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**Institutional Development Assessment Report**

**Support for the Women's Associations of Yemen  
(SWAY)**

**December 1994 - February 1995**

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**prepared by:  
Aisha O. Jumaan**

Support for the Women's Associations of Yemen (SWAY) Project  
Institutional Assessment Report

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## **Executive Summary**

This assessment was designed to: 1) assess the progress and status of World Education's past and present institutional development activities with the Yemeni Women's Union Branches and Centers in Taiz and Ibb Governorate; 2) assess the centers' progress towards greater institutional capacity and sustainability; and 3) make recommendations on priority actions to be undertaken between March and May 1995 based on the findings of the assessment. The assessment was conducted from December 24, 1994 - February 10, 1995 with a one week break, January 7-14.

The time was spent in Sana'a and Taiz talking with central authorities, USAID, Advisory Group members, other donors, and the Ministry of Insurance and Social Affairs (MISA) representatives. Many discussions were also held with the project staff. Approximately two weeks were spent visiting the two Branches and the 15 Centers in Taiz and Ibb, interviewing over 40 center staff and SWAY training participants and over 60 centers' trainees. The mission was concluded with a debriefing with USAID on the 10th of February.

Since the onset of the project in April of 1991 to February 1995, the SWAY Project has concluded 13 of the 14 training workshops, supported seven income generating activities in six centers and provided equipment to two branches and 16 centers. Generally, work has proceeded according to the work plans for year one and two, and as outlined in the timeliness approved by USAID, with interruption during the civil war, May - June 1994.

The original project design had five overlapping objectives from which the Support for the Women's Associations of Yemen (SWAY) project identified two as priorities:

- o To build the management and planning capabilities of the branches and centers in the governorate of Taiz and Ibb, and
- o To develop skills that enable YWA chapters and their members to plan and run profitable income generating activities.

SWAY's subsequent major activities were in these two areas with emphasis on training to increase the capabilities of the 17 centers with which it worked. Thirteen residential training workshops were designed and conducted, some of which were developed as series workshops. One was organized into a series of three **Planning Activity Workshops (PA I, II, III)**. The same trainees were requested to return and participate in all three workshops. The **PA** series was conducted twice. The first series was conducted for the old centers (joined project in 1991) and the second for the new centers (joined project in 1992). Another was organized into a series of four **Training of Trainers Workshops, (TOT I, II, III, IV)**, three of which have been conducted already. The series was

developed so that the trainees will have the chance to apply the newly gained knowledge in between the workshops. The total number of participants in all 13 training workshops conducted exceeded 270 attenders, some of whom are counted more than once, as they attended more than one workshop.

The training addressed organizational and income generating activities of the centers. The first three PA workshops included, 1. Needs assessment, 2) Proposal writing/business and 3) Action planning. The other ones included, marketing, volunteerism and the constitution of the Yemeni Women's Union. The three TOT workshops included; 1. Needs assessment and basic principals and techniques for non-formal education; 2. Developing action plans for carrying out needs assessment; and 3. was redesigned to include: an introduction and review of the basic principals and techniques for **Non-Formal Education (NFE)**.

**Other training activities** included seven study tours, six outside Yemen, a study tour to Egypt and Jordan for two SWAY staff and seven participants in small scale business programs; seven participants attended the Amman NGO Symposium; a study tour to Tunis for 10 participants to visit small businesses and women's NGOs; a study tour to Kenya for one office staff member in proposal writing; one study tour to the USA for the program coordinator in management of NGOs; and a study tour to Egypt for two program officers in TOT. This was also designed to expose the Yemeni women to other women NGO activities. In-country study tours included two trips to Sana'a, one was to visit kindergartens for 6 participants and another to attend a computer training course for two staff members, the Ibb program officer and the new secretary.

**The project invested in Training of Trainers (TOT)** for SWAY and the centers's staff, and preparing training courses as a means for replication. Although five SWAY staff participated in 10 TOTs, only two remained with the project. However, they do not have the necessary skills to independently develop and conduct participatory training activities. TOT III had to be redesigned to include topics discussed in TOT I and II, because many of the participants did not attend the first two. The last TOT for all the centers with some previously trained participants was conducted January 1995. Five training manuals have been developed and prepared in Arabic and English.

Each of the 17 participating centers prepared a three year work plan at the completion of the series of three Planning Activity workshops. These plans included 1 - 3 small income generating proposals which were submitted for review to an approval committee. Based on their approval SWAY then funded seven activities for six centers. Commodity assistance to date totalled approximately \$91,000 and included items such as computers, kindergarten furnishings, women's center furnishings, sewing machines, material for sewing and knitting, office and classroom furnishings,

cafeteria equipment, typewriters and bakery equipment and the transfer of a vehicle to the Ibb Branch from USAID.

**The linkage between the training activities and the follow up field support and commodities is a crucial one** to help the trainees apply the new concepts they learned. However, in the past, SWAY did not provide the program officers with the proper structure for follow-up visits to help the centers apply the learned skills. Nonetheless, the program officers and the last TOT trainer have worked closely and developed a field visit format with a schedule to monitor the practical application of the last TOT by the participants so that the new skills are institutionalized by the associations through this linkage. The business part of the training took place before the income generating activities were funded; therefore, the participants did not have the chance to practice what they learned.

The impact of the SWAY approach on the centers is difficult to evaluate as many of the women who attended the first training workshops have left, and new union members have replaced them. The drop out rate of those who attended the first PA series is more than 60%. Furthermore, the centers could not send the same trainees to attend the series of workshops as had been intended. Most of the centers concentrate on activities such as literacy, sewing, knitting and handicrafts with very little financial resources, and poorly trained instructors; therefore, the newly gained knowledge in needs assessment, action planning and marketing is very difficult to apply. This was especially true for the marketing training, which took place before the income generating activities got underway, and for half of the centers that did not get their equipment until October 1994.

The projects **strengths** are: the forming of the Advisory Group in Taiz; the project's ability to mobilize and expose rural women to different experiences; and its ability to reach and work with so many centers in a short period of time. Others include: identifying the institutional development and income generating activities as priorities for the centers; using the participatory approach to training and bringing the women from many different and conservative places to stay away from their homes and meet other women. Finally, introducing these women to different examples of women development projects in other Arab countries.

Its **weaknesses** are: the lack of sufficient human resources to carry out its activities in the time frame allowed, coupled with the overly ambitious and ambiguous objectives in the project design. Others included: the turnover of the project staff, as two program officers, the project coordinator and one secretary left the project; the poor personnel management, and the personal conflicts between the project staff. All of these weaknesses contributed to a lack of trust between the project and the Branches/Centers.

## **Major findings**

### **Training**

The project succeeded in conducting all the planned training covering needs assessment, proposal writing, planning activities, needs assessment for NFE and basic principals and techniques in NFE, marketing, volunteerism and the Yemeni Women's Union constitution. Although, it is difficult to assess the impact of these training workshops on the women, some centers were able to demonstrate their newly acquired skills by developing action plans and writing proposals. The training also had some indirect benefits such as, breaking the tradition which prevents women from leaving their homes without a blood related male companion; and giving the women a chance to meet other women from different centers and exchange experiences.

The weaknesses of the training include: the turnover of the trained staff; the inability of having the same women attend the full progressive series of training workshops; the weak follow-up of the training; and conducting the marketing training before the centers received the equipment for the income generating activities.

### **Study tours**

The project funded 6 out-of-country study tours. These were:

1. A study tour to Egypt and Jordan in 1992 to observe small businesses for two staff (Director and Project Coordinator) and 8 women from the centers.
2. A study tour to the USA in 1992 in management of NGOs for Project Coordinator.
3. A study tour to Egypt in 1993 in Training of Trainers for the two present Program Officers.
4. A study tour to Kenya in 1993 for the Ibb program officer in proposal writing and to visit women activities.
5. A study tour to Tunis in 1994 to observe women's NGO and women's small businesses for 10 women from the centers and the two program officers.
6. A study tour to Jordan in 1994 for the NGO symposium in preparation for the Beijing conference and to visit women NGOs for the Taiz Program Officer and the Taiz and Ibb Branch Presidents and four members of the Executive Committee of the Union in Sana'a.

The strengths of the study tours include, exposing the Yemeni rural women to women's activities in the Arab countries; and helping them establish links with other Arab women, who work with women's development issues. Some projects visited however, were in urban centers with very large budgets which can not be replicated by the centers.

### **Income generating activities**

The project funded seven income generating activities. Three are functional, these are: sewing in Azaez, the Ibb kindergarten and school and the Qabaita bakery. Four are inactive, these are the typing and sewing in Mokha, the buffet in Turba, and the Taiz computer workshop.

### **Branch/Centers Support**

The centers' major priority activities include: literacy, sewing, knitting, handicrafts and embroidery. The project helped the centers with regard to the above activities by providing them with the necessary equipment and furniture, and by conducting the TOTs in basic principals of NFE and marketing. This allowed the centers to increase the number of the women in the literacy program and train more women in the income generating activities. The major weakness in these activities include: the poor skills of the centers' trainers in all the activities which resulted in poor final products; the delay in delivering the equipment for the income generating activities; and the weak follow-up.

### **Advisory Groups**

Only the Taiz advisory group is functional. The one in Sana'a has not met for over a year and the members complain that their recommendations regarding changes in the workplans were never considered and that there was no feedback regarding the implementation of the workplans. Many expressed interest in taking their names off the list. The one in Ibb has only three members and is inactive.

### **Recommendations**

The following are the major recommendations for the remaining period of the project:

- o Continue the current SWAY activity focussing on the centers as direct beneficiaries, supporting participatory training, and income generating activities in Qabaita, Ibb, Taiz and Azaez.
- o Drop some of the centers that either are closed due to problems or have conflicts that can not be permanently solved during the remaining period of the project and those centers with completely new staff. These include

Dhu Sufal, Dhubhan, Turba, Maoya, Adeem and Mokha.

- o Conduct a survey to identify the centers' available resources (human, material and community involvement), highlighting the major strengths and weakness for each center and sharing the results with the centers. The results should be used to upgrade and expand the Centers' Directory done in 1992.
- o Conduct a refresher and summary training on the first Planning Activities to include needs assessment, action planning and marketing, stressing the importance of the centers' available human and other resource.
- o Help the centers in writing realistic plans that take into consideration their available resources.
- o Educate the centers on other available resources through coordination with other donors and development groups.
- o Drop the Advisory Group in Sana'a by notifying the members that the project is closing and send them a copy of the assessment report.
- o Share the results of this assessment and the income generating assessment with the advisory groups in Taiz and Ibb and the head of the two branches requesting that the project and the branches jointly discuss the results with the centers.
- o Ensure close, timely and continual follow-up for the implementation of the concepts learned in the last TOT.
- o Hire a program manager to work closely with the program officers in the remaining period of the project.
- o Repair the Qabaita bakery ensuring some community contribution.
- o Conduct a feasibility study for the possible upgrading of the six computer units in the Taiz branch.
- o Organize for visits to some of the women income generating projects in the country such as the Handicrafts center in the old city of Sana'a, the Dutch supported women handicrafts Program in Rada, the Productive Families Centers etc.
- o Divide the centers between the two program officers, so that each has three centers from Ibb and five centers from Taiz.

### **Long term recommendation**

- o Future projects, should include: a) Literacy/non-formal education using material with agriculture and health based components; b) Training of Trainers in the centers major activities which are: sewing, knitting, embroidery and handicrafts using locally available material.

