueva did not participate in this first phase of the work) to carry out two studies: the first to document existing day care service patterns in the Tarqui community, and the second to gather data on existing program experiences and institutional resources to support day care in Ecuador. In both of these studies, for the purpose of the model building component of the project, the interest was focussed as much on the process of studying the implementation, as on the substantive information generated by the research.

During the second phase, a demonstration child care service program will be implemented. The Tarqui community is the site for this field experiment. The Fundación Tierra Nueva is the local technical assistance group (having a role similar in this process to the roles of the three local technical counterpart institutions under the CRS project). The Instituto Nacional del Niño y la Familia is providing financial support for local technical personnel, and is also covering the costs of the financial subsidy to the community care givers. It should be noted that this phase of the program is designed to be action-research, focussing equally on implementation of high quality service and answering the prior questions which are key to further expansion and development of this service model.

The third and final phase of the project will focus on replication of this service model to other programs in which project participants are involved. Expectations are as follows:

- The Fundación Mariana de Jesús will use this experience as a reference in developing its child and family strategy in the new community of Solanda.
- The Fundación Tierra Nueva, hopefully with the support of the Tarqui Cooperative and INNFA, will extend the model to other communities where they have existing programs, and where they develop new programs in the future.
- INNFA will incorporate this experience in its existing and future national day care program efforts.

During this phase, the project team will also respond to other possibilities of model replication, including following up on the possibility mentioned by USAID/Ecuador of using this as a component in the recently approved AID grant for "intermediate cities." The results of the project will also be shared with the international PVO community through the regional workshops that will occur during this period.

The "media outputs" of this project will include a multi-media training package documenting the planning process for community-focused day care program development.

At the time of the evaluation, this project was entering the second phase of development. The complete project infrastructure was established, a study of over 1,000 families in the Tarqui community was completed, and the program study was nearing completion. Negotiations were underway for implementation of phase two, including a substantial increase in the financial and programmatic participation of INNFA.

III PURPOSE, TASKS AND PROCEDURES OF THE MID-TERM EVALUATION

Simply put, the purpose of the mid-term evaluation was to assess the progress made in the scope of work outlined in the Cooperative Agreement between AID and High/Scope. It was not a summative effort. The mid-term evaluation was a formative assessment of a process still evolving, still two years from completion. Thus, the primary intent was not to provide comprehensive assessments of final impacts. That task is to be completed at the end of the project and to facilitate that process, evaluative systems have been set up so that relevant information will be available at that point for analyses. So far, these systems have produced numerous reports that the reader can access to supplement what is of fairly limited scope and purpose in this report. Volumes I, II, and III of the "Informe de Investigación" produced under the sub-project with CRS are one example. The technical reports produced quarterly under the sub-project with OCF are another example. The extensive needs-assessment process documentation and research reports issued under the FMJ/Tarqui sub-project are yet a third example. And finally, there are sixth-month reports and the annual program plans submitted to AID-Washington. All these documents, which are referenced in an attachment to

this report, provide formative as well as summative information that although taken into account in the production of this document has not been discussed here at length.

As we noted earlier, the agreement committed High/Scope to work with four registered PVOs in early childhood development over a four-year period, 1981-1985. Mid-term assessment of this work entailed three basic tasks: (1) deciding what to evaluate; (2) collection of information; and (3) report preparation. Joint decision-making and negotiation are the strategies that best characterize the general procedures or approach that AID and High/Scope brought to the performance of these tasks. Views of the specific methods that these general procedures entailed can best be provided through discussions of how AID and High/Scope managed the tasks of the evaluation.

Deciding What To Evaluate

In deciding the foci of the evaluation, AID and High/Scope agreed to varying roles. It was left to High/Scope, for example, to provide an initial framework that would serve to guide the decision process. To produce this framework, High/Scope used the provisions of the Cooperative Agreement as points of departure, and then proceeded to chart a course for the evaluation. The result of that exercise was a matrix that reduced the Cooperative Agreement into evaluation "targets." As shown in Table 3, for example, a content analysis of the Cooperative Agreement yielded two broad categories of expected activity. These two categories then broke down into eight components that in turn reduced to eight separate service elements. Next, to determine the degree of progress made in each of the service elements, varying indicators were identified. These indicators were then linked to corresponding data sources.

Once produced, the framework was reviewed jointly by AID and High/Scope and agreement was reached on the general focus of the mid-term evaluation. Given the interim nature of the evaluation, we agreed to concentrate our efforts on the process side rather than on the product side of the evaluation framework. This meant looking specifically at the degree of progress made on the two processes central to the development of the demonstration programs being developed under the Cooperative Agreement: (1) delivery of technical assistance, and (2) institutionalization of the experience. In the former case, the issues of concern to AID and High/Scope included the amount and quality of the training provided under the Cooperative Agreement thus far; the transfer to and impact of this training on others participating in the project; and the kind and utility of any material support that may have also been provided under the agreement thus far. The joint concerns in the latter case included how actors participating in the project envisioned the institutionalization of the demonstration programs; whether any steps to institutionalize the demonstration program had been taken thus far; and how project participants felt about the role played by High/Scope thus far in the institutionalization of the project, and what steps would be needed to assure institutionalization of the experience. In both areas, an overriding interest of AID and High/Scope was to gauge how individuals working in the project felt about High/Scope's performance thus far, especially as it related to

fulfillment of agreements entered into with High/Scope as part of the regional grant.^c

After deciding what to evaluate, AID and High/Scope then prepared an interview guide to use with individuals participating in the project. As illustrated in Attachment 2, the guide consisted of entry and closing questions bridged by questions bearing on the two central concerns of the inquiry. The sole purpose of the guide was to add some structure to the collection of information in the field.

Collection of Information

The task of collecting information was performed jointly by AID and High/Scope during a series of joint visits in November 6 through November 21 of this year to all the program sites involved in the project. These visits included international travel to Guayaquil and Quito, Ecuador; Lima, Perú; and La Paz and Oruro, Bolivia. Travel in the U.S. included only an independent visit by AID to CRS (Catholic Relief Services) headquarters in New York City.

Broken down by country site, the three sub-projects being developed under the regional grant, the participating agencies or institutions visited during the evaluation, and the members or functionaries of those agencies who were interviewed, Table 4 provides a fairly detailed mapping of data collection activity. During the two-week period of the evaluation, High/Scope and AID managed to visit and interview all the key personnel in all the agencies or institutions participating in one way or another in the regional project. These visits resulted in over forty interviews involving slightly over one hundred (N=101) individuals, and in a series of semi-structured observations of preschool activity in eleven of the fourteen child care centers participating in the project. Although the focus of interviews tended to conform generally to the prepared guide mentioned earlier, their format did not. Thus, they varied from conversations with single individuals, as in the case of the interview with the USAID Mission Director in Perú, to conversations with small groups of three or four individuals, as in the case of the interviews with sub-project teams in Ecuador, to conversations with large groups of individuals, as in the case of the interviews with community members in Bolivia and Ecuador. A substantial number of these interviews were audio-recorded, thus affording High/Scope and AID with over nine hours of conversational material.

