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Focusing on Women to Enhance
Development Impact

Save the Children's
Woman-Child Impact Program
Final Evaluation

Cooperative Agreement
No. PDC-0158-A-00-1058-00 (PGII)

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List of Acronyms

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ASA	Association for Social Advancement
Bs.	Bolivianos (money)
CBIRD	Community-based Integrated Rural Development
CFA	Communaute francaise de l'Afrique (francs)
CMDT	Compagnie Malienne de Developpement des Textiles
COVEC	Cooperative villageoise d'epargne et de credit
ECCD	Early childhood care and development
FACETS	Family and Community Empowerment Training Systems
FONHEP	Fondation Haitienne d'Education Permanente
GAD	Gender and development
GGLS	Group guaranteed lending and savings
MCH	Maternal and child health
MIR	Management Information and Research (Section)
MPP	Mouvement Paysan Papaye
NGO	Non-governmental organization
OD	Organization development
P/ID	Partnering and institutional development
PEM	Programa de Escuelas Multigrados
PG	Partnership Grant
PPB	Program planning and budget
PRA	Participatory rural appraisal
ProMIS	Program Management Information System
SC	Save the Children Federation
SCAA	South and Central Asia Area
SEEP	Small Enterprise Education and Promotion (NGO network)
SENALEP	Servicio Nacional de Alfabetisacion y Educacion Popular
SPSS	Statistical Package for the Social Sciences
STD	Sexually-transmitted disease
UNICEF	United Nations International Children's Education Fund
USAID	United States Agency for International Development
WAND	Women's Action for Nutrition and Development
WCI	Woman-Child Impact (Program)
WCIP	Woman-Child Impact Program
WID	Women in development
WSG	Women's Savings Groups

Executive Summary

EXECUTIVE SUMMARY

Beginning in 1986 Save the Children Federation has creatively employed headquarters-managed program funds to deepen technical support to sectorally-focused field activities. The first USAID "partnership grant" in 1986 (PG I) was used to develop a headquarters team of training, economic development, and agriculture specialists to support multi-sectoral development activities in five core field programs. The second "partnership grant" in 1991, the Woman-Child Impact Program, became the linchpin in Save the Children's effort to reposition itself to meet the challenges of the 1990's.

The Women Child Impact Program sought to develop sectoral clusters of activities, combining new interventions in productivity, education, and natural resource management/agriculture with pre-existing interventions in child survival/MCH programs. The WCIP also proposed to collect baseline data and institute evaluation systems to measure the impact of program interventions. Impact evaluation was to be enhanced by the development of a new multi-sectoral program management information system.

Staff and organizational development, critical to the enhanced country programs, would be realized through "a focused cycle of staff training workshops and the development of improved technical assistance, resource-sharing, and documentation systems." Finally, grant management would be strengthened through "improved and standardized financial management and reporting systems."

The USAID Partnership Grant II was signed September 10, 1991. The purpose of the matching grant was "to measurably increase SC's impact on women and children in four core countries - Bangladesh, Bolivia, Haiti, and Mali." Another 30 non-core countries were expected to benefit as well through "participation in staff training, regional resource sharing, and program development assistance."

The external evaluation of the WCI Program was conducted between September 27 and December 15, 1995. The evaluator spent five days in SC headquarters in Westport, Connecticut, and from seven to ten days in each of three of the four WCI core countries: Mali, Bolivia, and Haiti.

Major Conclusions

Use of grant funds to strengthen program planning, evaluation, and technical support in SC/Westport has been impressive. During the WCI grant period strengthening or creation of women's literacy, children's basic education, and women's micro-credit activities have occurred in all core countries. The Group

Guaranteed Lending and Savings (GGLS) groups, introduced and supported in Mali, Bolivia, and Haiti through WCI funding, have been immensely successful, and have expanded rapidly in number, particularly in the last year.

The use of WCI funds to strengthen program planning and develop staff skills, as well as to provide technical assistance to both core and non-core countries has been impressive. No fewer than 164 technical events have been funded by WCI home office monies since October, 1991.

The WCI regional resource-sharing funds have also been employed to conduct program planning, training, baseline and evaluation surveys, cross-country program exchange, conduct workshops on gender and empowerment issues, and provide technical assistance. Some 68 regional resource-sharing funding activities have been carried out to date in 29 countries.

All WCI core countries have successfully developed clusters of integrated sectoral interventions. This has been done by adding sectoral interventions to the basic maternal/child health activities under way prior to the WCI cooperative agreement. In most cases, the women's health groups served as base for literacy, empowerment, and credit activities.

Innovative basic education programs, called for in the cooperative agreement and SC proposal, have been initiated for children in Mali, Haiti, and Bolivia, but the most successful program appears to be the village schools in Mali.

The development of an agency-wide management and organizational development system and training programs, including the design and implementation of training cycles for local staff in core countries, has not proceeded as rapidly as expected.

In the absence of more frequent visits to core countries by the WCI training coordinator, training cycles have not been developed for staff, although numerous cycles are employed in the sectoral programs for male and female program participants. Training of staff in core country programs has occurred in an ad hoc manner.

The eight regional training teams established at the Family and Community Empowerment Training Systems (FACETS) workshop in May, 1995, however, have now begun to carry out their regional training plans. Originally trained in gender analysis, these teams will eventually conduct training in all SC guiding principles and in key technical skills for field office staff.

Objective measurement of program impact has been problematic in all core countries, in spite of visits to each country by the WCI evaluation specialist based in Westport. Measuring the impact on women and children of SC's programs is complicated by the need to define impact indicators.

In spite of awareness of the need to measure an integrated cluster of sectoral impacts, the lack of an integrated data base and a statistical package to manipulate such data, continues to be a failing in all four core country programs.

Documentation in the field appears insufficiently developed thus far, although Bangladesh has made greater strides than the other core countries. The WCI Unit in Westport has produced an important set of monographs and working and occasional papers, but much more could be drawn from the collective experience.

Establishment of partnerships with local institutions has been pursued in all countries, although progress has been modest, except in Bangladesh and to some degree in Mali. In particular, the methodology of developing local partners' institutional capacity to take over many of SC's functions as SC "phases over" to new zones is not yet sufficiently developed.

Gender sensitization has been successfully pursued by the WCI staff, especially in the last year since the arrival of the new WCI Unit director. Each core country office has also actively pursued women's empowerment activities.

The concept of empowerment for women remains unmeasured thus far and probably still unclear to many in Save the Children. There is still debate on whether empowerment of women is an objective in itself or is a means to reach children more effectively, to increase household income, and to channel resources to more educational and nutritional ends.

The establishment of new regional management and technical assistance mechanisms, called for in the cooperative agreement, and part of SC's push to decentralize to its eight regional areas, has not progressed far.

Major Recommendations

During the last year of the WCI cooperative agreement, the WCI Office in Westport should place increased emphasis on the problems of: cost-effectiveness of sectoral development models, integration of sectoral interventions to maximize impact, definition of impact indicators, and measurement of synergistic impact.

The concept of an integrated cluster of interventions requires further thought by SC headquarters technical leadership. Sectoral interventions tend to pursue their own separate paths in most core country field programs.

A full-time database management position should be created in the WCI Office. The incumbent should be adept in statistical testing, as well as hypothesis generation, and be charged with developing unified databases from core country data.

Greater documentation and dissemination of SC's successes in the field should be encouraged by WCI during the last year of the grant and beyond.

Continuing the program exchange workshops and increasing communication between the dozens of field offices should remain a priority for the WCI Office and the entire Program Development department.

The absence of a training specialist in headquarters through much of the WCI grant period has slowed down the development of training materials and organization development for core country and area offices. This position should be staffed as soon as possible and placed in the Program Development Department in SC/Westport.

Partnering and institutional development will require more attention in the final year of the WCI grant and beyond. The question of whether to hand over SC functions in impact areas to indigenous NGOs, to locally created development organizations, to governmental institutions, or to an appropriate mix of all is still moot.

The focus on women's empowerment within and alongside of other sectoral activities should not be allowed to drop out of field programs. An image of what empowerment should look like and how to measure it in each cultural context should be developed for each of the eight areas.

The decentralization of many functions, such as training and program management, to the eight areas, should be pursued and tested for their feasibility. The need, however, for continued central leadership in technical model development and training of trainers seems to argue for keeping key functions in Westport for the foreseeable future.

Evaluation Report

**FOCUSING ON WOMEN TO ENHANCE
DEVELOPMENT IMPACT**

**Save the Children Federation's
Woman-Child Impact Program**

FINAL EVALUATION

1. Background to the WCI Program

Save the Children Federation (SC) has been a leader in innovative domestic and international social programs focused on children since its founding in 1932. While SC has always stressed community-defined self-help efforts in its work, it moved to systematize and refine this methodology in the 1960's and 1970's, resulting in the creation of CBIRD: "Community-based Integrated Rural Development." This trend-setting approach to community development successfully combined in a specific geographic area actions concerned with community-level problem diagnosis and planning, non-formal education and training, collective action, and self-management of development activities.

In the 1980's Save the Children began to broaden and deepen the range of technical assistance to communities, adding selected inputs in training, health and nutrition, small enterprise development, and agricultural production. SC's non-formal, cross-cultural training approach became a distinctive hallmark. By the mid-1980's, SC's approach to child health and survival had become centered on family training in key child health, nutrition, hygiene, and birth spacing practices. Save the Children thus helped to pioneer many of the common interventions now employed by grassroots development NGO's.

Beginning in 1986 Save the Children Federation has creatively employed headquarters-managed program funds to deepen technical support to sectorally-focused field activities. This process focused first on building a cadre of technical staff and the systematic strengthening of over 20 field office child health programs. This was made possible by a series of Child Survival grants from USAID.

The first USAID "partnership grant" in 1986 was used to develop a headquarters team of training, economic development, and agriculture specialists to support multi-sectoral development activities in five core field programs. The second

"partnership grant" in 1991, the Woman-Child Impact Program, became the linchpin in Save the Children's effort to reposition itself to meet the challenges of the 1990's. The second partnership grant proposal, submitted to USAID in May, 1991, was the product of 1 1/2 years of strategic planning discussions, launched by the issuance of a draft strategic plan in January, 1990. The linkage between the grant proposal and the new plan was explicit.

2. WCI Grant Proposal

The grant proposal sought funding for six core countries in which innovations were to be launched to build upon SC's existing community development and child survival/maternal and child health programs by organizing and strengthening women's and children's action groups; expanding productive capacities; extending basic education; and leveraging resources through partnerships with local NGO's. Twelve non-core countries were also expected to benefit from this grant through participation in staff training, regional resource sharing, and program development assistance.

The Women Child Impact Program sought to develop sectoral clusters of activities, combining new interventions in productivity, education, and natural resource management/agriculture with pre-existing interventions in child survival/MCH programs. It was proposed to collect baseline data, develop detailed implementation plans, and institute evaluation systems to measure the "impact of program interventions over the life of the project."

The WCI grant proposal also sought funding for the development of SC's capacity in the "three critical areas" of impact evaluation, staff and organizational development, and grant management. Impact evaluation was to be enhanced by the development of a new multi-sectoral program management information system (ProMIS). Staff and organizational development would be realized through "a focused cycle of staff training workshops and the development of improved technical assistance, resource-sharing, and documentation systems." Finally, grant management would be strengthened through "improved and standardized financial management and reporting systems."

3. Cooperative Agreement Program Description

The USAID Partnership Grant II was signed September 10, 1991. The program description states that the grant proposal was to be incorporated in its entirety as part of the cooperative agreement. Nevertheless, in the event of inconsistency the program description of the grant was to take precedence. While following very closely the proposal language, the final statement of goal, purpose, and outputs in the cooperative agreement of September, 1991, are as follows:

3.1 Goal and Purpose

Program Goal: "To contribute to human development and the empowerment of women and children as key participants in their communities' social and economic development."

Program Purpose: "To measurably increase SC's impact on women and children in four core countries - Bangladesh, Bolivia, Haiti, and Mali." The following objectives were to be pursued as part of the program purpose:

1. Organizing and strengthening women's and children's groups
2. Expanding women's and children's productive capacity.
3. Increasing women and children's basic education levels
4. Increasing women's and children's health status
5. Further developing Save the Children's capability for:
 - a. Qualitative and quantitative evaluation
 - b. Staff and organizational development
 - c. Partnering
 - d. Grant management
6. Approximately 30 other countries with SC programs were to benefit from this grant through "participation in staff training, regional resource sharing, and program development assistance."

3.2 Cooperative Agreement Outputs

The USAID program description also identified specific implementation and support outputs, taken virtually unchanged from the grant proposal. These are enumerated below, as presented in the program description of the cooperative agreement.

Implementation Outputs:

- Identifying locale-specific "clusters" of integrated sectoral interventions.
- Completing primary country Detailed Implementation Plans.
- Forming or expanding women's and children's action groups.
- Implementing innovative basic education programs
- Expanding revolving loan funds and making them self-sustaining and locally managed.
- Designing and implementing training cycles for local staff
- Establishing partnerships with local institutions in primary and secondary countries.

Support Outputs:

- Designing and implementing sectoral training, technical assistance, evaluation, and documentation programs.
- Implementing agency-wide management and organizational development system and training programs.
- Establishing new regional management and technical assistance mechanisms.
- Expanding and making functional quantitative/qualitative evaluation systems, including systematic documentation of lessons learned.

4. Evaluation Methodology

The external evaluation of the WCI Program was conducted between September 27 and December 15, 1995 by Philip Boyle, consultant to Automation Research Systems, Alexandria, Virginia. Valuable assistance was provided to the evaluator by Kirk Dearden, Save the Children's evaluation specialist, and by Paula Kline, education specialist, both based in SC headquarters, Westport, Connecticut. Dearden drew up the initial scope of work for the evaluation, which was finalized in a team planning meeting in Westport on September 29, 1995 (Annex F). Kline assisted the external evaluator in Bolivia during his field visit to the WCI program site between November 10 - 12, 1995.

During the evaluation the evaluator spent five days in SC headquarters in Westport, including the team planning meeting on September 29 and the periods of October 16-17 and November 6-7, 1995, and visited three of the four WCI core countries of the grant agreement. He spent approximately 7 to 10 days in each of these countries as follows:

Mali	October 24 -- November 2, 1995
Bolivia	November 9 -- November 18, 1995
Haiti	November 19 -- November 26, 1995

Although previously intended, a fourth trip to the core country of Bangladesh had to be eliminated, because of political strife in that country in early December. The evaluator relied on annual reports from the Bangladesh Field Office and information available in Westport to reach conclusions on the WCI/Bangladesh experience.

While somewhat time constrained, the field visits were sufficient to permit an effective grasp of the progress and impact of the WCI Program in the core countries visited. The visits to Westport included a briefing to WCI unit staff and other interested parties on November 6, 1995, regarding findings and recommendations drawn from the visits to headquarters and to the Mali field site.

5. Evaluation Findings

The following are the findings drawn from document review and visits to SC/Westport and to the core country programs in Mali, Bolivia, and Haiti. All findings for Bangladesh have been taken from documentation, particularly the annual progress reports.

Findings are arranged according to the categories established in the scope of work grid, finalized in the team planning meeting prior to field work (Annex F). These findings and observations provide the detailed substance of the conclusions and recommendations of the evaluation. They are numbered for ease of reference.

5.1 Overall Role of the WCI Program within Save the Children

1. The Woman-Child Impact cooperative agreement with USAID has been used efficiently and effectively by Save the Children to pursue and intensify programmatic innovations begun under PG I focused on sectoral diversification, expansion, and on wider beneficiary definition.
2. One of the most important accomplishments of the WCI Program (PG II) has been the highly successful introduction of women as direct participants and targets of SC interventions, not just as agents to reach children, but as participants and beneficiaries in their own right in the processes of community and rural development.
3. The first three years of the WCIP (1991-1994) achieved most impact within SC headquarters, while field offices and programs only began to experience significant interaction and direction from WCI staff since the arrival of the new director about one year ago.
4. The energy and impact of WCI over the last year have been impressive with headquarters and field staff increasingly involved in strategic program planning and gender analysis. The Program Exchange Conference in Nepal (April, 1995) and the FACETS training of trainers in gender analysis (May, 1995) are outstanding examples of broad WCI involvement and impact on headquarters and field office staff.
5. During the same period of increased WCI activity, workshops and seminars have been held in headquarters and in core field programs. The seven WCI "brown bag" discussions in headquarters over the last 18 months have been well attended and received, with topics of: partnership and institutional development; women in leadership; urbanization and poverty; influencing policy; measuring impact; relief to development; and engendering organizations. The Gender Analysis Training (March, 1995) and Empowerment Workshop (June, 1995) in Mali are examples of continuing core country focus on gender analysis and program content.

6. The creation of the Program Development department in SC headquarters in 1993 provided institutional separation of strategic programming and evaluation from ongoing field office operations, resulting in the concentration of technical expertise to engage in technical support, conceptualizing, evaluating, and long-term programmatic vision.
7. The distinctness of the WCI group within the Program Development department provides the unit the freedom and flexibility to guide SC strategic programming and target group definition, with particular emphasis in the last year on gender and development consciousness-raising and training. The WCI Office has successfully carried out its mandate to be the "prime mover" within SC for program coherence, focus, and innovation, while at the same time encouraging a holistic and integrated perspective among various sectoral offices.
8. Among the most visible results of WCI leadership in the field has been the creation and impressive growth in all core country programs of Group Guaranteed Lending and Savings (GGLS) activities for women. This has been the outcome of considerable orientation, training, and technical assistance from the WCI-funded Economic Opportunities unit in SC headquarters.
9. The WCI focus on gender and development (GAD), as opposed to the traditional women in development (WID) approach to rural development, has been state-of-art and enables SC to adjust its field activities to include direct empowerment of women. The issue of where such empowerment will lead field programs, how it will affect the synergies among sectoral interventions, and how to measure such impacts remains to be resolved. If continued and reinforced, such empowerment may have pioneering developmental impact.
10. The focus on women's empowerment, while important, should not cause the WCI Office to lose its holistic, integrative perspective. Maintaining WCI focus in the future on all the program principles it helped to redefine in Nepal this year may be a challenge in view of limited resources and staffing. Areas of special attention remain cost consciousness of development models to achieve sustainability, the effective measurement of impact, especially synergistic impacts, and building effective partnerships with local NGO's.
11. The intellectual sophistication of WCI and much of SC leadership staff has the advantage of harnessing theoretical thinking to well understood field-level development problems. The conceptual problems are complex, but opportunities for experimentation are constant. Few other organizations can boast such a useful mix of theory and practice.

12. The sub-regional, or area, system has not yet proven itself to be an effective model for decentralization, although the regional training teams have begun to implement their plans. Numerous questions remain with regard to how the overall decentralization process should proceed. Among these are whether WCI staff should be regionally based, how regional resource sharing should proceed, how to build technical assistance capacity in areas, and how to maintain program quality while decentralizing, yet also "scaling up."
13. The continued focus on clusters of interventions, integration of activities, measurement of impact, and synergistic packages of development efforts begs the question of whether SC has yet developed the means to operationalize and measure these concepts. While the answer as yet appears to be negative, this should not discourage unduly; no one has yet done so. On the other hand, SC's data collection experience should be helpful in developing multi-indicator statistical databases where correlations and statistical relationships can be demonstrated.

5.2 Role of the WCI Program in the Core Countries

5.2.1 MALI

Support for Sectoral Focus and Expansion

1. The WCI Program budget line has been used extensively and effectively in the core country of Mali to reinforce and extend sectoral activities, particularly in economic opportunities, agriculture/natural resources management, education, and targeting female impact.
2. Women and girls' participation in program activities as individuals and as members of groups has been significantly increased in the Mali core country program, particularly in education, economic opportunities, and agriculture.
3. In the Mali program, USAID funds over the first four years of the partnership grant were budgeted for an average of about \$68,470 per year, with another \$85,000 projected to be spent in the final year of the program. These monies have been spent on budget lines entitled education/HRD, enterprise/productivity, natural resource management, and ongoing monitoring/evaluation. Due to the acceleration of activities over the last year, there remain only \$25,000 to \$50,000 of USAID WCI funds for FY 1996. In order to maintain program momentum SC may need to draw upon other than matching funds.

4. Women's participation as development agents in Mali has been greatly expanded by the creation of the seven-person WCI sector group, and by the addition of ten female field agents and two female supervisors in the rapid expansion of group guaranteed savings and lending activities (GGLS) in the last year of WCI assistance.
5. Although the Mali field office has become aware of the need to increase the number of its female staff, a majority of its field personnel are male, particularly in supervisory positions. With the exception of the WCI sector unit and the GGLS group, all coordinator and assistant coordinator positions are still held by men.
6. WCI direct funding to the *economic opportunities* sector in Mali has included direct funding of new female staff, training of village savings and credit committees, creation of all female village savings and credit committees, and the launching and training of numerous GGLS groups. GGLS groups have expanded rapidly since their creation in March, 1995. There are now 150 groups of six women each in ten villages with an outstanding loan balance of \$15,870,000 CFA francs (\$32,388). No women's sub-sectoral economic activities have been organized in Mali, although women tend to be a majority of members of vegetable gardening perimeters. Sub-sectoral economic development may provide a new program opportunity, but the Mali field office has tried to distance itself in the past from promoting stereotypical female occupations and enterprises.
7. WCI direct funding to the *agricultural/hydrology* sector in Mali between 1992 and 1995 has included: the creation of 21 vegetable gardening perimeters; treating 517 hectares to combat erosion (compared to only 15 in 1991); and training 914 people in vegetable gardening (730 women), 601 in composting (120 women), 716 in anti-erosion activities (143 women), and 466 persons in 75 villages in improved agricultural practices (93 women).
8. In the *education* sector WCI funding in Mali has included equipping women's literacy centers, training female literacy instructors, and providing participants with instructional materials and lights. Separate facilities and provision of materials by WCI has impressively raised both the absolute number and proportion of women to men among literacy program participants from 351 of 1,227 (28.6%) in the year prior to WCIP (1990-91) to 1,136 of 2,332 (48.7%) in 1994-95. There are now 64 men's centers, 64 women's centers, and 36 mixed literacy centers.

