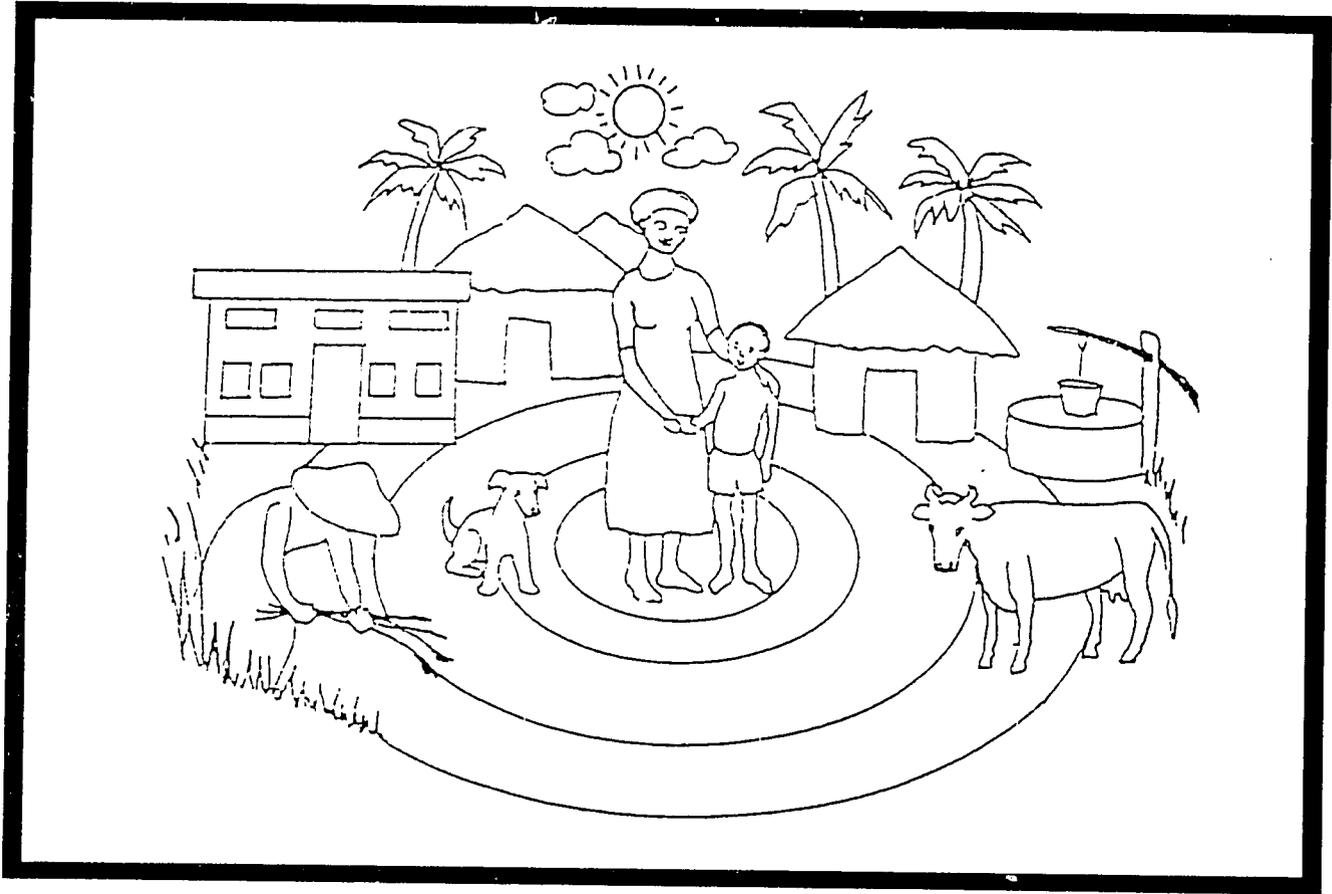


PP 172-107  
11/23/12

**WOMAN CHILD IMPACT PROGRAM: A FIVE YEAR MATCHING GRANT**

**QUARTERLY REPORT  
APRIL - JUNE 1993**



**USAID COOPERATIVE AGREEMENT NO. PDC-0158-A-00-1058-00 (Matching Grant)**

**SAVE THE CHILDREN  
International Programs  
Westport, CT 06880  
July 30, 1993**

## Table of Contents

<b>HEADQUARTERS TECHNICAL SUPPORT</b>	<b>1</b>
Overall Program Management	2
Economic Opportunities	2
Education	3
Training	4
Evaluation and Research	5
<b>PRIMARY COUNTRIES</b>	<b>5</b>
<b>BANGLADESH</b>	<b>5</b>
Staffing	5
Women's Savings Groups Development	5
Research Agenda for Empowerment Studies	6
Education Sector	6
Other issues	7
<b>HAITI</b>	<b>7</b>
All sectors	7
Sustainable Agriculture/Natural Resource Management (SA/NRM)	7
Water	7
Agroforestry	7
Soil Conservation	8
Animal Husbandry	8
Education Sector	8
Women's Empowerment	8
Primary Schools	9
Literacy	9
Economic Productivity	9
<b>BOLIVIA</b>	<b>10</b>
General/Administrative Matters	10
Education	10
Literacy Training	10
Multigrade School Program	11
Economic Development	12
Women's Credit Program	12
Savings	12
Cross-Sectoral Activities	13
<b>MALI</b>	<b>13</b>
General	13
Education	14
Credit/Savings	14
Natural Resource Management	15
In water resources	15
In Agriculture	15
Other Sectors	16

A

## **EXECUTIVE SUMMARY**

**The Woman Child Impact Program enters the final quarter of the second year of the grant with many achievements, and a strong base from which to build.**

**The experience of strategic planning focussed on core countries has been widely replicated by other field offices, producing field office program plans throughout the agency which are consistent with the objectives and goals of the Woman Child Impact Program. Each field office program plan this year addressed how that particular country program was "child-centered", "woman-focussed", "integrated" and "striving for sustainability, impact and scale."**

**Country plans also outlined strategies for staff development evaluation and documentation. Moreover, program plans had clearly articulated strategies in each of the four key sectors: Education, Economic Opportunities, Health, and Sustainable Agriculture. The program plans submitted by the core countries were particularly outstanding. Sample field office program plans will be available upon request.**

**Program implementation in core countries and at home office has progressed with innovation and strategic thinking, and according to the objectives and activities articulated in the detailed implementation plan. This progress has documented and reported in the reports submitted each quarter.**

**It is a period of transition for home office staff affiliated with the program. Dr. Kirk Dearden will join the team in August, as the research and evaluation officer. Recruitment for the following positions is ongoing: Director - WCI Program (Angela Van Rynbach), Director - Training (Tom Lent), Specialist (Gita Pillai).**

**The Woman Child Impact Program staff is already considering strategies to maximize the usefulness of the mid-term evaluation. It is important that the lessons learned be widely circulated, and many people benefit from the exercise. Options for the composition of the team and the methodology are being discussed. The mid term evaluation will be an opportunity to reflect on the progress made to date, make mid-term corrections, and plan for the next phase of implementation.**

B

## SAVE THE CHILDREN HEADQUARTERS TECHNICAL SUPPORT

The focus of the Headquarters program support group continued to be to develop, operationalize, monitor and refine International Program strategic directions. Program support resources were committed to certain strategic considerations:

- support for the development and dissemination of the education sector strategy, particularly focussing on early childhood development, non-formal education and women's literacy, and support to "growth points" for designing sector programs;
- development and dissemination of an agency strategy in economic opportunities and a concerted effort in "focus" countries to pilot such a strategy, based on group guarantee lending and subsectoral work;
- building up of staff awareness and skills in gender analysis and focus on women;
- refinement of measurement systems to document the impact of SC programs on the well-being of women and children;
- training of staff to enhance management and planning skills.

Program support given in the third quarter was as follows:

Program Support (April - June 1993)			
WCI Acting Director	- Dominican Republic	5/4-8/93	Workshop with L.A. Region Directors on Planning, Monitoring and Evaluation
	- Bolivia	5/23-6/4/93	Team member of evaluation of strategy working with Women's Groups
Education Director	- Mali	4/15-4/20/93	Field Office Education Sector Planning
Education Specialist:	-Cyprus	5/20-25	MidEast regional gender and education workshop
Director of Training:	- Zimbabwe	4/25-5/1/93	Southern Africa - WCI Program Development Workshop
Economic Opportunities:	- California	3/93	Poverty Lending Working Group
	-North Carolina	5/93	American Enterprise Organization Conference
	-Cyprus	6/93	Middle East Economic Opportunities Workshop

## **OVERALL PROGRAM MANAGEMENT**

### **Director (Acting), Woman Child Impact Program**

With the resignation of Angela Van Rynback as the Director of the program, Gita Pillai, assumed the responsibilities as the acting director of the WCI program and grant. She has been working with this grant since its initiation and with Save the Children for over five years. We are actively recruiting a replacement for this position, as it is key to the continuity and success of the program.