No structured formats were designed for the visits to participating day care centers in the CRS sub-project. The primary purpose of these visits was to gauge in a general way what the centers were like and how they may have changed since the project began.

* Since the mid-term evaluation was limited to these areas, we were constrained as to the information we could report here bearing on the progress of the project. Thus, for a broader and richer view of project activities and progress, the reader is advised to review the information provided in the supplementary volumes noted earlier and referenced in an attachment to this volume.

Report Preparation

Like data collection, report preparation was also performed jointly by AID and High/Scope. After working out a report outline together, High/Scope agreed to compile and organize all the information collected during the evaluation and to produce the first draft of the report. All the recorded material was logged, and project staff were recruited to assist in transcription and analysis, with primary responsibility for drafting the document assigned to the evaluator of the project. Once the document was drafted, it was reviewed and revised internally by High/Scope staff before it was submitted to AID for internal review and revisions. After AID review, a working agreement between AID and High/Scope was reached on document revisions, and High/Scope then proceeded with final production. Thus, the present document represents a joint statement produced by High/Scope in close consultation with AID.

IV EVALUATION FINDINGS

We have summarized the findings of the mid-term evaluation in Table 5 by variable, data source and overall pattern discerned. To elaborate, we will use the two central areas of focus —technical assistance provided and institutionalization of the project— as organizers. The area of technical assistance will be first.

Technical Assistance Provided

In provision of technical assistance, we examined seven aspects related to training: (1) method, (2) quantity, (3) sufficiency, (4) quality, (5) impact, (6) material support, and (7) utility of material. Analyses of interview and observation data on each of these areas produced an overall pattern of favorable progress within and across projects in transfer of technical assistance to the field. A discussion of findings in each of the six aspects listed above will serve to elaborate.

Method of Training

We found similar as well as dissimilar aspects to the training approaches used in the three sub-projects thus far. Common to all, for example, was a view of training as an open, decision-making process in which the role of the trainer is to facilitate learning rather than control it. In this view, the transfer of technical assistance is less a training task in the usual sense than an inquiry process driven by a participatory mode that allows for collective definition of training needs, problems and solutions. Guided by the posing of questions rather than the diffusion of a priori answers, the model of training as an open, decision-making process makes problematic, or does not take for granted, the knowledge that would be most useful to transfer. Rather than presume this, the model first tries to determine what

body of knowledge would be most useful for and in what contexts. In describing this approach and her initial reaction to it, a respondent put it this way:

I will tell you that at the beginning I was a bit disconcerted... because of the style that they (High/Scope) have. For example, they know a lot but they don't come to tell you. Instead, they start to extract and extract questions. So at the beginning, it was a bit tiring. One would say, 'Is it that they don't know how to explain? What's the matter with them? Why don't they just tell us?' We used to say.

They are classical; they are classical. They ask and they ask and they ask.

The (idea is) to make us think about the process, not to give us everything. And if we argue with José Rosario and tell him that the scheme he provided doesn't work and that we want to change it, José Rosario says, "OK." We've felt that we've been able to be part of creating the model. That has been very, very enriching. The same thing that has happened with the training that we provide at the centers... We are alone here trying to find material... And little by little we have discovered that that has been valuable that we have to battle a little alone. And it isn't that they are keeping the materials... Rather, they give them to us afterwards, at the opportune moment.

The dissimilarities in approach that we found were basically format variations along this common theme. These varying formats were traceable to differences in the nature and purposes of the sub-projects. For instance, in the High/Scope project with CRS, where the purpose is to upgrade the quality of 15 day care centers by training a fairly large number of paraprofessional personnel over a short period of time (twelve months), a system for managing and evaluating the transfer of a fairly large and complex body of technical information to a sizable group of people had to be installed. The solution was a three-month, training-evaluation-training cycle in the field periodically interrupted by a general, two-week planning and evaluation conference in one of the countries involved in the project.

The field cycle reduces to four steps: (1) a one day workshop with center staff to review progress and provide substantive directions in programming; (2) a one day follow-up training visit immediately after the workshop to assist center staff in the implementation of program changes; (3) an evaluation visit to determine progress; and (4) repeat cycle again with another one day workshop with center staff to review progress and provide substantive directions in programming. Repeated over a three-month period, this four-step cycle is shaped by the decisions worked out in the two-week planning and evaluation conference. The purpose of these conferences is to review progress and set directions for the subsequent cycle of training and evaluation. Immediately following these conferences, trainers from High/Scope and the training institution work jointly with center staff to initiate the new round of cycles.

A very different training format was needed in the project with OCF. Since community development was to play a central role in this project, there was a need for a full-time person on site to gain entry into and develop a trusting, working relationship with the community. Thus, it seemed best for High/Scope to contract with a local professional experienced in community development to provide technical assistance in an ongoing basis. The arrangement allows for more intensive involvement in the field over a longer period of time.

Performed by High/Scope staff and/or other "outside" consultants in Latin America, short-term consultancies of between one and two weeks duration proved to be the most viable solution in the project with Fundación Mariana de Jesús and La Cooperativa de Desarrollo Comunal "Tarqui". The initial tasks in the project were primarily research in nature, and the number of staff to be trained was rather small.

Quantity of Training

We found the quantity of training provided under the cooperative agreement thus far to vary from sub-project to sub-project. More training has been done under the CRS-High/Scope project than under any of the other two. The sub-project with Fundación Mariana de Jesús and La Cooperativa de Desarrollo Comunal "Tarqui" has required the least amount. This variation is again due to differences in the purpose and nature of the projects.

Sufficiency of Training

We did find general dissatisfaction with the amount of training received thus far. However, the kind of dissatisfaction we found was not because the amount of training was insufficient for meeting participants' needs. It was, rather, because participants felt the need to learn more. As one participant put it, "because it is so well done and helpful."

Quality of Training

In virtually all cases, the quality of the technical assistance provided thus far was rated high, with training method the key factor contributing most to the high rating. Dissatisfaction was expressed by only one participant who, it turns out, had only recently joined the project and had had no direct contact with the High/Scope team at the time of the evaluation. In this instance, the participant felt that the content being transmitted to the care takers in Bolivia seemed too technical for them to grasp. The respondent argued that for training to be effective, particularly in Bolivia, technical content has to be adapted to the "local reality" of care takers with low levels of education and literacy skills. And in his view, the project had fallen short of this adaptation.

Impact of Training

Without exception, all respondents queried about this aspect of training felt that the impact of the project is already quite visible.* Perhaps the most significant impact thus far --as expressed by participants and confirmed by observations-- has been on organizational behavior. Simply put, the participants in the project report doing things differently. This "doing things differently" is most visible in the day care centers participating in the project. The level of impact ranges from the way the centers have been reorganized, in terms of space and time, to the forms of activities center personnel now do with children. Even in Bolivia, where the day care centers seemed to show the least amount of changes when compared to the others, the impact of the project on center organization was noticeable.