9. WCI concepts are also responsible for the push for gender parity in village community schools, where every class is required to enroll 15 girls alongside 15 boys. Beginning in 1992, village schools have grown in number from four to 171 during the WCI cooperative agreement and have been highly influenced by WCI guiding principles of increasing the proportion and quality of girls' primary education in its field programs. The fact that the formal school system was not capable of restraining the high female dropout rate was crucial to the decision to develop a parallel education system at the base. Girls' school supplies in formal schools are underwritten by SC, however.

Measurable Impact

1. WCI funds in Mali have not been systematically used to develop impact studies in agriculture, health, education, or economic opportunities sectors. Baseline studies, moreover, were not conducted prior to the creation of GGLS groups, women's literacy centers, community schools, or gardening perimeters.
2. The ProMIS database program continues to be employed to collect basic health status and life event data on all members of the two target groups in Mali (children 0-3 and women 15-55). This database cannot be modified locally and has not been augmented to include data from other sectors. Further, the database is not capable of manipulation to generate correlations, regressions, and other useful statistics for documenting SC's inter-sectoral synergies.
3. The fact that health records are currently being kept on all households of 251 villages in 6 zones of Mali (160,600 people) is impressive and creates the potential for tracking women's and children's educational and economic progress, in addition to demographic, health, and nutritional information. Health data on all members of the two women/child target groups are updated through monthly visits to all nuclear family groups (mothers and their children) by family animators (agents). Overall demographic data are updated annually by the same personnel.

4. Agriculture data are collected on 75 villages in Mali, 15 in each zone of SC program activity. Agents collect production data on groups of extended families, termed Agricultural Production Units. The information is not now disaggregated by compound or nuclear family unit (mothers and their children), but this should be possible in future. These data can then be entered into a statistical program, such as SAS or SPSS, alongside demographic and health statistics for the same groups. No computerized data are now collected on production in the vegetable gardening perimeters in Mali.
5. Data on children in formal and community primary schools are collected every year in Mali and entered into the EpiInfo database. These children's households of origin are determined, so that data on children's education can be linked in future with household demographic and health information. No computerized data are collected on male and female participants in the literacy centers.
6. Data on participants in the GGLS credit groups are collected annually by agents and are disaggregated by compound and nuclear family unit (mothers and their children). Data are entered into EpiInfo in Mali, but they are not linked to EpiInfo data on school children. Since the coding of compounds, nuclear families, and women and children is the same in EpiInfo as in ProMIS, eventual unification and comparison of health and GGLS revenue impact data should be possible in future. Data on participants in the SC assisted and trained village savings and credit committees (COVEC's), whether as savers or borrowers, are not computerized, although written records are kept.
7. Impact data collection is often provided by supporting special studies, such as that currently under way in Mali by Sarah Castle of Brown University. This survey which is being administered to pupils in all formal and community primary schools, compares educational attainment with health and nutritional data. This information is not linked to household data contained in ProMIS. It will, however, yield important conclusions on the relationship of education in formal and informal primary schools to health status and nutritional impact

8. The need to integrate the various sectoral target populations to achieve true integration of sectoral interventions led to a Workshop on Data Collection this year (January, 1995), where the target age groups were modified to 0-3 for children and 15-55 years for women. This is a firm step in the direction of unified data collection. Prior to this workshop each sector had its own target age group: 0-3 for health; 3-6 in sponsorship; 15-49 for women (and 18-55 for men) in family planning/AIDS; 15-50 for literacy centers and 6-15 in formal and informal primary schools; 15-55 in GGLS; and 15-64 in agriculture/natural resource management. The workshop was inspired and funded by the WCI Program.
9. Each sector, except health which covers all villages, has a set of target villages, which have expanded out from an early concentration in the zone immediately surrounding project headquarters. Since each sector has expanded largely on its own impetus, expected synergies from targeting integrated actions in clusters have been reduced. In Mali only 33 villages in the six zones of program activity presently have all sectoral activities but community schools. Only 12 villages have all sectoral activities. GGLS is also rapidly expanding in Mali in its own manner from its beginning in March, 1995.

Training Systems

1. Although WCI has conducted several workshops (FACETS-Ethiopia, Program Exchange-Nepal, Gender Analysis-Mali, Empowerment-Mali) and developed key documents (Program Handbook and Gender Relations Analysis guide) in 1995, WCI has not yet achieved significant direct impact on the establishment of training and organization development cycles or courses for core country field office staff. The absence during most of the program period of a WCI-funded training specialist in headquarters has seriously hindered training and OD assistance to core field programs.
2. There is evidence in Mali of gender training efforts linked to the FACETS training of trainers. The three-person gender training unit, consisting of two members of the WCI sector unit and the agricultural coordinator with assistance from Rani Parker from SC headquarters, conducted a Gender Analysis workshop in March, 1995. The same team attended the FACETS training in April. This local team, plus two SC staff from Burkina Faso, has not yet been used to extend gender analysis tools to local or regional organizations. There have been no training materials developed yet by WCI for the Mali program, although the gender relations analysis manual will soon be ready in headquarters.

3. Distinct training cycles, models, materials, and assessments have not been developed for Mali program staff, although training is constantly given to the local population in a wide variety of sectoral areas: health, family planning, nutrition, credit, agriculture, literacy, and development committee organization. WCI funds have been overwhelmingly used in the ongoing training of a multitude of village education, savings and loan, and agriculture committees, in addition to the new GGLS groups. The exception to this general lack of training have been the gender analysis and women's empowerment workshops, which have been greatly appreciated by Mali staff.
4. The Mali program cycle, highly inspired by WCI since 1992, has been used to realize greater program integration and training of staff. While not an official training cycle, the integrated planning leading to the submission of the PPB in May, the "reflection days" of June, the \$30,000 for staff skills upgrading each summer (rainy season), and the monthly inter-sectoral program sharing sessions during the October-May work cycle all result in enhanced sectoral integration and sharing of lessons learned. Sometimes the monthly program review meetings are accompanied by special topics for continued discussion, a practice capable of extension to technical topics, such as progress in gender analysis, monitoring and evaluation, and direct measurement of impacts.

Gender Sensitization

1. Perhaps the most visible single impact of the WCI Program, both in headquarters and in priority field programs, has been the focusing of program and personnel attention on the concepts and practical applications of gender and development. This has been carried out within the second most apparent WCI impact, program principle development, refinement, and program exchange. Since the advent of the new WCI director in late 1994, earlier processes of gender sensitization of SC staff have received much greater intellectual definition. This is reflected in the content of the Gender Relations Analysis guide, currently in the final stage of publication.
2. Until the end of 1994, most WCI programmatic and gender analysis development efforts were felt in headquarters, while priority field offices were left largely to their own devices to respond to the new principles and gender concepts. In Mali this led to the acceleration of support for the creation of separate women's literacy centers, training of female literacy instructors, purchase of equipment for centers and school materials for female participants, and demand for gender parity in the new informal community primary schools.

3. Since the WCI director's visit to Mali to complete the mid-term evaluation begun in April, 1994, a number of significant events have occurred with respect to both the gender and development structure and the content of the Mali program. This has included important changes to the local SC staff and to the content of programs in economic opportunities.
4. The Woman-Child Impact sector group was created last January, 1995 and consists of a director and six female agents, one for each zone of SC activity in the field. Such a group had not existed since 1992, when the three-member Female Animation group was disbanded. It appears that the early period of WCI activity resulted in an attempt to integrate female organizers throughout SC sectoral activities and to avoid the traditional women-only handicraft and homemaking enterprises of governmental programs. The newly constituted group, although separate organizationally, assists other sectors with their programs. It will, however, engage in staff consciousness raising and in the inclusion and empowerment of rural women and girls.
5. The new group of WCI agents, several of whom already worked in sectoral programs, is not the only significant recent addition of female staff to the Mali field program. A GGLS program supervisor, ten new GGLS promoters, and two new female field assistants were added this year to the economic opportunities sector staff, primarily for organizing GGLS groups. GGLS is rapidly becoming an enormous success, boasting a 100% repayment rate as it entered its second 6-month cycle last September. The female economic sector agents (3 total) have also been instrumental in organizing and training three female-only village savings and loan cooperatives (COVEC's). Due to GGLS expansion, women now constitute 14 of 16 staff members (88%) in the economic opportunities sector.
6. With the exception of the WCI and economic opportunities sectors, women occupy a much smaller proportion of field posts. Women now constitute: 2 of 8 positions (25%) in the education sector; 1 of 7 (14%) in agriculture/hydrology; and 16 of 45 (36%) in health, including the important group of 9 nurses. The latter are key links to women in maternal health, family planning, and nutrition. They oversee sectoral activities carried out by family animators in these important areas of maternal health. They engage in significant training of women in villages and have themselves participated in the Gender Analysis workshop (March, 1995).
7. In spite of a strong field office awareness of gender imbalance within its own field staff, most positions of leadership responsibility in the Mali program area are occupied by men. With the exception of one assistant sector coordinator

for GGLS and the WCI sector director, all project coordinator (1), zone coordinator (6), and sector coordinator and assistant coordinator posts are occupied by men. There is a woman acting as assistant to the project coordinator (head of field program) in the program implementation area.

8. The WCI sector group is currently working on finalizing indicators of women's empowerment developed initially during a workshop in June, 1995, facilitated by a WCI-financed consultant. The paper produced by the WCI unit director, Fily Diallo (October, 1995) is an example of the working papers produced by the field staff on an irregular and informal basis. These should be encouraged and published formally as working papers by WCI headquarters.
9. The Mali WCI unit director attended both the Program Exchange Conference in Nepal (April, 1995) and the FACETS training of trainers in Ethiopia (May, 1995). The training team from Mali consisted of the director, one member of her unit, and the coordinator for the agricultural sector. A regional training team, consisting of this group and two members of the Burkina-Faso field office, also trained at FACETS, will have responsibility for conducting gender training for the other field offices of the West Africa region (Cameroon and Gambia).
10. Two WCI sponsored workshops in Mali have had considerable impact on participants, who maintain that they now have a much clearer understanding of gender and development. The 5-day Gender Analysis training held in March, 1995 brought together about 30 SC agents in the program area. The Burkina Faso field office was also represented by one trainee. A second, 10-day training workshop dealt with the empowerment of women in the program area. The Empowerment Workshop sought to define empowerment by sector and to assist in the redefinition of tasks to be performed by the WCI unit agents in assisting other sector agents. It has had a galvanizing impact on WCI unit staff.
11. Another accomplishment of the WCI sector group has been the requirement that all village sector committees with whom SC works must have at least two female members. It will be necessary to ensure that this membership is actually effective and not simply figurehead.

Program Principles

1. Only a minority of staff in Mali can recite the six principles as redefined in Nepal. Nevertheless, they are aware of their existence and can usually name child centered, women-focused, and sustainability. Efforts are being made to make sure all staff are aware of the new program principles and how they should apply to field activities. These principles should become special topics in turn during program reporting and sharing activities on the last Friday of each month. Gender and development concepts are kept in the forefront of staff consciousness by the WCI sector agents, one assisting other technical staff to reach and to empower women and girls in each zone of project activity.

Documentation

1. WCI headquarters documents have circulated in Mali, such as the Program Exchange newsletter, SC Program Principles (Nepal), and the WCI occasional paper on qualitative methods in Mali. The Mali field office has also produced a number of working documents and collaborated with UNESCO in producing a report on the SC informal village schools, where parity in number between girls and boys has resulted in greatly enhanced educational participation and benefits for rural girls. Manuals have also been developed in Mali on how to start village schools and GGLS groups. Both these programs have been greatly influenced by WCI principles.
2. More documentation is needed from field offices on sectoral successes, lessons learned, breakthroughs, training events, and so on. These should be published locally, or gathered by SC headquarters and published as working papers. Future WCI efforts from headquarters should be to encourage the production of such field papers, as well as articles from technical staff in Westport.

WCI Regional Initiatives and Influence Beyond Core Countries

1. According to the West Africa regional office in Mali the following regional initiatives were undertaken with the assistance of WCI funds:
 - Joint authorship of the "West Africa Education Initiative," charting SC program horizons in education in West Africa through 2000.

- Several years of sectoral workshops hosted on a rotating basis by regional FO's. Thus, in FY 1995 Gambia hosted a natural resource management workshop; Burkina Faso hosted an education workshop; and Mali hosted a credit workshop funded by WCI regional resource-sharing funds.
 - Sectoral newsletters, each under the responsibility of a different FO (Cameroon--health; Gambia--natural resource management; Mali--credit; Burkina Faso--education).
 - Workshops are planned on a rotating basis for FY 1996 on the new SC program principles: Burkina Faso on "child centeredness" (1/96); Gambia on "participation and empowerment" (4/96); Cameroon on "scaling up, sustainability, and maximizing measurable impact" (8/96).
 - A girls' education proposal based on participatory rapid appraisal developed in Gambia was funded by WCI in 1995.
2. The Mali field office has had a close relationship with the nearby Burkina Faso FO over the years, ending in their fusion on October 1, 1995. Prior to this event, WCI funds have been used to assist in:
- Frequent staff visits in all sectors between the Mali and Burkina FO's.
 - The Mali SC village school model adopted by Burkina Faso in FY 1994 with significant Ministry of Education and UNICEF support.
 - The Burkina Faso FO hosted several WCI program-inspired West Africa regional workshops: in Koudougou on community participation and the quality of learning (2/95); and the all sector regional "mega-meeting" in June, 1994, in Bobo Dioulasso.
 - Burkina staff participation in Mali FO gender training activities (workshops on gender analysis and empowerment).
 - Burkina senior staff represented West Africa in fund raising in Conakry and Accra and in international fora, notably the UNICEF Conakry workshop on community participation in basic education and the Fourth Women's Conference in Beijing (9/95).

3. With partial or full funding from WCIP, Mali FO staffers benefitted from trips outside the region to participate in various events:
 - Three Mali FO staffers (Peter Laugharn, Bakary Keita, Solo Kante) went to Bangladesh and Nepal in 1/94 to study community schools in Bangladesh and the relationship between non-formal education and other sectors in Nepal.
 - Two Mali FO staffers (Amadou Konate, Haoua Traore) travelled to Jordan in 4/94 to learn how to develop a group guarantee lending and savings program. The resulting proposal was written in May, 1994, funded by July, 1994, and is today operational in Mali, considerably increasing the participation of women in SC Mali's credit and savings program.
 - One Mali FO staffer (Amadou Konate) travelled to Bangladesh in September, 1994 to represent SC/West Africa at the Grameen Dialogue.
4. Several Mali and Burkina Faso staff also attended the Program Exchange conference in Nepal (April, 1995) and the FACETS training in Ethiopia in May, 1995.
5. WCI technical assistance to the Mali FO was provided by Kirk Dearden, evaluation specialist, in December, 1993 and April, 1994 (mid-term evaluation). The mid-term evaluation also involved visits by the Haiti FO agriculture/credit coordinator, Hubert Isidore, and the Burkina Faso FO Program Officer, Maria Kere. The WCI director in Westport, Rani Parker, concluded the mid-term evaluation in November, 1994 and conducted gender analysis training at the program site in March, 1995.
6. WCI-funded Malian technical assistance was provided to numerous staff in English language, computer applications and databases, and rapid rural appraisal.

Partnering and Local Institution Strengthening

1. The Kolondieba program works with a variety of partners in the local area and in Bamako. First of all, SC works with and within the local governmental structure in the impact area. The Kolondieba district has a commandant and each zone and village has a chief, all of whom are part of the Ministry of Interior. In addition, the commandant heads the District Development Committee, within which SC activities must be acceptable.

2. The Kolondieba health sector activities also collaborate with the governmental health care structure, whose focal point is the Health Center in Kolondieba. Assistance to the Kolondieba health center consists of financing the expanded program of immunization (EPI) by supplying some gasoline, lending a vehicle, and assuring the cold chain to preserve vaccinations.
3. SC also must work within the context of other health facilities. Beyond the central health center, there are a number of community health centers, which serve as depots for medicines. In addition to these community centers, there will soon be nine community maternal health centers with traditional midwives in attendance.
4. SC conducts its natural resource management activities in collaboration with the governmental Forest and Water Service, jointly promoting improved stoves, reforestation activities, and improved beehives.
5. In the domain of agriculture the cotton parastatal CMDT (Compagnie Malienne de Developpement des Textiles) has agents on the ground to assist farmers with literacy, land management, and improved animal corrals. SC agricultural agents collaborate with CMDT in these activities.
6. SC collaborates with the Ministry of Basic Education by lending considerable assistance to the formal primary school system in the program area. Constant care is taken to work closely with the school inspection authority in nearby Bougouni. Formal schools are provided didactic materials (to girls primarily) and wells and latrines are also provided by SC. Altogether 24 schools have been provided with latrines and 20 with wells.
7. In the domain of literacy training in Kolondieba, SC has worked since 1992 with two national-level governmental institutions to develop curricula in the local language (Bambara): Direction Nationale de l'Alphabetisation Fonctionnelle et de la Linguistique Appliquee and the Institut Pedagogique National. SC collaborates with the latter to train formal and community school teachers.
8. With regard to the expansion of the community school system into neighboring districts, SC has made contracts with 8 local NGO's to develop up to 100 more community schools outside the current zones of SC intervention. Since 1994 SC has provided some financial and technical assistance to these organizations.

9. Other development organizations or consulting firms with which SC has been involved are Helvetas, a Swiss well building firm, Sene Conseil, agricultural activities, and CERPOD, an action research firm in Bamako.

5.2.2 BOLIVIA

Support for Sectoral Focus and Expansion

1. WCI funds have averaged about \$70,000 per year since 1991-1992, about 23% of total non-sponsorship program funds, or approximately 9% of total SC expenditures, when sponsorship funding is included. The impact of WCI funding is, however, far in excess of its share of program expenditures.
2. WCI funds have made possible the extension of SC interventions from maternal and child health activities begun in 1987 to substantial literacy and credit activities for women. WCI pays all nine field staff salaries in education and credit: four education supervisors, four credit supervisors, and one credit coordinator based in Licoma. The focus on women in these activities has been explicit from the beginning, although men were not excluded from literacy training.
3. The focus on women is reflected in the sex composition of the WCI field team, seven of nine (78%) of whom are women. The non-WCI financed health team does not reflect this focus on women with only four women of a total of 14 health sector staff.
4. The advent of the WCI program and the selection of Bolivia as a priority country for program application transformed SC activities in the Inquisivi impact area. WCIP closely followed and extended an earlier initiative under the USAID MotherCare project, entitled WARMI in the SC impact area. The reproductive health methodology developed under WARMI, which means "woman" in the Aymara language of highland Inquisivi, has recently achieved national extension.
5. Women's groups were first systematically organized under WARMI and involve an average of 80% of the women of each community in the impact area. Within these larger groups, which receive maternal and child health messages from the field health supervisors, sub-groups for education (literacy training) and credit have been created during the WCI grant period. There is substantial membership overlap between these groups.

6. Literacy training got off to a quicker start than credit activities, which underwent a two-year pilot testing of five groups in 1993-94. Education sector activities have also consumed more of the WCI budget line than economic opportunities (credit), because of substantial material support to literacy groups and multigrade schools and the cautious start-up of GGLS. While the whole credit program is financed by WCI monies, this is mainly for salaries of field agents. Loan capital is not from WCI funds.
7. In the *education* sector, basic literacy activities for women began in earnest in 1992, although there had been some previous efforts under the early period of the WARMI project (1990-91). Currently there are 53 women's literacy groups, most of which have terminated the basic 32-lesson curriculum developed by SENALEP. SC claims that nearly 1,200 women (1,196) have received literacy training since its inception. The early emphasis within WCI-sponsored activities on women's literacy training is reflected in the Inquisivi area name of "Yateqanani" for the WCI program, which means "let's learn" in the Aymara language.
8. Launching new literacy groups in the Inquisivi impact area has been rejected by SC for several reasons: there is little further demand for basic literacy beyond those women involved in literacy training since 1992; SC will be phasing out of the impact area over the next three years in favor of new activities in Oruro Province; and attendance in ongoing literacy groups has fallen significantly (10% to 50%) since their uncoupling from credit activities this year as a result of mid-term evaluation recommendations (November, 1994). One reason given for weak demand is that most willing young women have been trained in the impact area, have realized the value of literacy and numeracy, and are now sending their daughters to school to achieve what the mothers had failed to achieve in their generation. There is no quantitative data in support of this relationship, however, and the recent impact study fails to confirm this hypothesis.
9. In the auto-diagnosis conducted this year by members of the literacy groups, it was found that 45 of 53 groups requested post-literacy training, termed "continuing education" by SC personnel. The educational themes most sought were health, leadership, mathematics, and composition. As literacy training turned to continuing education, some supervisors reported new membership interest by women who had become literate in primary school but who lacked materials and structure for continuing their learning through guided reading. Another request from graduating literacy group members is to receive a certificate of accomplishment, or a certificate of literacy. While this is not currently provided, it would appear to be an excellent means to build participation.