The Acting Director was involved in the production of *The International Programs of Save the Children - 1993: Working Principles and Key Sectors*. This document articulates the agency's principles, sector strategies, and policies, and was as a result of strategic planning workshops held in several field offices, and in all regions. It expresses and documents an agency-wide commitment to the objectives of the Woman Child Impact Program.

Moreover, she also coordinated an agency-wide review of field office program plans. During this review sector specialists from Education, Economic Opportunities, Health and Sustainable Agriculture provided input and recommendations into all field office program plans in accordance with the sector strategies articulated in the *The International Programs of Save the Children - 1993: Working Principles and Key Sectors*. Considerable emphasis was placed on gender equity, child-focus, sustainability, and integration. Program plans generated by the four key countries were outstanding in their technical quality and conceptualization. Moreover, the influence of core countries and the WCI grant on the programs of non-core countries was very apparent. It is obvious that the grant has influenced agency wide program planning.

Two technical support visits were made by the acting director in this quarter. At the Latin American Regional Director's Conference held in the Dominican Republic. Field Office Directors from all Save the Children country programs gathered to discuss policies, programs, and strategies. The acting director participated in these discussions, and facilitated a two day workshop on planning, monitoring, and evaluation.

The acting director was also a team member of the Warmi Maternal Health evaluation team. In this capacity, the WCI Acting Director focused on taking a closer look at the women's groups formed around women's health, and the impact of these groups on women's empowerment.

## **ECONOMIC OPPORTUNITIES**

### **Economic Opportunities Specialist:**

**Sub-regional work:** The Economic Opportunities Specialist conducted an Economic Opportunities workshop in Cyprus for Field Office Directors and Senior Economic Opportunities program staff of Save the Children's five Middle East Field Offices. Organized around the principles of Woman Focus, Child Focus, Significant and Measurable Impact and Sustainability, the workshop first presented the state of the practice and then focused on group-based lending as an approach which has sustainable impact on large numbers of poor women and children. The workshop then focused specifically on the factors which lead to large scale and financial sustainability in group-based lending and savings programs. Simple Lotus programs were developed and used to demonstrate the decapitalizing effect of interest rates which do not cover operating and financial costs and to illustrate the factors which affect a program's financial viability. Separate meetings were conducted with each field office team to discuss their programs.

A video illustrating a range of group-based lending approaches and a set of guide questions to help field staff who view the video grasp the elements of group-based lending was developed. This

video will enable the approach to reach large numbers of poor women in ways which have a significant impact on themselves, their families and their communities. The Economic Opportunities Specialist worked with the Director of Training to prepare a training for a Southern Africa subregional program conference. The video and training questions at this conference were utilized at this conference by the Director of Training.

Preparations began for the August subregional economic opportunities training in the Philippines.

**Core Country Work:** Contact was initiated with John Schleutter from the World Council of Credit Unions (WOCCU) and Martha Rose who consults to WOCCU concerning the possibilities for collaboration with UCOVEC, the federations of credit unions organized by the Mali field office. Preparations for a technical assistance visit to Bangladesh were begun. Contact was made with Rob Rooy of Rooy Productions to include one of the group-based lending programs, in Bolivia, Haiti or the West Bank/Gaza, in a proposed documentary for National Public Radio on group-based lending programs.

#### **All Field Offices:**

**Group Guarantee Lending and Savings (GGLS):** A draft simple baseline questionnaire was compiled for field offices interested in beginning a group-based lending and savings program.

Final work on a village-based management information system for group-based lending and savings programs was begun. The work incorporated input from a June SEEP workshop on management information systems.

The economic opportunities specialist participated in a SEEP Poverty Lending Working Group meeting in which participating organizations developed standard indicators of scale, took steps to plan an international conference on poverty lending to advance the state of the practice, and exchanged knowledge and practices on increasing the impact of poverty lending programs with minimalist training.

A "Group Guarantee Lending and Savings Update" section was initiated in "The Exchange," Save the Children's program newsletter which is distributed to all field offices. The first Update included a report on how a partnership model can lead to large scale, more cost-effective and sustainable programs. It also included an edited report from Gaza on their new group-based lending program.

**Subsectoral Development:** We completed the manual on subsectoral development and copies were sent to each of the Asia field offices in preparation for the August economic opportunities workshop. The Philippines field office, the site of the August workshop, expressed interest in modeling the approach.

**Other:** We prepared a case study on integrated programming which we presented, as one member of a panel of three, for a SEEP workshop on multi-sectoral programming. The paper and presentation described Save the Children's woman and child-focused program as the integrating force in our programming. The presentation highlighted the WCI principles, discussed women's groups as the core element in Save the Children's programming strategy and analyzed staffing options and the relationship between focus, scale, sustainability and integration.

#### **EDUCATION**

Specifically in order to disseminate WCI concepts and promote the WCI goals this quarter, the Education Unit undertook one regional workshop and one field visit to the Mali FO.

The Cyprus regional workshop drew together field directors and senior program staff to improve their program designs regarding education sector activities and impact on women. The participants shared concepts of gender, basic education, early childhood development, and education program design, and refined FO program plans to incorporate such concepts. Follow-up in specific countries was planned.

In Mali, the Director of Education worked with UNICEF and government and FO counterparts to help the Mali FO refine the design and plan expansion of its new village school approach -- a model which the government and UNICEF consider highly replicable and appropriate. In addition, a new pilot early childhood development activity based on traditional patterns of child-rearing and womens literacy groups, was outlined and linked to UNICEF and other interested partners. Both of these education activities are designed to ensure greater impact on children, and wider educational opportunities for women and girls.

## **TRAINING**

### **Director of Training**

The highlight of the quarter was the Southern Africa Program Development Workshop with 25 field staff and field office directors representing Malawi, Zimbabwe, and Mozambique. We focused on the macro tendencies in the subregion --- political, economic, and social and attempted to generate a consensus on the most important factors influencing our work environment in the present and coming years and how to best respond. Repatriation/ Rehabilitation, Food Security/Sustainable Livelihoods, and HIV/CIDA were considered to be the three most important, strategic issues for agency concern and focus in the region.

The workshop was significant because it was the first time the sub-region had come together with staff from various sectors and all three countries to discuss and analyze programs. Regional gatherings before had focused on refugees or a sector, but this was an attempt to take an integrated look at the region and address the role of SC vis-a-vis those trends over the next 0-12 months and years ahead, and how to become more gender sensitive and child oriented in each areas.

In addition, organizational development and staff development exercises were continued, and a Myers-Briggs Workshop was conducted by Bill Lovett (Management Consultant and Adjunct Professor at Bryant College in Rhode Island and Fairfield University).

Same staff development exercises were also central to a Performance Breakthroughs Team Building Workshop. Both of these workshops were done pro bono by the respective groups, with the exception of the cost of the materials. Both workshops enhanced the communication tools of the Program Support Division and our capacity to use such materials and approaches with field offices and partner institutions.

Dr. Tom Lent, the director of training, resigned this quarter. Options for meeting the agency and WCI objectives of organizational and human resource development are being discussed.

## **EVALUATION AND RESEARCH**

### **Program evaluation and research officer:**

Dr. Kirk Dearden will be joining the Save the Children home office as of August 2. He is coming to Save the Children from International Center for Diarrheal Disease Research, Bangladesh, where he has done research relevant to WCI goals. He holds a doctorate in International Health and Demography.

Kirk will meet with other members of the program support and the MIS staff in the first week of August to discuss and define a plan for further development of the MIS. MIS staff from the field, including staff from core countries, will also attend this very important meeting. It will be an ideal opportunity to become oriented to SC's evaluation and research agenda.

## **WCI PROGRAM PRIMARY COUNTRIES**

### **BANGLADESH**

Significant achievements in Bangladesh included the following:

#### **Staffing**

An Education coordinator was recruited during the period and will join the BFO in July. The candidate has over 20 years and of experience with Bangladesh Government in the field of education. Most recently she has worked developing curricula on Women in Development and Early Childhood Education.

A Management Information and Research Coordinator was also recruited during this quarter to oversee the development of the BFO's research agenda.

The Training Coordinator resigned in April 1993 and was replaced by an internal candidate who has demonstrated excellent capabilities as a trainer and has extensive experience with the overall program.

#### **Women's Savings Groups Development**

The BFO is developing revised implementation guidelines for the formation and strengthening of Women's Savings Groups (WSGs). The guidelines are based on outputs from workshops on women's empowerment and WSG sustainability as a vehicle to support and strengthen members' ability to access knowledge and resources. The guidelines are primarily relevant in new impact areas where the BFO will begin the formation of WSGs in September. Existing WSGs will also be reoriented using these guidelines to ensure that they too develop key skills required for sustainability.