That these organizational changes are in turn affecting children seems evident, too. One child care taker summarized the outcomes this way:

...this year I have noticed more changes in the work with the children because we have materials...because before we had nothing, nothing. The most notable change is that the children want to work with the materials, because without materials they couldn't get involved, couldn't work. The children have become more sociable. Now they could do something.

We see in the impact of the project so far indications of conceptual shifts among project participants in how to approach the problem of early intervention. That is, project participants seem to be broadening their views of what early childhood programming entails in terms of quality service. This gradual shift in view is perhaps best exemplified in the comments of the executive director of the Fundación Mariana de Jesús, the local FVO from Ecuador, in reference to the Solanda community:

We were thinking simply of a day care center. But when High/Scope had contact with us, the program was broadened, because instead of thinking simply about child care, which was our idea, we are now thinking about preschool intervention, not just care.

We had planned initially to construct large nuclei of day care centers intended to serve around 1,000 children... Now the concept we are taking is different. On one side is child care, and on the other preschool education. And in addition, it includes not only the education of the child, but the education of the family as a unit. We are constructing an educational center for children and families.

* As intimated earlier, we have limited our discussion of impact in this volume to information collected during the evaluation. Additional information on project impact is available in the documents cited earlier and referenced in the attachment to this volume.

The concrete, precise help we have received is how to approach the problem, because in this country preschool programs are very limited...the technology is something new that is available to families with high incomes.

Material Support for Training

The material support provided under the project thus far includes audio-visual equipment, photo cameras and film, office supplies, instructional material, and carpentry tools and equipment. For the most part, these materials have not been obtained locally. They have been purchased in the U.S. and then taken overseas by High/Scope staff when traveling to sites on training and consulting visits. The only added costs for providing material support in this manner are usually those assessed for having excess baggage. Thus, the procedure of purchasing materials in the U.S. and then taking them overseas is a cost-effective measure to avoid high costs in shipping materials or in purchasing them locally.

Utility of Material Support

In no case did we find reported dissatisfaction with the material support provided by High/Scope under the project. The general feeling among respondents is that the material support has been most useful. Nowhere was this point made clearer than in the case of Caritas Boliviana, where a toy making workshop has been installed with carpentry machinery and tools supplied under the project. Besides increasing the institutional capacity of Caritas Boliviana to service the day care centers that it serves, this workshop, which also promises to be income generating and thus self-sufficient, seems to fill a vacuum in low-cost production of instructional toys and materials.

Institutionalization of the Project

As in technical assistance provision, the information collected on project institutionalization also suggested an overall pattern of favorable progress in direction, albeit not as marked and stable. A discussion of findings in each of the areas explored will again serve to elaborate.

Perspectives on Project Institutionalization

We found no deviation from the unanimous view that the project merits long-term support. To be sure, aspects of the project have already been adopted as routine practices by cooperating institutions (e.g., community-based approach to child care by Fundación Mariana de Jesús; ethnographic approach to formative evaluation of child care programs by collaborating training institutions; the provision of quality child care as an organizational goal by Caritas Boliviana and CRS-New York, CRS-Perú and CRS-Ecuador). More problematic for virtually all participants --OCF being the least insecure and most clear about their intentions of institutionalizing the project-- is how to institutionalize the project. In almost every case, the most troublesome aspect of this process for project participants is creating the appropriate organizational arrangements needed to sustain the effort beyond the four-year period covered by the agreement between AID and High/Scope.

Thus far, for example, the posture of CRS in New York, Perú, Ecuador and Bolivia, all key agents in the project, is to "wait and see" if project experiences prove beneficial and successful. The prevailing view within CRS is that their most appropriate role is to "facilitate" adoption of the project. In no case does CRS, which views its functions as "non-operational," see its role as implementor of the project.* This role is for a local Caritas to assume. Yet, although reasonable, this position is made troublesome by the weak linkages that we have noted to traditionally exist on programmatic content between CRS and the local Caritas agencies with which they collaborate. This seems to be more of a problem in Perú and Bolivia than in Ecuador.

An encouraging sign for project institutionalization is the interest and commitments of Caritas Boliviana in Bolivia and Promoción Humana in Ecuador in routinizing the project. Another is the affiliation that a number of participating centers have with local government agencies, namely, El Instituto Nacional del Niño y la Familia (INNFA) in Ecuador, La Junta Nacional de Acción Social (JUNAS) in Bolivia, and the Ministry of Education in Perú. These two factors remove little of the complexity of institutionalizing the project. But they do open other sources of support.

Perspectives on Steps Being Taken to Institutionalize Project

Thus far, the steps being taken to institutionalize the project center on "consciousness-raising" within the collaborating agencies regarding the special significance of the preschool years to human resource development programs, the range of developmental needs during this period, and the options for enhancing the impact of programs serving preschool populations. Significant work has also been undertaken to strengthen the technical capability of the participating counterpart professional groups, build supportive coalitions, and create viable linkages among collaborating institutions. Institutionalization is also being promoted through the insistence on a collaborative working arrangement among all participating institutions, with counterpart groups contributing personnel, financial resources, and other support services in the process of project development.

Under the CRS project, the greatest advances in this regard have been made in Ecuador, where Promoción Humana, CRS-Ecuador, FASINARM, High/Scope and the USAID Mission in Quito have joined forces to explore expansion of the project to other child care centers. In Perú, similar but less productive advances have been made. No formal discussions have been held with Ministry of Education personnel, although a number of education coordinators associated with the Ministry have expressed interest in receiving training that would allow them to support the centers participating in the project and for which they are officially responsible under the Ministry's program of non-formal education. Further, although CRS-Perú is committed to and involved in the project, the national Caritas is not. And steps to involve the regional Caritas have yet to develop fully.

In Bolivia, the advent of project institutionalization is viewed as even more precarious than in Ecuador and Perú. The first factor working against

* On this point, see Attachment 4 of this document.

institutionalization is continuing social and economic instability. Thus, securing the needed financial resources to sustain long-term support of the project gets increasingly questionable. Second, the relationship between CRS-Boliviana and Caritas Boliviana in general are at best weak and extremely fragile.

But favoring institutionalization are two other factors. First is the strong interest and commitment of Caritas Boliviana to make early childhood intervention a routine part of their operations. And second is the recent national initiative in non-formal preschool. From the perspective of institutionalization, it is indeed encouraging that Caritas Boliviana has taken steps to exploit these two factors. It used the USAID-High/Scope agreement as an opportunity to build a local capability in the area of early childhood education; and it recently proposed to the Ministry of Education a strategy for how they could collaborate in the new national initiative in early childhood education.

Highly conscious of the need to maintain and expand the project, Caritas Boliviana also submitted a proposal to Caritas-Switzerland seeking support. Although this venture proved unproductive, the institution realizes its importance to the process of institutionalization. Unfortunately, the institution also realizes that it may have prematurely closed CRS-Bolivia from this same process by not taking the needed steps to involve them in the project more, erroneously thinking that the role of CRS in the project ended when theirs began.