10. Continuing education activities are causing some consternation to field personnel and country office managers alike. There is a keen desire not to let the women's groups lose the literacy and organizational skills they have acquired over the past three to four years, but the lack of a Bolivian continuing education model means that the field team will have to devise its own. Currently education supervisors are using existing materials from the WARMI project, but they will need to develop tools other than reproductive health materials in the future. They do not feel qualified to develop teaching materials without technical assistance.
11. Another issue within the literacy groups is whether or not to allow women to pursue handicraft activities during their gatherings. This practice was discouraged as early as 1993 by the SC field office director, and the mid-term evaluation in November, 1994, again echoed the necessity to avoid traditional women's homemaking or handicraft activities during literacy group gatherings. Nevertheless, the women continue to request such activities as part of their meetings. SC field staff feel that group members should be allowed to do what they want in their gatherings.
12. With regard to the literacy group volunteer monitors, more training in future will be need to phase them over to continuing education activities. Presently the 53 literacy groups each has two or three monitors, all of whom are unpaid volunteers. SC in Inquisivi plans to invest in these monitors and to specialize them in aspects of continuing education. This will require more training than the three 3-day sessions they received to become literacy monitors. With more training comes the need for more funds in the education sector.
13. The education field staff of four felt that their importance had greatly diminished with the recent growth of the GGLS groups and with the uncertainly within the SC field office in La Paz over how to proceed from basic literacy training. They pointed out in support of their felt "poor stepchild" status that they had no field-level supervisor, as did the credit group. While they were doing their best to seek a methodology and strategy for continuing education, they were unaware of other Latin American models but were sure no Bolivian model had yet been developed. Thus, the education field staff and their supervisor in La Paz now know what the Inquisivi women want in terms of themes, know that they need to create several groups according to literacy, age, and community status levels, and are aware that they need to organize themselves somehow to proceed. Technical assistance from SC headquarters seems warranted here.

14. Within the education sector, SC/WCI is providing training and material assistance to the PEM program, the multigrade school program, itself based on the "new school" of Colombia. This is considered "primary school enrichment" and assists children of primary school age, most of whom have been sponsored children. This assistance began in 1992 and SC has to date trained 57 teachers in the new multi-grade classroom methodology. Although the classrooms are built by the communities, material and technical assistance is provided to equip classrooms, build sanitary facilities, establish classroom "libraries", and for toys and instructional materials.
15. The primary objective in SC assistance is to change teachers' attitudes through training from an authoritarian role to one of facilitating children's participation for faster learning. A second objective is to increase the completion rate in primary school, especially that for girls, whose desertion rate is nearly 100% in the impact area. SC/WCI education staff also work to build collaboration among teachers, children, and communities. Some progress is being made in community organization, but parental involvement is difficult to maintain, because of severe poverty in the area.
16. Problems in the PEM assistance activity have arisen, although solutions are beyond the control of SC. Communities are falling behind in the construction of classrooms, materials are being stolen or damaged by secondary school students who occupy the classrooms in the afternoon, and teacher transfer leads to the need for annual retraining of new teachers. Financing and retraining of new teachers each year does not seem to be within the projected activities of the Inquisivi education team.
17. The SC education team is also assisting the USAID PARI project to supply cassettes to teachers based on recording radio transmissions of curricula. SC has assisted in the training of 25 primary school teachers to date. Since the schools are multi-grade, it is not likely that recorded materials for one grade can be ignored by the two other grades in the same classroom.
18. In the *economic opportunities* sector women's credit groups were first organized in Inquisivi province in 1993 and limited to five pilot groups. Earlier credit activities in the agriculture sector (potato production credit) and savings activities under the WARMI project had largely benefitted men. The group solidarity (GGLS) experience was initiated after a baseline study in the program area. The pilot groups were expanded to 11 in 1994 and then saw phenomenal growth over the last year, rising from 250 women in September, 1994 to over twice that number one year later. By the end of September, 1995 there were 84 groups with 573 members, an outstanding loan balance of \$47,660 (Bs. 231,627), and an "end-of-cycle" principal repayment rate of

96%. Five groups were formed in the month of September, 1995 alone. Most groups are currently in the 4th to 6th cycle (Bs. 700-900) and none has yet graduated from the program (Bs. 1,000 = \$206).

19. The early period of launching women's credit groups was closely controlled with loan limits limited to Bs. 300 (\$62) per member for three cycles of four months before loan principal amounts could be increased to Bs. 400. Groups met weekly (as is currently the case in Mali) and principal was amortized regularly with interest. With the expansion of the pilot groups in 1994, it was decided to meet monthly with the groups, to collect only interest (4% per month) each month, with principal due in full at the end of the loan period. Credit group requests for swifter access to larger loan sums (up to Bs. 1,000) and longer repayment periods (up to 6 months) have been honored by project staff. Group requests for lower interest rates, because of small profits on their loans for most, have not been honored.
20. Currently group loans begin at Bs. 300 but rise Bs. 100 for each additional cycle. Repayment periods also shift from four months for loans from Bs. 300-500, to six months for loans from Bs. 600 to Bs. 1,000. These policy changes took into account the wishes of the women's groups, which have been given considerably more flexibility in suggesting changes to the structure of the GGLS program than was the case with the pilot programs in 1993.
21. Women's credit groups complain of the low profits made in their commercial activities based on the SC loans and of what they perceive to be an onerous 4% monthly interest rate (equivalent to 48% per year simple interest). Since the principal is not declining women pay the same interest each month and have to pay what appears to them to be additional investment monies for several months before longer-term economic activities (sheep or pig fattening or breeding) bear fruit. SC credit interest is, however, in line with other major solidarity group lending organizations, such as PRODEM. Interest charges do not cover the costs of administering the credit program.
22. Either because of low profitability or own consumption, women's savings are not substantial. At the end of September, 1995, savings amounted to Bs. 4,531 (\$932) for 573 women, based on an average loan of Bs. 404. Savings thus constitute slightly less than 2% of the outstanding loan balance. In individual terms, each woman has thus far saved about Bs. 8 (\$1.65) from previous loan activities compared to a current loan value of Bs. 404 (\$83.13). If we assume that savings constituted are from profits realized from previously concluded loans (a total of Bs. 290,923 by 9/30/95), then savings are about 1.6% of loan principal extended.

23. Part of the reason for the low savings of credit group members, in addition to the complaint concerning the interest rate, may be the use of profits to improve home consumption of nutritious foodstuffs, particularly vegetables rich in Vitamin A and other nutrients. SC/WCI staff in Inquisivi currently do not know what profits are made and how they are consumed or reinvested by credit participants, but they speculate that most are making some profit and that much of this is directed to improving children's welfare. Some quantification of these qualitative observations is desirable in future.
24. SC/WCI staff stress that credit group activity and assistance is much more than a financial service. Women who participate, even with small sums and resulting profits (or losses made up from other activities), are being empowered. They are gaining financial, marketing, and organizational skills. The latter are not to be minimized, each group of 4 to 15 or more women is tightly organized to avoid default by members, and the experience of acting as a group can be transferred to a variety of community activities in future. The solidarity of the credit group is much more important for collective empowerment than the association required in literacy and health activities.
25. The larger women's group containing both literacy and credit sub-groups has a president and a two-member credit committee. This credit committee has the power to determine which groups will receive credit under the program. In this way, they act to turn away candidates presumed to be repayment risks. SC/WCI staff feel, however, that this results in the elimination of the poorest members of the community from participation. The staff goal of reaching the poorest children and their mothers is thus currently not being achieved. Lower loan amounts for poorer groups has been suggested by field personnel as one solution to this dilemma, but the SC Bolivia FO has decided not to change its policy.
26. How to sustain the achievements of this credit program beyond the withdrawal of Save the Children from Inquisivi in 1998 (and the end of the current WCI grant in 1996) are a concern to SC staff in the field and in the field office in La Paz. Partnership with local organizations and other NGO's is considered the most likely way to transfer assistance activities.
27. The question of financial sustainability of assistance activities and loan management is thorny. SC field staff feel that payment for these financial services, in addition to the interest rate, is not SC/Bolivia policy. If the local municipalities take charge of the credit program and want to charge for their services, this may be a solution to the issue of sustainability. As of yet there is no indication that the municipalities have the capacity or desire to do this. SC field personnel feel that if they begin to pay group officers and group activity

volunteers (monitors), the whole system will collapse. Creating community banks (bancos comunales), or transferring loan portfolios to an organization like PRODEM for transition to community banks, are two options. Both require considerable future work, if this GGLS program is to survive the withdrawal of Save the Children.

28. In spite of sustainability problems, Save the Children has ambitious goals for the GGLS program through the remainder of the WCI grant. From 573 participants in September, 1995, the SC objective is to involve 892 women by the end of February, 1996, and 1,200 by September 30, 1996. By the end of the WCI program, 26% of all women over 17 in the impact area will be participating in SC-sponsored GGLS groups. At the end of September, 1995, the coverage was 12%. It is to be noted that the credit target group is not the same as that for maternal and child health activities: 15-49 years for women and 0-5 years for children. Only women 18 years and older are eligible for credit.

Measurable Impact

1. The amount of data collected that can measure direct impact on participants and beneficiaries of credit and education programs in the program area is minimal. Only in the health data collected on the target groups of children (0-5 years) and women of reproductive age (15-49 years) is active tracking of changes in personal welfare occurring. Children's weight and immunization records are updated every three months, and women's reproductive history and tetanus coverage is tracked at the same time.
2. While data is collected on the basic health situation and record of children and women by the 22 health supervisors of the Inquisivi impact area, this data is not combined with records on women as participants in literacy and credit groups or as active community organizers within the health sector. Data on women's formal educational levels is not noted. Health records for target groups are entered into ProMIS.
3. Data on all credit groups and individuals is kept on a huge (and growing) Lotus spreadsheet by the credit sector coordinator based in Licoma. The coordinator has been promised an alternative to Lotus, as well as specific impact indicators from SC headquarters (Westport), but as yet this has failed to materialize. Records on the 573 credit participants are collected by field supervisors and include the name and group of the borrower, the borrowing cycle, the sum borrowed, interest repayment record, and final repayment of principal. Data is not collected on the participation of these women in literacy

or health group activities, although all women of reproductive age are certainly tracked by the ProMIS database.

4. Data on participation and accomplishment in literacy groups is not computerized, but written records are kept. Monitoring of women's progress in literacy groups is undertaken by periodic written tests on the 32 lesson curriculum developed by SENALEP. Tests are given on lessons 1-11, 12-22, 23-32. While this certainly tracks progress in literacy, only qualitative appraisal of literacy impact on women's welfare and empowerment can at present be undertaken.
5. ProMIS II training was given to the Bolivia FO sub-director in a Honduras workshop, but he received no training on how to develop and incorporate new modules into the improved database system. There is yet no ability in the Bolivia FO to combine credit data with health data.
6. Women participants' own impressions of their accomplishments in the impact area have been tape recorded, but this is highly subjective and clearly influenced to some degree by the interviewers. Nevertheless, some of the accomplishments mentioned by a variety of respondents are that they have learned to: read, write, and keep accounts; manage money; make money with their credit; conduct successful business activities; invest in sheep and pigs as a business; assist children with their lessons; know the value of various vaccinations; know the nutritive value of consuming fruits and vegetables; and master the sanitary practices required in childbirth.
7. A baseline data update on all families of the 104 communities of the Inquisivi impact area was conducted in 1991 just prior to the advent of the WCI program. Data collected was primarily demographic and health information and yielded a view of the status of the communities in which SC was working.
8. As part of the strategic planning exercise of mid-1995 an appraisal of the current health, demographic, and infrastructural situation in the 104 communities was conducted by Inquisivi field staff. This Community Evaluation Survey is an update of data collected in the 1991 baseline survey and has yielded a picture of the 1995 development situation in these communities. This data will assist in the selection of 70 communities for phase-over work during the next three years. Among the criteria for selection is accessibility, level of poverty, and extent of need compared to other communities.
9. Evaluation specialist Dearden from SC headquarters paid a visit to Bolivia in

March, 1995, in which he made an important contribution to defining and sequencing the response to the WCI mid-term evaluation (November, 1994). He also developed impact indicators for the WCI education and economic opportunity (credit) activities. The latter have not been accepted or are not yet understood by the credit advisor.

10. Action plans to implement WCI mid-term evaluation recommendations were developed by the evaluation specialist with the participation of senior staff. While the various actions, responsibilities and target dates had been partially carried out in the credit sector, little had been accomplished in education. Moreover, field staff seemed unaware of the existence of this detailed action plan for their sectors, although they were aware of the major actions to be taken in response to the evaluation.
11. The primary recommendation made by the mid-term evaluators was that education and credit group activities should be separated and that field supervisors be specialized in either education or credit activities. Reasons given for this separation dealt with the value of women's time, the ineffectiveness of requiring women desiring credit to participate in literacy training, and the conflict of roles inherent in teaching literacy and managing women's credit obligations.
12. Field staff are now separated into two teams of four each, one for credit and one for literacy/continuing education activities. Women are no longer required to take literacy training to participate in credit activities, which has led to a significant drop in literacy attendance (up to 50% for some groups). Moreover, women's literacy and credit groups for a given community are usually scheduled on a given day, so that field supervisors can concentrate on a fixed schedule of community visits to conduct both literacy and credit activities.
13. There is some contradiction between the separation of these sectoral activities (already distinct from health group activities) and the desire to achieve *integrated impact*. Nor is it clear that women spend less of their valuable time in attending two group meetings on a given day, rather than one in which both literacy and credit activities are conducted by a two-person supervisory team. Unlinking literacy activities from credit may have freed up women's time to some degree, but largely at the expense of attendance at literacy training.

14. While well intentioned, the separation of field activities into distinct sectoral activities is somewhat illusory. The nature of literacy and credit activities do not require great specialization by field staff, nor is there likely to be confusion of roles between the two activities. Moreover, supervisors and women participants' valuable time often requires meeting with both groups in succession in a given community, which is not very different from conducting both activities in one stretch. In addition, supervisors continue to assist each other and may even perform the other's duties when necessary. Health personnel may even be involved occasionally in supervising literacy activities, particularly when health messages and materials are involved.
15. Considerable distance and difficult terrain, coupled with the small number of field supervisors for education and credit activities (8) in the 53 communities of the 104 in the impact area, may require two visits to far-flung communities rather than one by supervisors. Field personnel simply do not see the necessity to separate personnel by functions. If each sector advisor covers an average of 13 communities, some of which must be on foot, it seems reasonable for him or her to conduct all WCI activities in one visit, freeing the other supervisor to visit other communities.
16. The WCI program is now funding an important multi-sectoral impact study in Inquisivi, the Program Impact Study, whose results should soon be released. The evaluation specialist's visit in March was crucial to the design and operationalization of this major survey. It is expected that the study will provide a statistically valid sample of values on key indicators of program impact on women and children in Inquisivi. The survey is currently being analyzed by the two consulting firms involved.
17. Four approximately equal sample groups totaling 2,552 women were surveyed in July/August, 1995 throughout the Inquisivi impact area. The Program Impact Study examined women who have participated: only in SC health activities; in both health and literacy; in health, literacy, and credit activities; and in none of the SC activities (control group). Results have not yet been obtained from the survey firms.
18. The design of the post-literacy, or continuing education program, has involved the development of new process indicators. Current process indicators for literacy have remained as they were. New impact indicators for literacy were developed by the evaluation specialist in March, 1995 and have been partially implemented (tests of skills levels).

19. Process and impact indicators developed for the multigrade primary school system (PEM) may overstate the level of SC/WCI assistance to this program. Nevertheless, the new impact indicators for PEM involve the percentage of children 6-10 enrolled in primary school in each SC-assisted PEM community and the percent of children 10-14 who have finished the basic cycle (primary school). Both indicators are to be disaggregated by sex.
20. Process indicators for credit are to remain much the same as those contained in the former credit request form, recently modified slightly. Impact indicators developed by the evaluation specialist in March, 1995 involve measures of: success or failure of the enterprise; women's and children's well-being; program sustainability (institutional and financial); and policy change. Most of these indicators have now been developed but data is not now being collected by field staff. The majority of information on the values of these indicators is expected to come from the Program Impact Survey.

Training Systems

1. Regular training cycles for staff skills upgrading have been recently proposed by the SC training specialist, who spent ten days in Bolivia developing various training modules. Although the visit was in July, 1995, the report was not finalized and sent to the Bolivia FO until September. There has been no further action on these training modules.
2. The training specialist identified the following training needs, which were to be converted into training cycles by SC/Bolivia during its second strategic planning workshop in September, 1995. These cycles may be a part of the new strategic plan document, not yet finalized. There seems to be a general unawareness of the content of future training cycles on the part of leadership in the Bolivian FO, but the training specialist's report recommended the following:
 - Providing staff with effective management and supervisory methods and skills.
 - Improving staff's capacity to use adult education methods.
 - Sector-related technical skills (health, education, credit, and agriculture).
 - Gender training for all staff.

3. There have been at least 16 of training workshops financed by WCI over the four years program activity. These have been primarily for the purpose of training monitors for the literacy groups and teachers in the PEM methodology. WCI has also financed trips to training or other events, such as FACETS in Ethiopia (May, 1995), a gender workshop in Argentina (September, 1994), participation in the Program Exchange conference in Nepal (April, 1995), and participation by the education advisor in the Fourth Women's Conference in Beijing (September, 1995).

Gender Sensitization

1. There is very keen interest in the Bolivia FO in pursuing a gender and development approach to field activities in Inquisivi and in the La Paz headquarters office. The influence of WCI has been overwhelming in achieving this perspective, although a more woman-centered approach had begun in the health sector with the WARMI project in 1990-91.
2. The first major impact of WCI was the constitution of a staff for literacy and credit activities. Of this staff eight of ten are women, including the education and credit coordinators (advisors). This may be contrasted with the sex composition of the health sector staff, of whom only four of 14 are women. The health sector advisor and his two coordinators are all male.
3. Women over the last four years have become so much the center of activities that recently gender and development activities have come full circle to the direct creation of 12 men's groups throughout the program area for the purpose of including them in health, nutrition, and eventually gender sensitization issues. Three of these groups have been created in each of the four program zones in Inquisivi. The intention is to work with progressive men in each zone to become spokesmen for gender issues with their peers.
4. While women have been targeted in health, education, and credit activities, and there are numerous examples of changes in individual lives and women's groups' dynamics, changing social roles in the project area will be a long-term effort. The Bolivia FO wants to emphasize the fomenting of women's participation in community leadership roles during the last year of WCI and will do this in both its credit and continuing education programs. By the end of the three-year phase-over to Oruro department, the FO believes it will have put in place a number of women in now all-male committees, particularly the local political groups (sindicales), and more women in leadership positions in currently mixed groups, such as the Parent-Teacher Associations organized around the multi-grade schools. Women's empowerment and participation in

community decision making are the objectives, but these may prove to be more difficult in the political structure than is currently realized. Preliminary results of the Program Impact study tend to confirm this difficulty.

5. The Bolivia FO held its annual General Workshop in February, 1995, and an entire day was spent on gender issues and how to apply gender analysis and lessons learned more effectively in Inquisivi. The gender portion of the workshop was funded by WCI. The WCI Workshop in June, 1995, dealt with progress in implementing the changes recommended by the mid-term evaluation (November, 1994).
6. The visit in July, 1995, by the WCI training specialist (Lozano) also resulted in gender training for staff. The training specialist was instrumental in the development of the "auto-diagnostic" methodology for the women's literacy groups, which from September to November, 1995, were selecting topics for future continuing education activities.
7. The SC training specialist also developed a gender training module for the WARMI project, evidence of WCI influence beyond the WCI sector activities.
8. The Bolivia FO director and the education sector advisor both attended the Nepal Program Exchange Conference, which they found extremely useful. The Inquisivi program director was sent to the FACETS training in Ethiopia in May, 1995. He will lead a training on gender issues for the full Inquisivi team in late November, 1995.
9. Gender and development is also intended to be an important part of the next General Workshop for all personnel to be held in January, 1996.

Program Principles

1. Program principles were reviewed in the self-evaluation workshop held in late October to prepare for the external evaluation. This "internal" evaluation reviewed the program principles, so that most field personnel are now familiar with them. Had the WCI staff not met so recently, it is unlikely that many of them could name all program principles. The importance of gender and women's empowerment, sustainability, and child-centeredness are most clear to staff. The concepts of integration (no longer a principle), measurable impact and scaling up are not well understood.

Documentation

1. There have been few formal documents developed under the WCI grant in Bolivia. Most important of those produced is the Women's Credit Program Manual published in October, 1993. The manual is currently being revised.
2. There is no collection of working papers. There are numerous, but somewhat sketchy, workshop proceedings.
3. Recently sector strategy statements were drawn up as a part of the current strategic planning process. The final plan should be finished and available to staff by the end of December, 1995. This will constitute the heart of the General Workshop in January, 1996.

Partnering and Local Institution Strengthening

1. There has yet been little partnering with other NGO's, but plans exist to collaborate with other entities in the final years of SC presence in Inquisivi. SC has tried to attract the well-known Bolivian micro-credit agency PRODEM to provide a transition to BancoSol village banking activities for the credit groups, but PRODEM does not yet seem very interested in such partnering. Other NGO's work in the program area, but there is little cooperation.
2. SC necessarily collaborates with governmental entities in the Inquisivi area. This is certainly true of the health sector. An area of close collaboration was with the now defunct SENALEP (Servicio Nacional de Alfabetizacion y Educacion Popular), which developed and distributed the literacy course which SC has used successfully with 58 literacy groups (five new groups have recently been added in the town of Tablachaca).
3. SC has been receiving U.S. Peace Corps volunteers for several years now, four new ones having just arrived in the Inquisivi zone. The volunteers work alongside the SC field staff.

WCI Regional Initiatives and Influence Beyond Core Countries

1. There has been little involvement with other LAC countries or other regions from a base in Bolivia. Staff observation visits to Colombia, Argentina, and Guatemala, however, have been financed by WCI. The Bolivia FO feels somewhat isolated from other field offices in Latin America, and contact between the two core countries of Haiti and Bolivia is quite limited.