## **I. Background and History**

### **I.1 History and Development of the SWAY Project**

USAID/Yemen began providing technical assistance directed at increasing women's involvement in development in 1988 which resulted in the Support to Women's Associations of Yemen activity (SWAY). Although USAID had supported other activities that included women as beneficiaries, SWAY project was the first that focussed primarily and exclusively on women and their needs. World Education (WE) was contracted to implement SWAY through a contract with USAID signed on 15 April 1991. This was the first WE project in Yemen.

Yemen was a closed country for many years until September 1962, with rulers who refused to make changes to improve the lives of its population. Therefore, the social indicators for the entire population are poor. However, women face more traditional difficulties than men:

- o 70% of the population lives in rural areas where health services for women and children are generally not available.
- o Maternal mortality rate is 10/1000.
- o Infant mortality rate is 112.8 deaths per 1000 live births.
- o Life expectancy at birth for total population is 51.47 years; 52.65 years for females and 50.34 years for males.
- o Literacy rate for the total population is 38%; 53% for males and 26% for females.
- o Total fertility rate is 7.2 children born per woman.

Before unification in May 1990, the North (formerly known as Yemen Arab Republic) and the South (formerly known as the People's Democratic Republic of Yemen) had two different approaches to women's organizations. In the former North, the Yemeni Women's Associations (YWAs) were independent from one another and each registered directly with MISA with a designated monthly budget. In the former South, however, there was a hierarchy with the Union heading all the branches which in turn headed all the centers in the governorates. The Women's Union was closely integrated into the activities of the government.

Unification of the two previously separate countries and the subsequent merging of the two differently organized women groups presented some coordination issues which were not planned for in the beginning of the SWAY project. The Southern model was used to

structure the Women Groups for the Unified Yemen, making the Union the head of the branches and the branches at the Governorate level head of the centers. This newly adopted structure resulted in a lot of resentment by the branches and the centers who lost their independence.

The SWAY activity was affected by unification because it focussed specifically at individual branches, namely Taiz and Ibb and their centers. However, most of its' activities continued despite a slow merging and reorganization of the two women's groups. The Taiz branch is the largest and oldest, it was established in 1963. Ibb is geographically, the closest to Taiz. The Taiz branch was excluded from SWAY activities and support because the Dutch had begun supporting it.

The Taiz and Ibb branches are relatively older than the other branches, closer to each other, and more active; therefore, presenting a good starting point for this project. The Ministry of Insurance and Social Affairs (MISA) was the official government Ministry for the branches/centers, providing very modest financial support, food aid, and some commodities.

The SWAY project set out two long-term goals in its support for the Yemen Women's Associations (YWA),

- o To increase the participation of rural and urban Yemeni women in development activities, and
- o To increase the benefits, both social and especially economic, that women receive from development.

The original project document contained two goals with five objectives and 13 tasks. However, the objectives were not prioritized and the tasks were not linked to specific objectives. The project design also did not define the beneficiaries. It was not until the midterm evaluation that the objectives and tasks were sorted out to match the two main goals of the project.

### **The SWAY Project Background**

The SWAY project has just completed three years of World Education's contract. This is the second assessment conducted by those not working directly for World Education or USAID. Previously, project progress was monitored through a midterm evaluation, semi-annual progress reports and USAID day-to-day management and site visits. This evaluation used those and other project documents in identifying the project's success and failures.

The project design was ambitious and ambiguous. It included many interrelated objectives and tasks. Given the short life of the project and the low level of staffing, in addition to the lack of

experience of most of the staff in women's development, it was impossible to successfully implement all the tasks or reach all the objectives set by the project. The project started with limited human resources and a Project Manager who had strong training skills and limited management experience. This situation favored the training aspects of SWAY. Finally, a lot of the Project Manager's time was spent on the possible project extension to the Southern Governorates and registering WE as an NGO with MISA, wasting precious time as the expansion never materialized.

The project started in May 1991 focussing on institutional development and income generating activities. These activities were to be accomplished through a series of training workshops in management and planning small business initiatives. All the planned training workshops were carried out with varying levels of success.

The project's staff accomplished some of the tasks related to the project's main objectives. These included: establishing the Advisory Groups, designing, conducting, evaluating and to some extent following-up 10 training workshops involving 17 centers, designing, conducting, and evaluating three TOT workshops, funding seven income generating activities, and furnishing the centers with equipment.

The centers SWAY served can be divided into two groups. The first group, old centers, includes the centers that existed before SWAY started its activities in Yemen and joined SWAY in 1991. The second group, new centers includes centers that were established after SWAY started, and joined SWAY in 1992.

## **I.2 Institutional Assessment Purpose and Process**

### **Assessment Consultant**

The assessment consultant was a Yemeni woman, Aisha O. Jumaan. The main portion of the assessment was conducted from December 23 to February 10, breaking for one week 7-14 January, with follow-up and report writing continuing until early March 1995.

The main purpose of the assessment, as outlined in the scope of work was to:

Assess the progress and status of World Education's (WE) past and present institutional development activities with the Yemen Women's Union Branches and Centers in Taiz and Ibb provinces, and the centers' progress towards greater institutional capacity and self sustainability.

## **Assessment Method**

The consultant started her first day of work in Sana'a at USAID for a meeting involving the Women's Union presentation on their study tour to Amman, Jordan in November 1994. She then travelled to Taiz, after which she returned to Sana'a for two days where she conducted interviews with the members of the SWAY Advisory Group in Sana'a, the Executive Committee of the Union of Yemeni Women, MPD officials, the Dutch and USAID staff. In Taiz, the consultant held individual and group meetings and interviews with members of the Advisory Groups in Taiz, and Ibb, MISA officials, and the presidents of the two branches. She then conducted site visits to 15 centers in Taiz and Ibb and concluded with final meetings with the project director and WE Boston based Senior Program Officer in Sana'a and a presentation of findings to USAID.

The assessment consultant worked in close collaboration with the SWAY Project Director and staff. She held individual and group discussions with them and discussed the scope and purpose of the evaluation. She drew up a schedule of visits, and discussed progress and problems encountered in her work and finally reviewed with them her findings and the recommendations.

### **I.3 Introduction and Organization**

The midterm evaluation team had prioritized the five overlapping objectives and their 13 Tasks into two main objectives, and linked each task to those two objectives. Since the objectives overlap and the tasks are interrelated, the sections of this report will also overlap.

The report is divided into sections reflecting the project's major activities: Institutional Development and Training, Income Generating Activities, and Branch/Centers support. The fourth and fifth sections reflect on the project's management and the recommendations, respectively.

## **II. Progress of the SWAY Project Toward Achieving its Objectives**

The Objectives and Tasks used for this evaluation were not the original ones in the project design, but rather those that were reorganized by the midterm evaluation team in May 1993.

### **II.1 Institutional Development and Training**

During the project's time of operation: May 1991 to January 1995, SWAY made some progress toward achieving its stated objectives. Generally, the training part of the project proceeded according to the work plans, as outlined in the timeliness approved by USAID.

The project focused on institutional development: needs assessment,

organizational analysis, small business skills development and project planning, management and implementation with 17 participating centers. The SWAY staff designed, planned, and implemented a series of activities, particularly training workshops that so far are the core of SWAY support for the branch/centers. These included a series of three PA workshops for the staff of all the centers targeted by the project, a series of three TOT workshops and three other workshops to date.

A total of 13 training workshops were conducted, some of which were conducted twice, once in Taiz and another in Ibb. These included the three planning activities and the volunteerism workshops. The following training activities were the core of the last three years activities.

### **Planning Activities**

#### **Taiz Training workshops**

**PA I:** 14 - 19 September 1991; 35 participants from the Ibb branch and 5 Taiz centers. Anne Dodge was the lead trainer, conducted one day of TOT. Covered basic organizational tools, goals, objectives and analysis of strengths and weakness of centers/branches.

**PA II:** 16 - 27 November 1991; 34 participants from the Ibb branch, one Ibb center and six Taiz centers and one MISA employee in Sana'a. Anne Dodge lead trainer, conducted 5 days of TOT, November 9-13. Covered basic business principals and skills.

**PA III:** 28 February - 2 March 1992; 39 attended from the Ibb branch and seven Taiz centers. David Kahler was the trainer. Covered planning skills, with an objective to develop individual and collective skills in action planning.

**PA I - III** were modified based on the first year's evaluations and repeated in Ibb for the nine additional new (joined project in 1992) and existing (joined project in 1991) centers from both Ibb and Taiz.

**Ibb Training workshops.** All were conducted by the project staff.

**PA I:** 4-9 July 1992; 39 participants from the Ibb branch, five Ibb centers and four Taiz centers.

**PA II:** 1-10 August 1992; 42 participants from the Ibb branch, five Ibb centers and four Taiz centers.

**PA III:** 19-23 September 1992; 45 participants from the Ibb branch, five Ibb centers and four Taiz centers.

## **Training of Trainers**

**TOT I:** 18 - 22 September 1993; 15 participants from five Taiz centers and the two branches. Covered basic principals of NFE. Conducted by David Kahler.

**TOT II:** 5 - 9 February, 1994; 16 participants from six Taiz centers and the Ibb branch. Covered designing an action plan for carrying out needs assessment activities. Conducted by project staff.

**TOT III:** 7-17 January 1995; 31 participants from the two branches, three Ibb centers and nine Taiz centers. Beth Gragg was the trainer. TOT III was initially designed to analyze the needs assessment done by the centers as a result of TOT II, develop NFE activity plans and design, plan and schedule periodic visits to centers. However, it was redesigned to introduce and review the basic principals of NFE, the role of the facilitator and the theory of adult learning to accommodate many of the attenders who did not participate in TOT I or TOT II.

## **Other Training Workshops**

**Constitution of the Union:** 5 to 9 November, 1994. 32 participants from the two branches, four Ibb centers and eight Taiz centers. Aisha Abdulaziz, Member, Union of Yemeni Women and MISA official, conducted the training.

Two Volunteerism workshops were designed to encourage branch/centers members to seek volunteer assistance in their present and future activities. These were conducted by a panel of local experts, the project staff and a WE consultant, Barbara Crockin.

**Volunteerism:** 17-19 November 1992 in Taiz. 13 participants from 10 Taiz centers.

**Volunteerism:** 21-23 November 1992 in Ibb. 15 participants from the Ibb branch and five Ibb centers.

**Business, management and marketing:** 13-18 February 1993 in Taiz, for 32 participant from six Taiz centers, the two branches and one participant from MISA in Sana'a.

## **Analysis and Impact**

All the Taiz workshops were held in the main branch headquarters, and the ones in Ibb were held in the Agriculture school. All were residential and required the trainees to be away from their homes and villages overnight continually for more than a week. This is a significant accomplishment as cultural constraints would usually make this impossible. Participants were provided with transportation, and room and board. See Table 1 for a summary of

workshops, place, date, and number of participants.

Participants in the training workshops averaged 35 per workshop, 2-6 from each center. They were predominantly literate and ranged in age from 15 to 50 years.

Follow-up visits of trainees by SWAY staff through site visits are critical. Monitoring is accomplished through monthly reports.