A WSG knowledge/skills matrix has been developed for the five year intervention period set by the BFO for its work in the impact area. This matrix defines the skills and knowledge WSG members will require in the critical areas of organization, group management, partnership, financial management and consciousness.

To design the strategy and activities for the first year, a workshop with key field and Dhaka based staff was held. The workshop identified five initial areas of activities: WSG organization and formation, needs assessment, planing, project implementation, and evaluation. For each of these key areas session plans were developed with clear descriptions of objectives, contents, process and evaluation. These session plans form the basis of a "curriculum" to guide staff working with WSGs through a systematic, meeting-by-meeting process of knowledge and skills development. Field testing of initial sessions will begin in the next quarter.

### **Research Agenda for Empowerment Studies**

The BFO is actively participating in discussions on developing indicators to measure empowerment in Bangladesh. Close links have been established to researchers and institutions through regular meetings for information and sharing.

Dr. Sajeda Amim, a key researcher of women's empowerment, is currently working with the BFO to develop a research agenda to study the impact of WSGs and the BFO's approach to women's empowerment. The consultancy will assist the BFO in developing a women's empowerment survey (instrument for baseline as well as at various intervals), identifying qualitative assessments and forming a close link between program implementation and research.

Dr. Aruna Rao, a researcher who has done much work on gender awareness and empowerment, will conduct an in-depth study into the impact of group formation on women's empowerment. The study is planned to look at four NGOs - including Save the Children - and their different approaches to women's group formation. The study will review not only group formation, but also the ideologies guiding NGOs in program development and definitions of empowerment. This work will provide insight into the impact of group participation, and interactions within the group, between groups, the socio-political environment, as well as between groups and the NGO's. The research will provide critical insights for all agencies working with and through women's groups and will be very useful in assessing and refining the BFO approach to group formation.

The BFO has joined the Participatory Rural Appraisal (PRA) Network in Bangladesh which was formed in May 1993. PRA approaches are relatively new to Bangladesh and a major initiative to promote PRA was launched in January of this year by Robert Chambers from the Institute of Development Studies at Sussex University. The objective of the network is to share experiences, provide training, and develop appropriate approaches for Bangladesh. The BFO has contacted two NGOs with experience in PRA to conduct an orientation for BFO staff, and to provide input into developing a strategy which incorporates PRA techniques in the WSG guidelines, particularly for group-based planning and evaluation.

### **Education Sector**

In May 1993 a consultant was hired to conduct an in-depth study of parenting behaviors and norms. The objective is to study the socio-cultural norms which guide parents in their relationship with their children. This study will intended to generate information from which to develop culturally appropriate early childhood development materials.

In June, a workshop with researchers, university lecturers, and anthropologists was held to exchange knowledge and information on early childhood development and identify areas for research in the future. Some of the workshop highlights include discussions about definitions of childhood, the dichotomy between western oriented parenting theories and norms and realities of parenting in Bangladesh, and the impact of poverty on parenting.

In the past research focussed more on health related issues of parenting rather than on socialization norms and the development of cognitive and motor skills. Focus groups and interviews with parents and observations of children, will be held in Nasirnagar over a 2 month period. This will produce information on the norms, rites, and ceremonies related to child rearing.

A collaborative proposal with UNICEF/Bangladesh was submitted to UNICEF/New York for funding to create, test, and refine a home-based Early Childhood Development (ECD) program. The proposed outputs include culturally appropriate materials and approaches to enhance parents' involvement in their child's development based on UNICEF's Facts for Child Development. The program will complement the UNICEF-funded center-based Early Childhood Education (ECE) program. Field testing of materials is proposed to be done at a variety of nationally representative sites by collaborating NGOs. This program is the cornerstone for the BFO's overall education strategy.

### Other issues

In April 1993 the BFO submitted a proposal to USAID requesting a revision in the BFO budget. Specifically, the following changes were proposed: education increased by 68.2%, monitoring and evaluation decreased by 15.6%, and procurement decreased by 15.6%. Reasons for the adjustment in the Bangladesh budget include the following: Funding has been allocated for parts of the salaries of female community development workers (they form and train the women's savings groups) and the impact area women's program coordinator (she coordinates training on women focused issues); the education sector strategy has been developed since the DIP was prepared and key staff are needed for that sector to be covered from the grant budget. Strengthening both the education and the women's development sectors are primary goals of the program. The objective of these revisions is to utilize WCI funds to cover portions of salaries of the field based staff who are the key implementors of WSG- focussed program activities.

### HAITI

Significant achievements in Haiti included the following:

#### All sectors

Eric Swedberg was recruited as the Maissade impact area program manager to supervise all sectoral coordinators. Eric worked for four years in Haiti with another NGO, supervising a rural health project, and holds an MPH. Eric will begin work on July 1.

All sectoral coordinators were involved in a 4-day seminar in June to evaluate FY93 activities and strategies within their sectors and produce the FY94 annual program plan. The new SC IP manual, *the International Programs of Save the Children: working principles and key sectors*, was used as a basis for planning.

#### Sustainable Agriculture/Natural Resource Management (SA/NRM)

A new SA/NRM coordinator, Edouard Demetrius began work on May 15 replacing Ronald Toussaint. Edouard is an agronomist; worked for several years on an integrated project in the Central Plateau with the Canadian organization CECI, and was director of a regional governmental development organization.

#### Water

Two additional water sources were capped bringing the total number of sources capped so far to 21. Two staff members (the auxiliary nurse and *animateur* from Bois rouge) participated in a four day training session in Gonaives organized by WHO/PAHO on water sanitation.

Water committees are being reorganized to include more women given their importance as users of the improved water sources.

#### Agroforestry

During this quarter tremendous progress was made in agroforestry. One hundred and three tree nurseries were established with *groupements* with 39,703 seedlings. Given the results of last quarter's Women's Role in Agriculture study, emphasis was placed on producing fruit trees which are of more value to women farmers; thus 44% of the above seedlings are fruit trees.

A working paper entitled Women's Role in Agriculture was produced and distributed.

### Soil Conservation

Nearly 95,322.5 linear meters of living fences on hillslopes and mountains were established. A total of 432 farmers who never practiced soil conservation techniques before were trained and planted these structures. And 245 farmers with previous experience were also given extension services. Of these farmers 11% (71) are women.

15,209 linear meters of household garden live-fences were established using *glyricidia sepium*. This activity was developed based on recommendations from the survey on Women's Role in Agriculture. 198 women benefitted from this activity. During the first supervisory visit 30% of the transplants had started producing new leaves.

3,204 checkdams were constructed giving a total length of 23.45 kilometers of protected ravines. 54% of the checkdams posts installed already showed sprouting which augured for future success.

During this quarter a total of 1,619 women and 2,096 men farmers received training in soil conservation techniques.

5 training sessions were held with the 28 *moniteurs* (who are responsible for soil conservation extension).

The *animateur* in charge of soil conservation made contacts with other organizations throughout the Central Plateau (ODEKA in Pignon, MCC in Bois de Laurene, PADF in Lascahobas and Mirebalais) in order to obtain necessary plants for the soil conservation campaign (pineapple cuttings, *glyricidia* seedlings, Guatemala grass and improved seeds).

### Animal Husbandry

The veterinary nurse consultant retrained 10 community vets for two days to begin animal vaccination activities and train them to vaccinate pigs for erysipelle. 56 animal vaccination posts were organized and 1,810 pigs vaccinated for 1,336 men and 472 women farmers. However, only 1,099 pigs were vaccinated with the necessary second dose.

A stock of eleudron was procured for use with the future campaign of vaccination against Newcastle for chickens. Veterinarians were contacted in Port-au-Prince to see if it will be possible to stock community vet pharmacies.

The Ministry of Agriculture gave 5000 doses of bovine anthrax vaccines for SC's animal husbandry activities in Maissade.

### Education Sector

#### Women's Empowerment

During this period, work began with a consulting firm, TAG who is specialized in women's issues and development training to produce a Creole language manual and curriculum for non-formal education of women organized in women's clubs. The manual will be based on the OEF manual "*Women Working Together*".

TAG's consultants made a first visit to Maissade from April 28 to 29 to assess the level of the *animatrice's* skills and meet with women's clubs members. Following this visit, TAG and SC staff decided to add an additional two weeks of training with *animatrices* to reinforce their skills in facilitating women's clubs before introducing the content of the non-formal education curriculum. The first week of additional *animatrice* training took place in Maissade from June 21 - 25 with 10 *animatrices* and 1 education sector coordinator. TAG's training focused on gender analysis, attitudes, beliefs and behaviors towards women in Haiti, and basic analytical and problem solving skills. The second training on animation (development process skills) will take place at the end of July and final training and testing of the non-formal education manual in August and early September.