5.2.3 HAITI

Support for Sectoral Focus and Expansion

1. The Haiti field office, although starting its WCI Program about one year behind the other core countries because of the Haitian political situation and the U.S. trade embargo, has effectively employed WCI funds to redirect most program activities to women.
2. Of the total WCI budget of \$367,553, only \$7,780 dollars were spent in FY 1991-92. Since the first year, however, an average of \$85,300 has been spent each year. Some \$103,870 remain to be spent in the final year of the grant (FY 1996).
3. Much of this WCI support to the Haiti program (perhaps 90%) has been through salary support to key sector personnel, particularly in education and economic opportunities. Thus, WCI currently funds the salaries of the agriculture sector coordinator, the education sector coordinator, the economic opportunities sector coordinator, 6 of the 10 "animatrices" under education who work with the 162 women's clubs, the 4-person primary education strengthening team, and 2 women's literacy supervisors.
4. *Agriculture/natural resource management* sector program activities are firmly considered to respond to WCI mandates, although the major groups with which the program works are farmer groups (groupements de paysans) with about 70% male membership. The concern that women members may not be participating fully in decision making within most groups led to the creation of the women's clubs in the early 1990's.

5. Currently, the personnel of the agriculture/NRM sector consists largely of agricultural monitors under contract for eight months of the year. This year there are 30 monitors, down from 60 the year before. Most of these monitors (perhaps 95%) are male. Of the seven agricultural "animators" who supervise these monitors, all are men, as is the agricultural sector coordinator. There is an agricultural animator for each of the seven agricultural zones.
6. Agricultural activities focus on soil conservation, water resource management, animal husbandry, and crop storage. Women are certainly key to all these sub-sectors and are involved either through the farmer groups or the women's clubs. The agriculture sector claims to have shifted its focus to the role of women in local production. In particular, the WCI grant funds the creation of household gardens ("jardan lakou") for women, of which over 1,500 have been developed to date. A home garden manual is almost finished.
7. WCI funding has also assisted in the grafting of fruit trees and women's activities in agroforestry and soil conservation. Fruit trees are women's responsibility and are valued highly. Sex-disaggregated data is now routinely collected in the monitoring of agricultural activities.
8. There is a movement underway at present to link women's clubs into associations, parallel to the seven associations created to join the farmer groups. The creation of multi-purpose peasant associations, grouping 150-300 farmers (about 10-12 farmer groups), is part of the effort to leave viable, sustainable local organizations after the "phase-over" of Save the Children in four to five years. These associations will theoretically be able to apply for funding themselves in the future and would become equivalent to Haitian NGO's. The demand of women for their own associations reflects their felt need to control their own organizations. SC is assisting in the strengthening of the peasant associations and the creation of women's associations.
9. Most of the current and projected activities of both types of associations will revolve around credit, crop storage, garden development, maize mills, spring tapping, construction of cisterns, and improved seed production.
10. The *education* sector is focused on women's literacy within the women's clubs, empowerment of women, and strengthening of the Creole language curriculum in 36 primary schools of the 76 in the project impact area.
11. Curriculum reinforcement involves training and distribution of educational materials to students. The lowest three grades of participating schools were assisted in 1994-5 and the 4th year is being assisted this year (1995-6). Assistance consists of training teachers in the use of the new curriculum in the

period prior to the beginning of the school year and the distribution of school materials to students. In 1994-95 some 2,104 students received materials. Some schools prefer to continue the French language instruction from the first grade, rather than introducing French as a second language in the 4th grade.

12. The four trainer/supervisors are all WCI funded. After curriculum training, they continue to supervise teachers during the year. Some 70 teachers were trained in the first year of this support to the new curriculum. Interestingly, in exchange for training and educational materials, SC/Haiti does not put explicit pressure on primary schools to retain girls. In Mali this was a key part of the justification for developing the informal community schools.
13. A baseline study of teachers' abilities, funded by WCI, was conducted in 1994.
14. Literacy training has been given to 130 of the 162 women's groups thus far. One hundred ten groups have completed the two 6-month courses--basic and post literacy. As in Bolivia, the question of what exactly to do during the next phase of "continuing education" is being dealt with by education sector staff.
15. Some 1,880 women attempted the two courses in its first year, 1993-94, with 1,050 successfully passing the examination at the end of the year of literacy instruction (56% success rate). On the other hand, only 849 women began the next cycle of literacy activities in 1994, with only 425 finishing the year in October, 1995 (50% success rate). Of this group, however, some 76% had successfully passed the examination ending the first six months of instruction. Many dropped out in the second course, because of recent competition in literacy activities from a populist political association (MPP), which does not feel women should have to contribute financially for literacy services.
16. Men were also given a year of literacy training between March, 1994 and March, 1995. Of the 188 men in 15 groups, 140 passed the final examination (74% success rate). In spite of the success rate, men proved much less keen to pursue this training than women, and further male-only courses have been dropped.
17. A diploma is given to those successfully completing the one year literacy course. This is something that women in the literacy groups in Bolivia have been requesting but have not yet received.

18. Literacy activities are conducted for one to 1 1/2 hours daily by those members of the clubs interested in pursuing them. Literacy training is linked to credit activities, but is not a requirement for GGLS participation. On the other hand, participants in the credit groups are expected to have a credit committee which can read, write, and do simple arithmetic. Women see the value of literacy for their credit activities.
19. Literacy activities are conducted by monitors under contract to SC for the duration of the activity. These monitors are about equally divided between men and women. Two permanent staff (both male) and four contracted monitor supervisors oversee a staff of about 35 literacy monitors.
20. The hope is to shift from contracted, paid monitors to unpaid volunteers who can be leaders and instructors within their literacy groups. This is part of the long-range plan for post-curriculum, functional literacy activities, equivalent to the "continuing education" activity foreseen for Bolivia. In Haiti, in contrast to considerable uncertainty among staff in Bolivia, education staff feel that adequate materials can be adapted or developed to provide the women's groups with reading material in the future.
21. The other major activity undertaken by the education staff within the women's groups is empowerment training. All 162 women's groups have been through this course, which is given by the ten animatrices based on a two-volume "empowerment" (animation) manual. The animatrices meet with the group on a monthly basis, and the club members hold their own meeting biweekly without assistance.
22. The *economic opportunities* sector is characterized by numerous GGLS credit groups, whose members are drawn from the women's clubs. In October, 1995, 39 clubs with 687 members were active participants in credit activities.
23. The fortunes of the credit groups have varied somewhat recently for reasons not completely clear. Some of the reasons have been given in the last WCI annual report (September, 1995) and involve such problems as death of livestock, lack of means to force payment, departure from area, use of credit for non-commercial ends, bookkeeping problems, and spending or lending out of group savings. Between October, 1994, and February, 1995, 45 groups with 781 participants had been involved in credit activities. In February, 1995, five groups were unable to pay back their loans, and 16 others did not wish a new loan. Thus, by March, 1995, the number of GGLS groups had plummeted from 45 to 24. In October, 1995, 15 new groups began activities, bringing the total number back up to 39. Apparently, 3 of the 5 insolvent groups in February, 1995, have since been able to repay their loans.

24. Beginning in September, 1995, changes were made to the rules of GGLS activity to render it more structured. Instead of loan size increases based on savings amount, a regular schedule of four 6-month loans of increasing size and required savings are made over a 2-year period. Loans begin at 500 Gourdes (\$33) and rise to 1,700 Gourdes (\$113) in the last cycle. At that point groups are graduated from the program.
25. The interest rate is 21% annually, or 10.5% per loan cycle. An interest payment of 1.75% per month is made on the loan amount, which is reimbursed in full at the end of the six months. Loan group members are expected to save 5% per month of the loan amount, equal to 30% at the end of the loan period.
26. Interest and savings are paid to economic opportunities sector staff in Maissade on a monthly basis. Members of the clubs' credit committees bring the money to SC's Maissade office, rather than meeting the groups in the field, as is done in Mali and Bolivia. Interest collected is eventually returned to the women's clubs, while savings are retained and lent out anew. Interest on these savings is divided between owners of the savings accounts and SC: 7% goes back to the club members and 3.5% is kept by SC. No calculation of the financial breakeven (sustainability) point has been made, however.
27. Under the existing system of four 6-month cycles each participant in the GGLS groups will have saved 1,220 Gourdes (\$81) over two years. Club members generally state that they will invest this sum in small livestock (pigs, sheep, goats). Loan capital normally is used for shorter term activities, such as vegetable gardening, maize production, and crop storage for resale at higher prices.
28. GGLS activities in Maissade commune began with six clubs in July, 1993, a few months after a technical assistance visit from the WCI-financed economic opportunities advisor (Hirschland) in SC/Westport. The idea of reimbursing part of the loan principal each month was, apparently, not acceptable to the women's clubs and was never implemented. Between July, 1993 and April, 1994, interest was collected weekly; this was then changed to monthly payments. Loan terms of four months were changed to six months for all loans in September, 1995.
29. Supervision of GGLS activities is carried out by a sector coordinator (male), a female assistant, and the ten field agents (animatrices), who also assist in organizing and empowering the women's clubs.

30. There are currently nine GGLS groups in the second to last loan cycle which should graduate in September, 1996. No groups have yet graduated from the GGLS program.
31. As of November, 1995, the outstanding loan balance for the 39 clubs in various stages of the GGLS program is 441,500 Gourdes (\$29,433). Total savings now accumulated are equal to 122,415 Gourdes (\$8,161), or about 28% of the outstanding loans.
32. Several technical assistance missions from SC/Westport have been made over the 2 1/2 years of the GGLS program, including a visit from both members of the WCI-financed economic opportunities office in SC/Westport (Hirschland in March, 1993 and Bass in October, 1994). WCI also financed a trip by the economic opportunities sector coordinator to a microcredit conference in Guatemala in October, 1994.
33. Data on these individuals and groups is kept in the Maissade office, but is not as yet computerized. These accounts of loan balances, repayment schedules, interest payments, and savings of each group member are all kept manually and warrant computerization. Savings accounts used to be in a commercial bank in the provincial capital of Hinche, but these are now kept in SC headquarters in Maissade, although generally lent out to new groups.
34. The other activity of the economic opportunities sector is assistance to two microenterprises launched by two women's clubs. One group has some of its members in the first credit cycle, the other in the 6th (second to last). Both have received cash loans (\$333) from UNICEF and equipment loans from SC. The economic activity involved is the drying and storage of fruit for sale in Port au Prince.
35. The *health sector* is not directly supported by WCI but has traditionally been the heart of SC's integrated development approach. As in other core countries, the WCI grant has permitted the extension of activities from women's health clubs to literacy, empowerment, and credit activities. Nevertheless, the 44-person staff, including the health sector coordinator, two sub-sector supervisors, assistant nurses, nutrition monitors, health agents, and archivists are constantly in contact with the target groups of children 0-5 and women of reproductive age (15-49 years). Nineteen of the 44 health sector employees, which includes seven government ministry agents with salaries topped off by SC, are female (43%)

36. Health sector activities, as in the other countries of SC involvement, are focused on providing essential preventive and curative health care services to the target populations. These services fall into eight sub-sectors: education; reproductive health; curative care; micronutrients; diarrhea and rehydration; nutrition; training systems; and immunizations.
37. SC health care activities affect the whole population of 49,000 inhabitants of Maissade commune; each household is numbered and each person tracked demographically. Visits by health agents to each household are undertaken in principle every three months, but some agents may have up to 500 families to contact regularly. During these visits small children are weighed and life event information is recorded. The other means to contact families on a regular basis is through the monthly assembly at the local health post. At this time families are encouraged to assemble to be examined for health problems by local health staff.
38. Save the Children is contractually responsible for health services in the whole of Maissade commune, and those governmental health personnel located there work under the SC health coordinator with salaries supplemented to bring them to a par with those of SC. Women's clubs were first organized by health personnel for health education messages and have been extended under WCI monies to involve literacy and credit activities. Agricultural activities specifically tailored to women's interests have also been targeted on the same clubs.
39. Health personnel state that the WCI project has clearly acted as a bridge between the various sector activities. Health education and vaccination campaigns are greatly assisted by club members, who are aided by the ten animatrices charged with other club activities, such as gardening and natural resource management, microenterprise, credit, literacy, and empowerment training.
40. The PromIS database is currently tracking the 6,000 to 7,000 members of the target groups: children aged 0-5 and women of reproductive age. Thus, all Vitamin A and vaccination records, in addition to deaths and their causes, are entered into the database. Data on education, agriculture, literacy, and credit activities of women in the zone is not entered into the database. Since this data exists, a way should be found to combine it with the health data for statistical comparisons.

Measurable Impact

1. A number of studies have been conducted to determine the baseline situation or impact of SC/Haiti's activities in the Maissade area. Two major baseline activities were conducted: (1) a study entitled "Role of Women in Agriculture, the Socio-economic Status of Women, and the Status of SC-supported Groupement and Women's Clubs in Maissade, Haiti" (4/93); and (2) an evaluation of primary school teachers' skills, conducted in 1994 in conjunction with FONHEP (Haitian Foundation for Primary Education). Both of these baseline studies merit being redone next year to evaluate changes in women's empowerment and economic activities and in primary school teacher skills after training by SC. The data from the first study is keyed to women's households, so that the same women can be accessed for comparison of key indicators.
2. Other studies conducted to track progress in program activities have been: (1) a water use study by members of the water committees (early 1994); (2) a credit system functioning study (1993); and (3) a study on the impact of the nutritional demonstration foyers (presented by the health coordinator to a conference in India in October, 1994). The results of all three studies led to changes in program content. The nutritional foyers model was expanded to include two other NGO's in the region.
3. Data from the health sector is computerized in the ProMIS database on the health target groups of children 0-5 and women of reproductive age from 15-49. The visits to homes are in principle conducted every three months, so that basic demographic, critical life event, and children's weight data can be updated. The four health agents (Haitian government) and the 20 SC assistant agents may be responsible for up to 200 or more families, since SC has full health responsibility for a population of 49,000 people (about 8,000 to 9,000 families).
4. Data on the members of women's credit groups, primary school upgrading and teacher training, and literacy training for women's clubs is kept manually, but it is not computerized. The ProMIS 2 program, developed in Westport, was received in Haiti, but no one yet has been able to use it to add information on literacy and credit participation, so that such data can be correlated with the extensive household information generated by the health sector. Importing and exporting data with ProMIS 2 has not been mastered in the Haiti FO, in spite of two visits by data specialists from SC/Westport: May, 1994 (Herman) and September, 1995 (Marsh).

5. Participatory rapid appraisal techniques were apparently taught to staff during the mid-term internal evaluation in April, 1994. No external evaluation was conducted on the WCI program in Haiti.
6. A visit by the WCI evaluation specialist (Dearden) in January, 1994, resulted in a trip report, without further change in procedures in Maissade.

Training Systems

1. Field-based training is largely focused on members of women's clubs and farmers' groups. Women's clubs benefit from a two-volume empowerment curriculum entitled "Guide for the Animation of Women's Clubs" (9/93), while farmers' groups are assisted through a manual on "Reinforcement of Internal Management Capacity" (1993). Both farmers' groups and women's groups engaged in credit activities are trained with the aid of a manual entitled "How Groups Can Succeed in Transforming Agricultural Products" (1993).
2. In the domain of family planning activities, training is facilitated by a manual developed in 1994 used by assistant health agents, animatrices, and adult literacy monitors.
3. Training in functional literacy is aided by the development of a functional literacy book in 1994 to be used with adult literacy groups during the second 6-month cycle. The first 6-month cycle relies on an instruction book developed by a missionary agency (Mission Alpha) entitled "Goute Sel."
4. Beyond numerous training exercises for men and women of the impact area in water resource management, agroforestry, horticulture, soil conservation, animal husbandry, crop storage and preservation, adult literacy, GGLS credit, there has also been training of primary school teachers in the new Creole-based curriculum beginning in 1994.
5. Cycles of training to upgrade skills of Port au Prince or field office staff or promote organizational development have not been drawn up. Numerous ad hoc training events, however, have been attended by Haiti FO personnel, including participation in an International Vitamin A Consultative Group (Maissade area director--1994); SEEP GGLS conference in Guatemala (credit coordinator--1994); WCI Program Exchange in Nepal (education and credit coordinators--April, 1995); gender analysis training in Ethiopia (health coordinator--May, 1995); and Partnering and Institutional Development seminar in La Paz (Maissade impact area director and two members of partner organizations--June, 1995).

6. All training courses and manuals for beneficiaries and SC staff were developed with little assistance from WCI in Westport. The training officer from SC/Westport did not visit the Haiti FO.

Gender Sensitization

1. The impact of WCI was felt most strongly in the area of gender and development. As early as March, 1994, a 3-day gender analysis training for staff was held in Maissade, using gender training materials independently developed earlier by Rani Parker. The health and education coordinators conducted the training for the ten women's club animatrices (women), the eight agricultural animators, including the sector coordinator (all men) and two male staff from the sponsorship personnel in Maissade.
2. Dr. Ludzen Sylvestre attended the FACETS training in Ethiopia in May, 1995 and became part of the West Africa training team, which includes members from Mali and Burkina Faso. Due to geographical isolation Dr. Sylvestre has not had a chance to conduct regional training. Nor has he conducted Haiti training based on the FACETS experience.
3. Empowerment training for the women's clubs is central to their animation and continued viability. Virtually all women's clubs have completed the two-volume curriculum.
4. Beyond explicit gender analysis or sensitization training, the clear gender message of WCI reoriented Maissade field activities beginning in 1992. Efforts were made to understand women's roles and training needs in agriculture/NRM activities and to design an appropriate literacy course for local women. An important baseline study was carried out in early 1993, entitled: "Study on the Role of Women in Agriculture, Socio-economic Status of Women, and the Status of SC-supported 'Groupement' and Women's Clubs in Maissade, Haiti." The study led to increased inclusion of women in agricultural activities and to their increased targeting, as evidenced by the greater proportion of fruit trees and grafting demonstrations in training activities.

Program Principles

1. As in the other core countries, only supervisory staff can name more than a few SC principles. There appears to be a need to reinforce the definition of these principles in annual general assemblies or general staff workshops. Particular attention should be paid to sustainability, scaling up, and measuring impact, which seem consistently to slip people's minds. Little wonder, since these are the most problematic.

Documentation

1. Major documentation developed by the Haiti FO has been focused on training materials or didactic materials. These have been mentioned under training systems. To review, they are: (1) an animation and empowerment curriculum for women's clubs; (2) a manual for developing the internal management capacity of farmers' associations; (3) a manual for agricultural processing for women's clubs and farmers' groups; (4) a family planning manual used by assistant health agents, animatrices, and adult literacy monitors with women's groups; (5) a functional literacy curriculum, used in the second 6-month literacy course with women's clubs.
2. Two other manuals are nearing completion by SC staff in Maissade: (1) a Creole-language credit manual for GGLS activities; and (2) a home garden cultivation manual for women's clubs. Both of these manuals are designed to serve as models for other NGO activities.
3. Two studies are useful in documenting the activities of SC efforts in Maissade and are mentioned under impact measurement. To review, they are: (1) the baseline study on women in agriculture, women's socio-economic status, and the status of SC supported groups and women's clubs in Maissade (4/93); and (2) the joint SC -- UNICEF evaluation of the impact of literacy training and other forms of instruction on women in Maissade and two other impact areas (5/95).
4. No video productions have been produced by SC/Haiti or other documentation of the varied program activities carried out over the last few years with women's clubs and farmer groups. Thought should be given to producing some low-cost visual and written materials to document and disseminate lessons learned for other programs in Haiti and beyond.

WCI Regional Initiatives and Influence beyond Core Countries

1. Members of the Haiti FO office attended the major WCI activities: WCI Program Exchange in Nepal (education and agriculture coordinators--April, 1995); gender analysis training in Ethiopia (health coordinator--May, 1995). The agriculture coordinator also participated in the mid-term evaluation of the Mali WCI program in April, 1994. No one was sent to the Fourth Women's Conference in Beijing (September, 1995), an exception to the case for the other core countries of the WCI partnership grant.
2. The credit coordinator attended the SEEP GGLS conference in Guatemala in 1994.
3. The health coordinator attended and presented a paper in a conference in Bangalore, India, in October, 1994.
4. The Maissade impact area director and two members of partner organizations attended the Partnering and Institutional Development seminar in La Paz (June, 1995).

Partnering and Local Institution Strengthening

1. Save the Children works in conjunction with government health services, private health NGO's, and public and private primary schools in the Maissade zone. SC has worked with International Child Care in the area of tuberculosis. SC has also been involved in various coalitions to deliver services to the area, such as the ten NGO's in the AIDSCAP-funded "Coalition for the Prevention of AIDS and STD's in the Central Plateau" and a USAID Child Survival 10 project called WAND, "Women's Action for Nutrition and Development."
2. In addition, SC is building a network of local partner associations in Maissade commune. These consist of seven farmer associations linking 137 farmers' groups and 1,500 members. The parallel 162 women's clubs with 2,300 members are also forming three umbrella associations. Health committees around the four health posts in Maissade commune help to manage these dispensaries. There also exist 35 water committees based on the traditional "kombit" mutual aid group. An education committee to assist with the primary education program also has been organized.

3. With regard to "phase-over," area development committees consisting of farmers' and women's associations are being organized for the five regions of Maissade commune. These organizations offer the promise of sustainability of current activities. The associations will be assisted by SC to take responsibility for current and future development activities, involving revenue generation, credit programs, health centers, agricultural activities, and support for primary schools.
4. The concept of "phase-over" is based on the feeling that SC should be able to depart an area of activity after ten years of local organizational support. SC has now been in Maissade since 1985, and is now focusing attention on the creation of a network of local organizations capable of obtaining financing to sustain regional development activities in the future.