**Constraints** affecting the follow-up:

- o The centers conduct their activities in the afternoon which makes it difficult for the Program Officers to visit them during work hours (7:30 a.m. - 4:00 p.m.). They end up spending many extra hours visiting project sites in the late afternoon and into the evening without financial compensation for overtime work.
- o The long distance and bad road conditions to most centers, with at least one hour, one way, of driving to the nearest center.
- o The short working hours of the centers, two to three hours per day, ranging from 2:30 p.m. to 5:30 p.m., make it difficult to visit more than one center per day.
- o The many centers the project serves, 17, with only two program officers, makes it impossible to conduct monthly visits for each center.
- o The need to request permission from the branches to visit the centers which in many instances contributes to changing the scheduled visits to accommodate the branches.
- o The lack of specific forms for training follow-up and of a well planned schedule of visits.
- o The lack of a postal/telephone services to the centers cutting communications to the centers, requiring driving to them to deliver letters.

### **Impact Assessment**

#### **Indicators**

A high participation rate characterized all the training workshops; however, for the training that were composed of a series of workshops, there was little continuity since many of those who attended initial training did not come for the subsequent workshops and new participants came instead. This was particularly difficult in view of the nature of the training, especially for the three

**PAs**, and the three **TOTs** because each subsequent session built on information, knowledge and understanding of the previous one(s).

### **Centers' Attendance**

Five centers participated in all training, these are Rahida, Akahila, Qabaita, Azaez, and Ibb. Yareem and Adeem only participated in the last **TOT**. 14 centers and the two branches participated in all the **PAs** (Table 1).

Six centers and the Ibb branch participated in all the three **PAs** (Table 1).

### **Participants' Attendance**

Twenty four women attended all the **PA** workshops from the old centers (Table 2), and 32 participants attended the **PA** workshops from the new centers, however, three of these are from Ibb (Table 3). Nine of the participants who attended the **PAs** have left the centers permanently (Tables 2, 3).

Eleven participants attended both **TOT I** and **TOT II**. Of the 31 participants in **TOT III**, only nine had attended the previous two **TOTs** (Table 4).

Seven participants from three centers participated in all the **PAs** and **TOTs**, these are: Ibb, Azaez and Qabaita. All of whom are still working at the centers (Tables 2, 3, 4).

In summary, 19 participants attended all the other training workshops. Four participants from three centers participated in all the **PAs** and **TOTs** and the constitution workshop, these are: Ibb, Azaez and Qabaita. All of them are still working at the centers. Five participants from two centers participated in all **PAs**, **TOTs** and marketing. These are Qabaita and Azaez. All of whom still work at the centers. One participant from one center participated in all the **PAs**, **TOTs** and Volunteerism. She is still active in the Azaez center.

### **Relevance of the training**

The assessment consultant did not observe the training, as none was held during the time consultant was in the country. The assessment made here is based on a review of the training materials, consultant reports, and on the interviews with **SWAY** staff and training participants.

**Designing, organizing, and conducting** the series of separate but interrelated workshops was a **major focus and time consuming element of the project**. The fact that they were all done on schedule is a major accomplishment. However, the **follow-up** was not conducted in a timely and organized manner.

The **participatory training method** used seems to have been highly effective in conveying the concepts to and developing skills of the trainees. Participants used role playing, small group discussions, critical incident case studies, and lectures.

### **Training design**

The training material was all developed by WE, some of which was developed for other countries such as Kenya. The material was translated into Arabic, and adapted for use in Yemen with Yemeni incidents. Most of the trainees have not had the chance to implement most of what they have learned. Although, practical follow-up and continued support by the SWAY staff is a crucial step after the training, it received little timely or organized attention.

The training provided was all relevant to running an NGO. However, the designs were complex/complicated for the audience they were planned for and were not specific. They did not address the actual daily needs of the centers. The topics included needs assessment, planning and proposal writing. Each of these topics is a new concept to the trainees and would require a lot of follow-up to ensure their proper understanding. Unfortunately, the needs assessment is understood as what commodities the center does not have, rather than an analysis of what the center has and needs in training, manpower and commodities. Therefore, most needs assessment reports submitted by the centers included long lists of commodities needed.

Action planning, in most cases, resulted in the centers writing unrealistic action plans, not taking into consideration their own resources, but rather what they can do, given the project provided the necessary commodities. For example, the Ibb branch plans included: 1) a course in computer training for the executive committee given the fact that they do not have computers; 2) establishing a library, not mentioning the feasibility of such an activity and finally 3) establishing four more centers!

The Ibb branch office writes and submits the action plan for all the Ibb centers. However, none of the activities proposed for 1994 were accomplished. When asked about the delay in the implementation of the proposed activities in the 1994 action plan, I was told that there were problems, and therefore, they were deferred to 1995.

The 1994 action plans of the following centers: Qaeda, Jebba, Dhu Sufal, Alnajad, Qaraisha, Akahila, Mokha, Saber, Qabaita, Rahida, and Azaez all included the regular centers' activities, literacy, sewing, embroidery and handicrafts. Other more specific activities included agriculture, especially for those centers that coordinate activities with the Southern Highlands project. Others included,

health, typing and religious studies.

Finally, proposal writing resulted in 33 proposals submitted by the centers, only seven were funded by the project, and four of them are not operational.

Although a training in marketing was conducted, none of the centers visited displayed any knowledge in marketing. Most did not know how to price their products, nor did they know what the market price of the items were. Finally, they did not consider the cost of the items and the time they spent making them when deciding on the price. All centers sold their products at a loss.

The concept, design and implementation of the **Volunteerism workshops were appropriate**. Using a panel of local experts from different sectors: education, health, social service and religious organizations was effective. However, interviews with the workshop participants by the assessment consultant indicated that the workshop did not increase their understanding of volunteerism.

Although SWAY conducted two workshops in Volunteerism, **the concept is still foreign** and women complained in every center that they did not get paid for their work in the centers. In some centers the literacy program trainers are paid by the Ministry of Education (MOE), others pay them from the fees they collect from the trainees. In Badaan, five women are registered as employees with the MOE, yet seven are working there, so they divide the salaries of the five among the seven. The pay by the MOE is modest, about 500-600 YR. This low pay coupled with a rise in the cost of living and not understanding the concept of volunteerism, has resulted in a high turn-over of the centers' staff.

By the time I visited the centers, two TOTs were already conducted, however, watching the literacy classes indicated that adult training is not a known concept as they depended heavily on memorization. Some of the students complained that they were treated like children and stopped going to the classes.

Many of the trainers felt positively about the last TOT and sighted the NFE methods learned as the most important aspect of that training. Many were eager to practice it. According to the centers, the Constitution of the Union training was the most important and relevant of all past training.

The centers ranked the following training needs as the most important, training of trainers in: literacy, sewing, embroidery, and handicrafts. This is not surprising given that these are the centers' main activities and the ones that attract women's attendance. Other training needs mentioned by the centers include, bookkeeping, typing, health, home-economics, agriculture, and knitting.

SWAY staff used written correspondence to the centers, and visits to the branches to recruit workshop participants. Attendance was then determined by the branch in consultation with the centers and the Program Officers. However, mostly, the head of each center and some members of the executive committee attended regardless of the appropriateness of that candidate to the proposed training. SWAY provided transportation, room and board for the women, which contributed to the success of the workshop.

### **Out-of-country Study Tours**

Six study tours outside Yemen were carried out both for the project staff and the women in the branches/centers. The countries visited included Kenya, Egypt, United States of America (USA), Tunisia, and Jordan. These tours provided an opportunity for the women to observe and learn new methods in women activities and use that gained knowledge in designing activities that suit their environment. It also exposed them to new experiences of women in development in other Arab countries.

The following are the study tours provided by the project:

**Egypt**, 12 June - 1 July 1993; the two present Program Officers went for **Training of Trainers (TOT)**.

**Jordan and Egypt**, 26 September - 7 October, 1992 for 10 participants, the Project Director and Coordinator, the Taiz and Ibb presidents, one from MISA and five from the centers to observe **small businesses**.

**Amman NGO Symposium**, 2 - 11 November 1994 for seven participants, including the Taiz Program Officer, the presidents of the Taiz and Ibb branches and four executive committee members of the Union in Sana'a, in **preparation of the Beijing Conference**.

**Tunisia**, 1 - 12 April 1994 for 10 participants, the Taiz branch president and nine women from the centers to visit **women NGO's and small businesses**.

**Kenya**, 6 - 11 December 1993 for the Ibb Program Officer on **proposal writing and field visits** (originally planned for three participants).

**USA**, August 1992 for the program coordinator in the **women in management of NGOs**.

### **Strengths of Training**

The major strengths of the training include, bringing so many women from rural and conservative areas to attend training in a city away from their families, for a period ranging from one to two weeks. This is a major accomplishment, as tradition prevents women from

leaving their villages without a blood related male relative. Moreover, it brought these women together from different rural settings giving them a chance to meet with each other and exchange experiences and introduce them to different perspectives and environment. Finally, it provided them with new horizons and possibilities, especially through the study tours to Jordan, Egypt and Tunisia.

The training provided the women with new experiences and knowledge. The topics included in the training material were important management issues that these women would have never been exposed to if it were not for this project. Some women who have left the centers especially to go to the university will take the new learned knowledge with them.

Several centers have been able to get community support, either by giving them a building for their meetings such as the ones in Saber, Qabaita, and Sharjab, or donating raw material for the activities. The one in Qabaita had the community construct a building for the bakery.

#### **Weaknesses of Training**

The major weaknesses of the training are: the materials were general and not specific to the center's needs; the wide range in the background of the trainees, from illiterate to women with a University degree, making it difficult to design something to satisfy this wide range of backgrounds. The lack of proper follow-up to ensure that the trainees understood the new material and were able to apply it made it difficult to assess the immediate impact of past training.

After each training, many trainees expressed satisfaction with that training, which may be due to the fact that the concepts were still fresh in their minds. However, the apparent inability to apply that knowledge may either be because some concepts were not clear or that there was not an opportunity, incentive or reason to apply it.

The trainees did not practice their newly acquired knowledge due to many reasons, some of which are: the lack of proper follow-up, the turn-over of centers' staff and lack of resources. The Program Officers did not have the proper structure for conducting training follow-ups. In addition, there were only two Program Officers covering 17 centers in remote and hard to reach area. This created an overload for the office staff and made it difficult to conduct timely and proper follow-up visits.

The marketing training took place before the centers had the income generating activities, so they were not able to practice what they have learned. However, when finally, some centers had their income generating activities proposals funded, much of the knowledge may

have been forgotten. Furthermore, the turn-over of the centers' trained staff was a major problem. Finally, the inability of the participants to attend the full series of training workshops, was also a difficulty the project faced.

In general, the women were positive about the study tours, yet some considered the projects they visited to be too advanced to be implemented in rural Yemen.

### **II.3 Income Generating Activities**

#### **Indicators**

1 incountry workshop/study tour was conducted with 5 participants  
1 kindergarten set-up and operating  
1 bakery is marginally operating.  
6 computer units provided to Taiz branch  
6 Sewing machines provided to Azaez  
6 Typing machines provided to Mokha  
complete buffet equipment provided to Turba

**SWAY identified its second most important priority as developing skills that enable YWA chapters and their members to plan and run profitable income generating activities.**

Progress in this area has been slow due to several logistical problems that delayed the implementation of several projects. The training provided to the leadership of the various centers has theoretically made them more capable of meeting the needs of their members. Yet, the centers' participants and this consultant felt that the successful implementation of the centers income generating activities has taken too long. Initially the reason appeared to be the lack/availability of resources in a timely manner.

The income generating part of the project was to be realized through funding proposal submitted by the centers. Thirty three proposals were submitted and seven were funded. These include a Kindergarten in the Ibb branch, a computer unit with six computers for the Taiz branch, a buffet in Turba, a bakery in Qabaita, sewing in Azaez and Mokha and typing in Mokha. It also included training in marketing so that the women at the centers could market their products. In June 1992, the project also funded a consultancy to design a credit program which AID eventually decided not to go forward with in August 1994.