At this writing, 95 women's clubs have been formed with approximately 1,425 members. It was decided to postpone organization of the additional 105 new clubs previewed until January 1994 for several reasons; the need for additional training for *animatrices* and difficulties experienced by *animatrices* to organize the truly "poorest of the poor" women in communities. Many women in this category visited by the *animatrices* said "they didn't have the time" to be involved with a women's club and this is especially true in the rainy season when women must perform agriculture duties as well.

Dates were selected for the four women's club congresses by zone in early August and for the Commune-wide women's club congress planned for September 3. The theme for the congresses this year is "Women are the pillars of development" (Fanm Poto Mitan Developman).

Laura Weeden, from IPPF in Port-au-Prince visited Maissade to assess women's clubs as part of an overall evaluation of women's clubs and IPPF's family planning projects even though SC does not receive IPPF funding.

### Primary Schools

Five parent's organizations completed small improvement projects for primary schools including permanent roofing, fencing, cisterne construction and payment of school professors.

### Literacy

All preparations for the women's literacy program were completed this quarter and classes began in early July.

Fourty literacy *moniteurs* (of whom 24 are women) were recruited from throughout the Commune and completed the two week training course in the Goute Sel curriculum. Ten supervisors were trained both in the curriculum and in supervision skills. Two trainers were recruited to follow-up on the 10 supervisors.

Supervisors and trainers meet weekly with the education coordinator to discuss problems and plan the week's activities. It's planned that each literacy *moniteur* will perform literacy training of two groups each. Each group meets two hours a day, five days a week. Eighty women's clubs with approximately 1,200 members will be reached during this first six week cycle.

### Economic Productivity

The second repayment by women's clubs for the pilot credit fund was completed. One hundred percent of the clubs reimbursed this second repayment; however, two of the 16 clubs paid a penalty because their reimbursement was 1-2 weeks late.

Three *groupement* repaid the agriculture credit given for animal traction on time.

Intense planning took place to organize six new community banks previewed for the third quarter.

A one-day training session on community bank methodology was held for 10 *animatrices* and 5 *animators*. These staff members along with the credit agent, in turn held training sessions with the six women's clubs who were selected to start community banks.

The women's club members negotiated one change in the community bank methodology. The women did not want to reimburse the capital on a weekly basis because this did not correspond to the reality of their petty marketing transactions. They requested to reimburse the capital on a four month cycle; however for the savings and interest reimbursements they have no problem to repay on a weekly basis.

All credit program documents were finalized including credit contracts, management documents etc. In addition, the future community bank members prepared documents in order to open the bank accounts in Hinche including identity cards, letters to the bank, specimen signature cards etc.

The bank manager of the BNC bank in Hinche was contacted by SC staff who explained the program and the future arrival of the women belonging to the community banks to open accounts.

## BOLIVIA

### General/Administrative Matters

SC/B conducted its quarterly evaluation and planning meeting with SENALEP (literacy) and the Ministry of Education and Culture (MEC) staff responsible for the multigrade school program. The SC/B zonal quarterly evaluation/planning visits were also conducted at the end of June. A new summary table for all WCI activities was implemented during this evaluation in an effort to collect and monitor WCI program data in a more systematized fashion. The quarter's results for Inquisivi and Licoma zones using this form are presented as Annex 1.

Several changes in personnel occurred this quarter. One WCI field supervisor's contract expired and was not renewed. This position was to be filled by an existing SC/B staff person, but she announced her resignation for personal reasons and a new field supervisor will be contracted at the beginning of next quarter. The Quime-based field supervisor also resigned so that she could return to school. Her replacement was hired immediately. The remaining WCI staff are assuming the additional work load until the new field supervisor is hired. All WCI staff continue to be women.

Significant achievements in Bolivia included the following:

### Education

#### Literacy Training

In April, the second literacy training cycle of 26 literacy monitors from 11 communities in three sessions of three days each was completed. The third training cycle of 23 monitors from 14 communities was begun in June. Censuses to determine literacy levels of the communities involved in the third cycle were conducted before the cycle began.

Literacy courses in 25 communities are now in session. Annex 1 summarizes the number of participants and progress to date in each community. Note that there are many more women participants than men in the classes, since women are more likely to be illiterate and due to their expressed interest at the beginning of the project in learning how to read and write.

In May, the SC/B Education Advisor and SENALEP (literacy training parastatal organization) staff visited each of the 11 communities from the first training cycle to assess and evaluate their progress to date. All of the groups were functioning and the monitors appeared to be applying the methodology that they learned during the training cycle. SC/B has been working with SENALEP on changing its original curriculum so that it will be more appropriate for rural areas. The original SENALEP curriculum was quite theoretical, although it did include practice sessions in which all participants were required to teach a class. However, there was much room for improvement. Instead of a lecture on why literacy is important to Bolivia (original curriculum), the course now has incorporated the use of skits or "socio-dramas" to demonstrate why reading and writing are important in the participants' personal lives and how these skills, or lack thereof, affect the community, using real life situations and experiences. The arts and crafts component of the curriculum was cut because SC/B considered it unsustainable and was replaced by activities that are more relevant to the participants and directly use the new literacy skills acquired. These include: how to take minutes of community/group meetings; how to develop a community newspaper; how to create educational materials for the community; how to write recipes for nutritious foods; the creation of poems and songs; etc.

In August, the literacy groups and other organized women's groups will present their work at a large annual fair in Inquisivi. This quarter the groups began to prepare their presentations.

In several communities, school teachers have volunteered to assist the literacy monitors with their work. This is a very positive step toward SC/B's vision of "community education" which links the non-formal and formal education sectors, and strengthens community participation in the schools.

Some problems in the implementation of classes were experienced due to travel of community monitors, turnover in SC/B staff, and logistical difficulties in the supply of literacy booklets at the beginning of the course (more participants in classes than number of books ordered), but these problems have been solved. In one community, Licoma, the husbands of the monitors took over the classes until their wives returned from their trip to La Paz. This demonstrates a family and community commitment to the program as well as an individual commitment.

### Multigrade School Program

Though classes were scheduled to begin in March, due to a nationwide strike of teachers, the new academic year began in earnest in April. Many teachers who had been trained last year and had been applying the multigrade school methodology well were transferred to other districts.

Training of 5 directors and 23 pilot school teachers in the multigrade school methodology was conducted the first week of April. SC/B funded the training and provided technical assistance in coordination with the Ministry of Education and Culture (MEC) staff. One success was to convince the MEC to include sessions not only on the use of materials, but on the vision of the multigrade school approach, and attendant required change in teachers' attitudes and self-perception. "Nucleus" directors then carried out workshops in their respective areas to replicate the training with the assistance of SC/B field staff. A total of 108 teachers were trained.

The multigrade school methodology is now being applied, at least minimally, by all 55 schools in the area in which SC/B works. Some of the teachers have internalized the philosophy and methodology. Communities have noticed the change and are supportive.

In May, the MEC staff responsible for this program and the SC/B Education Advisor visited all of the pilot schools and several other schools to evaluate whether teachers were applying the methodology that they had learned. The results of the visit were encouraging but also pinpointed areas in need of improvement such as: teachers' use of the textbooks (using them as other texts had been used in the past--copying them onto the board, recitation, etc.); lack of use of community resources to supplement the classroom; still applying the authoritarian role, etc.

Another supervisory visit is planned for July and a refresher workshop will be held by MEC-SC/B to focus on the weaker areas of the program. Also in July, SC/B, in collaboration with the MEC and the German Embassy, will offer a basic math course for school teachers. The German Embassy has agreed to provide the texts and some instructors. SC/B is funding the meals and is providing one instructor. The WCI field supervisors will also participate in this course.

SC/B signed an agreement with Peace Corps this quarter to replace a volunteer who will be leaving with two volunteers to assist with the school garden component in Inquisivi and Licoma zones. These new volunteers have been introduced to the teachers and have begun to work with the schools. Planting season is just beginning, so their recent arrival was opportune.

## Economic Development

### Women's Credit Program

To date, 3 of the 5 pilot communities (Canqui Chico, Corachapi, and Suri) have organized solidarity groups. Two received disbursements in April, and one in May. All loans were for the maximum period of four months and for the maximum amount of Bs. 300. Of the 16 women participating, 14 are working to fatten pigs and two are making bread. All are holding their weekly meetings, repayments are on schedule, and one group is repaying their interest in advance. In one community a credit request was not approved by the credit committee, which shows that the committee knew how to say no. A second solidarity group in Suri is now being formed.

The two other communities that were included in the credit training course have not yet entered the program. Lacayotini is not participating because 3 interested women still lack a fourth to complete the group. Charapaxi remains ineligible since a few men have not yet fully repaid their debts to the potato credit program.

Both the manual information system and the computerized system are operating well. As the scale is increased, minor adjustments will need to be made.