5.2.4 BANGLADESH

Support for Sectoral Focus and Expansion

1. In the first year of the WCI partnership grant (1991-92), the Bangladesh FO went through a participatory strategic planning process to operationalize the new objective of focusing programs on women and children in the context of family and community. Emphases were to be the establishment of greater integration of sectoral activities and the use of action research and documentation of lessons learned to promote policy support for new development methodologies reaching the woman-child target groups.
2. WCI grant activities in 1992-93 concentrated on the reorientation of staff and communities around the focus on women and children to align field practices with policies of the Bangladesh country office. Program strategies, structures, and systems were developed to operationalize the strategic plan adopted in 1992.
3. During the last two years of grant implementation in Bangladesh (1993-95), a number of sectoral and support actions have been taken, in education, economic opportunities, partnering, management systems, training, and action research. During this period, the Bangladesh program has expanded population coverage, decentralized management and financial systems, strengthened sectoral strategies for greater focus and impact on women and children, and developed new partnerships with both government and non-government agencies.

4. Women's Savings Groups (WSG's) now receive an integrated curriculum on credit, group development, primary health care, institutional development, and early childhood care and development.
5. In the *education sector* the Bangladesh FO assists women and children, particularly girls, to meet basic learning needs. These needs are those of effective living in their environment, basic formal education, and making the home a learning environment. Thus, the major strategy of the education program is to empower the parents, mothers, and older siblings of small children to render the home an effective learning environment.
6. The education strategy now consists of sequential phases which complement and reinforce each other. These components are early childhood care and development (ECCD) followed by the child-to-child program. ECCD seeks to test a package of child development materials and techniques for use by rural parents in the home and to support primary schools in improving literacy and other skills of their pupils. ECCD was initiated in January, 1995, and targets 35 Women's Savings Groups (about 600 mothers) in the impact area (Nasirnagar). Two other experiments in early childhood care and development are under way or planned for early 1996, one in conjunction with the Bangladeshi government's Integrated Non-formal Education Program in Kasba, and a second in two formal schools in Nasirnagar and Kasba.
7. The Child-to-Child Program began with a pilot activity in 1994 involving ten girls and ten boys as trainers for 100 7-8 year old boys and girls (equal numbers). Each pair of trainers was responsible for holding training sessions with a group of ten children twice weekly. The program is currently being extended (beginning in October, 1995) to 80 adolescent trainers and 600 children.
8. The *economic opportunities* sector has emphasized the creation of Women's Savings Groups. Economic assistance has been promoted by the partnership between SC and the Bangladeshi Association for Social Advancement, operational from March, 1994. As of the end of September, 1995, there were 455 WSG's involved in this partnership, 217 assisted directly by SC and 218 by ASA for SC, with a total of 7,085 members. Some 2,672 members had taken a loan by August, 1995. The SC/ASA groups thus have a GGLS credit component, in addition to the education curriculums in health, credit, group development, and early child care.
9. The total number of assisted WSG's is 516 in Nasirnagar and Rangunia (the latter recently undergoing "phase over," or shift of SC out of basic women's group formation with their associated community action, health, credit, and

education messages). These groups have 7,982 members. Some 3,569 of these members have received credit with a repayment rate of over 99%.

10. The coverage of target households in WSG's is currently 42% of the 27,814 households with an objective of 75%. Total population covered during the life of the WCI grant has risen from 76,100 in 1991 to 175,000 in 1995.
11. The WSG curriculum is a part of a larger package containing messages on health, credit, and group development. The curriculum for the first year focuses on the empowerment of women and their groups to become viable community-based organizations within a 5-year period of intensive SC interventions. The developmental growth of the WSG as a viable organization is tracked by means of a 5-year Maturity Scale. SC group promoters extend the basic messages to WSG members.
12. The Bangladesh Field Office also implements a homestead gardening program through its economic opportunities sector and plans to extend this program to 500,000 beneficiaries in the greater Comilla district. SC will do so through a partnership with the government's Department of Agricultural Extension and local NGO's.

Measurable Impact

1. The Bangladesh Field Office currently has an extensive manual and computerized monitoring and evaluation system designed to track health statistics for programming purposes. This is the PromIS system used in the other core countries of the WCI program. By means of WCI funds, this system has been expanded to track women's participation in and benefits from WSG membership and non-health sector activities. It does not appear that integrated impact calculations and comparisons are yet available.
2. Between 1986 and 1994 the computerized database contained basic demographic data on the total population of the four impact areas where SC was operating (75,000 people). Data were updated monthly for all families on life events, such as births, deaths, and migrations. Information on immunizations for children, tetanus toxoid inoculations for women, and contraceptive use were collected and computerized quarterly. Until August, 1992, data on growth monitoring and growth promotion were also collected. Manual registers and rosters were maintained in the field impact areas.

3. In 1994 SC phased out of three impact areas in favor of expanded coverage in Nasirnagar province (170,000 persons). Because of this expanded coverage, computerized demographic and health data are now collected only on the inhabitants of 17 sentinel sites, randomly picked from 21 villages. This population of 47,000 represents 28% of the total population of the Nasirnagar impact area. Data on the total population is, however, still kept manually in the field.
4. Family health promoters in the field rely on their manual registers to track delivery of program services to the population they are serving. These registers are based on the "Family Registration Form." Data from these registers are then computerized in the Bangladesh FO, if they are from the sentinel sites. Data from all sites in the previous impact areas are still present in the database in Dhaka.
5. Other action research tools have been employed under WCI, including surveys and qualitative studies. Over the 1994-95 period, a household baseline study was completed in Nasirnagar, two studies on participatory rural appraisal ("Community Perception and Behavior Towards Children's Education" and "Participatory Rural Appraisal in PIME Process: Experiences in Dharmondol") using both qualitative and quantitative methods were carried out, and three others are planned: "Multilevel Analysis of Women's Empowerment in Nasirnagar Thana;" "Women's Empowerment and Fertility Behavior;" and "Impact of WSG's on the Socialization Process of the Girl Child."
6. It is clear that the Bangladesh Field Office has taken particular pains to pursue an action research agenda over the years, particularly since the advent of the WCI grant. The Management Information and Research unit (MIR) of SC/Dhaka consists of a management information and research coordinator, a research analyst, a systems analyst, a data analyst, a monitoring officer, and one MIR assistant. The objectives of the MIR unit are to: work with program staff to supply a flow of information for program development and management; carry out operations and action research to improve program quality; and influence policies affecting the lives of women and children through the dissemination of research findings to planners, policy makers and implementors.

7. Two groups have been formed to assist the MIR unit: an internal MIR Standing Committee and an external Research Advisory Board. The Standing Committee is multi-sectoral and has responsibility for devising monitoring tools, selecting special studies, and overseeing multi-sectoral integration in program monitoring and research. The Research Advisory Board is comprised of social scientists from within and outside Bangladesh.
8. Research activities and data collection focus on the following topics: women's issues; children's well-being; cost effectiveness and sustainability of programs; economic and social security; adolescent issues; and the impact of integrated programming. These are all issues the WCI program has continued to stress and most have become formally recognized as SC's new Program Principles.

Training Systems

1. The WCI grant agreement stressed the development of training cycles in core countries for SC staff, partner organization staff, and community members. Such cycles normally include annual training needs assessments, training plans, establishment of standard systems, procedures, and formats for planning, implementing and evaluating training activities, and published modules or manuals. The Bangladesh FO is engaged in producing these outputs, but by the end of September, 1995, not all had been realized.
2. Accomplishments during the 1994-95 reporting period are given in the 1995 WCI Annual Report as:
 - "Development of an annual training calendar in coordination with field and Dhaka-based program staff and community-level development promoters"
 - "Institutionalization of standard format for training design and session planning"
 - "Development of different training modules covering targeted skill areas for communities, WSG's, community-level development promoters, and Bangladesh Field Office staff"

- Skills development of key staff through (1) participation of training coordinator, WCI program manager, and impact area manager in the Program Exchange conference in Nepal (April, 1995); (2) participation of WCI program officer in FACETS workshop on gender in Ethiopia (May, 1995); (3) follow-up program development workshop in Pakistan by the training coordinator.
3. The 1995 WCI Annual Report from the Bangladesh FO lists 31 distinct training events hosted or attended by SC staff in Bangladesh. These total to 122 days of training for over 1,900 participants, ranging from SC and partner organization staff to WSG leaders and members and community and opinion leaders.
 4. Other outputs declared for the 1994-95 reporting period in the area of human resource development and training include the selection of a gender specialist for the South Central Asia Area and an initiative to develop a Bangladesh FO gender training program.
 5. The 1994 WCI Annual Report for Bangladesh lists 17 training events, including gender awareness (July, 1994), child survival interventions, research methods, training of trainers, partnering and institution building, and a wide range of planning and management workshops. These trainings involved 90 days of activity.
 6. The 1993 WCI Annual Report for Bangladesh listed 13 important staff and community-level trainings, while 8 such training events were declared in the 1992 Annual Report. Early WCI influence on the Bangladesh program is reported by the first annual report, which states that in May, 1992 two WCI headquarters staff went to Dhaka to conduct a WCI indicators workshop and discuss women's empowerment indicators for Bangladesh. A further gender orientation session was held in SC headquarters in July, 1992, to which the Bangladesh FO sent three participants.
 7. Heading into the final year of the WCI partnership grant, the training program in Bangladesh seems to be gaining momentum. The training program is overseen by a training unit and its head, the training coordinator. The latter is considered to be an integral member of the program management team also comprising key sector managers.

Gender Sensitization

1. One of the recommendations of the mid-term evaluation of the WCI program in Bangladesh (May, 1994) was that more attention and WCI resources needed to be focused on raising gender awareness among Bangladesh FO staff. A South Central Asia Area regional gender training team was established at the FACETS Conference in Ethiopia in May, 1995, but it is not clear what training it has since carried out in Bangladesh or regionally.
2. Several attempts over the past years to develop a gender training program for the Bangladesh FO do not seem to have borne fruit to date.
3. A gender committee has been formed in the Bangladesh FO to "look after the staff understandings and programs." The Program Planning and Budget process is, however, "being analyzed in terms of practical and strategic gender needs and programs are being viewed through a gender perspective," according to the 1995 WCI Annual Report from Bangladesh.
4. While no gender training is listed among training events for the 1994-95 or 1992-93 periods, a 3-day gender awareness workshop was given for selected FO staff in July, 1994. During the first year of WCI activity, gender orientation and indicators training was carried out by WCI headquarters staff in Bangladesh (May, 1992) and Westport, Connecticut (July, 1992).
5. The level and extent of gender awareness among Bangladesh FO staff cannot be determined from written documents, although the upcoming series of studies on women's empowerment should have considerable impact on gender awareness in future.

Program Principles

1. The program principles are not discussed in the 1995 WCI Annual Report, and it is not clear to what degree they are known or understood by the various staff levels of the Bangladesh FO.

Documentation

1. The Management Information and Research (MIR) unit in SC/Dhaka has carried out a number of studies and published at least 22 reports and case studies, listed in a special report from the Bangladesh FO, entitled "Save the Children (USA) in Bangladesh: Strengthening Programs through Data and Research." The report states that SC/Dhaka "actively disseminates its research findings by organizing workshops and seminars, and by sharing research reports with policy makers, implementors, and researchers." Papers are also published in international and national journals.
2. Published reports focus on the following topics: women's empowerment; impacts of women's savings groups (women's lives, child health, contraceptive use, fertility, and health care behavior); participatory rural appraisal; and a variety of other health and nutritional topics.
3. Other documents produced by the Bangladesh FO are: a study description entitled " SC/ASA Credit Model: A Review," which looks at how the model is functioning, who are its beneficiaries, and who is left out of the program and why; a manual for PRA Practitioners in English; a study entitled "Immunization Uptakes in Rural Bangladesh: A Multilevel Analysis; and "Looking at an Approach toward Empowering Women." The study on "Women's Savings Groups after Phase-over: Evidence from Mirzapur/Ghior Impact Area" should yield valuable insights into the sustainability of these groups.

WCI Regional Initiatives and Influence on Non-Core Countries

1. The forming of the South Central Asia Area (SCAA) gender training team is one potential influence of the Bangladesh FO on the SCAA region.
2. A core trainer member of the SCAA partnership and institution development (P/ID) is the Bangladesh FO training coordinator.
3. The Bangalore Conference on Child Survival was attended by Bangladesh FO staff, who presented a paper on the relationship between women's savings groups and fertility and health.

Partnering and Local Institutional Strengthening

1. Partnering with other organizations was already established in virtually all sectors by the end of the third year of WCI program activity in Bangladesh (1993-94). Thus, the 1994 Annual Report lists the following partnerships by sector, a situation report repeated virtually verbatim in the 1995 Annual Report.
 - In health, the Bangladesh FO coordinates closely with the Bangladeshi government's Health and Family Planning departments at the district, thana, and village levels.
 - In economic opportunities, SC has established a close collaborative arrangement with the Association for Social Advancement.
 - In sustainable agriculture, SC is to serve as trainer for extension workers of over 100 local NGO's.
 - In the training sector, the early childhood development program is undertaken in collaboration with government and NGO partners.
2. Other partnering planned for the future will be in the context of new initiatives in urban area programming and in the development of training and technical assistance to strengthen outreach capabilities of other agencies in STD programs.

6. General Conclusions

1. Over the last four years Save the Children Federation has undeniably employed the Woman-Child Impact cooperative agreement to measurably increase its impact on women and children.
2. Use of grant funds to strengthen program planning, evaluation, and technical support in SC/Westport has been impressive. This has been particularly evident in the creation of the Program Development Office, established in 1993, with the WCI Unit as its prime mover. In addition to the WCI Unit, the Economic Opportunities Office continues to be wholly supported by WCI funding, although it is now administratively distinct.

3. During the WCI grant period strengthening or creation of women's literacy, children's basic education, and women's micro-credit activities have occurred in all core countries. The Group Guaranteed Lending and Savings (GGLS) groups, introduced and supported in Mali, Bolivia, and Haiti through WCI funding, have been immensely successful, particularly in the last year.
4. The use of WCI funds to strengthen program planning and develop staff skills, as well as to provide technical assistance to both core and non-core countries has been impressive. No fewer than 164 technical events have been funded by WCI home office monies since October, 1991. The widespread use of WCI funds in core countries to build staff skills in education and credit activities, as well as providing the means for program exchange, development of core program principles, and training in gender and development, is evident.
5. The WCI regional resource-sharing funds have also been employed as foreseen to conduct program planning, training, baseline and evaluation surveys, cross-country program exchange, conduct workshops on gender and empowerment issues, and provide technical assistance. Some 68 regional resource-sharing funding activities have been carried out to date in 29 countries, although a major portion of fundings (14--or 21%) have concerned the four core countries. Total funds used to date are \$422,062. Activities have ranged from \$1,307 to the ceiling of \$10,000. Average funding was \$6,207 per activity.
6. All WCI core countries have successfully developed clusters of integrated sectoral interventions. This has been done by adding sectoral interventions to the basic maternal/child health activities underway in all core countries prior to the WCI cooperative agreement. In most cases the women's health groups served as base for literacy, empowerment, and credit activities, although in Bangladesh it appears women's savings activities were important prior to WCI funding.
7. All WCI core countries developed on schedule their Detailed Implementation Plans, although they tend to resemble "wish lists" whose objectives were clearly overly quantified and ambitious. If the DIP is to be a useful tool, it should not be used to propose an unrealistic set of quantifiable outputs, but should seek to narrow these to some that can be tracked and verified during evaluation exercises.
8. As directed by the SC proposal and cooperative agreement core, country programs have successfully formed or expanded numerous women's and children's groups. Children's groups formed or affected are all school classroom groups, whether formal as in Haiti, or informal as in the village

schools in Mali. Women's literacy and credit groups have been developed out of former health groups in Bolivia and Haiti. In Bangladesh the number of women's savings groups have been expanded and are the focus of all sectoral messages. In Mali separate women's literacy and credit groups have been formed, probably out of pre-existing village health committees. The rapid expansion of credit groups, whether separately or within larger polyvalent groups, is one of the most impressive achievements in the last one to two years in Bolivia, Haiti, and especially Mali.

9. Innovative basic education programs, called for in the cooperative agreement and SC proposal, have been initiated for children in Mali, Haiti, and Bolivia, but the most successful program appears to be the village schools in Mali. These have become a model destined for widespread use in Mali. In Haiti Save the Children is reinforcing the use of "Creole" in the first three years of primary education, just as Bambara is used in Mali. In Bolivia the program is supporting a "new school" model first developed in Colombia. All of these programs are innovative, but only in Mali is a parallel system being developed.
10. The expansion of revolving loan funds, their local management, and loan fund sustainability are other principal objectives of the cooperative agreement. There is no doubt that credit groups have expanded greatly in number and volume of credit in the last two years in all core countries. These credit activities are thus far very closely managed by SC staff. Local management by women's groups alone and sustainability of the whole flow of loan funds would appear to be some time away. On the other hand, the village credit committees in Mali appear to be fairly well linked to a nearby agricultural development bank, but it remains to be seen whether this structure can persist on its own.
11. The development of an agency-wide management and organizational development system and training programs, including the design and implementation of training cycles for local staff in core countries, all called for in the cooperative agreement, has not proceeded as rapidly as expected. The absence of a WCI Unit training coordinator for most of the grant period is certainly a major part of the explanation. Another contributing factor has been the placement of an organizational development/training position within the Management Services Department, where responsibility for staff skills upgrading is largely divorced from program development and administration.
12. The need for close linkage to program needs--especially field office personnel needs--argues for an organization development/training specialist within the Program Development Department.

13. The Woman-Child Impact Unit and the Program Development Department originally felt that the training coordinator need not be based in Westport, but should rather be field based and responsible for the training and retraining of area-based training teams for all eight areas. While this appears logical in view of the need to spend a majority of time in the field building the capacity of these regional teams, lack of contact with the WCI and other home office technical staff is a serious disadvantage. The gains from more frequent contact with headquarters staff would appear to outweigh the advantages of being closer to at least some area training teams. While WCI staff now feel this position should be in Westport, debate over the decentralization issue continues in the wider organization, particularly within the Program Operations Department.
14. The principle of eventual decentralization of area training teams is, however, a valid long-term objective. Nevertheless, for the remainder of the current grant and for some period beyond 1996, it would appear wise to base the WCI training coordinator in Westport, as in the case of the evaluation specialist.
15. In the absence of more frequent visits to core countries by the WCI training coordinator, training cycles have not been developed for staff, although numerous cycles are employed in the sectoral programs for male and female program participants. Training of staff in core country programs has occurred in an ad hoc manner, although the quality of such training appears to be high. Much of this training has been funded by the WCI grant.
16. The creation of eight regionally-based training teams in the FACETS workshop in May, 1995, has resulted in teams capable of training other field office staff in SC's principles and key technical issues. These teams, originally trained in gender analysis techniques, will be employed in future to develop the training cycles for field offices called for in the cooperative agreement.
17. Objective measurement of program impact has been problematic in all core countries, in spite of numerous visits to these countries by the WCI evaluation specialist based in Westport. The problem does not lie in a lack of desire to document impacts. On the contrary, numerous qualitative and quantitative surveys, internal evaluations, and studies have been undertaken, particularly in the Bangladesh program. WCI funds have been extensively used to funds these evaluation efforts, but impacts remain elusive.

18. Measuring the impact on women and children of SC's programs is complicated by the need to define impact indicators. Such definition has been taken furthest among WCI core countries in Bolivia and Bangladesh, but all program managers are striving to develop measures of their program outcomes. Part of the problem is separating process or achievement indicators from impact indicators, which measure the downstream effects of achievements in literacy training, basic education, or credit management.

19. In spite of awareness of the need to measure an integrated cluster of sectoral impacts, the lack of an integrated data base and a statistical package to manipulate such data, continues to be a failing in all four core country programs. The ProMIS health data base has apparently been modified in the last two years to accept other data modules, but integration of these modules has not yet occurred in the core countries. In many cases local technicians do not yet know how to use the updated version of ProMIS. Basic demographic and health data combined with information on school attendance, literacy achievement, and credit use should all be computerized in the same data base. In the case of Mali much computerized data are available, but they are currently in four data base programs: ProMIS, EpiInfo, Reflex, and D-base. In other cases, Lotus is still being used to track credit use, as in Bolivia.

20. Documentation in the field appears insufficiently developed thus far, although Bangladesh has made greater strides than the other core countries. The WCI Unit in Westport has produced an important set of monographs and working and occasional papers, but considering the 39 SC programs worldwide, much more could be drawn from the collective experience. Field programs have produced papers, training materials, and even videos on an ad hoc basis, but considerably more documentation of their activities and impacts, where feasible, should be produced in the final year of WCI and beyond.

21. Establishment of partnerships with local institutions, another objective of the cooperative agreement, has been pursued in all countries, although progress has been modest, except in Bangladesh and to some degree in Mali. Clearly, SC's core country programs collaborate with local governmental institutions, with private schools, where present, other donor agencies, and local NGO's. In Bangladesh the SC program has linked successfully with the Association for Social Advancement to extend greatly range of activities and the number of women's savings groups. In Mali eight local NGO's are being carefully cultivated to spread the village school model to neighboring districts. In Haiti the school strengthening program is collaborating with private as well as public schools. However, the concept of developing local partners' institutional capacity to take over many of SC's functions as SC "phases over" to new zones but remains a counselor to the partners is not yet well developed.

22. The issue of what constitutes partnership, whether this implies forming partners through institutional development, and whether such partner institutions can be empowered through other OD models remains important and unresolved. The possibility of linkage with local organizations "developed" by other international NGO's will require further definition of the essentials of viable partner organizations. The example of SC/Bolivia's attempt to link its credit program to those of PRODEM for eventual phase over illustrates the difficulty of NGO collaboration, even within the economic opportunities sector. PRODEM has its own organizational model and does not appear interested in assuming responsibility for any developed by other NGO's.