The income generating activities focused on institutions (centers) rather than on individuals. However, the centers do not view themselves as business units, and operate as social welfare organizations. Moreover, the high turn-over of the centers' staff and many of the political problems in the centers contributed to the failure of some of the income generating activities and

prevented the necessary continuity required for a successfully run business.

Other factors contributing to the weaknesses of the income generating activity of the project include: the former director did not have the background for it, nor was WE/Boston able to provide it in a timely fashion. This was made worse since the original Program Officer at WE/Boston also lacked the experience in the development field and was not able to provide the necessary technical support for the project. Furthermore, the frequent turnover in USAID supervisory staff added to the time it took to approve activities, which slowed the implementation of the income generating activities.

The timing of the training in business was inappropriate. It was conducted before the income generating part of the project was implemented. It also raised the women expectations, judged by the unrealistic proposals that were submitted with budgets ranging from U.S \$ 30,000-50,000. Furthermore, the varied background of the trainees made it difficult to reach all of them with the messages. According to the Taiz Program Officer, only the women from the Mokha center were able to follow the business training and give examples when requested by the trainer.

Of the seven funded income generating activities, only Ibb is operating successfully with a reported net profit of 37,000 YR in 1994. The bakery still has some technical problems preventing it from realizing profit, but it has a good chance for success. Many people come from long distances to buy the bread and wait for a long time to get it. The bakery at this point does not meet the demands of the surrounding communities. The Turba buffet has not functioned for some time now due to personal problems between the head of the school and the head of the center.

Mokha unfortunately closed for over six months and none of the original staff are still there. The new president has presented conflicting reports regarding the potential use for the equipment the center received. In one story she said that she is presently discussing starting another center in Sakania area to offer typing and sewing because teachers are available there. In another story, she stated that she is being forced to move the equipment.

Finally, the Taiz branch received six computers for training. However, as the workshops were not drawing trainees, the president decided to upgrade the computers so that they could be used for desk-top publishing training purposes. USAID initially accepted to fund the upgrading of these six units, so the Branch advertised in the local papers for the training and many women registered for the course. Unfortunately, since the upgrading has not materialized, the training could not be conducted and the computers have not been utilized profitably.

#### II.4 Support for branch/centers

Presently, the project is supporting 11 centers in Taiz, the Ibb branch and six Ibb centers. Initially, there were eight centers and the Ibb branch that joined the project in 1991, and nine centers joined in 1992. This year one center in Taiz, Adeem unofficially joined the project replacing a closed center, Dhubhan. The presence of the project encouraged establishing the nine centers that joined in 1992. Although this is a positive impact of the project, establishing centers should have been a community initiative.

The centers are divided into old and new. The old centers include: Qabaita, Rahida, Akahila, Azaez, Mokha, Qarisha and Turba, from Taiz Governorate, and the Ibb branch and Jibla from Ibb Governorate. The new centers include Saber, Sharjeb, Maoya and Dhubhan from Taiz and Qaeda, Alnajed, Dhu Sufal, Yareem and Badaan from Ibb (Table 5).

The branches' leaders went to visit the areas which they decided needed new centers and convinced the women to start the centers, promising SWAY support, food aid from MISA and employment for the trainers. However, as it took SWAY quite some time before delivering the equipment to the centers, many women felt discouraged and left the centers. In Sabir for example, all the women who were trained by the project resigned because they did not get any of the benefits they were promised, mainly salaries and food aid.

The Ministry of Planning and Development (MPD) and MISA were to monitor the progress of the project and provide the necessary support. Because MPD is responsible for all donor agencies in Yemen and MISA is responsible for the Women's Union. Both ministries were not active because of the location of the project outside Sana'a. MISA officials felt by-passed. In future projects a concerted effort should be made to include MISA as a partner.

The Women's Union in principal should monitor the progress of the branches and centers, however, due to merging of the country with two different systems, it took the Union a long time to reach a functioning stage as an NGO. The Union played a very small role in supervising the centers activities as they relate to SWAY.

The advisory groups were established to assist the project; however, the members complained that they did not receive any feed back regarding the recommendations they made in the workplans. They commented that they were merely prestigious committees that did not have an active role. The Taiz advisory group, however, was involved in many discussions regarding the problems encountered in the income generating activities, especially the bakery and to solve personnel problems among the project staff.

## Indicators

1 training workshop in Computers was held with six participants.

## Impact Analysis

The major problem facing the old and new centers is the **lack of space, and resources**. Most have to pay high monthly rents 1,200 - 2,000 YR depleting their resources. Before, the second delivery of the equipment to most centers, in October 1994, women often had to sit on the bare floor because there were no chairs or cushions. They also had no tables, blackboards or sewing machines.

The equipment was given to the centers in two installments: The first in 1992 for Qabaita, Mokha, Rahida, Azaez, Akahila, Qarisha, Turba and the Ibb branch, (the old centers, after completing PA I, II, III). The second installment, which either consisted of a standard package or in response to proposals submitted by centers, was delivered in October 1994 for Mokha, Akahila, Shargeb, Saber, Azaez, Adeem, Turba, Jibla, Qaeda, Alnajed, Dhu Sufal, Yareem, Baadan and the Ibb branch.

The SWAY project staff assisted the old eight centers procure equipment for their centers in 1992, based on their needs assessment and plans. Commodities provided included furniture, computers, sewing machines, materials for sewing and handicrafts. Cost of commodities per center ranged from \$10,000 for six computers in the Taiz Branch (Table 6), and \$24,000 for the Kindergarten project in Ibb (Table 7), to \$962 for office furniture in Akahila (Table 9). (See Tables 6-9 for a listing of the equipments provided and their cost to the other centers).

In 1994, some centers were given a standard package regardless of their needs. The package included 40 benches, 14 office chairs, five inexpensive sewing machines, 1 cupboard, 1 file cabinet, one desk and scissors (Table 9). The student benches are made of weak wood that breaks easily. These benches are not expected to stand up to hard use and may not last for even one year. Although each bench was purchased for US \$30. Five centers reported receiving one broken sewing machine.

The Jibla center was forced to take the student benches although they did not request them, nor did they need them. They had 200 chairs and did not have the place to store the newly acquired benches. Therefore, they were forced to rent a place to store them. This created a financial burden as they did not have enough money to pay the rent of their center and had previously been evicted twice. The Sabir center received the equipment after their training session as they only operate in the summer since women have too many chores to do during the winter season. The center received the sewing machines although they do not have a sewing instructor nor can they afford to hire one.

There is no doubt that providing these commodities helped the Centers improve services to members. Yet, with the exception of the computers, the kindergarten furnishings, and the bakery machines, most of commodity support are rather modest and are not expected to have much real impact on the services of the centers. The bakery project experienced delays caused by difficulties in finding a building. That problem was solved when the community provided the building. Other technical problems still effect the bakery's proper operation.

## **II.5 Management**

Managing the project's activities in both **Taiz and Ibb** presented the project with one of its largest challenges. There are numerous factors that should be considered; these include the shortage of well qualified staff; the lack of a fully qualified full time program manager; staff turnover, especially the Ibb Project Officer, three so far; the heavy work load placed on the program staff; personality clashes both at SWAY and at the branches; and local expectations and wishes for more traditional centers' activities and provision of material and equipment.

SWAY management was less than **optimal**. Except for the training, all other activities including follow-up visits, documentation and office filing were not done in an efficient nor an effective manner. This was more noticeable when materials were requested for this assessment including lists of trainees, study tour reports and training reports. Some of the training reports did not include the names of the participants. In some cases, lists had to be extracted from the financial records for the per diem or letters to MPD for out of country training.

**Monitoring** project activity. The PO cannot visit or communicate with the centers directly, they have to inform the president of the branch. This impedes the ability of the Program Officer to move freely and when needed. This situation in Taiz is better as the PO has a good relationship with the branch president.

The role of the Program Officers was not clear, specific or sufficient. Their duties were not based on a scope of work until 1994, when they had the first detailed job description. Many of the recommendations they made from the field visits were not discussed. The Ibb Program Officer complained that none of the reports were even read.

The Taiz PO has a good personal relationship with the branch's president and with some of the centers, while the Ibb PO has not yet developed friendly relations with the Ibb branch/centers. The constant change in the leadership of the centers contributed to the problem of non-continuity of relationships.

**Travel time** between the office and the Centers is a major factor in

the effectiveness and time the program staff must work. All sites are a minimum of one hour travel time in each direction from the office. Some are up to two hours away. This coupled with the fact that the centers only function in the later afternoon means many long days and extra hours for program staff.

### **Management Information System**

The Management Information System (MIS) of SWAY started during the first year of the project. SWAY began setting up a computer MIS with the assistance of Yemeni consultants. SWAY utilized workshop participants (PA I) to collect information on the centers and their members, their characteristics, educational level, and participation in the centers' activities. The consultants then used the data gathered to create a database in the SWAY office computer. However, when SWAY staff began reviewing the data, they realized that MIS can not generate reports. Despite the different attempts at fixing the problem, MIS is still not functional.

Training was organized for SWAY Project staff and centers in word processing and data management. A special software program was created and utilized to produce a **poorly made YWAs directory**, both in Arabic and English, with very little information, on centers that joined the project in 1991. The data was then provided to the Taiz and Ibb branches.

Record keeping, the collection of data, and its use remains to be seen if they will be sustainable even with the continuous, necessary SWAY follow-up. Most of the centers use simple book-keeping to keep records of their membership, activities, finances, training sessions, and related activities. During site visits, I requested to see the centers' records and in some cases, the files were in the homes of the centers' presidents.

### **Coordination**

**Coordinating project activity with other groups, WID and other development groups** is a time consuming and often difficult task in all development projects. During the start-up meetings of the project, invitations were issued by USAID to centers, the Yemeni Women's Union, news agencies, the Dutch project, UN agencies in Yemen, government and health organizations to attend a meeting to introduce the project.

The actual **impact of the collaborative efforts** was difficult to assess. I met with the assistant of WID representative at the Netherlands Embassy who told me that the Dutch have temporarily suspended assistance to the women's centers since 1992. It is not known yet when and if the Dutch assistance will resume.

There is a need for more coordination to maximize the use of scarce

resources, and enhance the benefits to the Yemeni women. Although the project was to coordinate activities with other donor agencies, this was not done effectively. For example, a Women in Development project that was funded by UNFPA produced a directory of Yemeni Professional Women and produced a booklet containing training material and the results of the survey of Legal Rights of Women in AlSharia. The booklets are available at the UNFPA office in Sana'a and at MISA. Both booklets and especially, the one on the Legal Rights can be used to increase the women's awareness.

There were also two successful women income generating projects in the country, one supported by UNDP in the old city, the Women Handicrafts Center, where Yemeni handicrafts were made. The other project was supported by the Dutch in Rada, promoting Yemeni handicrafts using locally available materials and focussing on individual women as beneficiaries. These projects can be visited by the women in the centers to learn from successful projects in Yemen.

## II.6 Other Activities

### Indicators

- o 17 centers were given equipment and support.
- o Membership of the functioning Centers is estimated at 2100.
- o 2 branches received specific skill training, computer training for Taiz and Kindergarten for Ibb.

A major factor in making the training effective and institutionalized, is implementing practical income generating activities with the centers officers/trainees soon after PA I - III and the marketing workshops. However, this was not done and most of the knowledge and skills learned have been forgotten.