In the case of CCF, since the intent "has always been to extract from this experience lessons that could be incorporated into programs in Bolivia and elsewhere in Latin America," steps to institutionalize the project are moves that CCF has been making since the project began. The most significant ones include the allocation of personnel time to the project at the levels of headquarters and the field; the allocation of financial resources to the development of a program in Oruro; the dissemination of project information to other regional offices in Latin America; and the arrangement to have High/Scope visit the regional offices in Brazil and Mexico to consult with office personnel and associated projects.

Under the Fundación Mariana de Jesús/INNFA project, similar steps have been taken to assure institutionalization. Specifically, within the Fundación Mariana de Jesús, a program office has been established as a permanent part of the social development structure, focusing on the needs of children and families. The buildings that will begin construction in July, for the Child and Family Services Component of the project, have been architecturally designed to accommodate the implementation of the program emerging under this project. The Instituto Nacional del Niño y la Familia has assigned technical personnel to the project. They have also approved a subsidy to an experimental program which is being implemented with participation of full-time professionals from INNFA.

Under this project the Fundación Tierra Nueva is creating a comprehensive institutional capability to manage and supervise development of community-based day care systems. This is an important extension of their former institutional capacity to manage day care centers, and should lead to further use of this experience in other communities.

Linkages are also maintained with the Ministerio de Bienestar Social, UNICEF, Ministerio de Educación, and the Agency for International Development, in an attempt to create the coalition necessary to expand the program. Finally, there is an emerging linkage between the CRS sub-project operations in Ecuador and the Fundación Mariana de Jesús/Tarqui sub-project operations, which should be mutually reinforcing.

Perspectives on Steps that Need to be Taken to Institutionalize Project

It is clear from the reports of project participants that the prevailing consensus of what needs to be done is to continue with the project and produce replicable results. In the view of participants, successful completion of the project should be the driving concern at the moment. This is not to suggest, however, that institutionalization remain in the background. Indeed, a measure of project success should be the degree to which the project is adopted and continued beyond the current grant agreement. And since project institutionalization has not been viewed thus far as independent of project development, equating part of project success to institutionalization is not at issue. Still, there are programmatic implications to the concern that success be tied to institutionalization. Thus, the technical problem facing the project during the next two years is how to accentuate a shift in development activities so as to solidify the institutional linkages established thus far in the project.

Perspectives on High/Scope's Contribution to Institutionalization of Project

Without exception, the participants queried about High/Scope's contribution so far to the institutionalization of the project made strong links between High/Scope's continuing insistence that project institutionalization not be viewed as independent of development activities to the steps taken thus far in seeking adoption and long-term support of the project. Virtually all the effort placed by project participants on solving the problem of institutionalization has been triggered and guided by High/Scope.

V

SUMMARY AND RECOMMENDATIONS

A summary of concluding points is in order at this point. Also in order is what evaluation findings suggest by way of recommendations for the future of the "Children in Development Project". Thus, we summarize first and recommend second.

Summary

Four points can serve to summarize evaluation findings. These include:

- The support for the project is strong. The evidence is clear on this point. Project support was noticeable at all levels: USAID Missions,

collaborating PVOs, training institutions, and participating child care centers and communities.

- The satisfaction with technical assistance being provided is also strong. A key factor explaining strong support for the project, the degree of satisfaction we found with the technical assistance provided under the project so far, is overwhelming. Apparently, the principal reason why project participants are highly satisfied is that High/Scope's approach to training and technical assistance provision allows them the role of adapting the training to fit their own particular situations.

- So far, the project seems to be having impact. The indications that the project is indeed making a difference are strong. We have to note, however, that this noticeable difference, although quite pronounced given the limited duration of the project so far, does remain at this point somewhat localized. In each of the sub-projects, for example, most noticeable changes do not extend beyond the immediate beneficiaries of technical assistance thus far.

- Although significant steps have been taken to institutionalize the project, the problem of project institutionalization is not yet resolved in all cases. There is no question that eventual institutionalization of the project is not a problem that project participants have overlooked or taken lightly. Project participants see in project institutionalization a measure of project success, and important steps have been taken to realize this end. But equally clear is the fact that considerable progress will have to be made on this problem within the next two years if that measure is to realize its full potential.

Recommendations

The recommendations that seem to flow from evaluation findings are as follows:

- The work being performed under the Cooperative Agreement should be continued. We found no grounds for denying continuation of the grant agreement. Indications are that the regional project is strongly supported in the field, and significant progress is being made.

- Contact with USAID Mission personnel overseas should be increased. It is clear that the strong support that the regional project is receiving from USAID Mission directors and staff overseas is due largely to the conscientious and deliberate efforts of High/Scope to keep local USAID Missions informed about project activities and progress. This is especially notable in Bolivia and Ecuador. However, we find that in Perú key people involved in the initial stages of the project have been since moved. The person in the Peruvian Mission, identified as the program link between the project and the Mission, has accepted the role somewhat reluctantly. High/Scope should now make the effort to keep her involved and informed about the project.

- Involvement of CRS and Caritas in the project should be increased. Involvement in the project of CRS-New York, Bolivia, Ecuador and Perú and of Caritas in Ecuador and Perú has been peripheral. Most participation has taken

the form of periodic coordination and communication. This current level of involvement seems unwarranted from the perspective of institutionalization, and strategies should be sought for increasing the current level of involvement of these agencies. One possibility is to follow the delivery model active in Bolivia, where Caritas Boliviana currently plays a training role. At some point in the process the local Caritas in Ecuador and Perú will have to be brought even more into the training process if they are to assume a lead role in continuing the project beyond the current grant period.

Another possibility is to explore with CRS-New York how best to increase the involvement of the regional CRS office and the local Caritas in the project. Indications are that CRS staff in Bolivia, Ecuador and Perú are looking to High/Scope and New York for more direction. Thus, now that the stage has been set, it may indeed prove useful for High/Scope and CRS-New York to initiate steps in this direction. A potential start is for High/Scope to convene a working forum of key personnel from each organization to examine how involvement in the project could be increased to facilitate project institutionalization in the future.

One final possibility that should be explored would be that the Project Manager now assigned to the sub-project with CCF devote more time to the project with CRS, if this can be worked out without pulling back on existing commitments with CCF.

- Increase the level of documentation. An attractive feature of the regional project thus far is the amount of program documentation being amassed for analytical purposes. Two areas that appear omitted from this effort at this point are the CRS-Caritas relationship overseas and, probably somewhat marginal but nonetheless of potential interest, the role that the U.S. PVO community is playing in the urban development project of Solanda in Quito, Ecuador. Since this information can be of potential use to AID, every effort should be made to document these two aspects of the project also.

Attachment 1

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Attachment 2

Evaluation Questions

EVALUATION QUESTIONS

Entry Questions/ Preguntas de entrada.

- A. Describe briefly who is involved in the project (e.g., Perú, Bolivia, Ecuador) and how the Centers were selected/ Describa brevemente quienes están involucrados en el proyecto y cómo fueron seleccionados los Centros.