The Credit Manual developed by SC/B was used this quarter by Peace Corps for training new small business volunteers. Peace Corps will be publishing the Manual, incorporating it into its trainings and conducting a joint workshop with SC/B for other local/international PVOs in Bolivia that are working in credit. Other instruments developed by SC/B such as the savings booklet, credit contract and credit passbooks are also being included in the published manual.

An evaluation of the progress of the credit program is planned for August 24-26 with COPRINCO, a local NGO. SC/B will incorporate many of the questions used in the SC/Egypt credit program evaluation and the advice of the SC/Westport Economic Development Advisor, Madeline Hirschland.

SC/B's potato credit program (not funded by WCI) has adopted most of the rules from the women's credit program. The communities' reactions have been generally positive toward the changes. In the past, the potato credit program was more accessible to men than to women. However, in this cycle, the community of Chajna now has 13 women participating in the potato credit program and no men, as SC/B continues progressing toward its goal of 50% women participants in its overall loan portfolio.

### Savings

Promotions of the importance of saving have been made by all SC/B field staff in 33 communities, 12 of which received more than one promotion. Of these, 4 communities have formed savings groups, 3 of which are the women's credit solidarity groups. The hesitancy to form more groups is due to a number of factors including: lack of interest/desire; lack of confidence in each other, especially in whom will hold the money; it is not yet their custom; and there is no money to save. The personal inexperience of most SC/B staff in savings has likely diminished the effectiveness of their promotion.

To address this issue, SC/B field staff received a refresher training course regarding the importance of savings and the policy that all staff (not just WCI staff) need to promote savings. In Licoma zone, the staff have formed a savings group amongst themselves and report that it is running well.

### Cross-Sectoral Activities

Four booklets on reproductive health were completed by women's groups, SC/B and CIEC, a local NGO, supported by funding from the MotherCare Project. The booklets will be printed in July/August and will be available for use in literacy and other organized women's groups in August or September. SENALEP has expressed interest in the booklets as post-literacy material for use in other areas as well as in Inquisivi. This possibility will be further explored with SENALEP next quarter.

The MotherCare Project ended on June 30. A final evaluation was conducted in May-June. Women's groups, local authorities and others were interviewed. In addition to the impact observed directly on maternal and neonatal health, there were several interesting findings regarding women's roles in the community. Both women and authorities remarked on how much more women are now expressing themselves and communicating among themselves. Several communities spoke of how women now participate in general community meetings when they were previously not even invited to attend. The local authorities and husbands are beginning to recognize the contributions of women to the family and the community in ways that they had not before. They also spoke of the importance of organized women's groups and the importance of literacy training. In Licoma zone, two women leaders have decided to try to organize the other women's groups in the zone so that they can discuss how to proceed in the development of their communities. These are all encouraging signs and SC/B intends to continue to support these positive changes through its work in WCI and other projects.

In the community of Lacayotini, the women's group that was formed during the MotherCare Project and that now participates in WCI activities convinced the men of the community that they should organize themselves in order to have the opportunity to put in a water system with assistance from SC/B. This community has just completed its water system. One dynamic community woman leader commented, "Sometimes you just have to yell until you are heard."

The SC/B field staff from all sectors continue to be incorporated into WCI training courses so that they may assist with WCI activities. This strategy is beginning to affect overall field activities as we shift to a new overall work strategy-- "Integrated Fairs". In place of unsustainable activities such as house-to-house vaccinations, SC/B staff have begun to conduct two to three-day visits to communities that incorporate all of the different program activities based on joint planning with the community. This strategy requires effective teamwork and organization and much more input from the community. It is essential with this model that all staff understand the importance and basics of each project and that they can support one another in these activities. Much emphasis was placed on how to organize and carry out an integrated fair during the June zonal quarterly evaluation and planning meetings. The next quarter should provide some initial indications regarding the success of this methodology.

## MALI

### General

West/North Africa Field Office Directors met in Tunis 23-25 June to discuss how SC will work in our subregion during the 1990's. On the agenda were discussions of the subregional development context (poverty constraints, but great expansion of NGO activity), and how SC's evolving values and programmatic approaches would be put into action in the field. This meeting was funded by SC private subregional funds, but explored many topics of relevance to WCI.

One result of the Tunis meeting is a planned WCI mid-term evaluation in Kolondieba that would involve other subregional FOs, Haiti, and the HO. We plan to combine this with a training in PRA.

Another point noted at Tunis is that each of our FOs is paying more attention to the "C" in WCI: children. In Mali, for example, the Ecole du Village and early childhood initiatives have greatly increased the role of children as actors in our programming. In Burkina, SC/USA is working with other International Save the Children Alliance members to promote the national charter on the rights of the child.

Significant achievements in Mali included the following:

### Education

April and May were the final months of the annual literacy activities. There were eleven women literacy trainers this year, up from one last year. During the year, 147 men and 94 women (39%) were trained as literacy trainers, so that in 1993-94 we expect to see a significant increase in the number and percent of women trainers. 44% of the 2,157 trainees this year were women, compared to 7% in 1988-89 and 36% in 1991-92. Of the 74 villages with literacy centers, 48 had mixed sex centers, while 26 had both men's and women's centers (we are tending toward the latter alternative since it seems to improve women's learning).

The literacy sector will conduct action research over the coming year to identify the factors which make the women of certain villages (e.g. those in the arrondissement of Tousseguela) better learners than others (e.g. those in the Central arrondissement).

120 girls and 120 boys finished the first year of the schools, the large majority of them with passing marks. An end-of-year report will be issued in August.

SC HO Education Unit Director, Fred Wood, visited Mali FO in mid-April. He saw activities in all three subsectors (adult literacy, village schools, and early childhood) and helped the FO put together a proposal for basic education that will permit us to expand to 45 Village Schools in Kolondieba by 1994-95, and to work with Malian NGOs in establishing schools.

UNESCO consultant Alphonse Tay chose SC's Village School project Kolondieba as one of three initiatives in all of West Africa that demonstrated significant innovation in basic education (the others were in Senegal and Benin). Tay, who visited all four of the pilot schools in late April, will give a presentation on the project at UNESCO headquarters in July.

The non-formal education staff was expanded this quarter with the promotion of former adult literacy coordinator Bakary Keita to the post of coordinator for the whole non-formal education sector. Former women's development agent Djeneba Kone has been named deputy coordinator for Village Schools and early childhood, while former Tousseguela zone coordinator Cheick Diabate is now deputy coordinator for adult literacy. The current staff of two assistants will be expanded to four (two still paid for by WCI), for a total sectoral staff of seven.

Non-formal education coordinator Bakary Keita spent a month with new staff of Save the Children/Tunisia, training them in community development techniques.

The joint ISFRA/SC report on early childhood attitudes and practices in Kolondieba has been completed (copy on file with the Education Unit), and a detailed project plan will be developed during the next quarter. A video has been prepared to accompany the report. Discussions are underway with a French studio for the production and broadcasting of a high-quality film about early childhood in Kolondieba.

Kolondieba will be the site of a meeting in February of 1994 of the education sector heads of SC's West African programs, to discuss SC's role in the international effort for education for all. The participation of HO education unit personnel at this meeting would be welcomed.

### Credit/Savings

The credit sector held a workshop to study the financial viability of the Union of Village Credit and Savings Funds (UCOVEC), 24-30 May 1993. Experts from the BCEAO, the National Bank for

Agricultural Development (BNDA), and the NGO consortium for microenterprise all participated actively. The group estimated that complete financial viability is at least five years off, and that it is still too early for SC to consider winding down its involvement. Further analyses of UCOVEC's financial autonomy are foreseen after thirty months and after five years.

The following concrete actions arose from the study: 1) that interest will be instituted for savings deposits; 2) that UCOVEC's expansion be slowed in the interest of consolidation, and that the number of funds be limited to 40 over the next five years; 3) that fund managers should be paid from fund profits; 4) that

fund inspection shall be done more frequently. The results of the study were presented and debated at a round table meeting in Bamako the following week.

The annual report of the 20 village funds and of the UCOVEC for the year ending March 31 indicates that there were 504 individual members of the funds (from 280 in 91-92); that there are 2,169,820 fofa (\$7,850) in deposits (up 456% from 91-92); and that the funds have 19,411,035 fofa (\$70,238) loaned out in 92-93 (up 171% from 91-92).

A village training in credit management was held this quarter, as follow-up to trainings in accounting for village funds and in microenterprise feasibility studies; 17 villages which do not yet have credit and savings funds sent 35 participants.

A subregional workshop on credit brought together SC credit staffs from Burkina Faso and Mali, as well as the staff of Catholic Relief Services in Benin. Discussions centered around defaulting and delinquency.

The sector coordinator had consultancies in Tunisia and in Burkina Faso.

Other activities during the quarter: financing of agricultural infrastructure (plows, carts, oxen, etc); admittance of two new villages into UCOVEC; technical support to village funds and to UCOVEC; and credit promotion.