23. Gender sensitization has been successfully pursued by the WCI staff, especially in the last year since the arrival of the new WCI Unit director. Each core country has pursued women's empowerment activities, engaged in workshops to sensitize staff to gender issues and analysis, grappled with definitions of empowerment and its measurement, and participated in discussions of gender equity as core principle and as training objective for regional teams. The WCI Unit in Westport has also focused attention on gender and development in discussions and in senior staff training, as well as developing a gender analysis training manual and organizing a major gender training activity (FACETS) in Ethiopia in May, 1995.

24. The concept of empowerment for women remains unmeasured thus far and probably still unclear to many in Save the Children. Is empowerment of women an objective in itself or is it a means to reach children more effectively, to increase household income, and channel resources to more educational and nutritional ends? Or is the focus on women to become a real

niche for Save the Children in the future, a sustained reorientation of traditional assistance activities replete with documentation and dissemination of lessons learned about empowerment? The SC Westport and field staff are still grappling with these issues, although field staff seem clearer about the value of pursuing empowerment for its own sake. This is illustrated by the dynamism and dedication of the Woman-Child unit in Kolondieba (Mali).

25. The establishment of new regional management and technical assistance mechanisms, called for in the cooperative agreement, and part of SC's push to decentralize to its eight regional areas, has not progressed far. The concept is valid and should be pursued, but the reality of effective regional programs may be more difficult. Currently training teams have been organized in gender analysis and, in many cases, have set up regional training plans. Beyond gender analysis training, it is expected that these teams will conduct region-wide training in SC's guiding principles and in key technical issues, but this training initiative has not yet progressed far.

5. Greater documentation and dissemination of SC's successes in the field should be encouraged by WCI during the last year of the grant and beyond. Field staff should be encouraged to develop working papers and document and publicize training models and modules. Success stories need to be communicated to headquarters for publication. Inexpensive videos on various aspects of field work can be made cheaply and by local staff. An example is that on sponsored children in the Mali program. Dissemination of accomplishments and successful development models can make Save the Children a leader among development agencies.
6. Continuing the program exchange workshops and increasing communication between the dozens of field offices should remain a priority for the WCI Office and the entire Program Development department. There should be no easing off the development of program integration, measurement, and scaling up through institutional development of local partner organizations. This will certainly require at least the same financial backing for WCI as in the past. More probably, increased support for program development should be sought in the next phase.
7. The absence of a training specialist in headquarters through much of the WCI grant period has slowed down the development of training materials and organization development for core country and area offices. This position should be staffed as soon as possible and placed in the Program Development Department in SC/Westport.
8. Efforts to integrate disaster assistance personnel in SC/Westport into a relief to development continuum approach to country development should be made. This can be considered a temporal scaling up in a process which already includes vertical and horizontal integration of policies and institutions.
9. Partnering and institutional development will require more attention in the final year of the WCI grant and beyond. The question of whether to hand over SC functions in impact areas to indigenous NGO's, to locally created development organizations, to governmental institutions, or to an appropriate mix of all is still moot. The "phase over" and "scaling up" processes require considerably more attention in Bolivia and Haiti. The concept of being able to leave an impact zone after ten years of activity begs the question of how to sustain impacts and local development organizations. The apparently successful "phase over" experience in Bangladesh may provide guidance for other countries facing a similar situation.

7. Recommendations

1. During the last year of the WCI cooperative agreement, the WCI Office in Westport should place increased emphasis on the problems of: cost-effectiveness of sectoral development models, integration of sectoral interventions to maximize impact, definition of impact indicators, and measurement of synergistic impact. Related to the cost-effectiveness of development models is the issue of replication and scaling up of such models.
2. The concept of an integrated cluster of interventions requires further thought by SC headquarters technical leadership. Sectoral interventions tend to pursue their own separate paths in most core country field programs. The concept of entering a new area with a package of interventions, rather than adding new sectoral functions to pre-existing health and child survival activities, should be pursued. In this way, hypotheses concerning synergism between activities can be tested from the beginning.
3. With a continued or enhanced focus on the key woman/child target groups, it is imperative to measure the relationship between women's economic and social empowerment and children's health, education, and nutrition. Unification of the various databases currently in use in field programs is a necessary first step. The information already collected on children and mothers in the ProMIS database, when placed in a statistical program such as SPSS with other sectoral data, should yield ample material for statistical testing. Patterns emerging from data treatment can then inform the planning of new sectoral clusters.
4. A full-time database management position should be created in the WCI Office. The incumbent should be adept in statistical testing, as well as hypothesis generation. This person should be charged with developing a unified database from core country data, such as that currently existing in Mali. Technical assistance to field offices would be an important part of the incumbent's duties. The person would work closely with the monitoring and evaluation specialist in the WCI Office.

10. The focus on women's empowerment within and alongside other sectoral activities should not be allowed to drop out of further field programs. This is particularly true for enhanced efforts to define the essentials of partnering and institutional development and to assess appropriate levels of cost effectiveness of development models. An image of what empowerment should look like and how to measure it in each cultural context in household decision making, control of economic resources, and local political participation, should be developed for each of the eight areas. This process must, of course, involve substantial participation by women among SC field staff and the local population. However, if realistic objectives are to be set, men must also be involved, in keeping with the gender and development approach.

11. The decentralization of many functions, such as training and program management, to the eight areas, should be pursued and tested for its feasibility. In Latin America/Caribbean region the distances seem too great for effective coordination. In Africa and Asia these regional models may be effective, but they require more definition than at present. The need for continued central leadership in technical model development and training of trainers seems to argue for keeping key functions in Westport for the foreseeable future. These models will be tested in the field, but they must be evaluated for wider replicability in headquarters. The GGLS model seems particularly well suited to a variety of local socio-economic contexts. This may also be true for the village schools, at least for many parts of Africa.

Annex A:

**Key Documents
Reviewed**

Key Documents Reviewed

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Annex B:

Persons Interviewed

Persons Interviewed

Westport (Connecticut)

1. Kirk Dearden, Evaluation Systems Specialist
2. Michael Gibbons, Education Sector Specialist
3. Madeline Hirschland, Director, Economic Opportunities Unit
4. Elizabeth Jacobsen, Desk Officer for LA/C
5. Jim Kunder, Vice President of Program Development Department
6. Karen LeBan, Manager, Health/Population/Nutrition Unit
7. Charles MacCormack, President of SC
8. Lyn Messner, Program Associate for WCIP
9. Rani Parker, Director of Woman Child Impact Program
10. Gary Shaye, Vice President of Program Operations Department
11. Carmen Weder, Manager of Operations Support Unit
12. Kim Wylie, Desk Officer for South Asia

Mali

13. Hassinatou Coulibaly, Animatrice for Zantiebougou zone
14. Mamadou Coulibaly, Hydrology sector assistant
15. Aminata Dabo, Nurse for MCH, Central zone
16. Abibatou Daou, Education sector assistant
17. Zana Daou, Database Manager, Kolondieba Office
18. Cheick Diabate, Assistant Coordinator for Literacy
19. Coumare Fily Diallo, Chief of Woman/Child Impact Group
20. Amadou Diarra, Coordinator for Credit
21. Bakary Diarra, Agriculture sector assistant
22. Barnabe Diarra, Project Coordinator, Kolondieba Office
23. Moussa Diarra, Agriculture sector assistant
24. Kassim Djenepo, Project Coordinator for Tousseguela zone
25. Aminata Djigiba, Women's Credit Supervisor, Tousseguela zone
26. Fode Doumbia, Coordinator for Health
27. Kane Fatimata Kane, Chief Midwife for PF/SIDA
28. Amadou Keita, Education sector assistant
29. Bakary Keita, Coordinator for Education
30. Camara Diagassan Kone, MCH Nurse for Central Zone
31. Djeneba Kone, Animatrice for Central zone
32. Drissa Kone, Coordinator for Agriculture/NRM
33. Issa Kone, Coordinator for Hydrology
34. Lassina Kone, Assistant Coordinator for COVEC's
35. Yacouba Kone, Education sector assistant
36. Yacouba Kone, President Union of COVEC's, Kolondieba area
37. Peter Laugharn, Mali Field Office Director
38. Dickel Ouane, Animatrice for Kebila zone

39. Koura Ouattara, Animatrice for Kadiana zone
40. Lallo Samake, Animatrice for Tousseguela zone
41. Sadio Sangare, Education sector assistant
42. Goita Haby Siby, Chief Nurse for Nutrition
43. Issa Sidibe, Project Coordinator, Mali Field Office
44. Abderrhamane Toure, Project Coordinator for Central zone
45. Sekou Toure, Education sector information specialist
46. Diallo Mariam Traore, Animatrice for Fakola zone
47. Flatene Traore, Agriculture sector assistant
48. Korotoumou Traore, Women's Credit Supervisor, Central zone

Bolivia

49. Lourdes Checa, Credit Supervisor, Licoma zone
50. Ana Maria Coca, Education Supervisor, Licoma zone
51. Julia Conderi, Education Supervisor, Inquisivi zone
52. Richard Embry, Director, Bolivia Country Program
53. Fernando Gonsales, Health Sector Advisor, La Paz
54. Francisca Hilari, Education Supervisor, Circuata zone
55. Teresa Huarachi, Field (Health) Supervisor, Likoma zone
56. Adelaida Jimenez, Credit Supervisor, Circuata zone
57. Ivonne Lafuente, Coordinator, Credit Program, Inquisivi area
58. Carlos Loayza, Program Director, Inquisivi area
59. Felisa Mamani, Field (Health) Supervisor, Inquisivi zone
60. Federico Martinez, Director, UDAPSO (impact survey), La Paz
61. Grima Mercado, Education Supervisor, Inquisivi zone
62. Edward Olney, Sub-Director, Bolivia Country Program
63. Graciela Ponce, Education Sector Advisor, La Paz
64. Wilson Rivero, Program Administrator, Inquisivi area
65. Felix Saire, Credit Supervisor, Quime and Inquisivi zones
66. Carmelo Terrazas, Credit Supervisor, Licoma zone

Haiti

67. Suze Exume, Coordinator for Education Sector, Maissade
68. Fenis Filemon, Head of Economic Opportunities, Maissade
69. Franz Herder, Director, Haiti Field Office, Port au Prince
70. Hubert Isidore, Coordinator for Agriculture/NRM, Maissade
71. Rita Jean-Joseph, Head of Health Education, Maissade
72. Colleen Swedberg, Nurse, Health Sector, Maissade, Haiti
73. Eric Swedberg, Program Coordinator, Maissade area, Haiti
74. Ludzen Sylvestre, Coordinator for Health Sector, Maissade

Annex C:

List of WCI- funded Technical Events

Woman-Child Impact Program: Technical Events

Cnt	Technical Events	Participants	Date	Location	Facilitator/Tech. staff
1	TA on WCI Impact Program Development and Planning	Egypt FO staff	1991-10/11-24	Egypt	WCI Spec Pillai, G
2	Workshop:WCI Impact Program Planning, Bolivia	Bolivia FO staff	1991-11/01-12	Bolivia	Training Spec Lent T
3	TA on Conference on WCI Focused Refugee/Displaced Programs	Region staff	1991-11/27-12/06	Zimbabwe	Training Spec Lent t
4	WCI Impact Program Planning Workshop, Mali	Mali FO staff	1991-12/09-13	Kolondieba, Mali	Van Rynbach, A; Pillai, G
5	TA on Home Office Orientation to SC for new staff	HO new staff	1991-1992	USA, Home Office	Training Spec Lent T
6	WCI Impact Program Planning Workshop, Bangladesh	Bangladesh FO staff	1992-01/05-09	Bangladesh, Dhaka	Educn Spec, Gibbons, M
7	Organizational Development Workshop	El Salvador FO staff	1992-01/10-24	El Salvador	Training Spec Lent T
8	WCI Impact Program Planning Workshop, Haiti	Haiti FO staff	1992-01/15-16	Haiti	Field Office Director
9	TA on WCI Strategy Review , Bolivia Program	Bolivia staff	1992-02/01-10	Bolivia	WCI Dirr Van Rynbach
10	Technical Mtg: AID, World Bank, John Snow, CERPAD	WCI Dir Angela Van Rynback	1992-02/27-28	USA, Wash D.C.	WCI Dir Van Rynbach
11	Program Development Retreat	HO Program staff	1992-03/03-04	USA, Home Office	Training Spec Lent T
12	TA on West Bank/Gaza Program Reviw	West Bank/Gaza FO staff	1992-03/17-19	West Bank/Gaza	Economic Dev. Spec.
13	TA on Jordan Program Review	Jordan FO staff	1992-03/23-26	Jordan	Economic Dev. Spec.
14	Workshop: Regional Integrated Program Development	Region, Middle East staff	1992-03/24-31	Egypt, Cairo	Training Spec Lent, T
15	TA for Regional Program Development Workshop	Region, Middle East	1992-03/27-04/01	Egypt	Economic Dev. Spec.
16	TA for Middle East Field Office Directors Meeting	Region, Middle East	1992-04	Egypt, Cairo	Training Spec Lent, T
17	Workshop West Africa Sub-Regional Strategic Planning	Sub-Region, West Africa staff	1992-04/22-24	Mali	Economic Dev. Spec.
18	TA on WCI Program Review	Burkina Faso FO staff	1992-04/27-31	Burkina Faso	Economic Dev. Spec.
19	TA on Program Monitoring System Review, Mali FO	Mali FO staff	1992-04/29-05/10	Mali	Pillai, G.
20	Phase-in, Phase-up, Phase-out, Phase-over" Workshop	Sub-region, Southern Africa	1992-04/30	Zimbabwe	Training Spec Lent T
21	TA on Program Monitoring System Review, BFO	Bangladesh FO staff	1992-05/12-06/10	Bangladesh	WCI Specialist Pillai, G
22	TA on WCI Measurement & Women's Empowerment Reviw, BFO	Bangladesh FO staff	1992-05/17-28	Bangladesh	WCI Dir Van Rynbach
23	Workshop on Bangladesh WCI Indicators	Bangladesh FO staff	1992-05/24	Bangladesh	WCI Dir Van Rynbach
24	WCI Impact Program Workshop, Indonesia	Indonesia FO staff	1992-05/28-06/05	Indonesia, Jakarta	WCI Dir Van Rynbach, GP
25	Program Quality Workshop	Region, Latin America/Caribbean	1992-06/06-14	El Salvador	Training Spec Lent T
26	TA Program Evaluation and GGLS Training	West Bank/Gaza Fo staff	1992-06/15-25	West Bank/Gaza	Economic Dev. Spec.
27	Program Development Retreat	HO Program staff	1992-06/24	USA, Home Office	Training Spec Lent T
28	Consultancy: WCI Conference-Gender Training/Analysis Section	Stuart, Rickey	1992-07/07-11	USA, Home Office	Consultant, Stuart, R.
29	Participatory Management and Organizational Culture	Region, Middle East Mgt staff	1992-07/19-22	Jordan, Amman	Training Spec Lent T
30	Second Activity of Education Sector Initiative Bogota Workshop	LAC FO staff and Educ Sector Rep	1992-07/23-31	Colombia, Bogota	Gibbon, M
31	Technical Mtg: ICRW, "Engendering Dev, WID Workshop for NGOs	WCI Dir Van Rynbach	1992-07/27	USA, Wash D.C.	WCI Dir Van Rynbach
32	Woman/Child Impact Conference	HO & FO staff	1992-07/7-11	USA, Home Office	Training Spec Lent T
33	Technical Mtg: AID/PVO Week Conference	WCI Dir Van Rynbach	1992-09/08-10	USA, Wash D.C.	WCI Dir Van Rynbach
34	TA on Design of Early Childhood Dev/Community Education Project	Costa Rica FO staff	1992-09/08-12	Costa Rica	Education Sector Spec.
35	Technical Mtg: Anual PVO/Universities Collaboration in Dev.	WCI Dir Angela Van Rynbach	1992-09/17-19	USA, VA	WCI Dir Van Rynbach
36	Workshop on MIS /Review/Development of Strategy	HO MIS&Program,Core Country Rep	1992-09/21-25	USA, Home Office	WCI Dir Van Rynbach, GP
37	Technical Mtg: Seep Network Poverty Lending Workshop	Econ Opportunities Specialist	1992-09/29-10/02	USA, West VA	Econ Dev Spec Hirschland
38	Technical Mtg: w/ Practitioners and Academics	Econ Opportunities Specialist	1992-10/05-06	Boston, Wash D.C.	Econ Dev Spec Hirschland
39	Technical Mtg: PVO Child Survival Workshop	WCI Dir Angela Van Rynbach	1992-10/10-12	USA, MN	WCI Dir Van Rynbach
40	TA on Sector Planning and Monitoring	El Salvador FO staff	1992-10/21-24	El Salvador	WCI Dir Van Rynbach
41	TA on Child Survival and Economic Development Program/Planning	Jordan FO staff	1992-10/25-11/05	Jordan	WCI Specialist Pillai, G
42	Asia/Pacific Field Office Directors Workshop	Asia Pacific FODs & Program Staff	1992-10/27	USA, Home Office	Econ Opp. Specialist
43	Training on WCI Program Review & Financial Sustainability	Bangladesh FO staff	1992-10/27-31	Bangladesh	Economic Dev. Spec.
44	TA on Program Review	Haiti FO staff	1992-11/08-13	Haiti	Econ Opp. Specialist
45	TA on Strategic Planning	Indonesia FO staff	1992-11/08-20	Indonesia	WCI Specialist Pillai, G
46	TA on Strategies to Promote WCI Detailed Implementation Plan	Bangladesh FO staff	1992-11/21-1/22	Bangladesh	WCI Specialist Pillai, G
47	TA on Sector Planning and Project Design	Bangladesh FO staff	1992-12-1993-02	Bangladesh	Educ Specialist Gibbons
48	Workshop, WCI Planning, Haiti	Haiti FO staff	1992-12/06-11+F27	Haiti	WCI Director
49	Workshop:Question de Genre Atelier	Sub-Region, West Africa staff	1992-12/14-18	Mali, Kolondieba	Poulton, M
50	Training Burkina Faso on ECD Program Planning	Burkina Faso FO staff	1992-FY	Burkina Faso	RRS Funded
51	TA on Program Review	Bolivia FO staff	1993-01/15-31	Bolivia	Econ Opp. Specialist
52	Asia Region Planning, Monitoring and Evaluation Workshop	Region, Asia staff	1993-01/25-29	Bhutan, Thimphu	WCI & Sector Specialists
53	TA on Sector Planning and Project Design	El Salvador FO staff	1993-02	El Salvador	Education Specialist
54	Nepal FO Planning Workshop (Including Gender Anal. in Stategic Pl	Nepal FO staff	1993-02/08-11	Nepal, Kathmandu	Pillai, G
55	TA on Program Review	Ethiopia FO staff	1993-02/13-29	Ethiopia	Training Spec Lent T