II. Training/ Entrenamiento

- A. How much training have you received from High/Scope and has it been sufficient ?/ Cuánto entrenamiento han recibido de High/Scope ? Ha sido suficiente ?
- B. How good has the training been ?/ Qué piensa de la calidad del entrenamiento que ha recibido ?
- C. How do you train the child care providers ?/ Cómo entrenan las cuidadoras ?
- D. What kind of impact have you had on the child care providers ?, the children ?, the parents ?, the community ?/ Qué tipo de impacto han tenido al nivel de las cuidadoras, los niños, los padres y la comunidad ?
- E. What kind of material support has High Scope provided to support training in the field ?/ Qué tipo de apoyo material ha provisto High Scope para apoyar entrenamiento en el campo ?
- F. How useful has this material been ?/ Ha sido útil el apoyo material ?

III. Institutionalization/ Institucionalización

- A. How do you envision the institutionalization of this project ?/ Cómo imaginan Uds. la institucionalización de este proyecto ?
- B. What steps are you taking now to realize institutionalization of the project ?/ Qué pasos están tomando para lograr institucionalización ?
- C. What steps do you need to take ?/ Qué pasos necesitan tomar ?
- D. How has High/Scope contributed to facilitating institutionalization ?/ Cómo ha contribuido High Scope a la institucionalización del proyecto en el país de ustedes

IV. Closing Questions/ Preguntas de Clausura

- A. In your views, has High Scope met its obligations up to now ?/ Desde su punto de vista, creen ustedes que High Scope ha cumplido con sus deberes hasta ahora ?
- B. What else can you say about the progress of the project thus far ?/ Qué más pueden compartir conmigo sobre el progreso del proyecto hasta ahora ?

Attachment 3

Tables

TABLE 1

CHILDREN IN DEVELOPMENT

**"CHILDREN IN DEVELOPMENT": A Regional Latin American Collaborative Program
of the High/Scope International Center and the U.S. Agency for International Development**

SUB-PROJECT TITLE	OUR CHILD/OUR FUTURE: A Training Program for Child Care Workers	A PARTNERSHIP FOR CHILDREN: A Community Development Approach for Sponsorship Programs	COMMUNITY CHILD CARE: Design and Management of Community- Based Day Care Programs
College FWO and Principal Contact in U.S.	Catholic Relief Services, USCC Roland Bordelon, Regional Director	Christian Children's Fund David Herrell and Marta Quiñones	Overseas Education Fund Elise Smith (Corresponding relationship)
Country(ies) of Field Work	Bolivia, Ecuador, Perú	Bolivia Others to be identified	Ecuador
Host Country FWO	Bolivia - CARITAS Boliviana / 15 Child CRS Bolivia / Care Ecuador - Promoción Humana / Centers CRS Ecuador Perú - CRS Perú	CCF/Bolivia Los Andes Community Project	Fundación Mariana de Jesús Cooperativa de Desarrollo Comunal
Other Participants	Training Institutions: - CARITAS Boliviana - FASINAM in Ecuador - Pontificia Universidad Católica del Perú	Other CCF regional offices in Latin America	• Instituto del Niño y la Familia (INFA) • Fundación Tierra Nueva
Area of Primary Concern High/Scope Project Manager and Area of Technical Expertise	Training of child care workers Elisabeth Schaefer • Project Dissemination • Training and Curriculum Consultant • Early Childhood Education	Community Development for/with young children Dr. José Rosario • Research/Evaluation • Institutional Change • Curriculum Design	Strategic planning and participatory management of community-based day care systems David Fisk and Jackie Kann • Program Planning • Management Systems Design
Consulting Staff	David Fisk - Training Media Jose Rosario - Principal Researcher Eloisa de Lorenzo - Child Development Training: Networking in Latin America Jackie Kann - Training Coordination	David Fisk - Training Media Jackie Kann - Training Systems Mercedes Uribe de Caraffa - Technical Assistance	Jackie Kann - Training Systems David Fisk - Training Media María C. de Ruesta & Jacqueline Aizpurúa - Community Needs Assessment Camilo Cheul - Architectural Design
USAID Contact	Bolivia - Arnulfo Peñalosa Lee Hougén Ecuador - Jay Anderson Perú - Norma Jean Parker	Roberto León de Vivero	Earl Kesler
Training Materials to be Produced	Series of 12 staff training modules on quality services to young children.	Training modules on community involvement in design, implementation and evaluation of children's programs.	A set of program planning and management materials for Day Care Policy Makers and Administrators.
Stage of Development at Time of Evaluation	End of Training Phase Beginning of Dissemination	Program Development	Phase I - Infrastructure development and baseline research - Complete Phase II- Pilot Program Implementation - Begun

High/Scope Director, David Fisk

AID Project Monitor, Paul Maguire

January, 1984

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TABLE 2

**SALIENT FEATURES OF CHILD CARE
CENTERS PARTICIPATING IN THE
PROJECT**

TABLE 2

SALIENT FEATURES OF CHILD CARE CENTERS PARTICIPATING IN THE PROJECT

Site	Name of Center	Total Staff	Total Children Served	Program Type
Bolivia	Villa Fátima	5	30	All Day
	Vino Tinto	9	21	All Day
	Pura Pura	13	70	All Day
	Los Andes	15	72	All Day
Ecuador	Nuestra Señora de la Paz	14	90	All Day
	Dr. Francisco de Icaza Bustamante	7	35	All Day
	Teodoro Maldonado Carbo	10	60	All Day
	Mena 1	8	111	All Day
	La Magdalena	6	60	All Day
	Mena 2	8	60	All Day
Perú	César Vallejo	2	55	Half Day
	Mariscal Castilla	2	33	Half Day
	Junior Marquesado	2	37	Half Day
	4001	1	20	Half Day
	San Antonio de Padua	2	37	Half Day

TABLE 3

**PROPOSED STRATEGY FOR A JOINT
MID-TERM EVALUATION**

TABLE 3

Proposed Strategy for a Joint Mid-term Evaluation of the AID-High/Scope Latin America Regional Project

Category of Activity Expected Under Grant Agreement	Components of Expected Activities	Service Elements Expected Within Components	Suggested Indicators for Evaluating Delivery of Service Elements	Suggested Data Sources
<p>A. Through sub-agreements with established FVO's, planning and support of four demonstration projects that: (1) make use of ongoing service structures of collaborating FVO's; (2) directly benefit as many preschool age children as possible; and, (3) demonstrate and document different models of low-cost delivery of early childhood education.</p>	<p>a. Planning</p>	<ul style="list-style-type: none"> ● High/Scope technical assistance staff will work closely with FVO staff in identification of needs, analysis of the socio-economic context in which the project will take place, and design of appropriate services. 	<ul style="list-style-type: none"> ● Presence/absence of work performed ● Presence/absence of four sub-agreements ● Quantity of work performed ● Quality of work performed ● Staff involved in work performed ● Staff satisfaction with work performed 	<ul style="list-style-type: none"> ● Project reports describing nature of work performed ● Needs assessment reports ● FVO staff interviews ● Meeting/workshop agendas
	<p>b. Training</p>	<ul style="list-style-type: none"> ● High/Scope will provide training, normally in the field, of FVO and other local staff. 	<ul style="list-style-type: none"> ● Presence/absence of training provided ● Quantity of training provided ● Quality of training provided ● Target of training ● Locus of training ● Staff satisfaction with training provided 	<ul style="list-style-type: none"> ● Project reports describing nature of training provided ● FVO staff interviews ● Training agendas
	<p>c. Materials Design and Production</p>	<ul style="list-style-type: none"> ● Equipment and instruction materials, if not available locally, will be produced or furnished by High/Scope 	<ul style="list-style-type: none"> ● Presence/absence of equipment/instructional materials produced or furnished ● Quantity of equipment/instructional materials produced or furnished ● Quality of equipment/instructional materials produced or furnished ● Local availability of equipment/instructional materials produced or furnished ● Staff satisfaction with equipment/instructional materials produced or furnished 	<ul style="list-style-type: none"> ● Inventory of equipment/instructional materials ● Staff interviews ● Field observations