## Natural Resource Management

### In water resources

- 10 new village wells were dug and 10 were deepened using SC resources
- 21 new village wells were constructed by SC-trained well-digging teams without any SC financial support, an encouraging sign of sustainability
- Work on 2 small dams was continued, one of which was constructed with less expensive local materials rather than cement and iron bars.
- Monitoring continued on the 5 small dams already constructed by the sector.

### In Agriculture

- 17 gardens were supported and monitored, with total revenues of 224,055 fofa (\$810).
- Men's and women's collective fields were promoted
- New, shorter-cycle, higher-yield rice strains were identified.
- In erosion control, 3,618m of rock lines were established, as well as 3 rock barriers and 6 fascines. 353 improved stoves were built.

- Next quarter, the agriculture sector will reflect on ways to encourage greater women's participation in sectoral activities.

### **Other Sectors**

Sally Findley of Columbia University was in Bamako at the end of June in the context of the health transition project. It looks as though our research will be focusing on non-health factors (e.g. literacy, savings) that encourage contraceptive acceptance and use in a low-prevalence area like Kolondieba (Mali's rural contraceptive use rate is 0.8%).

During the months of May and June, researchers and enumerators from the Bamako-based Center for Research on Population and Development (CERPOD) conducted a district-wide census, as a refinement and addition to our Health Information System. New data collected include schooling (level and type--literacy, Koranic, or formal) and women's detailed fertility history. These new data will be entered into ProMIS when HO/MIS shows us how to adapt ProMIS for FO-specific data fields.

<b>SELF-DIAGNOSTIC FOR ECONOMIC OPPORTUNITIES SECTOR</b>
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The following questions are intended to help you to evaluate your field office's economic opportunities sector according to Save the Children's programming principles. The questions closely follow the structure of the sector paper. Each principle has a primary question (in bold) which reflects the objective and a set of program design questions which relate to how this objective is achieved. Page number references are included to provide a background explanation for each question. The attached diagram summarizes how these programming criteria flow directly from Save the Children's mission and lead to the agency's Economic Opportunities Strategy.

Over the past ten years, the state of the practice in Economic Opportunities programming has shifted dramatically toward large scale, sustainable programs which use appropriate and empowering methodologies to reach the poor. The attached chart outlines this shift. It is intended to help you identify your field office program's strengths and weaknesses vis a vis this changing state of the practice.

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## I. POLICY INFLUENCE

**On what policies of which institutions is the program making an impact?**  
(p.9, bullets)

1. On what policies of which institutions is the program intended to make an impact? Is this objective integrated into program design and implementation? (pp.10)
2. Is the program large and cost-effective enough to be of interest to and replicable by the government? Local NGOs? Large international NGOs? (p.10)

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## II. WOMEN FOCUS

**How many women participate in the program?**  
**What percentage of the participants are women?** (pp.12-13)

1. Does the program work with women in groups? (pp.12-13)
2. Does the FO work with other NGOs working with groups of women? (pp.12-13)

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## III. IMPACT

**Individual level: Do the economic activities supported by the program generate income without receiving an on-going financial or in-kind subsidy?** (Subsidies could include subsidized credit, marketing assistance, technical assistance, etc.) (p.14)

1. Do the economic activities promoted by the program rely on participants existing "vocational" skills or do they assume that participants do not have marketable skills?
2. Do the economic activities promoted by the program rely on local, existing markets?
3. Do the economic activities promoted by the program rely on local resources?
4. Are the economic activities promoted by the program managed by groups or managed by individuals?

**Program scale: Do the direct program participants number in the hundreds or in the thousands? (pp.14-15)**

1. Does your FO economic opportunities sector focus on just one intervention or subsector?
2. Who carries out each of the program functions? Local NGOs, the government, participants or workers paid by Save the Children? (Program functions include outreach; distribution, collection and accounting for loans; marketing; skills training; etc.)
3. Does the program employ one methodology which is well-defined, simple and comprehensive? Did the program invent a new methodology or is it based on a previously tested methodology?

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#### **IV. SUSTAINABILITY**

Economic opportunities programs strive for sustainability of policies and individual economic activities, addressed above, and services. Services must be both institutionally and financially sustainable.

##### **Institutional Sustainability:**

**What institutions will continue the provision of program services when SC phases out? Are these institutions currently taking on some of these responsibilities? Is the program design consistent with the requirements and capacities of these institutions? (p.15)**

**Financial Sustainability: What percentage of total program costs are covered by program revenues? In how many years will program costs be covered by program revenues? (pp.15-16)**

1. Credit programs: Are the interest rates and fees or Islamic lending practices set at a level to cover: operating costs plus loss in fund value plus cost of long-term capital plus rate of devaluation within five to ten years?
2. As the portfolio grows, what financial institution will be the long-term source of capital for the program?
3. Does the program have a savings component?

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#### **V. GENERAL ASSESSMENT**

After reading the section of the sector paper titled "State of the Practice" (pp.10-11) and looking over the chart "Economic Opportunities for the Poor: Changes in Approach," assess the program's over-all approach.

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*Page numbers refer to pages in the sector strategy paper, as articulated in The International Programs of Save the Children: Working Principles and key sectors.*

18

**ANNEX II**

**THE  
INTERNATIONAL  
PROGRAMS OF  
SAVE THE CHILDREN  
1993**

**Working Principles and Key Program Sectors**

**THE INTERNATIONAL PROGRAMS OF SAVE THE CHILDREN**  
**Table of Contents**

<b>Preface.....</b>	<b>i</b>
<b>Where We Work .....</b>	<b>ii</b>
<b>Introduction .....</b>	<b>iii</b>
<b>Working Principles .....</b>	<b>1</b>
Child Centeredness .....	1
Focus on Women .....	2
Participation and Empowerment .....	3
Multisectoral Integration .....	3
Sustainability .....	4
Scale .....	5
Evaluation of Impact .....	5
Environmental Soundness .....	7
Planning to Reach our Mission .....	7
<b>Program Sectors:</b>	
<b>Economic Opportunities .....</b>	<b>9</b>
Introduction .....	9
Sector Goals .....	11
Target Population .....	11
Program Principles .....	12
Program Strategies .....	17
Monitoring and Evaluation.....	21
Inventory of Current Activities .....	25
Bibliography .....	26
<b>Education .....</b>	<b>28</b>
Introduction .....	28
Sector Goals .....	29
Program Principles .....	29
Program Strategies and Target Population .....	30
Inventory of Current Activities .....	36
Bibliography.....	37
<b>Health .....</b>	<b>39</b>
Introduction .....	39
Sector Goals .....	41
Program Principles .....	41
Program Strategies .....	47
Bibliography .....	56
<b>Sustainable Agriculture &amp; Natural Resource Management .....</b>	<b>58</b>
Introduction .....	58
Sector Goals .....	59
Program Principles.....	59
Target Population .....	61
Program Strategies .....	63
Inventory of Current Activities .....	66
Bibliography .....	67

## INTRODUCTION

Save the Children was founded in 1932 to help Appalachian children during the Great Depression. Save the Children began its international work in 1938, in response to an appeal launched for European children displaced by World War II. Today, Save the Children operates international programs in 35 developing countries and 20 states in the United States. While these programs are varied -- encompassing community development, relief operations and refugee programs -- they share Save the Children's fundamental commitment to making a lasting positive difference in the lives of disadvantaged children.

During the past 61 years of operation, Save the Children has continuously refined its program strategies to meet the growing needs of children and their families in an increasingly complex world. A few of the most striking problems which affect children today, include high population growth, environmental degradation, urban and rural poverty, AIDS, homelessness, unemployment, food shortages, and war.

As part of its strategic planning process in 1989 and 1990, the International Programs Department of Save the Children [SC] identified four sectors in which to concentrate its efforts when striving to achieve "lasting positive difference in the lives of disadvantaged children." These are: health, sustainable agriculture/natural resources management, education and economic opportunities. In implementing this strategic plan, International Programs [IP] also identified underlying principles inherent to SC's work in all these sectors: a focus on children and women, participation and empowerment, multi-sectoral integration, sustainability, a move to scale and evaluation of impact.

Increasingly program efforts will focus on achieving scale and policy impact and maximizing the positive impact on the largest numbers of people. This implies that whatever SC is involved with locally will have a planned wider significance, both in terms of policy and in terms of wide-ranging practice. SC recognizes that it is no longer defensible to invest heavily in a "small but beautiful," highly localized initiatives, where the benefits are enjoyed by a few, relative to the many who are in need. Programs will be planned and evaluated on the basis of the numbers of persons who benefit relative to the cost.

This paper reflects a renewed commitment to achieving measurable positive impact on children, their families, and their communities. The intention here is to identify SC's fundamental principles and sectors and define SC's approach in operationalizing these. This paper reflects the direction and emphasis of SC programs in the 1990s.