Woman-Child Impact Program: Technical Events

56	Conference: LAC Region, on Gender and Education	Region, LAC staff,	1993-02/15-20	Colombia, Sta Marta	WCI Dir, Educ Specialist
57	TA on Strategic Planning and Gender Analysis	Nepal FO staff	1993-02/4-18	Nepal	WCI Director
58	TA on Education Sector Planning	Haiti FO staff	1993-03	Haiti	Education Specialist
59	Technical Mtg: Poverty Lending Working Group	Economic Opportunities Specialist	1993-03	USA, CA	Econ Spec Hirschland
60	Lebanon FO Strategic Planning Workshop	Lebanon, ME, & HO staff	1993-03/02-06	Egypt, Cairo	WCI Dir. & Program Sp
61	TA on Training of Trainers	Nepal FO staff	1993-03/16-31	Nepal	Training Spec Lent T
62	Technical Mtg: w/ AID on Subsectoral Analysis Training	Economic Opportunities Specialist	1993-03/26-29	USA, Wash D.C.	Econ Spec Hirschland
63	TA on Education Sector Planning	Mali FO staff	1993-04/15-20	Mali	Education Director
64	Workshop: WCI Program Development for Southern Africa	Sub-Region, So. Africa FO staff	1993-04/25-05/01	Zimbabwe	Training Spec Lent T
65	Technical Mtg: American Enterprise Organization Conference	Economic Opportunities Specialist	1993-05	USA, No. Carolina	Econ Spec. Hirschland
66	LA Region Directors Workshop on Planning, Monitoring & Evaluation	Region FO Directors, Latin Amer.	1993-05/04-08	Dominican Republic	WCI Director
67	Workshop on Middle East Regional Gender and Education	Region, Middle East staff	1993-05/20-25	Cyprus	Education Research Spec
68	TA on Evaluation of Strategy of Women's Groups' Program	Bolivia FO staff	1993-05/23-06/04	Bolivia	WCI Director
69	Middle East Economic Opportunities Workshop	Region staff, Middle East	1993-06	Cyprus	Econ Opp. Specialist
70	South Asia Monitoring and Evaluation Workshop	Sub-Region, South Asia staff	1993-07/22-27	Bangladesh, Dhaka	Murthy, N,Amin, S, etc.
71	TA on Education Sector Planning	Bolivia FO staff	1993-08	Bolivia	Education Specialist
72	TA on Education Sector Planning	Mozambique FO staff	1993-08	Mozambique	Education Director
73	Asia Pacific Economic Opportunities Workshop	Region staff, Asia Pacific	1993-08	Philippines	Econ Opp. Specialist
74	TA on Education Sector	Jordan FO staff	1993-08-09	Jordan	Education Research Spec
75	TA on Education Sector	West Bank/Gaza FO staff	1993-08-09	West Bank/Gaza	Education Research Spec
76	Asia Region Economic Opportunity Workshop	Region, Asia staff, few HO staff	1993-08/21-26	Philippines, Manila	Hirschland, M.
77	Technical Mtg: PVO/University Collaboration in Development	Evaluation Offr. Dearden	1993-09/30-12/02	USA, Arkansas	Evaluation Offr. Dearden
78	Conference: Asia Region	Region Staff, 3 fr. Africa sub-Reg	1993-11/01-05	Thailand, Bangkok	SC-Interdepartmental
79	TA on Bolivia monitoring evaluation	Bolivia FO staff	1993-11/14-23	Bolivia	Evaluation Offr Dearden K
80	TA to strengthen & extend scale and scope of education program	Bolivia FO staff	1993-11/19-30	Bolivia	Education Specialist
81	TA to review monitoring & evaluation system; plan MTE	Mali FO staff	1993-11/29-12/11	Mali	Evaluation Offr Dearden K
82	Technical Mtg: International Development Conference	WCI Dir Angela Van Rynbach	1993-6/10-13	USA, Wash D.C.	WCI Dir Van Rynbach
83	TA Costa Rica on ECD & Community Programs	Costa Rica FO staff	1993-FY	Costa Rica	RRS Funded
84	Consultancy: Monitoring System for Evaluation of Program Impact	El Salvador FO staff	1993-FY	El Salvador	RRS/Consultancy
85	Consultancy: Non-Formal Education	Haiti FO staff	1993-FY	Haiti	RRS/Consultancy
86	Consultancy: Women's Functional Literacy Project	Indonesia FO staff	1993-FY	Indonesia	RRS/Consultancy
87	Workshop on Gender Issues	Sub-Regional, West Africa FO staff	1993-FY	Mali	RRS/Funding
88	Workshop on Monitoring and Evaluation, Program Planning & Budget	Sub-Regional, So. Asia FO staff	1993-FY	So. Asia	RRS/Funding
89	TA Bangladesh to assist in WCI integrated program design	Bangladesh FO staff	1993-quarter 4th	Bangladesh	Consultant for WCI gen.
90	TA in Economic Development Strategy	Bangladesh FO staff	1993-quarter 4th	Bangladesh	Consultant for Econ Opp
91	TA to exchange/share technical expertise between three FOs	FO staff, Bangladesh, Nepal, Mali	1994-01/01-22	Bangladesh & Nepal	FO staff BFO, NFO, MFO
92	TA to review monitoring & Evaluation system; research methods trng	Haiti FO staff	1994-01/16-21	Haiti	Evaluation Offr Dearden K
93	Conference: Global FOD Partnership	Global(42)FODs, HO interdepl staff	1994-02/05-11	USA, Home Office	Misc Dept, HO and FO
94	Workshop on WCI program planning in El Salvador	El Salvador FO staff	1994-03/13-19	El Salvador	Evaluation Offr Dearden K
95	Workshop: Middle East Regional Field Office Directors	Region, Middle East FODs	1994-04/13-24	Jordan	Econ Opp. Dir Hirschland
96	TA to assist in internal MTE; trng on focus group evaluation methods	Mali FO staff	1994-04/4-14	Mali	Evaluation Offr Dearden K
97	Technical Mtgs: ICRW, AID, Johns Hopkins U, SEEP	Evaluation Offr. Dearden	1994-06/21-3-	USA, Wash. D.C.	Evaluation Offr Dearden
98	TA to Assess Agriculture programs for FY 1995	Home Office Program staff	1994-07	USA, Home Office	Consultant Szcsecy, C.
99	TA to Assessment of Key Components of Program	Bolivia FO staff	1994-08/16-23	Bolivia	WCI Dir R. Parker
100	Technical Mtg: Int'l Conference on Population and Development	WCI Dir Rani Parker, other SC staff	1994-09	Egypt	WCI Director Parker R
101	TA to Assess Gender Analysis Training	Egypt FO staff	1994-09/06-13	Egypt	WCI Dir R. Parker
102	Workshop: Asia Region, Partnering & Institutional Development	Region, Asia FO staff	1994-09/13-17	Thailand	Educ Spec Gibbons, etc.
103	TA Bangladesh on strategic planning for research and evaluation	Bangladesh FO staff	1994-09/17-10/04	Bangladesh	Evaluation Offr Dearden K
104	TA to Orient WCI Director to Bangladesh Program	Bangladesh FO staff	1994-10/01-07	Bangladesh	WCI Dir Parker, R
105	Technical Mtg: Social Sc & Medicine 13th Annual Conf. Presenter	Evaluation Offr. Dearden	1994-10/09-14	Hungary	Evaluation Offr Dearden K
106	Technical Mtg: Vienna NGO Forum 94 on Status of Women	WCI Dir Rani Parker	1994-10/11-14	Austria	WCI Dir Parker R
107	Conference, International Village Banking; and SC training workshop	FO Reps (7 FOs involved)	1994-11	Guatemala	Econ Opp Dir & Spec.
108	TA Haiti Economic Opportunities in new Political environment	Haiti FO staff	1994-11	Haiti	Econ Opp Dir Hirschland
109	Training on GGLS and Working Capital Study Tour	FO Reps (6 FOs involved)	1994-11	USA MA, Boston	Econ Opp Dir & Spec.
110	Consultancy: on Institutional Development		1994-11	USA, Home Office	Christopher Szcsecy
111	TA Caucasus MTE; review data collection systems	Caucasus FO staff	1994-11/04-23	Caucasus	Evaluation Offr Dearden K

Woman-Child Impact Program: Technical Events

112	TA Mali Mid-term Evaluation	Mali FO staff, MTE team	1994-11/13-20	Mali	WCI Dir Parker, R
113	TA Egypt Economic Opportunities Program	Egypt FO staff	1994-12	Egypt	Econ Opp Specialist Bass
114	Meeting: Middle East FODs' Strategic Planning	Middle East Region FODs	1994-12	Jordan	Econ Opp Dir & Spec.
115	TA Lebanon Economic Opportunities Program	Lebanon FO staff	1994-12	Lebanon	Econ Opp Specialist Bass
116	Workshop Mali on GGLS	Mali FO staff	1994-12	Mali	RRS Funded
117	TA West Bank/Gaza FO staff	West Bank/Gaza FO staff	1994-12	West Bank/Gaza	Econ Opp Dir Hirschland
118	Workshop Middle East Region Partnership for a Better Childhood	Region, ME FO staff & GOs, NGOs	1994-12/02-06	Cyprus	RRS Funding
119	Meeting on WCI Strategic Planning	HO inter-departmental staff	1994-12/06-07	USA, Home Office	Parker, R., Bastianello, M
120	TA on credit needs assessment, identify partners	Lebanon FO staff	1994-quarter 1st	Lebanon	Econ Opp Specialist Bass
121	TA on designing sub-sectoral development program for Manila	Philippines FO staff	1994-quarter 1st	Philippines	Econ Sub-Sector Spec.
122	TA to assess needs in Economic Opportunities Program	Tajikistan FO staff	1994-quarter 1st	Tajikistan	Consultant Russian Spec
123	TA Participatory Evaluation of Credit Program	The Gambia FO staff	1994-quarter 1st	The Gambia	Econ Opp Specialist Bass
124	GGLS Workshop for Home Office staff	Home Office staff, inter-dept.	1994-quarter 1st	USA, Home Office	Econ Opp Dir Hirschland
125	Technical Mtg: Latin Am. Regional Prep Conference for Beijing Conf.	Bolivia FO staff IA community Reps	1994-quarter 3rd	Argentina	RRS/Funding
126	TA: Nepal WCI Programming	Nepal FO staff	1995-01/11-14	Nepal	WCI Dir Parker, R.
127	TA: Bangladesh WCI Programming	Bangladesh FO staff	1995-01/15-22	Bangladesh	WCI Dir Parker, R.
128	Training: Gender Analysis/Relations	Thailand FO Staff	1995-01/23-27	Thailand	WCI Dir Parker, R.
129	Meeting of SC Area Directors	Area Directors	1995-01/28-2/04	Egypt	WCI Dir Parker, R.
130	Technical Mtg: Partnership and Institutional Regional Workshop	Philippines FO rep, Geolina E.	1995-02/03-11	Nepal	RRS Funded
131	TA Bolivia credit policies, procedures, recommended methodologies	Bolivia FO staff	1995-03	Bolivia	Econ Opp Specialist Bass
132	TA Bolivia Action Research Agenda, MTE followup	Bolivia FO staff	1995-03/05-21	Bolivia	Evaluation Offr Dearden K
133	TA Haiti WCI Programs	Haiti FO staff	1995-03/06-10	Haiti	WCI Dir Parker, R
134	Technical Mtg: NGO Consultation at UN (Pre-Beijing Mtg)	WCI Dir Rani Parker	1995-03/13-15	USA, NY	WCI Dir Parker R
135	TA Mali Follow-up on MTE	Mali FO staff	1995-03/16-20,25	Mali	WCI Dir Parker R
136	Training Mali on Gender Analysis	Mali FO staff	1995-03/21-24	Mali	WCI Dir Parker R, FO rep
137	Workshop Training of Trainers for ASA and 4 SC Field Office	FO staff (4 FOs involved)	1995-04	Bangladesh	Econ Opp Dir Hirschland
138	TA Jordan Economic Opportunities Program	Jordan FO staff	1995-04	Jordan	Econ Opp Dir Hirschland
139	Consultancy: Conference on Program Exchange	Valerie Stetson, Mary Szecsey	1995-04/17-22	Nepal	Consultant, Stetson&Szec
140	Conference on Program Exchange	HO & FO staff, USAID Rep.	1995-04/17-22	Nepal, Kathmandu	WCI Dir Parker, R
141	Technical Mtg: as Gender Analysis Lecturer, World Learning Inst.	WCI Dir Rani Parker	1995-05/11	USA, VT	WCI Dir Parker R
142	Training on Family & Community Empowerment Trng Sys.(FACETS)	FO staff (all regions) & few HO staff	1995-05/22-27	Ethiopia	WCI Dir Parker, R
143	TA Bangladesh WCI Documentation	Bangladesh FO staff	1995-06	Bangladesh	WCI Asso. Messner
144	TA Bolivia staff training needs, strategy, gender analysis	Bolivia FO staff	1995-06/04-10	Bolivia	Training Spec Lozano, I
145	TA Mali to define and integrate empowerment in programming	Mali FO staff	1995-06/04-16	Mali	Consultant, Gender&Empo
146	Conference on SC Strategic Planning	Global, FO & HO InterDepartmental	1995-06/05-10	Thailand	WCI Dir Parker & FO/HO
147	TA Jordan's credit info system; Lebanon's GGLS baseline study	Jordan/Lebanon FO staff	1995-06/17-25	Jordan	Evaluation Offr Dearden K
148	Technical Mtg: NGO Forum & 4th UN Conference on Women	FO and HO staff	1995-08-09	China, Beijing	WCI Dir Parker, R
149	Workshop Africa FODs on Partnering and Institutional Dev	Region, Africa FODs & HO staff	1995-11/10-15	Zimbabwe	Educ Spec Gibbons M
150	Technical Mtg: Panelist on Women's Health Issues, Harvard U	WCI Dir Parker, R	1995-12/08	USA, MA	WCI Dir Parker, R
151	Training Jordan & Lebanon staff on Integ. Credit/ECD Programs	FO staff from Jordan & Lebanon	1995-FY	Bangladesh	Bangladesh FO staff
152	Workshop South Asia Region on GGLS	Sub-Region, So Asia FO staff	1995-FY	Bangladesh	Econ Opp staff Rep
153	Workshop LAC Regional Partnership and Institutional Development	Region, LAC staff	1995-FY	Bolivia	SC-FO & HO
154	Conference-SC wide Decentralization & Area Strategic Planning-200	FO and HO staff	1995-FY	Egypt, Cairo	SC-InterDepartmental
155	TA El Salvador to develop Sub-sector Economic Opp Project	El Salvador FO staff	1995-FY	El Salvador	Philippine FO, Econ Spec
156	TA Development of DIP and GGLS Group Promotion Techniques	Jordan FO staff	1995-FY	Jordan	FO staff Jordan, Lebanon
157	Workshop Jordan on Economic Opportunities Strategic Planning	Region, ME FO staff	1995-FY	Jordan	Econ Opp staff Rep
158	Training West Africa staff on Economic Opportunities Programming	Region, West Africa staff	1995-FY	Mali	Econ Opp Specialist Bass
159	Workshop Africa Region on GGLS	Region, Africa FO staff	1995-FY	Mali	Econ Opp staff Rep
160	Technical Mtg: Presenter at Natl Council for Intl Health re SC data	Evaluation Offr. Dearden	1995-FY	USA, Wash. D.C.	Evaluation Offr Dearden K
161	Technical Mtg: Gender Issues & Sustainable Dev, USAID&InterActn	WCI Dir Parker, R	1995-FY	USA, Wash. D.C.	WCI Dir Parker, R
162	Technical Mtg: IFAD Discussant on Empowerment of Women Prog	WCI Dir Parker, R	1995-FY	USA, Wash. D.C.	WCI Dir Parker, R
163	Technical Mtg: Multi-Cultural Inst Conference Panelist	WCI Dir Parker, R	1995-FY	USA, Wash. D.C.	WCI Dir Parker, R
164	Technical Mtg: SEEP's Seminar on Empowerment as Co-Chair	Evaluation Offr Dearden K	1995-FY	USA, Wash. D.C.	Evaluation Offr Dearden K

Annex D:

List of Use of Regional Resource Sharing Funds

SAVE THE CHILDREN

PROJECTS FUNDED BY WCI RRS FUNDS IN FY 92

Thailand: Early Childhood Development Program Planning
(Tier 1: \$4500, Tier 2: \$4000)

A two-tiered strategy was used to enhance the capacity of rural communities and families in caring for their children. Tier I: develop models of early childhood care and education for rural areas serving both the needs of disadvantaged children, their families and communities. Tier II: make a contribution to the development of similar programs in rural Thailand and Asia.

Burkina Faso: Training of Traditional Birth Attendants and Village Health Committee Members (\$5745)

Conducted training sessions in order to increase villagers' ability to take responsibility for their own children and maternal health. Traditional birth attendants and village health workers (287 total) participated in training sessions. Sessions for traditional birth attendants addressed the human reproductive system, weaning and early childhood nutrition, and delivery practices. Village health workers and Committee members attended information sessions on malaria, diarrhea control, schistosomiasis, guinea worm, water, and sanitation & hygiene.

Mali: West Africa Strategic Planning Meeting (\$10,000)

The Save the Children Field Office in the West Africa subregion and Tunisia met to discuss Strategic Planning. The 30 participants discussed integration, women focus and impact, and sectoral work in health, economic development, natural resources and education.

Nepal: Women in Regional Resource Management & Development: An Impact Assessment of Women's Development Programs in Ghorka District (\$6020)

Conducted assessment of program impact on raising women's awareness and skills in Natural Resource Management and community organization. Explored the role of women in improving Natural Resource Management.

Bolivia: Baseline Study of Credit & Economic Opportunities for Women
(For FY92 and FY93, \$8200)

The principle objective of this study was to learn about the project initiatives of the women of each community. A general survey of the community was carried out with the participation of each one of the community supervisors. The purpose was to acquire information regarding the analytical description of the respective communities. The results show that women are actively participating in the WARMI health programs. In fact, the most consistently organized groups were those working in the WARMI health program.

Pakistan: Nutrition Survey: Qarabagh District, Afghanistan (\$6000)

Interviewed 142 households on nutritional status, sickness and basic household needs. Results revealed lack of basic amenities (i.e. poor water source, lack of sanitation) and limited resources (i.e. frequent sickness, poor nutrition).

PROJECTS FUNDED BY WCI RRS FUNDS IN FY 93

El Salvador: Monitoring System for Evaluation (\$6000)

Supported development of a monitoring and evaluation system which assisted the El Salvador Field Office in strengthening its programs by providing accurate feedback on program impact.

Pakistan: Nutritional Evaluation Survey-Baghlan Province, Afghanistan (\$6000)

Conducted a survey to determine the nutritional status of the Baghlan Province population in order to improve Save the Children/US Peshwar kitchen garden, and women's income generating projects and make suggestions on structuring an integrated program addressing the needs of women and children in Baghlan Province.

Indonesia: Women's Functional Literacy Project (\$7000)

Hired a consultant to assist with designing the program, designing and conducting discussions and training sessions, making recommendations for future programs, and providing learner-based and functional literacy materials for the program. The result provided a firm foundation for the project leading to the award of a three-year grant to scale-up and expand the pilot project.

South Asia: Sub-Regional Workshops on Monitoring and Evaluation (\$4000 and \$6000)

Conducted two workshops for Nepal, Bhutan and Bangladesh. The first focused on developing field managers' understanding of Save the Children's Program Planning and Budget process, and monitoring and evaluation. The second covered designing and managing monitoring and evaluation systems, data management, and uses of data.

Philippines: Early Childhood Care and Development (\$7000)

Hired consultant to undertake a baseline survey and develop a Day Care Worker's trainers manual, conduct a training for Day Care Workers, conduct parents education sessions, center construction, and purchase supplies.

West Africa: Gender Issues Workshop (\$10,000)

Held a workshop in Mali for participants from Mali, Burkina Faso, Cameroon and Tunisia. The program included: perceptions, definitions, and analysis of gender roles in the program areas, presentations of case studies, and field visits to two villages with discussions focused on family planning, adult literacy, girls in basic education, and credit.

Mali: Early Childhood Development Study (\$3000)

Research was done on attitudes and practices around the Bambara child. The results of the research will be the basis upon which a pilot project on early childhood development will be built. The results show that old women watch over young children while their mothers are in the fields or at the market. It also revealed the important role of the older children who take care of their younger siblings.

Costa Rica: Three Funded Initiatives (\$15,200 for all 3 initiatives)

1. Evaluation of economic opportunities led to major changes of focus in the program which will increase credit accessibility for women in a lower economic strata.
2. A feasibility study on adolescent education enabled Save the Children/Costa Rica and local institutions to better understand the problems confronting youth.
3. Technical assistance in early childhood development provided for discrete intervention in early childhood development and community education program in Puntarenas.

Haiti: Sustainable Agriculture/Natural Resource Management (\$7500)

The Field Office evaluated its sustainable agriculture/natural resource management sector activities with a gender specific framework. The findings were used to produce or refine the current sustainable agriculture/natural resource management strategy to ensure that activities improve the lives of women in Maissadc.

Haiti: Non-Formal Education Consultancy (\$8000)

Adapted a non-formal education curriculum for rural women's needs based on existing manuals and training.

Bolivia: Study on Women's Credit and Economic Opportunities (\$8200 for FY92 and FY93)

A local consulting group conducted a study of women's credit and economic opportunities in the rural province of Inquisivi. The results of the study were used by Save the Children to design credit program guidelines, to train Save the Children staff and community representatives in the policies and procedures of women's credit programs, to evaluate the pilot credit cycle, and to make recommendations to improve the program.

Colombia: Education and Gender Conference (\$10,000)

Latin America program teams met with representatives of partner agencies to devise collaborative "education-for-all" efforts in Save the Children countries. The conference helped build a common understanding of innovative practice in gender-sensitive program design and empowering education, and identify potential growth points for new program innovations in gender and education.

Zimbabwe: Southern Africa Program Development Workshop (\$10,000)

Program development staff from Zimbabwe, Malawi and Mozambique Field Offices participated in a workshop which produced six working papers which will serve as program guides and resources to the sub-region. Three of the papers responded to the issues of Mozambican Refugee Repatriation, HIV/AIDS, and Food Security. Other papers addressed health, education, and economic opportunities.

Indonesia: Cross Visit to Bangladesh Field Office (\$2,750)

The Indonesia Field Office Director visited the Bangladesh Field Office to learn from the Bangladesh experience in women's programs, specifically the Women's Savings Groups. Lessons learned from visiting programs in a conservative, rural, Moslem culture assisted the Indonesia Field Office in developing their own women's programs.

Mali: Basic Education Curriculum Preparation (\$5,000)

The preparation of the first and second year basic education curriculum in the Mali Field Office included developing child development messages to be communicated by health agents to parents, siblings and community members.

PROJECTS FUNDED BY WCI RRS FUNDS IN FY 94

Mali: Support to Education NGO Strategic Planning and Quality Improvement (\$6000)

Funded three activities: (1) Production of a position paper, "Roles and Potential of NGOs in Basic Education in Mali" which orients NGOs and acquaints partners with the advantages of NGOs in promoting education. (2) A strategic planning workshop involving 25 Malian NGOs to discuss the topic of the position paper. (3) A support fund, combined with Save the Children private funds, to finance innovative and experimental approaches to promoting access to education and quality education.

Mali: Trip to Bangladesh and Nepal to Explore Educational Initiatives (\$3660)

Malian field staff visited various field office programs and various NGOs to compare experience, programmatic direction, and documentation of a variety of education programs including literacy programs for women.

Philippines: Workplace-Related Childcare Service Programs (\$6000)

Supported programs for urban working women, who desire to maintain formal employment status, to access safe and enriching childcare services for their children while they are away from home.

Bolivia: Development of Indicators to Measure Women's Empowerment (\$6000)

TES, a consulting firm specializing in gender studies, developed a scale of different indicators that are important in changing women's status. In the future, field office staff will develop even more gender-focused programming.

Thailand: Regional Partnership/Institutional Development Workshop (\$8750)

Provided a week long workshop for staff from Field Offices throughout the region to define partnership, and institutional development, share country experiences in partnership/institutional development, and address the administration of sub-grants.

Nepal: Impact Study of Literacy (\$6000)

Supported a study on the impact of literacy in one of the districts of Nepal. The results show that women who participate in Save the Children's literacy programs are more aware of positive practices in health, family planning, income generation and natural resource management. They also engage in behaviors which promote greater health, increase financial independence, and improve conservation of natural resources.

El Salvador: WCI Program Planning Workshop (\$4000)

Held a workshop to help staff become more aware of WCI initiatives and means of implementing them. The participants included senior-level staff from the El Salvador Field Office, the Research and Evaluation officer from the Home Office, the Co-Director of Bolivia, and the former Director of Training.