Content Features of Strategy

Category of Activity Expected Under Grant Agreement	Components of Expected Activities	Service Elements Expected Within Components	Suggested Indicators for Evaluating Delivery of Service Elements	Suggested Data Source
<p>B. Dissemination of experience and products of demonstration projects to convey the importance of early childhood education and alternative approaches for delivering early childhood services to FVO's involved with poor children and their parents in developing countries, AID, other donor agency staff, and LDC education planners and policy makers.</p>	<p>a. Audio-Visual presentations on early childhood</p>	<ul style="list-style-type: none"> ● High/Scope will develop two or three slide-tape presentations synthesizing experiences of demonstration projects 	<ul style="list-style-type: none"> ● Presence/absence/quality of slide-tape presentations 	<ul style="list-style-type: none"> ● Slide-tape presentations ● FVO staff interviews
	<p>b. Summary information pamphlets</p>	<ul style="list-style-type: none"> ● Based on demonstration projects, High/Scope will produce illustrated Spanish/English information pamphlets dealing with with: <ul style="list-style-type: none"> -planning of early childhood services -training requirements or approaches -costs of early childhood education -rationale for early childhood education -low-cost evaluation methodologies for early childhood services -organizations and resources available to help plan and implement early childhood services 	<ul style="list-style-type: none"> ● Presence/absence/quality of information pamphlets ● Content of information pamphlets ● FVO staff satisfaction with information pamphlets 	<ul style="list-style-type: none"> ● Information pamphlets ● FVO staff interviews
	<p>c. Regional Seminars</p>	<ul style="list-style-type: none"> ● Under a cost-sharing arrangement with participating agencies, High/Scope will run three regional seminars for FVO officials: one in South America, one in Central America, and one in the Caribbean 	<ul style="list-style-type: none"> ● Presence/absence of cost-sharing arrangements to run three regional seminars ● Locations of regional seminars ● Target of regional seminars ● Quality of regional seminars ● FVO staff satisfaction with regional seminars ● Amount of participation at regional seminars ● Participant evaluation of regional seminars 	<ul style="list-style-type: none"> ● Seminar proceedings ● Seminar agendas ● Participant evaluations ● FVO staff interviews ● List of Participants

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Proposed Strategy for a Joint Mid-term Evaluation of the AID-High/Scope Latin America Regional Project (Cont.)

Category of Activity Expected Under Grant Agreement	Components of Expected Activities	Service Elements Expected Within Components	Suggested Indicators for Evaluating Delivery of Service Elements	Suggested Data Sources
	<p>d. Technical Assistance in Implementation</p> <p>e. Documentation</p>	<ul style="list-style-type: none"> • High/Scope field staff will work directly with local PVO staff in actual provision of instructional services during the start-up months of each demonstration project • High/Scope will provide: <ul style="list-style-type: none"> -photographic records of demonstration projects -concise project narratives -packages of illustrative equipment/instructional materials developed in the course of demonstration projects -non-technical analyses of costs and benefits 	<ul style="list-style-type: none"> • Presence/absence of work performed • Quantity/quality of work performed • Staff involved in work performed • Staff satisfaction with work performed • Presence/absence/quantity/quality of and PVO staff satisfaction with: <ul style="list-style-type: none"> -photographic records of demonstration projects -concise project narratives -packages of illustrative equipment/instructional materials developed in the course of demonstrative projects -non-technical analyses of costs and benefits 	<ul style="list-style-type: none"> • Project reports describing work performed • PVO staff interviews • Available photographic records, project narratives, packages of illustrative equipment/instructional materials, non-technical analyses of costs and benefits • PVO staff interviews

TABLE 4

**BREAKDOWN OF DATA COLLECTION
ACTIVITY IN MID-TERM EVALUATION**

TABLE 4

BREAKDOWN OF DATA COLLECTION ACTIVITY IN MID-TERM EVALUATION OF
FVO REGIONAL PROJECT

Country Site	Sub-Project Being Developed Under Regional Grant	Collaborating Agencies/ Institutions Visited During Evaluation	Members/Individuals of Agencies/ Institutions Interviewed
	"Our Children/ Our Future"	Caritas Boliviana	Executive Director Sub-Project Staff (N=4)
		CRS-Bolivia	Assistant Director Program Coordinator (N=2)
		Pura Pura Child Care Center	Center Director Program Staff (N=3)
		AID	Mission Director (N=1)
BOLIVIA (N=50)	"A Partnership for Children"	Regional Office of Christian Children's Fund in Oruro	Office Director Child Care Coordinator (N=2)
		High/Scope Field Office in Oruro	High/Scope Field Representative Project Secretary Los Andes Project Director and Staff Group Leaders and Other Project Beneficiaries (N=35)
		Los Andes Project Offices in Oruro	Project Director Project Staff Project Beneficiaries (N=15)
		AID	Mission Director Program/Technical Staff (N=3)

	"Our Children/ Our Future"	FASINARM	FASINARM Sub-Project Team (N=4)
			Pontificia Universidad Católica del Perú Sub-Project Team (N=4)
			Caritas Boliviana Sub-Project Team (N=2)
		Nuestra Señora De La Paz Day Care Center in Guayaquil	Center Director (N=1)
		Mena 1 and Mena 2 Day Care Centers in Quito	Center Directors Program Staff (N=12)
ECUADOR (N=36)		CRS-Ecuador	Regional Director (N=1)
		Promoción Humana	Program Officer (N=1)
		Instituto Nacional del Niño y La Familia (INNFA)	Executive Staff Program Staff (N=2)
		AID	Mission Director Program Officer (N=2)
	"Community Child Care"	Fundación Mariana de Jesús	Executive Staff Program Staff (N=5)
		Cooperativa de Desarrollo Comunal "Tarqui"	Executive Director Sub-Project Staff (N=3)
		Fundación Tierra Nueva	Program Staff (N=1)
		AID	Mission Director Program Officers (N=2)