SWAY conducted training/institutional development before funding the activities. Therefore, follow-up was essential to reinforce the theoretical ideas and approaches presented. However, since the follow-up was weak and funding the income generating activities took a long time (only 7 were funded in six centers), the results have not been encouraging.

The branch/centers do not think of training as development, although they participated in all the training activities. Presently, they are asking for the resources to turn the learned theory of training into concrete activities.

In summary, major activities took place with noticeable results during the project's life. On the other hand, a major portion of the project's planned and approved income generating activities could not be implemented.

## **Site Visits**

14 centers and the Ibb branch were visited by the consultant. Centers not visited due to local problems included: Dhu Sufal, Dhubhan, and Maoya. Dhubhan and Maoya are closed and Dhu Sufal has moved its location three times. Turba was visited but was closed and the literacy trainees were outside holding a class under a tree. Mokha center was visited, however, the center was closed for more over six months due to a complete change of staff. Adeem just started with the project in October 1994 and was not officially enrolled. The consultant recommends that the project drops these centers and concentrate on the functioning ones.

Group one, the old centers, includes seven Taiz centers and two Ibb centers. These are:

### **Taiz Centers**

**Rahida**, established in 1985, serves 70 women and collects 50 Yemeni Rials (YR) for services.

**Qabaita**, established in 1989, serves 140 women and charges 100 YR for services.

**Turba**, established in 1991, serves 300 women and charges 50 YR for services. The center uses an elementary school and is presently closed due to personal conflicts between the center leader and the school principal. However, at least 40 trainees still go to the center and have their literacy training under a tree in front of the building;

**Mokha**, established in 1991, serves 40 women, charges 50 YR for services. However due to the complete change in the administration, the center was closed for over six months. Presently, it is open and conducts literacy activities only. Previously, the community paid the center's rent, however, because the center closed for over six months, the community now refuses to pay the rent.

**Qarisha**, established in 1986, serves 400 women and collects 100YR for services. This center is part of the Southern Highlands Agriculture Project.

**Azaez**, established in 1990, serves 110 women and charges 260 YR for services. This center is part of the Southern Highlands Agriculture Project.

**Akahila**, established in 1985, serves 120 women and charges 60 YR for services. The center does not provide any literacy training due to the lack of real progress in

literacy of the women who participated in past training and the lack of properly trained NFE trainers. This center is part of the Southern Highlands Agriculture Project.

The leaders/presidents of the centers that are part of the Southern Highlands Project (Qarisha, Azaez, Akahila) are all employed by the Ministry of Agriculture and provide agriculture extension, health and nutrition seminars, distribute trees, and conduct home and field visits. They also get a monthly schedule from the project with all the activities they are to perform during that month. They meet on a monthly basis in Taiz to discuss the project's activities.

#### **Ibb Centers**

**Ibb Branch**, established in 1986, serves 200 women and charges 200 YR for services.

**Jiblah**, established in 1989, serves 200 women and charges 200 YR for services. The center has been evicted twice from their rented facilities because they can not afford the rent.

Group two, the new centers, includes four Taiz centers and five Ibb centers. These are:

#### **Taiz centers**

**Saber** is presently closed due to the high agriculture work load the women have this time of year.

**Maoya** is presently closed due to political and personal conflicts among the administration members.

**Sharjeb** is split into two centers now, one is closed and the other just started in October of 1994. It serves 60 women and charges 100 YR for services.

**Dhubhan** is permanently closed due to a fight between the executive committee members.

#### **Ibb Centers**

**Qaeda** serves 60 women and charges 150 YR for services. Moved into their center in 1993.

**Dhu sufal** has relocated twice due to problems with the Sheikh of the area and now has problems with MISA in Ibb and the Ibb branch.

**Yareem** serves 470 women and charges 200 YR for services.

Although this center is considered part of the project since 1992, no project activities with the center were conducted prior to the opening of the center in October of 1994. There is also another center in Yareem that serves 500 women which belongs to another political party and is viewed as a competing center.

**Baadan** serves 66 women and charges 200 YR for services. The center has good sewing and knitting trainers; however it does not have the necessary funds to buy raw material. Therefore, the women bring their own material and sell their products.

**Alnajed** serves 50 women and charges 200 YR for services.

### **Centers' Activities**

Almost all centers agreed that combatting literacy was a priority activity, followed by income generating activities including the traditional ones like sewing, knitting, embroidery and basket making. Yet none of the centers mentioned local products that traditionally were made by women using locally available raw material such as straw baskets, traditional embroidery of clothing, and weaving. The basket making, presently, is dependent on imported plastic. Knitting is not used for making clothing, as was in the past. It is now used for making table cloths and covers for tissue boxes and for other decorative non essential household items! The project has not been constructive in directing the centers into looking at locally available materials for making products.

### **Memberships**

Membership as we know it does not exist. The centers have no members, however, the trainees are considered members. The centers provide only the traditional activities, mentioned above, to attract members (trainees). They charge modest fees for their services because they consider themselves, social welfare organizations.

### **Products**

Most centers' products are poor and can not compete with the market products. For illustration, most centers make scarves with beads. The finished product is sold in the market for 180 YR, yet the cost for the center to purchase the raw material is 100 YR for the scarf and 80 YR for the beads. Another product that is seen in many of the centers is wool table cloths. Few people in Yemen use table cloths and if used cotton ones are more practical and economical. Yet all the centers continue producing these luxurious and expensive table cloths using imported wool.

One striking finding, is the inability of the centers to link the cost of the items to the sales price. The pricing is not related to the cost nor the labor. They underprice their products to encourage the people to buy them at their yearly sale. Yet a lot of their products remain unsold. According to the Ibb branch, which is one of the most successful ones, only 10-20% of their products are sold, while the rest is stored.

In Al-Najed and Yareem, as in many other centers, the finished products were being kept until the yearly exhibit and when asked about the prices of the items, they did not know. Storing a whole year of products is not economical, as the cash flow becomes very scarce at the end of the year and it also does not help the women understand that they need to improve their products so they can be sold.

#### **Variables in a successful center**

Of the centers the consultant visited some are taking a more active approach to implementing what they have learned than others. **Two of the variables are leadership and experience.** Those leaders with more dynamic personalities, and experience outside the traditional women's role appeared to be those that are forging ahead.

From the observation made during the field visits, the following are the core characteristics of a successful center:

Stability, i.e., the center has a place where they do not have to worry about being evicted or closed down by others.

Community involvement and support in establishing the center and in helping the centers solve their problems.

Well trained trainers in the major activities that the center conducts.

Good relations among the staff of the center.

Support from the branch. The Taiz branch supported Qabaita center by providing the necessary funds to start the bakery operation.

Employment of centers' leaders which leads to motivated leaders who take initiative.

#### **11.7 Sustainability**

Sustainability is an **important issue for project replication.** WE expectations were to establish self sustaining NGOs that could develop priority plans. They also expected to have the centers

become independent financially by charging for the services they provide. However, WE did not conduct any activities to improve the activities conducted by the centers such as literacy, sewing and handicrafts because it was expected that the Dutch, who invested heavily in those activities, will provide them. As mentioned earlier, SWAY did not have the resources and therefore, did not identify these activities as critical priorities for SWAY assistance. The Dutch, however, pulled out of Taiz in 1992.

Acquiring the training methods and being able to use them to train others requires training of trainers. By design, the **TOT is a major component of the institutional development and sustainability** of SWAY's activities. Training others to carry on the training activities is a major method of immediate and long-term replication. The results of the last TOT, which reviewed the principles learned in the first two TOTs, remains to be seen.

The direct beneficiaries of SWAY's efforts were supposed to have been the women managers of the centers who participated in the training, since SWAY seeks to increase the capacity of the centers to carry on and improve their activities as a long term institutional development approach. Unfortunately, many of these women have left the centers and therefore, these individual women became the direct beneficiaries. This made it less likely that SWAY would have a long-term, sustainable impact.

Each of the nine training activities conducted included a TOT, for SWAY staff. The Program Officers participated in the training workshops as trainers, after going through a short training of trainers (TOT). Although this method was important for the Program Officers, since they were the ones to follow-up on the training; it did not give the officers the necessary time to fully comprehend the material before delivering it to the centers' trainees. The training for the centers' staff was conducted immediately after Program Officers themselves received the TOT.

The **benefits** to the training participants **are personal, and organizational**. Evaluations of the training were done by holding discussions with the SWAY staff, visiting the centers and observing the training participants work, and by interviewing over 40 of the participants. It is concluded that the benefits may have been personal; although, the training skills learned have not been demonstrated at the organizational level, in the daily work of the centers.

The centers provide free services or collect minimal fees ranging from 50 - 200 YR per training cycle of six months for their training activities. They also distribute free food, which they get from MISA, and the women pay the cost of transportation to the center. In addition, the centers have no other resources nor do they have members from whom they may collect membership dues. Finally, they sell their products at reduced prices. For example,

in Azaez, the women bought raw material costing 3700 YR and sold their final product for a total of 1500 YR. The feeling in all centers is that they sell their products to the needy. Therefore, the centers will not be able to sustain themselves as independent NGOs in the foreseeable future.

### **Community involvement**

The project started working with seven centers in Taiz and the Ibb branch; presently, it serves, 11 centers in Taiz and 6 in Ibb. Although the Local Councils for Community Development (LCCD) budget has two percent allocated for women activities, none of the women in the centers knew this. Few local councils, like the one in Mokha and Qabaita, are supporting the centers. In other places the local councils were not approached or contacted to help the centers and in some cases the LCCDs refused to help like in Jibla.

The community needs to be more involved and to understand that the centers are important to the overall development of the community. One of the women in a center explained that the men in the community are making jokes about the center and that they predict its failure. Therefore, getting the community involved and interested in the success of these centers is very important and the LCCD should be part of the centers and should not be excluded or treated as outsiders.

As men are the decision makers in the household, in particular, and the community in general, they should be treated as partners to ensure the sustainability of these centers either through providing support to the centers or through encouraging the women in their households to be active members in the centers. For example, in Qabaita, the place for the center was provided by LCCD, while the bakery building was provided by the community, proving that the community can and will support women activities.

### **Centralization**

The centralization experience in Yemen has proved to be unsuccessful. This was illustrated by LCCD. LCCDs were formed by the communities to meet their needs. People contributed money, labor, material, etc. to start local projects such as water, electricity, schools, hospitals, roads, agriculture and any project the community saw important. These councils were very successful in meeting each community needs and became an important part of the community development.

The World Bank, hoping to capitalize on the success of these councils, decided to build a centralized structure for these councils so as to help the poor communities who could not raise the funds themselves. Unfortunately, this move destroyed the constructive merit of the local councils as centralization proved to be very cumbersome. As the population was contributing to local

development projects, the funds went to Sana'a, so that they will be distributed equitably to all communities.

Due to the bad bureaucratic system in Yemen, these communities needed to hire a full time staff to go to Sana'a and get their budget which took months. Once the budget was released, it went to the new members of the council who may not necessarily be the most trustworthy. The community did not see their contributions being used wisely, so stopped giving. Presently, it is the Government's responsibility to allocate the funds to these communities, yet there is no follow up or accountability of how these funds are being used.

Centralizing the Yemeni Women Union has created management and sustainability problems. The branches treat or perceive the centers as subordinate and not as independent entities. This situation gives the branch leaders the power to make decisions for the centers. The branches also receive monthly budgets of 15,000 Yemeni Rials, some of which is to be distributed to the centers, yet most of the centers do not receive any money from the branches.