Field office, regional, sub-regional and home office staff were involved in the development of this paper. The paper is still considered as "work in progress" which will change to reflect lessons and experience gained in the process of building effective program strategies together.

## THE WORKING PRINCIPLES OF SAVE THE CHILDREN

Save the Children's program efforts in all four sectors are built on a commitment to the underlying program principles described below.

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### Child Centeredness

Children are central to the mission and programs of SC. Every program directly or indirectly contributes to SC's goal of "making lasting, positive differences in the lives of children and their families." Children, especially girls, are by definition a vulnerable group who remain dependent on care givers to meet their basic needs for many years.

As far as possible, children are at the center of most activities with which SC is engaged. In all cases, children are the ultimate beneficiaries of all sectoral activities. Some programs -- such as immunization and access to education-- provide direct benefits to children, while others have an indirect impact, for example by increasing families' ability to provide for the physical, economic and psychosocial needs of their children, or economic activities which help families to develop stable and sufficient sources of food and income, to ensure that children's basic needs are met.

SC's commitment to children has its basis in the following:

- **Human rights:** Children have a right to live and develop to their fullest potential.
- **Scientific evidence:** Research demonstrates that the early years are critical in the development of physical, intellectual, and social development, and that there are long-term benefits associated with early interventions.
- **Economics:** Society benefits from investing in children's development and well-being, and a return on the investment can be seen through increased productivity and savings in the cost of remediation.
- **Program efficacy:** Programs in health, economic opportunities, education, and sustainable agriculture, can be mutually reinforcing and combining interventions can have a greater impact on creating lasting positive change than interventions in any one sector.
- **Advocacy:** Children's issues can provide a rallying point for social and political actions that build consensus and solidarity.
- **Social equity:** Socioeconomic and gender-related inequities can be modified by providing a "fair start" for children.

Children's needs vary individually, culturally and developmentally. Each child has unique potential, ability, preferences and styles of learning. Cultural norms select and prioritize what is needed and how. However, for all children each stage of child development is characterized by certain universal needs. Overall, a child may be seen as a developing person influenced by a set of biological and environmental factors.

The intellectual, social, emotional and physical needs of children evolve in childhood through different stages. SC's programs seek to understand and respond to these differing and evolving needs.

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## Focus on Women

SC emphasizes programs that focus on women because, first, a wide range of studies and experience demonstrate that activities which involve and benefit women also benefit children, and secondly, women are the majority of the world's poor and disadvantaged.

Women are principally responsible for the health, education and protection of children. In many countries, they are also the primary agricultural producers. Research and field experience from around the world indicate that women devote significantly larger portions of their income and resources to children. Women work harder, for longer periods each day and for more years to care for their families. Yet, women are often discriminated against in their access to health, education, land and income-earning opportunities. They also tend to lack political power and influence in family and community decision-making.

The burden on women in providing for their families is increasing while their access to resources remains limited. The number of poor households headed by women, or dependent on women for most needs, has expanded rapidly in both rural and urban areas. These households have fewer working members, more dependents, less access to income-earning resources and more responsibilities for the woman at the head of the household. Additionally, accelerating environmental degradation has increased the workload of women in collecting water and fuel, leaving less time and energy for improving skills and the care of children.

SC's programs address many of these problems, in particular, women's practical needs, institutional constraints and community issues that affect their long term potential. SC helps women to gain self-confidence, skills, access to opportunities and control over resources through its activities in all four core sectors.

SC's focus on women is reflected in the design and implementation of its programs:

- Women are key participants in all phases of planning, implementation and evaluation. SC's programs seek to support and stimulate women's participation in policy development and program implementation at local, regional and national levels.
- SC is committed to gender equality and strives to ensure that women have equal access to or control over available technical and financial resources.
- Improving women's health is a priority -- through promoting productive activities and ensuring adequate access to health care, family planning, pre-and post-natal care and safe delivery.
- Organizing women into action groups around common interests and concerns has multiple benefits. Research and field experience show that the integration of sectoral activities, particularly through organized women's groups, has a greater impact than individual sector interventions.
- Organizing women around community-based child care can build on the strength of the mother/child relationship providing an opportunity for individual and group empowerment.
- Barriers and biases against women are addressed by training staff, partners and community members in gender issues.
- SC's programs expand formal and nonformal education opportunities for girls, female adolescents and women.
- Increasing women's access to economic opportunities can help women to nurture, feed and teach their children, and improve the general well-being of the family - especially when child care needs are also addressed.

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## Participation and Empowerment

SC's programs are designed to empower people to make choices and take actions on their own behalf, with self-confidence, from a position of economic, political, and social strength. Through self-help activities, people gain competence and confidence in their individual and collective abilities. They increasingly participate in decisions affecting them and become able to plan, implement and evaluate programs to respond to their concerns.

While each child is unique, the social conditions influencing his or her development are shared by the wider community. One person or family alone cannot build a school, health clinic or irrigation system, or mobilize the necessary "voice" to gain access to services. Just as a child's problems cannot be seen in isolation, individual action cannot readily effect lasting change for populations as a whole. SC's role is to enable communities to focus on and act together to meet their children's needs. Through participation, communities work towards their own empowerment.

Addressing complex problems and finding lasting solutions in some of the world's most demanding contexts requires the mobilization and organization of large numbers of people and resources. Amidst economic, social, political, ethnic and cultural differences, people must get together to agree on priorities, plan collaboratively, pool resources and work toward common goals. SC's programs stimulate participation which creates self-reliance.

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## Multisectoral Integration

SC seeks synergy in the design and interaction of its program activities because integrated programs work for the improved well-being of children over the long term. Integration is the adroit linkage of selected activities in a given local setting.

Research and SC experience demonstrate the synergistic effect of programs which reach across different sectors. For example, economic opportunities programs which increase women's income and enable them to feed their children complement nutrition education interventions in the health sector. Similarly, improved status of women arising from involvement in economic support groups influences fertility and contraceptive behavior. A study of SC women's savings groups in Bangladesh found evidence that "participation in group activities helps to raise the status of women. The improved status, then, enables them to have more control over household resources and greater say in household decision-making related to household expenditure, schooling, and medical care of children... savings groups combined with family planning motivation and services, can be expected to bring about the desired results [of raising the contraceptive prevalence rate and appreciable declines in fertility]."<sup>1</sup>

Conversely, single sector interventions may have undesired negative effects on children. For example, an economic opportunities program in isolation, could result in children receiving less attention from adults. Therefore, early childhood education through an organized child care system is a natural and reinforcing aspect to integrate with greater economic opportunities programs for women.

However, integration can diffuse program effectiveness if it is not designed with attention to focus, scale and impact. To be effective, integrated models need to specify how interventions should fit together and build on each other. Therefore, programs need to choose a limited number of interventions which address the key constraints to healthy child development.

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<sup>1</sup>Women's Savings Groups and Contraceptive Behavior Among Rural Bangladeshi Women: Some Insights about the Process. University Research Corporation, Bangladesh, Dhaka, 1990.

## Sustainability

Sustainability implies lasting beneficial change in the institutions, behaviors or policies affecting human well-being. Sustainability involves enabling individuals, communities and institutions to create or continue the process of change and to adopt behaviors and systems that endure. SC enters communities and begins working as a catalyst for development, with the intention of leaving in a few years. From the beginning, time-limited and realistic plans for leaving behind sustainable changes need to be incorporated into workplans. This must include setting objectives with measurable indicators of impact and targets for sustainability. All of these planning measures enhance the accountability of SC programs.

Long-term sustainability can be institutional, behavioral or expressed in terms of policy. At the outset, each project has to define and plan how to achieve sustainability. Quantifiable objectives and a time frame for phasing projects over to local institutions should be devised based on these objectives for sustainability. To help ensure sustainability at the institutional and policy level, it is crucial to develop strong links to local NGOs and government agencies. A general rule seems to apply: if SC does it alone, or is perceived to be doing it alone, projects will not be sustainable. The goal of sustainability should be part of program planning at every stage. The different types of sustainability are:

- ***Institutional Sustainability*** is the willingness and capacity of local institutions to assume full responsibility for continuing services. SC's work may involve the strengthening of local institutions to pursue common program goals. For example, a credit program may be sustainable when women's credit groups have gained the confidence, knowledge and ability to receive loans from a bank which previously did not serve them.

An essential component of institutional sustainability is the ability of a project to be self-financing or financed from a reliable source of funds. Para-veterinary services are financially sustainable if the worker, after being trained, receives vaccines from the government and continues to serve the community on a fee-for-service basis. Financial sustainability is particularly important for economic development activities. If an economic activity is not profitable without help from the Field Office [FO] or if the interest and repayment rates for a loan fund result in the rapid loss of its value, these activities are not sustainable.