	"Our Children/ Our Future"	Pontificia Universidad Católica del Perú	Sub-Project Staff Chairperson of Education Department (N=2)
		Mariscal Castillo Day Care Center	Center Staff (N=2)
PERU (N=13)		César Vallejo Day Care Center	Center Staff (N=2)
		Junior Marquesado Day Care Center	Center Staff (N=2)
		CRS-Perú	Program Staff (N=1)
		AID	Mission Director Program Staff (N=3)
UNITED STATES (N=2)	"Our Children, Our Future"	CRS-New York	Latin America Program Director Program Staff (N=2)

TABLE 5

EVALUATION FINDINGS

- **Technical Assistance Provided**
- **Institutionalization of the Project**

EVALUATION FINDINGS

Technical Assistance Provided

SUB-PROJECT WITH CNS

Variable	Data Source	Overall Pattern Discerned
1. Amount of Training Received from High/Scope/Training Institution Staff	Training Institution Staff (N=6) Day Care Center Staff (N=22)	Four, two-week International Planning & Evaluation Conferences. Follow-up visits after conferences. Periodic phone consultation. Seven Workshops in Bolivia 20 Workshops in Ecuador (10 repeated) 23 Workshops in Peru
2. Extent to which Training Received has been Sufficient	Training Institution Staff (N=6) Day Care Center Staff (N=22)	No single respondent viewed amount of training as insufficient. Training was found insufficient only to the degree that participants wanted more.
3. Quality of Training Received by High/Scope/Training Institution Staff	Training Institution Staff (N=6) Day Care Center Staff (N=22)	Delivery rated very high by all respondents. Content rated very high by virtually all respondents. Delivery and content rated high by all respondents.
4. Method of Training Child Care Workers	Training Institution Staff (N=6) Day Care Center Staff (N=22)	Cyclic process composed of four steps: (1) workshop; (2) follow-up training visit; (3) evaluation visit; (4) workshop.
5. Impact of Training	Training Institution Staff (N=6) Day Care Center Staff (N=22) On-Site Observations	At level of training institution: Increased technical capability in teacher training and research. At level of day care center: (1) more effective use of time and space; (2) increase in care provider-child interaction; (3) greater staff sensitivity to developmental needs of preschool children; (4) increased level of child activity; (5) greater number of play and instructional materials; (6) more child access to available play and instructional materials; and (7) more planning and greater coordination between and among staff.
6. Material Support Provided by High/Scope to Facilitate Training in the Field	Training Institution Staff (N=6) On-Site Observations	Photo cameras, film, audio recorders, audio tapes, instructional material, carpentry tools and equipment, training supplies.
7. Utility of Material Support Provided	Training Institution Staff (N=6)	Utility rated very high by all respondents.

SUB-PROJECT WITH CCF

Variable	Data Source	Overall Pattern Discerned
1. Amount of Training Received from High/Scope	CCF-Oruro Staff (N=2) High/Scope Country Representative	For Country Representative and CCF Child Care Coordinator: two-week workshop in Ypallanti, Michigan in November 1982; two-day session in La Paz, Bolivia in July, 1983; one-week sessions during on-site visits by project manager to Oruro in January, June and Sept. 1983. For Los Andes Project staff and community members: five (2 to 5 days) formal workshops between January and August, 1983 in Oruro, Bolivia; one two-day session in La Paz in July, 1983; one three-day session in La Paz, Bolivia in August, 1983; one four-day session in Oruro, Bolivia in September, 1983; and one- to two-day sessions during on site visits of project manager in January, June and September, 1983.
2. Extent to which Training Received has been Sufficient	CCF-Oruro Staff (N=2) High/Scope Country Representative Los Andes Project Staff/Beneficiaries	
3. Quality of Training Received from High/Scope/Country Representative	CCF-Oruro Staff (N=2) High/Scope Country Representative Los Andes Project Staff/Community Members (N=40)	Highly rated by all respondents. Highly rated by all respondents.
4. Method of Training Los Andes Project Staff/Community Members	CCF-Oruro Staff (N=2) High/Scope Country Representative	Participatory work sessions that allow for collective definition of needs, tasks, approaches and solutions.
5. Impact of Training	CCF-Oruro Staff (N=2) High/Scope Country Representative Los Andes Project Staff/Community Members (N=40) On-Site Observations	Increased involvement of community members in understanding/solving child care needs. Increased clarity in roles/functions of Los Andes Project staff. Increased awareness of issues in early childhood intervention on the part of Los Andes project staff/community members.
6. Material for Training in the Field	CCF-Oruro Staff (N=2) High/Scope Country Representative Los Andes Project Staff/Community Members (N=40) On-Site Observations	Field office adequately staffed and equipped with necessary materials and resources.
7. Utility of Support Provided by High/Scope to Support Training in the Field	High/Scope Country Representative CCF-Oruro Staff (N=2) Los Andes Project Staff/Community Members (N=40)	Highly rated by all respondents.

SUB-PROJECT WITH FUNDACION MARIANA DE JESUS AND COOPERATIVA DE DESARROLLO COMUNAL "TARQUI"

<u>Variable</u>	<u>Data Source</u>	<u>Overall Pattern Discerned</u>
1. Amount of Training Received from High/Scope	Counterpart Institution Staff (N=6)	Periodic technical assistance visits (7 visits of 2-8 days duration each). Two week-long international workshops specific to this project. Participation in the CRS workshops by four counterparts from Fundación Mariana de Jesús.
2. Extent to which Training Received from High/Scope has been Sufficient	Counterpart Institution Staff (N=6)	Viewed as sufficient by all respondents, but two respondents (Fundación Mariana de Jesús) did request more "because it is so well done and helpful."
3. Quality of Training Received	Counterpart Institution Staff (N=8) AID Staff (N=3)	Highly rated by all respondents.
4. Method of Training	Counterpart Institution Staff (N=8)	Participatory exercises with individual consultation and planning. Group workshops at key decision points.
5. Impact of Training	Counterpart Institution Representatives (N=8)	Redesign of entire child/family service strategy (Fundación Mariana de Jesús). In-depth knowledge of communities child care needs, and survey research methods for detecting those needs (Fundación Mariana de Jesús and Tarqui).
6. Material Support Provided by High/Scope to Facilitate Training in the Field	Counterpart Institution Representatives (N=8) Observation	Office supplies, survey research forms and materials, mechanized data analysis and processing.
7. Utility of Material Support Provided by High/Scope	Counterpart Institution Representatives (N=8)	Rated as appropriate by all respondents.