The centers, if they get any support from the branch, are haphazard and non systematic. Furthermore, when the centers request assistance from the branches, it is given as a donation. The center in Qaeda requested samples of the knitting and baskets to be used as examples for their participants. It took a long time to get them and once they got them it was perceived as a favor to the centers president. The same kind of relationship exists with the centers in Jibla and Alnajed Alahmer. Jibla needed money to pay the rent for the center, and the branch lent them 4,000 YR. In Alnajed Alahmer, the literacy teacher does not know whether to test the students herself, correct the exam, or wait for the exam to be sent to her from the branch and then send it back for correction.

The Ibb branch was included with six other centers in the governorate. Although this arrangement was to facilitate the project's activities in the centers, still visits to the centers or any other activities had to be approved by the Ibb branch. The branch exercised an authoritative power over the centers and made the decisions for them, not allowing any independence. For example, the Taiz centers decided for themselves the amount they would charge for the services, while the Ibb centers all charged the same amount 200 YR, which was set by the branch. As a result of this type of relationships between the centers and the Ibb branch, the specific needs of the centers were not met and only those approved by the branch were met.

The relationships between the branches and the centers depend on the personal relationships established between the branch leader and the centers leaders. An active center may not be supported and may even be hindered by the branch if the two leaders are not on good terms with each other. Therefore, proving again that

centralization hinders the successful implementation of activities in Yemen.

### **III. Lessons Learned**

Most development projects in Yemen set unrealistic objectives, resulting in a high failure rate. This project falls into that category, where according to a MPD official, the highly ambitious objectives means higher budget for the project; therefore, projects set those objectives for budgetary reasons. This accompanied by the low success rate of development projects in general, make the failures in this project as well as in all development projects expected.

Never-the-less the project should do everything possible to **enhance the projects' chances of success**. The SWAY project is taking greater care to ensure that the remaining activities are well executed. These include, the hiring of a new project director, and preparing a form and a schedule for follow-up visits of the last TOT.

#### **III.1 Challenges of Working with the centers**

Working with non-governmental organizations (NGOs), such as the Yemeni Women's Associations, presents many challenges.

The challenges are numerous.

- o Various agencies associated with the project want to be more involved in decision making and monitoring: the Ministry of Planning and Development, and the General Union of Yemeni Women, among others. This is despite the fact that the counterpart agency is the Ministry of Insurance and Social Affairs, who also claims to have been put aside.
- o During this period of transition from independent centers to a national unified Union of Yemeni Women with various branches, the lines of communication between the headquarters in Sanaa and the branches are not clear. This posed some problems for the SWAY project.
- o The new centralized structure of the Union makes it difficult to work directly with the centers and thrust in the issue of personalities, since the relationships between the different groups of the hierarchy depend on personal relationships between the leaders.
- o High staff turn-over, both within SWAY and in the centers.
- o Lack of community involvement in some centers.

### **III.2 Developing the management, financial, planning and implementation capabilities of the SWAY Staff.**

The project provided training to its own staff to provide them with targeted TOT, as well as on-the-job training. The project coordinator, four Program Officers, financial officer, and secretary, all received on-the-job training in office management, training of trainers, and monitoring and evaluation. All except two Program Officers have left. Only the Taiz Program Officer is with the project since it started. Ongoing staff training includes computer training and staff TOT prior to every new TOT workshop. The secretary is presently taking English language classes.

### **III.3 Strengths and Weaknesses of the SWAY Project**

The SWAY Project is the only organization providing management training and institution building for Yemeni women. Its training provides a foundation upon which further training and development of the skills and resources of Yemeni women can be built.

The SWAY project design contains only minimal funds available for commodities and they are used primarily to support the projects primary activity, building the capacities of the centers, to support and deliver services to its members. The SWAY project targeted the centers as the direct beneficiaries, on whom sustainability depends. However, because of the high turn-over of the centers' trained staff, individual women, who cannot sustain a project, inadvertently became the direct beneficiaries.

The project was to strengthen the institutional development of the centers. However, there is little to show for it, except for the annual workplans. Some of the centers were established because of the project offered resources, without local initiative or support. Although this is a positive contribution of the project, on the other hand such centers may lack the commitment of local initiative and therefore will not be sustainable.

Despite the problems, the women of the centers learned valuable lessons in making decisions, conducting feasibility studies, and planning activities. SWAY does not have the resources to directly improve the training in sewing, handicrafts, and literacy. Initially, the Dutch were to support those activities, however, since the Dutch pulled out in 1992, this remains to be done.

SWAY's training of the centers participants as trainers (TOT) was done to ensure project replication. The third of four TOTs was carried out in January 1995 and was a repeat of TOTs one and two. However, even after all are conducted, it is difficult to forecast that centers staff will be able to provide technical assistance to other centers.

**"How to" training packages** were developed for Planning Activities I - III, The Business Package and Faidika. These four training packages are major outcomes of SWAY activities. Although, it was expected that they will be used in project replication, it is difficult to see that happen because the centers' staff have not demonstrated the ability to use the skills learned. These packages were disseminated to the centers.

The project by design and contract specifically excluded the Taiz branch because the Dutch were supporting it. However, the project needed the branch to facilitate its activities and depended on the branch's president for the success of the activities in the Taiz centers. This exclusion contributed to the lack of trust that was prevailing between the branch/centers and the project.

The Taiz branch made a specific request for assistance with computer training. A business planning activity was carried out by the SWAY staff with the Taiz branch to develop a plan for computer training. The computer equipment was purchased, installed and training conducted by IBM for six key people of the Taiz branch. This was the only direct impact, the project had in upgrading existing training. **Involvement of the Taiz branch** was wise because of the location of the SWAY office in Taiz and the support SWAY needs and will continue to need from the Taiz branch and its President.

SWAY addressed the issue of improving the quality and marketability of the products by including the issue of marketability in the business skills presented in the training workshops.

**Strengths:**

- o Ability to mobilize local resources as was done in Qabaita;
- o Ability to mobilize community support mainly evidenced by the **Taiz Advisory Group**, consisting of men and women who provide support to the project.
- o **Ability to identify the critical issues** (institutional development and sustainability) from among 13 tasks of unequal importance and focus on those priorities in using its limited human and financial resources.
- o **Ability to complete its priority training activities on schedule.**
- o **A participatory learning approach** which includes those who have previously been excluded from most learning opportunities and provides them with practical new skills.
- o **Ability to mobilize rural Yemeni women to establish**

centers.

- o Ability to break the tradition of isolating women and their movement constraints.
- o Exposing rural Yemeni women to other women groups and activities.

### **Weaknesses**

Major problems the project had included, poor management, overly ambitious objectives and personnel problems.

- o Difficulties in getting members of the advisory committee in Taiz to attend the meetings; at the same time, some advisory committee members claim that the SWAY project is not making full use of their resources.
- o Inability to utilize the advisory group in Sana'a effectively, the group has not had a meeting for over a year.
- o Failure to carry out the income generating part of the project successfully.
- o Trying to do too much with its limited human resources.
- o Project ambiguous design which made it possible to do many things, but did not provide the framework or organization from which to correlate and prioritize interrelated and overlapping objectives, tasks and activities.
- o Relying on the Taiz Branch for much support but being excluded from officially providing them assistance.

The **key problems** for development activities involving women centers

- o Centralization of the Women Union's coupled with lack of resources to provide adequate supervision.
- o Turnover of the trained staff, the benefits go to the individual rather than the institution.
- o Lack of community involvement in the centers.
- o Lack of proper skills for the center's trainers resulting in final poor quality products.
- o Perception by those who work in the centers that they operate social welfare centers, in addition to limited financial and human resources making it difficult for the

centers to make profit and become financially independent.

- o Lack of marketing skills, as most centers sell their products at a loss and making luxury products that do not have a market.

#### **IV. Conclusions and Recommendations**

The SWAY project has made some progress in meeting its stated objective of supporting and enhancing the institutional capabilities of the Yemeni Women's Associations. It has set the ground work and built a foundation upon which further progress may be made. It has done this mainly through management training of a cadre of Yemeni women leaders of the centers, and assisted them with technical assistance and logistical support for managing their associations. It has built upon and helped expand and strengthen an existing network of women's centers, increased their effectiveness in mobilizing community support and undertaking new projects to benefit the centers and their membership. So far, SWAY has stayed within its original mandate of focusing on the rural areas of Taiz and Ibb. However, as the needs of rural women are many and the income generating part of the SWAY was not successful, future projects should address the issues raised by the women and build upon the lessons learned from this project.

The training needs of Yemeni women are extensive, and available resources (human and financial) to satisfy them are limited. The Yemeni Women's Branches/Centers have played, and will continue to play a major role in providing education and skills training to Yemeni women, especially in the rural areas. Future projects should provide relevant training and related services to these branches/centers to enhance their effectiveness in meeting the needs of Yemeni women.

The SWAY Project has been more effective in some locales and with some groups of women than others because of differences in leadership, personal experience, culture, and education. It has managed to overcome some problems, attempted to stay out of local community conflicts, and did not duplicate the efforts of other donors.

The following recommendations are designed to increase its effectiveness and impact on the Yemeni women's associations and their membership.

##### **IV.1 Institutional Development and Training**

1. SWAY should continue its strategy of developing the core centers' members skills and abilities to manage their

organizations, and providing financial and material inputs which serve to reinforce and build on the previous learning experience.

2. **Ensure close coordination between the TOT activities and the follow-up.** This is to maximize benefits available from combining the two components. Linking these two components will increase their benefit.
3. **The direct beneficiaries of the SWAY project should continue to be the centers and their core members** as a strategy to maximize the potential for sustainability and demonstrate replicability.
4. **The participatory and TOT training approaches used in this project with proper and timely follow-up could be central components of the project's successes.**
5. Utilize appropriate Yemeni training expertise whenever possible.
6. Since the project is coming to an end, it is important to conduct a **refresher training course in the PAs**, after surveying the resources of each center. That should help the centers make realistic plans that can be carried out with the centers available resources. The training should analyze some of the submitted proposals showing examples of good and weak proposals.
7. Conduct proper and timely follow-up for the last TOT, because follow-up is a key factor in ensuring the implementation of the new topics learned.

#### **IV.2 Income generating activities**

The communities have shown high demand for the bakery and for the desk-top publishing services. A large number of people travel long distances by foot and wait their turn to get bread. As for the desk top publishing services, this was demonstrated by the large number of trainees who signed for the course when it was advertised for. Therefore, the potential for success of these two projects is good. When the project is closed and long gone, these two income generating activities in addition to the Ibb kindergarten will be the successful marks that the project left in the Ibb and Taiz Governorate.

1. The project should conduct a feasibility study for **supporting the Taiz branch** computer up-grading, given the already invested amount, close support and cooperation the Taiz branch provides SWAY and the need to provide assistance to urban women.

2. Feasibility study for the bakery **should be conducted by a local professional** to assess its financial soundness. This should be done prior to final approval and funding to enhance project success and sustainability.

#### **IV.3 Improving the Centers' Services**

1. Respond to the requests of the centers participants for targeted skill training workshops indirectly through networking with other donor groups.
2. The trainees should also get a list of other donor agencies who may be interested in funding small scale projects.