- ***Behavioral Sustainability*** is the continued practice of individual behaviors after SC leaves or disengages. The use of oral rehydration therapy is sustainable when parents recognize its importance, have access to ingredients and continue to use it correctly. Changes in behavior are often the primary form of sustainability in preventive health, education and some natural resources management projects.
- ***Policy Sustainability*** is the adoption of policies by other institutions, such as the host governments or donors, that support the work that SC and other NGOs have started. For example, a teacher retraining program is sustainable when it has been adopted by the Ministry of Education and is being successfully replicated on a national or district level. SC promotes policy sustainability by combining SC resources and expertise with those of local governments, NGOs and international development agencies. This approach leverages other resources, positively affects policy-making, increases local institutional capacity and expands program benefits to populations beyond SC's impact areas.
- ***Environmental Sustainability*** is the protection and enhancement of the environment, and is achieved by promoting policies and practices that mitigate existing ecological problems, conserve and enhance the natural resource base and do not have adverse impacts on the environment. Similarly, enhancing the social environment implies the adoption of behaviors and practices in the home which are more child focussed and child friendly.

To date, SC has primarily provided direct aid to beneficiaries in impact areas rather than trying to influence or change government policies at the national or district level. Increasingly, SC appreciates that collaborative relationships with host governments enhance SC's work in community development. By the same token, excellent work at the community level can easily be undermined or otherwise affected by policy decisions taken by government authorities.

## Scale

*"The 1980s demonstrated that many programs related to the human goals for the 1990s lend themselves to mass application at national levels. Therefore, there is less need to concentrate on the small-scale pilot projects in the 1990s as was the case in earlier decades. The challenge of the 1990s is to disseminate what has already been learned from pilot projects in earlier decades to a scale that can lead to universal coverage of most of the basic services for human development."* (UNICEF, May 1989)

Already in the 1980s governments and NGOs had begun to show a certain impatience with the development viewpoint that "small is beautiful" and more so with the notion that small scale projects make a real difference in poor countries. The consequence was a rigorous look at the costs and benefits of selective and intensive small-scale approaches to development. There was no disputing that real and positive changes can be achieved at the local level in well-contained communities, with sufficient intensity in the provision of management skills and technical resources. Too frequently, however, the factors which prompted this change -- management, skilled human resources, and technical inputs -- could not be replicated outside of the controlled and contained local environment to the national or even provincial level. Local institutions which could have adopted and expanded the local model, were either absent, unwilling or incapable.

In the past few years, SC has intensified efforts to expand strategies to have wider implications on the lives of larger numbers of persons. SC advocates that whatever is done locally or on a small-scale have added value and wider policy implications. Model development at least should incorporate and plan to influence development strategies nationally. The bigger issue remains one of how "excellence" developed locally can impact wider practice. The answer lies in alliance-building, especially with national and international agencies, which allows agencies themselves to share in the model building process and adapt their services so that the output of community-based innovative action is sympathetically received and translated into changes in broad based practice. Additionally, SC plays an increasing role in facilitating capacity building of local institutions who implement programs and in building national networks of community development professionals.

## Evaluation of Impact

Evaluation is the systematic collection of information about activities, characteristics and outcomes of programs to improve their effectiveness and make decisions regarding what those programs have accomplished. Evaluation uses the data gathered as part of a process of reflection, learning and rational action. It may be formative, helping to gather information as a project proceeds allowing beneficial course correction over time, or summative, gathering and comparing data which reveal the impact of a particular intervention in relation to selected variables deriving from the objectives of the intervention.

The variables of special interest to SC when measuring program impact are:

- Effects on the health, education and economic status of women and children;
- The degree to which sectoral interventions in health, education, sustainable agriculture and economic opportunities reinforce each other;
- Sustainability of activities at the institutional, financial, behavioral, policy and environmental levels;

- Mobilization of community resources including partners' and beneficiaries' time, talent, labor, cash and in-kind contributions;
- Mobilization of external resources, from governments, from donors, from other NGO partners, to secure the future of an individual intervention; and
- Cost/benefit, disaggregated by gender and socioeconomic status.

Formative evaluation is used by FOs and communities as an action-oriented planning and management tool. Information collected during evaluation provides feedback on what SC is doing and helps to determine, for example, if programs are moving in the right direction at an acceptable pace, hitting the intended targets. It adds a crucial dimension to the routine flow of information required to allocate resources and direct activities toward achieving the desired impact on the particular problem addressed.

At the community level, SC uses participatory rapid appraisal [PRA] to assess project feasibility and validity as well as to promote community involvement and empowerment. PRA encourages communities to analyze problems and assists them in planning strategies to confront problems facing them. For example, teams of local people are formed to seek out information and classify problems. Where grassroots improvement necessitates a policy change at higher levels, PRA may stimulate communities to lobby for such change.

The principle of broad-based participation, which is essential to community development, also has a role in planning and evaluation. The participatory process involves donors, counterpart organizations and beneficiaries and all levels of SC staff in determining what they want to learn, how they want to learn it and, crucially, what are the resulting findings. The particular evaluation task may take anywhere from a few days to weeks or months, depending on the needs and objectives of the task. The choice of data collection tools, techniques and methods influences what information is collected and, therefore, the significance and validity of evaluation results.

Evaluation properly executed requires special planning, implementation and social science skills. This distinguishes it from monitoring, which implies routine gathering of information for tracking progress according to previously agreed on plans and schedules. Discrepancies between planned and actual implementation are identified and timely corrective actions are taken. Evaluation is more episodic, but utilizes additional sources of information specific social science assessment techniques. It is a cycle of planning/action/reflection/action which focuses on broader issues related to program relevance, effectiveness and overall impact. Its ultimate aim is to demonstrate these in statistically valid terms.

The benefits of evaluation extend to all programs. Among the reasons to undertake an evaluation are to:

- Sum up what has been achieved over a specific period of time in relation to stated goals, objectives and targets.
- Measure progress relative to program or strategic objectives so that mid-course adjustments can be made.
- Identify strengths and weaknesses with the aim of making changes and achieving better overall results.
- Determine if the program has made a significant and measurable difference in the lives of beneficiaries, especially women and children (usually, independent studies carried out by specialized researchers).
- Collect information for use in allocating scarce human, financial and material resources.
- Articulate alternatives and options for decision making, strategic planning and policy making.
- Document results achieved and disseminate lessons learned.

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## Environmental Soundness

In its environmental programs SC strives to:

- Improve community awareness of the interrelationships between the environment, human well-being and the economy.
  - Encourage and assist community members to respond to environmental concerns in project planning, implementation and evaluation.
  - Include the community when conducting an environmental assessment as part of a baseline survey or feasibility study.
  - Encourage coordination and partnerships in addressing environmental issues among SC, community members, local government and local organizations.
  - Promote compliance with WHO and US Environmental Protection Agency restrictions, as well as host country regulations on chemical and pesticide selection and application.
  - Encourage the use of biological and non-chemical pest control methods.
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## Planning to Reach our Mission

We thought it would be useful to describe the terms used in this paper for program planning and evaluation in each sector. We describe below how "mission," "goals," "objectives," and "activities" are understood.

### *Mission:*

A mission is a common or shared mandate toward which all staff actions, program activities and objectives are directed. All goals, objectives and activities relate to the mission.

### SC Mission:

"To make a lasting positive difference in the lives of disadvantaged children."

### *Goals:* (uses impact indicators)

Goals are related to the mission - expressed using impact indicators.

### Examples of SC Goals:

"To improve social, economic, and health status [increase income, decrease deaths (mortality), decrease illness (morbidity)]."

"To increase the power of individuals and communities to take actions which results in improvements in their lives." (Empowerment, Sustainability).

### *Problems/Barriers to Achieving Goals and Mission:*

An assessment of problems will help us to define program objectives, which are most appropriate to achieving our mission.

### *Program Objective:* (uses intermediate impact indicators)

- expressed in terms of intermediate indicators which have a proven or accepted correlation to impact/goal.

20

- expressed in terms of percentage and number of people who benefit compared to those who are eligible.
- addresses the problems defined, and is usually sector specific.

Examples of SC Objectives:\*

By mo/yr, \_\_\_% (\_\_\_#) of children 12-23 months will be immunized against measles.

By mo/yr, \_\_\_% (\_\_\_#) of those enrolled in school will graduate.

By mo/yr, \_\_\_% (\_\_\_#) of women who attended horticulture training, plant fruit trees or vegetable gardens.

By mo/yr, \_\_\_% (\_\_\_#) women with loans draw cash/wage from the enterprise.

*Activities/Strategies:* (uses process indicators)

- do not necessarily have proven association with goal/impact.
- believed to influence progress toward program objectives/intermediate indicators.
- usually expressed in absolute numerical terms.

Examples of SC Activities:\*\*

Number of trainings held, number of persons trained.

Number of items distributed (condoms, books, seeds, scholarships).

Number of groups formed, number of people participating.

Number of committees organized, number of services provided

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\* must plan benefits to females and males.

\*\* must plan for the participation of females and males.