EVALUATION FINDINGS

Institutionalization of the Project

SUB-PROJECT WITH CRS

<u>Variable</u>	<u>Data Source</u>	<u>Discerned Pattern</u>
1. Perspectives on how Project Participants Envision Institutionalization of the Project.	Training Institution Staff (N=6) CRS Overseas Staff (N=3) CARITAS Staff (N=3) AID Mission Staff (N=7)	Unanimous agreement that project is worthy of adoption/replication and sustained support as a routine program of collaborating institutions (e.g., training institutions, day care centers, CRS and CARITAS). However, the process by which this will happen remains obscure in that the role relationships and linkages that need to be established within and between collaborating institutions are not yet developed.
2. Perspectives on Steps being taken by Project Participants to Institutionalize the Project.	Training Institution Staff (N=6) CRS Overseas Staff (N=3) CARITAS Staff (N=3) AID Mission Staff (N=7)	Contacting/mobilizing key agencies/groups in unique position to adapt and/or institutionalize project.
3. Perspectives on Steps Project Participants feel they need to take to Institutionalize the Project.	Training Institution Staff (N=6) CRS Overseas Staff (N=3) CARITAS Staff (N=3) AID Mission Staff (N=7)	Demonstrate that the project has been effective and worth replicating and persuade other agencies/groups to adopt it.
4. Perspectives on High/Scope's Contribution to the Institutionalization of Project thus far.	Training Institution Staff (N=6) CRS Overseas Staff (N=3) CARITAS Staff (N=3) AID Mission Staff (N=7)	Preoccupation with project institutionalization is due to High/Scope's persistent reminders since project start-up (1) that continuation of the project will ultimately depend on its institutionalization; (2) that institutionalization must be viewed as an ongoing effort, not a separate task or phase that begins once the project ends; and (3) that the most effective project development strategies are those strategies that can assure project continuity and should therefore be chosen accordingly.

1/2

SUB-PROJECT WITH CCF

Variable	Data Source	Discerned Pattern
1. Perspectives on how Project Participants Envision Institutionalization of the Project.	CCF-Oruro Staff (N=2)	Project is destined to become an ongoing part of CCF operations. CCF-Richmond continues to be committed to it as evidenced by the strong support it has given it in the form of financial and personnel resources, and also plans to disseminate its results to other regional offices in Latin America and elsewhere.
2. Perspectives on Steps being taken by Project Participants to Institutionalize the Project.	CCF-Oruro Staff (N=2)	CCF Child Care Coordinator uses opportunities (e.g., CCF regional meetings) to disseminate information about the project. Care is taken to develop the project within the context of CCF program policies/procedures.
3. Perspectives on Steps Project Participants feel they need to take to Institutionalize the Project.	CCF-Oruro Staff (N=2)	Every effort should be made to develop "outputs" (e.g., training media) that CCF can use in the field.
4. Perspectives on High/Scope's Contribution to the Institutionalization of Project thus far.	CCF-Oruro Staff (N=2)	Even prior to project start-up, High/Scope presented the project as a program that would be developed for CCF adoption/replication.

6/2/79

Attachment 4

CATHOLIC RELIEF SERVICES

UNITED STATES CATHOLIC CONFERENCE

1011 First Avenue, New York, NY 10022, U.S.A.

Lawrence A. Pezzullo
Executive Director
Rev. Msgr. Robert J. Coll
Assistant Executive Director
Jean J. Chenard
Senior Director of Operations

Telephone: 1 (212) 638-4700
Cable: CATHWEL New York
Telexes: 224241 and 667207

December 9, 1983

Mr. Paul Maguire
PVO Liaison Officer
Agency for International Development
Bureau of Latin America and Caribbean
Room 3253 New State
Washington, DC 20523

Dear Mr. Maguire:

I am sorry to have missed your visit to New York. It would have been interesting to have your perceptions as to how the High Scope Pre-School Program is coming along in Bolivia, Ecuador and Peru.

As you know, CRS only has a peripheral function to play in the implementation of this program. Our field offices in Bolivia and Peru were able to put High Scope into contact with the appropriate local agencies that now serve as the implementors of this Program. All three CRS field offices are pleased with the Program's implementation and definitely see value in its objectives. I am attaching a copy of a progress report received from CRS/Peru for your information.

Although the local implementing agencies will primarily be responsible for disseminating information acquired as a result of this Program within the individual countries. CRS/Bolivia, Ecuador and Peru will serve as a link between base groups and the former. Also, we anticipate some type of informational exchange between these three field offices and the others within the South America region.

Sincerely,



Rhonda Kogen
Project Administrator
for South America

rk/bm

attachment

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CATHOLIC RELIEF SERVICES

United States Catholic Conference, Inc.



PARQUE INTERNACIONAL DE INDUSTRIA Y COMERCIO
ESquina CALLES: GAMMA Y OMICRON 492
TELF. 518785 - APARTADO 200
LIMA, 1 - PERU

August 15, 1983

TO: CRS New York
FROM: CRS/Peru
RE: PE 2D 012
High Scope Preschool Improvement

Enclosed please find the Progress Report No. 2 about the a/m project.

We continue doing a follow-up to it both to help High Scope on its monitoring duties and to detect the project potentials for our activities.

Best regards.

JM/mh
Enc. 

cc: CRS/Geneva

PROGRESS REPORT No. 2

Project title: High Scope Preschool Improvement

Project No. PE 2D 012

Closing date of last report: Feb. 1, 1983 This report from Feb. 1983 to July 1983

NAERATIVE SECTION

I. Resume of project activity

1. The progress made during this reporting period

During this period the 5 pre-school centers already selected during the last summer were performing "regular" activities with about 200 children, under close monitoring from the Universidad Católica people. Activities were accomplished as scheduled including the next:

- Hiring "animadoras" (Female Promoters)
- Training workshops of U. Católica people and "animadoras"
- Implementation of the 5 pre-school centers (PSC)
- Monitoring and evaluation visits from U.C. to PSC.
- Internal U.C. coordination meetings
- Meetings with children's parents

Through the workshops, the animadoras have been trained on teaching skills -- as well as on pre-school organizative aspects and elaboration of audiovisual materials.

Up to this time all the centers have been transformed from very poor and naked over to fairly warm and well equipped ones. Teaching methodologies have evolutionated from vertical/authoritarian over to child self-estimating ones, meaning a real improvement of the animadoras teaching skills. The Universidad Católica people have already detected most of the pros and cons of the process thanks to about 26 visits to the centers which allowed them to perform a close monitoring and evaluation function.

With these results the U.C. is building up a new methodology for performing low cost pre-school teaching activities in urban peripheral areas, as a base for the next step of the project: propagation of knowledge to FVO's and other institutions related with these activities.

CRS/Peru has followed up the progress of this project holding occasional meetings with the U.C. people, receiving written monthly and 6 months reports and visiting some of the pre-school centers. A member of our staff, George Ann, partially attended the regional High-Scope meeting held in La Paz last July.

2. Present status of the project relative to objectives

The project is doing fairly well in relation to its objectives. The propagation of knowledge is the only one objective pending because it is not the time to be done yet.

3. Spin-off activities

No new ones additional to those mentioned in PPR No. 1

4. Problems encountered

None

II. Concluding Evaluation

The project is accomplishing its objectives successfully.

III. Recommendations

To take note very seriously about the prospects of these activities for improving the efficiency of many other projects orientated to benefit the most vulnerable groups of the neediest. For instance nutrition orientated programs could have the way to improve their targeting efforts toward pre-school children. The same for family-participation projects which could work with the parents-association generated around the pre-school centers.

JM/mh

cc; CPS/Geneva