#### **IV.4 Management and Staffing**

1. **Training has been and should continue to be a primary activity of SWAY.** All program staff have been through the TOT process and presently share the training responsibilities. Distribute the **work load** equally between the Program Officers.
2. Since the project is ending resulting in having to conduct many activities in a short time, **hire a Program Manager** to assist the project manager and help the Program Officers in conducting their activities.
3. Support and follow-up with the centers after the last TOTs. This is crucial and time consuming. There should be a **maximum of seven centers assigned to a Project Officer** given the distances between the centers and the office.
4. The management of the centers support and follow up is crucial. Guidelines, goals, approaches, techniques, and tools should be developed to insure the same standards and activities of follow-up are uniformly used.
5. SWAY should continue a systematic approach to networking and coordinating with other development groups, MISA, MPD, and the central Women's Union in Sana'a.

#### **Long Term Recommendation:**

As the project is ending future projects should focus on:

- o strengthening the Yemeni women's branches/centers as independent, sustainable non-governmental organizations that provide quality services to their women members, and

- o increasing economic opportunities for women, by enhancing productivity and income for both the associations and their women members.
- o Future projects should continue to focus and concentrate its **primary activities at the local centers level.**
- o Given the poor quality of the literacy training and of the products the centers make, future projects should include training of trainers in the centers present activities.
- o Survey other traditional products the women can produce using local trainers and locally available materials.

## Annex 1

**Table 1**  
**Center Participation in Training Workshops**

	PA1	PA2	PA3	TOT1	TOT2	TOT3	VOL	MRK	CST	ATT %
TAIZ	Y	Y	Y	Y	Y	Y	N	Y	Y	89%
Rahida	Y	Y	Y	Y	Y	Y	Y	Y	Y	100%
Qarisha	N	Y	Y	Y	Y	Y	Y	Y	Y	89%
Akahila	Y	Y	Y	Y	Y	Y	Y	Y	Y	100%
Qabaita	Y	Y	Y	Y	Y	Y	N	Y	Y	89%
Turba	N	N	Y	N	N	N	Y	N	N	22%
Azaez	Y	Y	Y	Y	Y	Y	Y	Y	Y	100%
Mokha	Y	Y	Y	N	Y	N	Y	Y	Y	77%
Saber	Y	Y	Y	N	N	Y	Y	N	Y	66%
Maowya	Y	Y	Y	N	N	N	Y	N	Y	55%
Sharjeb	Y	Y	Y	N	N	Y	Y	N	Y	66%
Dhuban	Y	Y	Y	N	N	N	Y	N	N	55%
Adeem	N	N	N	N	N	Y	N	N	N	11% (4)
IBB PR										
Ibb	Y	Y	Y	Y	Y	Y	Y	Y	Y	100%
Qaeda	Y	Y	Y	N	N	N	Y	N	Y	55%
Dhsufal	Y	Y	Y	N	N	N	Y	N	Y	55%
Yareem	N	N	N	N	N	Y	N	N	N	11% (4)
Badaan	Y	Y	Y	N	N	Y	Y	N	Y	66%
Najed	Y	Y	Y	N	N	Y	Y	N	Y	66%
Jibla	Y	Y	Y	N	N	N	Y	N	N	55%

Total Att %	79%	84%	89%	31% (1)	37% (1)	63%	79%	37% (2)	68%	63% - 72% (3)
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Y - Yes, center participants attended  
 N - No, center had no participants  
 VOL - Volunteer workshops  
 MRK - Marketing workshop  
 CST - Women's Union Constitution Workshop  
 ATT - Attendance

1. Only specific individuals from Group 1 centers were invited to participate in TOT I and II.
2. The marketing workshop was only held once before Group 2 centers joined SWAY. It was planned to repeat it before the civil war interrupted activities. However after the civil war it was decided to conclude all activities.
3. 63% including all workshops; 72% if TOT I, II and Marketing workshops are excluded.
4. These centers only participated in 1 workshop given the fact they joined SWAY recently.

**Annex 1**

**Table 2**  
**Group 1 - Original Centers**  
**Participant Attendance at Planning Activities (PA) Workshops**  
**September 1991 - March 1992**

Center	PA I	PA II	PA III	Att All (1)	% Att All (2)	No. Remain (3)	% Remain (4)
Ibb	8	7	8	7	87%	7	87%
Azaez	6	7	5	4	57%	2	28%
Qabaita	6	6	4	3	50%	3	50%
Akahila	3	3	3	2	66%	1	33%
Mokha	7	4	6	4	57%	0	0%
Rahida	5	5	5	4	80%	3	60%
Qarisha	0	1	5	0	0%	1	20 %
Turba	0	0	3	0	0%	0	0 %
Jibla (5)	0	1	0	0	0%	1	100%
Sanaa *	0*	1*	0*	0*	NA	1*	100%*
Total	35	35	39	24	62%	19	54%

Notes

1. Number of participants who attended the whole series of three workshops.
2. Percentage of participants who attended all three workshops
3. Number of participants who attended any of the workshops and remain with the center as of January 1995.
4. Percentage of participants who attended any of the workshops and remain with the center as of January 1995.
5. Jibla attended the second PA series held in Ibb in 1992 - See Table 3.

\* Sanaa is not a center. A representative from the Ministry of Insurance and Social Affairs participated

**Annex 1**

**Table 3**  
**Group 2 - New Centers**  
**Participant Attendance at Planning Activities (PA) Workshops**  
**June 1992 - September 1992**

Center	PA I	PA II	PA III	Att All (1)	% Att All (2)	No. Remain (3)	% Remain (4)
Ibb (5)	3	3	3	3	100%	3	100%
Shargeb	7	5	5	3	42%	1	28%
Dhuban	4	4	4	4	100%	0	0
Saber	6	5	5	4	66%	1	20%
Jibla	5	5	5	5	100%	5	100%
Al Najed	2	2	2	1	50%	1	50%
Al Qaeda	1	5	5	1	20%	0	0
Badaan	4	5	5	4	80%	0	0
Maowya	3	2	4	3	75%	0	0
Dhusufal	4	5	5	4	80%	0	0
<b>Total</b>	<b>39</b>	<b>41</b>	<b>43</b>	<b>32</b>	<b>75%</b>	<b>11</b>	<b>26%</b>

1. Number of participants who attended the whole series of three workshops.
2. Percentage of participants who attended all three workshops
3. Number of participants who attended any of the workshops and remain with the center as of January 1995.
4. Percentage of participants who attended any of the workshops and remain with the center as of January 1995.
5. Ibb attended both the First and Second series of PA workshops

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**Annex 1**

**Table 4**  
**Participant Attendance at Training of Trainer (TOT) Workshops**  
**September 1993, February 1994, January 1995**

Center	TOT I	TOT II	TOT III	Att All (1)	% Att All (2)	No. Remain (3)	% Remain (4)
Ibb	4	3	4	2	50%	4	100%
Azaez	2	2	3	2	66%	3	100%
Qabaita	3	3	3	3	100%	3	100%
Akahila	2	1	2	1	50%	2	100%
Mokha	0	2	0	0	0%	0	0%
Rahida	1	1	2	0	0%	2	100%
Qarisha	2	2	2	1	50%	1	50%
Taiz (6)	1	0	1	0	0%	1	100%
Turba *	0	0	2	0	0%	2	100%
Saber *	0	0	2	0	0%	2	100%
Shargeb *	0	0	2	0	0%	2	100%
Adeem *	0	0	2	0	0%	2	100%
Yareem *	0	0	3	0	0%	3	100%
Badaan *	0	0	2	0	0%	2	100%
Al Najed*	0	0	1	0	0%	1	100%
Total	15	14	31	9	60% 29% (5)	30	

1. Number of participants who attended the TOT series of three workshops, to date.
2. Percentage of participants who attended all three workshops
3. Number of participants who attended any of the workshops and remain with the center as of January 1995.
4. Percentage of participants who attended any of the workshops and remain with the center as of January 1995.
5. 60% of the original participants and 29% of the expanded participant group.
6. Though the Taiz Branch was not included in the training activities a representative attended these session.

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\*Those centers noted by \* were not included in TOT I or II based on 1993 conditions and strategies in which the initial TOT concept was based on choosing a core group of trainers from the best potential trainers from only Group I centers. This core group would then assist other centers with their training needs. This strategy was revised in 1994, when it was decided that it was important for each center to have a training resource person to implement adult, non-formal training approaches for the centers on-going training activities.

Annex 1

**Table 5**  
**Center Characteristics and Status**

	Name	Established	Joined SWAY	Own/Rent	Electricity	Current Status
1	Taiz	1965	1991	own	yes	open
2	Rahida	1985	1991	rent	no	open
3	Qarisha	1986	1991	own	no	open
4	Kahila	1985	1991	own	no	open
5	Qabaita	1989	1991	school	no	open
6	Turba	1991	1992	school	no	locked
7	Azaez	1990	1991	own	no	open
8	Mokha	1991	1991	rent	yes	recently reopened
9	Saber	1992	1992	in home	no	seasonal
10*	Sharjeb	1992	1992	in home	no	1 open/1 closed
11*	Dhubhan	1992	1992	-	-	closed
12*	Moawya	1992	1992	rent	-	closed
13*	Adeem	1992	1994	rent	-	open
14	Ibb	1986	1991	rent	yes	open
15	Qaeda	1992	1992	rent	yes	open
16	Yareem	1992	1992	rent	yes	open
17	Badaan	1992	1992	rent	yes	open
18	Najed	1992	1992	rent	yes	open
19	Jibla	1989	1991	rent	yes	open
20*	Dhusufal	1992	1992	rent	-	closed

10. The Sharjeb center split into two groups. One is open and one is closed.  
 11. Dhubhan was closed and not visited.  
 12. Moawya was closed and not visited.  
 13. Adeem was not visited.  
 20. Dhusufal was not visited.

**Table 6**  
**Commodities Provided to Taiz Branch in 1992**

<b>Item Description</b>
IBM Computer (hard disk) 55NYD46
Computer monitor 55_KM585
Keyboard 55_0080839L
IBM Computer (hard disk) 55NYD30
Computer monitor 55EW671
Keyboard 55-9509031
IBM Computer (hard disk) 55-NYD75
Computer monitor 55-KV829
Keyboard 55-4609621
IBM Computer (hard disk) 55NYF42
Computer monitor 55EW666
Keyboard 55-080827L
IBM Computer (hard disk) 55-NPE10
Computer monitor 55-LR125
Keyboard 55-0080840L
IBM Computer (hard disk) 55-NYF07
Computer monitor 55-DW668
Keyboard 55-0080824L
IBM Printer 11-87284
IBM Printer 11-87652
<b>Total cost was approximately \$ 10,000</b>

Annex 1

**Table 7**  
**Commodities Provided to the Ibb Branch**  
**Quantity and Total cost**

Item Description	Quantity
Office Chair	4
Office Chair	3
Office Deck	2
Filing cabinet drawer *	1
Wooden desk sets	17
Blackboard	3
Steel storage cabinet *	1
20" T.V. Panasonic SN 2361095*	1
14" T.V Panasonic SN ma 3141100*	1
21" T.V. Sony SN 1133256	1
Video Sony Multisystem SN 0031072	1
Sony Tape recorder sfs 2 -los	3
Camera	1
School desk	3
Chair for children	68
Chair for children	71
Book shelves	2
Office desk	1
Atari for children computer *	3
Atari for children computer *	2
Kitchen cupboard	1
Small table for children *	17
Kalvinator refrigerator	1
Hot plate	1
Gas bottle	1

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<b>Item Description</b>	<b>QTY</b>
Pressure cooker *	1
Juicer	1
Rectangular wooden table	10
Rectangular wooden table for children	13
Plastic chair for children	34
Wall cabinet	1
Wall cabinet	1
Vacuum cleaner Toshiba	1
Slide	2
Swings	1
Swings small *	3
Round table chair for children **	1
Carpet	
Office desk	1
Xerox copy machine *	1
Filing shelves	1
Organ	1
Stabilizer for organ	1
<b>TOTAL Cost of Purchase</b>	<b>\$ 23,859</b>

\* delivered in 1994

\*\* delivered in 1993

Note: The SWAY Team Leader visited the Ibb Kindergarten on 29 January 1995 and found the desk and chairs delivered to the Jibla Center were now located in the primary school which is housed in the same location as the kindergarten (see Jibla spreadsheet). The staff stated that the Jibla Center moved to a smaller building which did not have sufficient space for the furniture.