Lebanon: Pilot Literacy Program in Akkar (\$2300)

Implemented a literacy program in one of the most underdeveloped areas of Lebanon. Evaluations indicate that most women are able to read and write at the end of the course, and literacy classes initiate change in women's lives. Problems identified include the need for more appropriate literacy books, and a more flexible class schedule.

Bolivia: Video Documentation of the WARMI Project (\$6000)

Supported production of a video entitled, "Women's Choices, Women's Voices", which documents Bolivia's experiences in community autodiagnosis of maternal and neonatal health problems. The video is available with both Spanish and English narration.

Philippines: Improving Economic Opportunities for Poor Women (\$10,000)

WCI funds, in addition to funds from the Field Office, were used to design and write an Asian Regional Proposal for subsectoral development addressing how urban women can become involved in production using recycled fabrics.

Thailand: Enhancing Capacity to Benefit Women in Sustainable Agriculture and Natural Resource Management Activities (\$6000)

Supported a study to evaluate women's experiences in sustainable agriculture/natural resource management (SA/NRM). The purpose of the research is to clarify the particular needs and concerns of women by researching the structure and dynamics of gender relations in rural communities, to identify constraints to women's full participation in SA/NRM activities, and to generate action-oriented recommendations to ensure that women are able to fully utilize available resources.

Haiti: The Impact of Women's Literacy on Empowerment (\$6000)

Carried out a study with UNICEF to examine the relationship between women's empowerment and literacy.

Jordan: Regional Group Guarantee Lending Workshop (\$7730)

Funded a workshop involving Field Office staff from the region aimed to build an understanding of GGLS at the community and program design levels. As a result, proposals from each program were written, and many countries launched major new initiatives in GGLS.

Egypt: Gender Training and Analysis Workshop (\$3180)

A four day workshop was held by the WID office at GTZ to help participants define gender and its relation to development, to understand gender analysis, to distinguish between "Women In Development" and "Gender And Development", and to understand how greater gender sensitivity can affect problem identification, project strategy, objectives, management, and implementation.

*Home Office/Economic Opportunities:
Agriculture/Natural Resource Management Consultant (\$2500)*

Funded the services of an agriculture consultant to review the Program Planning and Budget for all field offices.

Jordan: GGLS Initiatives (\$6000)

Funds were used to cover the cost of the credit coordinator's trip to the Lebanon Field Office to learn from their experiences. Funds were also used to initiate the development of a software package for GGLS programs that could be used by other field offices.

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Pakistan: Group Guaranteed Lending Program Pilot Project (\$6000)

A GGL pilot project, which will form the basis of larger programs, was initiated among Afghan refugee women. A MIS system was designed to track loans. Results show that repayment is 100%.

Nepal: Impact Assessment of the Productivity Sector (\$2000)

Supported a team consisting of a Women and Development Specialist, a Savings and Credit Specialist, and an Institutional Development Specialist to conduct a study using focus groups and in-depth interviews to assess the impact of the productivity sector in Ghorka and Siraha.

Bolivia: Funding for Participation of Women's Group Leaders in Regional Preparation Meetings for Beijing (\$4890)

Four women's group leaders from the Save the Children impact area participated in the Latin America Regional Conference in Mar Del Plata, Argentina. This conference is part of the regional preparatory work necessary for the Beijing conference in 1995. The women shared their experiences in Argentina with communities throughout Inquisivi.

Indonesia: Cross Visit to Bangladesh (\$3,350)

Two staff members of the WARD (Women's Advancement and Representation in Development) project in Indonesia visited the Save the Children's Women's Savings Groups program in Bangladesh. Lessons learned from the visit enhanced the ability of the Indonesia Field Office to increase the empowerment components and quality of their WARD project.

PROJECTS FUNDED BY WCI RRS FUNDS IN FY 95

Mali: GGLS Workshop (\$10,000)

Supported a workshop in Bamako, December 1994, which addressed the need to make a transition from "traditional" Save the Children credit and savings approaches to emphasis on scale, financial viability, and lending to women and the poor.

Lebanon: GGLS Baseline Survey (\$6000)

The purpose of this study is to establish a baseline of information about Group Guarantee Lending and Savings (GGLS) participants and non-participants in 3 distinct areas: Palestinian refugee camps and urban and rural settings. A follow-up to this study of 504 women and their children will take place in 1 to 1 1/2 years. Univariate and multivariate statistical analysis will be used to determine how GGLS programs contribute to women's decision-making power; improve women's control over resources; enhance women's roles in community groups; positively or negatively affect boys' and girls' attendance at school; influence children's morbidity; and contribute to the success of the microenterprise.

Bolivia: Development of Post-Literacy Materials (\$6000)

Funds were used to develop materials for Post-Literacy programs for women who have completed the literacy programs.

Sudan: Evaluation and Documentation of the Impact of Save the Children in the Showak Impact Area (\$5850)

A full-scale shut-down of Save the Children's Showak Impact Area office is scheduled for FY 95. Therefore, the work that has been done the past 8 years should be evaluated and documented before the shut-down. Objectives of the evaluation include identifying strengths and weaknesses, assessing whether or not the needs of women and children have been successfully met, measuring women's empowerment, and documenting lessons learned. In addition, a phase-over handbook will be developed and used as a reference by government and non-government organizations.

Nepal: Productivity Sector Impact Study - Ghorka District (\$2600)

Supported the continuation of the impact study that began in FY 94. The aim is to assess the savings and credit status (capacity and actual level of active participation) of the Women's Groups established, examine alternative financial and credit possibilities, and assess the quality of existing productivity activities.

Philippines: Partnership for Subsector Development (\$6000)

Women micro-entrepreneurs in 8 poor urban communities in metro Manila make products from factory waste. This program will target 500 producers in the "recycled fabric subsector". Objectives include improving the economic opportunities of the "recycled fabric subsector", increasing the returns of labor by 25%, and establishing linkages with private sector companies.

Jordan: Early Childhood Development Initiative (\$6000)

There is almost no access to pre-school facilities in Mahatta refugee camp, one of the poorest inner-city areas. This initiative aims to integrate GGLS programs which increase income to women, with Early Childhood Development projects which increase awareness of children's and child development issues. This approach aims to bridge the potential gap resulting from women spending less time with their children in an effort to pursue economic opportunities provided by GGLS.

*Egypt: Post-International Conference
on Population and Development Brochure (\$5500)*

A briefing booklet on the International Conference on Population and Development (ICPD) was prepared following the conference. The brochure contains conference highlights for women who did not participate. Content includes the history of ICPD, introduction to "development", population facts pertaining to Egypt, the Middle East, and the world, and reasons why women are critical to development. The booklet will be produced both in English and in Arabic.

*Home Office/Education: Cyprus Workshop:
"Partnership for a Better Childhood" (\$5000)*

Supported a workshop which took place December 2-6, 1994 on Cyprus. Government policy-makers, local and international NGOs, UNICEF staff, and Save the Children met to coordinate Early Childhood Development (ECD) efforts in the Middle East and extend the Save the Children/UNICEF partnership which promotes policy impact of community-based ECD programs.

*Home Office/Economic Opportunities: GGLS Study Tour
and International Village Banking Conference in Guatemala (\$10,000)*

This workshop was held November 10-20, 1994 and WCI funded travel for Save the Children Program Managers and Credit Program Managers for Pakistan, West Bank/Gaza, Lebanon, and Ethiopia. The participants met to learn how to better reach women with an empowering GGLS approach, and discuss with Save the Children peers the challenges of multi-sectoral integration and partnerships.

The Gambia: Extending the Kabilo Approach to Girls' Education (\$6000)

Throughout the Gambia, literacy rates for women are behind that of men. Factors contributing to low literacy levels among women include economic, cultural, and religious constraints. Save the Children worked with two communities (Salikenni and Illiassa) to break down some of these cultural barriers and provide more girls with the opportunity to reach their potential by increasing awareness among parents of the importance of girls' education, and increasing the proportion of girls in the two Pilot Primary schools from 25% to 33% in the first year.

El Salvador: Subsector Analysis in San Martin Impact Area (\$5300)

Save the Children conducted an analysis of the environment of the San Martin Impact Area to determine whether or not a subsector can be identified which focuses on women and represents a high potential level of activity. A subsectoral approach to project design would identify and strengthen economic activities which keep women in their communities and with their families.

*Thailand: Enhancing the Capacity of the Thailand Field Office
to Strengthen Village Subcommittees on Women's Affairs (\$6000)*

Thailand Field Office strengthened the capacity of its sustainable agriculture/natural resource management (SA/NRM) activities in order to empower rural women by implementing more gender-sensitive programming at the village and organizational levels. This was achieved by increasing awareness of women's participation in agriculture. In response to staff concerns that projects should better integrate the particular needs of women, a gender analysis of individual women's participation in SA/NRM activities in Save the Children's impact area was conducted.

South and Central Asia Area: Group Guarantee Lending and Savings Workshop
(\$10,000)

Save the Children staff from throughout the area came to Bangladesh to more closely examine and learn from the Bangladesh field office's partnership with ASA (Association for Social Advancement). Numerous senior staff from ASA participated in the workshop. In addition, staff from offices in the region were able to visit ASA field sites. The workshop focused on operational and programmatic issues associated with delivering credit to resource-poor women.

Pakistan/Afghanistan: Non-formal Education and Literacy for Rural Afghan Women
(\$6000)

The NFE/L for rural Afghan women project initiated a support system for the female literacy program of the Ministry of Education of Balkh province, northern Afghanistan. Through WCI funds, the Pakistan/Afghanistan field office education officer and consultant introduced innovative training in non-formal education for all supervisors and many of the teachers of the government's literacy department. They also worked with three supervisors to develop a participatory appraisal tool for gathering information about the potential participants' activities. Based on the data collected, the PAFO team developed low cost, relevant materials for pilot testing by the Ministry of Education NFE/L resource team.

Egypt: Rural Egyptian Women--Organizing for Change (\$5110)

This video documents the experience of rural women's groups and shows how local women, community leaders, and government officials can unite and initiate community development activities. Through this documentation, the Egypt field office aims to bridge the gap between poor women and the elite and to help poor women come together to organize.

Nicaragua: Support to the National Commission for the Promotion and Defense of Children's Rights: Development of a National Social Policy on the Integral Care and Protection of Children (\$3,000)

Assistance will be provided to the National Commission on the Promotion and Defense of Children's Rights to conduct public consultations and debates that will lead to the preparation of National Policy on the Integral Care and Protection of Children. This policy will be submitted to the President of the Republic, Social Cabinet and National Assembly for approval.

PROJECTS FUNDED BY WCI RRS FUNDS IN FY 96

Philippines: Gender Sensitivity in Elementary Schools (\$9520)

This increases gender sensitivity in school children in grades 5 and 6. SC/Philippines will work with the Department of Education, Culture and Sports to review the intermediate level curricula for gender sensitivity, and, where appropriate, incorporate more gender sensitive messages.

Rwanda: Formalizing Linkages between Culture and Children's Rights (\$6000)

The Rwanda field office will use WCI funds to promote the rights of women and children through the creation of materials that interpret children's rights within a more traditional framework of parental responsibilities. The traditional definition of children's rights within Rwanda will emerge from the combined efforts of research and a workshop. This experience and the resulting blueprint and materials will form a prototype that SC can model in other areas throughout the world.

South East Asia Region: Regional Initiative in Sustainable Agriculture (\$15,000)

Funding from WCI will enable RISA to work with local partners in the design, implementation and adaptation of a participatory Integrated Pest Management (IPM) learning methodology. In addition, it will enable RISA to provide follow-up technical training and organizational support in developing village-based farmer-to-farmer field training in IPM for local partners in the Lower North of Thailand. In Laos, RISA will assess the potential for developing an IPM program built upon collaboration between government and non-government partners. RISA will also collaborate with the FAO, national and local partners in the introduction and adaptation of an appropriate IPM program.

South East Asia Region: Area Gender Analysis Training (\$8800)

This training will take place in the Philippines and will involve 2 representatives from Vietnam, Thailand, Indonesia, and Iloilo, Manila, and Olongapo (Philippines). At the end of the training, participants will be able to review gender programming and integrate gender awareness in program reviews and PPB production.

Indonesia: Gender Analysis Training of Trainers (\$1307)

This training, designed for staff from Save the Children and partner NGOs, will introduce key ideas of gender and development; identify the 5 components of gender analysis and apply them to programs; introduce a discrimination framework; and develop an action plan for follow-up.

South Central Asia Area: Cost Recovery Workshop (\$10,600)

This workshop will facilitate the introduction and/or expansion of program cost recovery methodologies within the SCAA region. It will also create a forum for program cross-fertilization and exchange of experiences between senior program field office staff throughout the region. Workshop participants will develop and refine realistic program cost recovery action plans for FY97. The workshop will also promote program sharing among field offices in 3 SC areas.

WCI RRS TOTAL COUNTRIES/REGIONS FUNDED

Countries/Regions Funded

Afghanistan/Pakistan
Bangladesh
Bhutan
Bolivia
Burkina Faso
Cameroon
Colombia
Costa Rica
Egypt
El Salvador
Ethiopia
The Gambia
Haiti
Indonesia
Israel
Jordan
Lebanon
Malawi
Mali
Mozambique
Nepal
Nicaragua
Philippines
Rwanda
Sudan
Thailand
Tunisia
West Bank/Gaza
Zimbabwe

Total: 29

Countries/Regions Not Funded

Angola
Armenia
Azerbaijan
Caucasus
Georgia
Russia
Somalia
Tajikistan
Vietnam
Former Yugoslavia

Total: 10

revised 12/6/95

Annex E:

Cooperative
Agreement Program
Description

PROGRAM DESCRIPTION

Introduction:

The Recipient's proposal entitled "Woman/Child Impact Program", as amended, dated May 6, 1991 is incorporated by reference in its entirety and is made a part of this Cooperative Agreement. In the event of an inconsistency, the Program Description set forth below shall take precedence over Save the Children's proposal.

The Program builds upon SCF's existing community development and Child Survival/MCH programs in Bangladesh, Bolivia, Haiti and Mali by: 1) organizing and strengthening women's and children's action groups; 2) expanding their productive capacities; 3) increasing their attainment of basic education and 4) leveraging WCI Program resources through partnerships between SCF field programs and local PVOs, community groups and associations. In addition to supporting direct program interventions, the WCI program will assist SCF to further develop its capacity in impact evaluations, staff/organizational development and grant management.

I. Program Goal:

To contribute to human development and the empowerment of women and children as key participants in their communities' social and economic development.

II. Program Purpose:

To measurably increase SCF's impact on women and children in four core countries - Bangladesh, Bolivia, Haiti and Mali - by:

- 1) Organizing and strengthening women's and children's groups,
- 2) Expanding their productive capacity,
- 3) Increasing their attainment of basic education levels,
- 4) Increasing their health status, and
- 5) Further developing SCF's capability for qualitative and quantitative evaluation, staff/organizational development partnering and grant management.

In addition, approximately thirty other countries will benefit from participation in staff training, regional resource sharing and program development assistance.

III. Principle Activities:

To accomplish the goal and purpose, SCF plans to carry out both implementation and support outputs. Implementation outputs include:

- o Identifying locale-specific "cluster" of integrated sectoral interventions
- o Completing primary country Detailed Implementation Plans (DIP)
- o Forming or expanding women's and children's action groups
- o Implementing innovative basic education programs
- o Expanding revolving loan funds, and making them self-sustaining and locally managed
- o Designing and implementing training cycles for local staff
- o Establishing partnerships with local institutions in primary and secondary countries.

Support outputs include:

- o Designing and implementing sectoral training, technical assistance, evaluation and documentation programs
- o Implementing agency-wide management and organizational development system and training programs
- o Establishing new regional management and technical assistance mechanisms
- o Expanding and making functional quantitative/qualitative evaluation systems, including systematic documentation of lessons learned.

IV. Self-Evaluation:

Self-evaluation will be conducted by SCF in accordance with its normal evaluation program as described in its May 6, 1991 proposal. In addition, from time-to-time A.I.D. Officers will, with prior notification to SCF's headquarters, visit selected program sites. An independent mid-term and/or final evaluation in collaboration with the Recipient will be carried out at either the mid-point of the program or no later than June of the last year of the Agreement. Special requirements for this program evaluation are delineated in 1F.6. entitled Evaluation under "Substantial Involvement Understandings" of Attachment 1.

V. Program Management:

Mr. Gary Shaye, Deputy Vice President of International Programs at SCF, will be principally responsible for the overall management and implementation of the Matching (Grant) Cooperative Agreement Program. In addition to WCI planning, monitoring and evaluation, the Deputy Vice President is also responsible for supervising the Program Support Division in SCF and coordinating the WCI program with the work of regional and other technical units within the International Programs Department.

Annex F:

Scope of Work

Draft Matrix for the Scope of Work
for the WCI Final Evaluation

Categories	Indicators	Recommended Questions Linked to Indicator
Strengthening of Sectors		
Support for sectoral focus and expansion	<p>qualitative improvements in the focus and scope of strategy papers for sectors</p> <p>additional literacy, basic education, and economic opportunities programs</p> <p>change in financial resources leveraged for sectoral programs</p> <p>change in primary beneficiaries in Economic Opportunities (sex, income group, occupation); change in lending methodology (individual vs. group)</p> <p>change in: numbers of beneficiaries reached; amount of capital loaned; repayment rate; number of countries with GGLS and sub-sectoral development programs; number of partner organizations</p>	<p>How has WCI influenced the focus of sectoral programs?</p> <p>How has WCI increased women's participation and leadership as individuals and within the groups?</p> <p>Has WCI influenced the expansion of GGLS and sub-sectoral development programs in core and non-core countries? How?</p> <p>In the future, what might be WCI's role vis-a-vis Economic Opportunities?</p>
Core Countries		
Measurable Impact	<p><u>Staff Capacity</u> change in levels of staff participation in evaluation and action research (including hypothesis generation, design, collection and analysis of data, and dissemination of findings)</p> <p>increase in range and use of methodologies available to staff to conduct evaluations and action research; increased availability and use of baseline surveys</p> <p><u>Impact Studies</u> specific plan for using results from impact studies for future programming</p>	<p>How have WCI impact studies strengthened institutional capacity in evaluation and action research?</p> <p>What evaluation methods are now available to core country staff?</p> <p>How will results of impact studies be used in program planning?</p>
Training Systems	<p><u>Training Cycles</u> training cycles established and functioning; presence of manuals and other documents which could be used by trainers to conduct training</p> <p>follow-up and assessment of training; use of training for southern partners to provide TA; and use of training of own staff to provide TA to other SC programs and other organizations' programs.</p> <p>staff assessment of training cycles and materials; as appropriate, modification of cycles/materials</p>	<p>How effective have models for field-based training systems been? Who is using documents? How are they being used?</p>

Category	Indicators	Recommended Questions Linked to Indicator
Training systems (continued)	<p><u>Gender Sensitization</u> memoranda, other correspondence, and reports which outline gender sensitization training; gender analysis training completed by field staff</p> <p>individual/team activities on gender sensitization and analysis since FACETS training</p> <p>increased staff ability to articulate and apply gender concepts to their own work</p> <p><u>Program Principles</u> increased staff ability to identify and describe the 6 program principles</p> <p>staff ability to cite examples of how principles are manifest in programs</p>	<p>Has WCI strengthened capacity in gender analysis for field offices?</p> <p>Has WCI increased capacity to apply SC's program principles to develop programs and orient program planning? How?</p>
Documentation	<p>completion of 10 working papers and 4 monographs</p> <p>institutional impact (Training Guide, Program Handbook)</p> <p>dissemination of WCI programs and methodology through WCI brochure, Program Exchange newsletter, core country summaries, Discussion Series brochure</p> <p>organizational change: presentation and participation at conferences and fora</p> <p>other documentation (manuals, case studies, issues papers, fact sheets, etc.)</p>	<p>Did WCI contribute to the knowledge base of woman-focused and child-centered programming in international development?</p> <p>What additional documentation is required?</p> <p>With respect to additional documentation was it critical? strategic?</p>
Influence Beyond the Core Countries		
Regional Initiatives	<p>use of Program Principles by non-core countries</p> <p>changes in objectives of field staff as a result of conferences and workshops</p> <p>types of TA provided; additional resources leveraged as a result of RRS funds</p> <p>number of non-core countries who have received RRS funds; purpose of funding (for GGLS, impact assessment, gender, etc.?)</p> <p>review of a sample of PPBs written during the life of the grant to determine qualitative differences in field office approaches over time</p>	<p>What motivated select non-core countries to change their programming strategy to better reflect Program Principles?</p> <p>How effective have current regional initiatives strategies been in extending WCI approaches to field offices beyond the core countries?</p> <p>What are alternate approaches to strengthening SC field offices? partner NGOs?</p>
State of the Art Programming	<p>type and quality of participation of SC staff in national and international-level networks</p>	<p>Has WCI enabled SC to play a larger role in national and international-level networks?</p> <p>What are the best mechanisms for maximizing scale and impact?</p>

Category	Indicators	Recommended Questions Linked to Indicator
Position of WCI within the agency		
Organizational Decision-making	<p>greater gender balance in SMT, Board of Directors, and Unit Directors; change in requirement of Field Offices to report on gender balance of staff</p> <p>completion of gender training by a majority of SMT and technical staff</p> <p>WCI's influence in core program direction as well as the agency's understanding of itself over time (see attached grid)</p> <p>Changes in SC's buy-in (e.g., annual report); Change in planning and reporting and grant management over time.</p>	<p>What is the nature of the change in SC's organizational structure and leadership since the introduction of the WCI grant?</p> <p>What additional systems are needed to strengthen SMT and technical staff gender sensitization and analysis capacity?</p> <p>What is the nature and extent of WCI influence in shaping program direction?</p> <p>What role might WCI play in the future--both structurally and programmatically?</p> <p>How have the principles changed SC's programming strategies, nationally and sectorally specific?</p>