A Toyota Hylux was given to the Ibb Branch by USAID but is not included in the inventory as it did not come out of the SWAY budget.

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**Table 8**  
**Commodities Provided to Qabaita Center**  
**in 1992 and Total cost**

<b>Items Description</b>	<b>Quantity</b>
Electric bread kneading machine	1
Generator	1
Baking pans for bread	10
Stick for pulling pans out of oven	2
Large kneading dish	1
Small baking pans for bread	480
Water and diesel tanks	4
Diesel pump	2
Scale	1
Large stove lighter	2
Alternator	1
Kneading table	1
Wooden stick (pull bread out)	2
Bread box	1
Table for displaying bread	1
Electrical materials	
Fuses*	
<b>TOTAL cost pf purchase</b>	<b>\$ 10,595.92</b>

\* Delivered in 1993

Other costs for oven project:

Cost of subcontractor to build oven	\$5400
Fixing the floor	\$ 400
First practice of bread making	\$ 98
Second practice of bread making	\$ 388
Cost of changing dynarno from 2 Amp.	\$ 400

## Annex 1

**Table 9**  
**Commodities Provided in 1992 by Center**  
**and Total Cost**

Item Description	Qarisha	Akahila	Jibla**	Turba	Azaez
Wooden office chair	4	-	3	-	3
Office desk	1	-	1	-	1
Desk sets	17	-	17	-	15
Table for dress cutting	-	-	-	-	1
Lion brand sewing machine	-	-	2	2	1
Zig zag sewing machine	-	-	1	-	1
Lion brand sewing machine*	-	-	-	4	4
Clothes closet*	-	-	-	-	1
4 Drawer filing cabinet*	-	1	1	1	1
Wooden benches*	-	20	20	25	-
5 Drawer office desk*	-	1	-	-	-
Blackboard	-	-	1	-	-
Iron*	-	-	1	-	-
Pair of Scissors*	-	-	1	1	-
Office chair with two arms*	-	5	6	4	7
Gas stove	-	-	-	1	-
Kitchen cabinet	-	-	-	1	-
Pressure cooker	-	-	-	1	-
Plastic table	-	-	-	4	-
Gas bottle	-	-	-	2	-
Plastic chairs	-	-	-	8	-
Refrigerator	-	-	-	1	-
Thermos	-	-	-	2	-
Kettle	-	-	-	1	-

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Juicer	-	-	-	1	-
<b>TOTAL Purchasing Cost</b>	<b>\$ 1179</b>	<b>\$ 962</b>	<b>\$ 2869</b>	<b>\$4792***</b>	<b>\$ 2443</b>

\*\* Seventeen desk sets were missing from Jibla, as they were moved to Ibb by the Ibb Branch President

\* Deliverd in 1994

\*\*\* Total purchase prices for missing items - \$ 1928.28

Turba Center was also given 15,000 YR for start up expenses.

Dishes, glasses and spoons were also delivered in 1992

**Annex 2**

**World Education  
SWAY Institutional Assessment**

**Taiz Centers Visited**

**Center/Date**

**Names of People Met**

**Saber 18 January 1995**

Nafha Abdulaziz, President  
Samiha Abdulaziz, Social Officer  
Inaam Abdul-Hag, Vice President

**Mokha 21 January 1995**

Bushra Hussein, President  
Mona Mansour, Literacy Trainer  
Dhikra Othman, Financial Officer.

**Qabaita 22 January 1995**

Faiza Anaem Saif, President  
Amani Abdul Daouam, Literacy Trainer  
Nasra Suliman, Literacy Trainer  
Laymon Saif, Literacy Trainer

**Rahida 22 January 1995**

Sabah Adu Ali, Supervisor  
Hana Mohamed, Sewing Trainer

**Shargeb 23 January 1995**

Ahmed Qasem, An-Anwar center, Owner of Building  
And President's Brother  
Aida Abdulaziz, Waser center  
Elham Abdul-Aziz, Literacy Trainer  
Siham Alwan, Sewing Trainer

**Akahila 23 January 1995**

Intisar Salam, President

**Turba 23 January 1995**

Intisar Al-Qashem, President  
Ibtisam Qasim, Literacy Trainer

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**Azaez 23 January 1995**

Mona Mohamed, Vice president  
Mona Saeed, Southern Highlands  
Samira Farea, Southern Highlands  
Zafra Ali, Southern Highlands

**Qarisha 24 January 1995**

Fawzia Ahmed, President  
Adeela Ahmed, Vice President  
Mona saeed, Sewing Trainer  
Kothar Mohamed, Sewing Trainer  
Mulook Othman, Embroidery Trainer  
Jamila Abdullah, Embroidery Trainer

I also visited the Taiz Branch twice and met and talked with many trainees in the different centers.

**Annex 2**

**World Education  
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**Ibb Branch/Centers visited**

<b>Center/Date</b>	<b>Names of People Met</b>
<b>Ibb Branch 2 January 1995</b>	Khairia Al-Atab Aferah Saleh, Typing Trainer
<b>Ibb Kindergarten 2 January 1995</b>	Samira Al-Bahili, President Khairia Al-Atab, Financial Officer
<b>Jibla 2 January 1995</b>	Noria Al-Asbahi, President Hyat Saleh, Finance Officer Libia Al-Khaiad, Literacy Trainer Elham Alfagiah, Social Officer Saira Ismail, Handicrafts Trainer
<b>Yareem 3 Jnaury 1995</b>	Habiba Mohamed Aloda, President Arwa Alzubairi, Sewing Trainer Taqia Alkuhali, Embroidery Trainer Rusia Muhaarem, Literacy Trainer Maraim Azba, Home Economics Trainer
<b>Al-Najed Al-Ahmer 17 January 1995</b>	Tihani Saleh Damaj, Literacy Trainer Nadhira hassan Damaj, Literacy trainer Fawzia Ahmed, Trainee Sultana Al-Ganem, Sewing Trainer
<b>Qaeda 17 January 1995</b>	Tufaha Salem, Literacy trainer Anisa Abdullah, Supervisor Samira Salem, Literacy Trainer

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**Baadan 25 January 1995**

Sabah Muhsen, President  
Salwa Faisal, General Secretary  
Thikra Ahmed, Literacy Trainer  
Fakhria naji, Literacy Trainer  
Jamila Haider, Literacy Trainer  
Hafidha Suliman, Literacy Trainer  
Hafsa Ali Saeed, Sewing Trainer  
Katiba Murjan, Handicrafts trainer

**Annex 2**

**World Education  
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**Names of People Met by Organization**

**Place and Date                      Names of People Met**

**Taiz Advisory Group  
3 January 1995**

Abdo Hakimi, General Director MISA, Taiz  
Ali Dailmi, Deputy General Director MISA, Taiz  
Shaogi Hayel, Businessman  
Saud Alabsi, President Taiz Branch

**Sana'a Advisory Group  
4 January 1995**

Fawzia Jafer, Ministry of Health  
Amat-Alaleem Al-Sousoua, Ministry of  
Information.

**Telephone Interview**

Wahiba Fara, University of Sana'a  
Rashida Al-Hamadani, Prime Minister's Office

**Sana'a MPD  
4 January 1995**

Abdul-Malik El-Iryani, Ministry of Planning

**Dutch Embassy  
4 January 1995**

Widad Kulaim, Dutch Embassy

**USAID  
4 January 1995**

Ferial Sulaili, USAID  
Larry Deminsky, USAID

**Women's Union  
5 January 1995**

Fatima Hamza, Financial Officer  
Atika Al-Shami, President

### Annex 3

## World Education SWAY Project Assessment

### Documents Consulted

Community Economics Corporation. Concept Paper and Project Design for a Credit Program for the Support for Women's Associations of Yemen (SWAY) Project. Final Report. August 12, 1992. Prepared for World Education and USAID/Yemen.

Croken, Barbara. Non-Formal Education Research. Consultancy Report. November 29, 1992. Support to Women's Associations of Yemen.

World Education. Women in Development Component: Development Training Three Project (272-0080) RFP No. Yemen 90-003. Revised Section of Technical Proposal. August 1, 1990.

World Education, Inc. World Education SWAY Project: First Progress Report. April 15 - Nov. 30, 1991. Support to Women's Associations of Yemen, USAID/Sanaa Project No. 279-0080-C-003-00.

World Education, Inc. World Education SWAY Project: Second Progress Report. 1 December 1991 - 30 April 1992.

World Education, Inc. World Education SWAY Project: Third Progress Report. May 1, 1992 - October 30, 1992.

World Education, Inc. Support to Women's Associations of Yemen: Proposal for Expansion of the Project to Support Women's Associations of Yemen. Unsolicited Proposal. Submitted to USAID, 15 May, 1992.

World Education, Inc. Support to Women's Associations of Yemen: Proposal for Continuation and Expansion of the Project to Support Women's Associations of Yemen. Revised Proposal. Submitted to USAID, September 1992.

World Education, Inc. Volunteer Workshop Design and Evaluation, November 1992.

World Education, Inc. Sway Project Midterm Evaluation, June 1993.

### Other Project Papers

SWAY Project. Timeline. Phase I: May 1991 - April 1992.

SWAY Project. Timeline, Phase II, May 1992 - April 1993.

SWAY. Planning Activity I. Action Planning. Consultant Report.

SWAY. Planning Activity I. Action Planning. Workshop Manual.

SWAY. Planning Activity II. Action Planning. Consultant Report.

SWAY. Planning Activity II. Action Planning. Workshop Manual.

SWAY. Planning Activity III. Action Planning. Consultant Report.

SWAY. Planning Activity III. Action Planning. Workshop Manual.

SWAY Project. Executive Summary. Women in Development: Development Training III Project.

SWAY Project. Directory of Women's Associations of Yemen in Taiz and Ibb.

SWAY Project, various trip reports, centers' monthly reports, Program Officers monthly reports.

**Annex 4**

**World Education  
SWAY Project Assessment**

**Acronyms and Abbreviations**

<b>USAID</b>	United States Agency for International Development
<b>MISA</b>	Ministry of Insurance and Social Affairs
<b>YWA</b>	Yemeni Women Association
<b>NFE</b>	Non-Formal Education
<b>NGO</b>	Non Governmental Organization
<b>MPD</b>	Ministry of planning and Development
<b>PA</b>	Planning Activity
<b>TOT</b>	Training of Trainers
<b>MOE</b>	Ministry of Education
<b>WID</b>	Women In Development
<b>UNFPA</b>	United Nations Fund for Population Activities
<b>UNDP</b>	United Nations Development Program
<b>YR</b>	Yemeni Rial
<b>MIS</b>	Management Information System
<b>PO</b>	Program Officer
<b>LCCD</b>	Local Council for Community Development
<b>WB</b>	World Bank