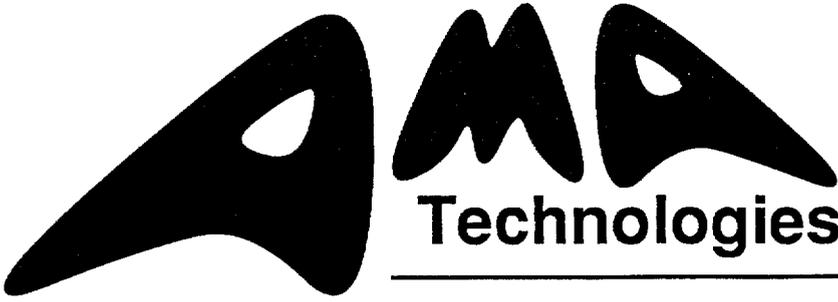


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REX

Reaching the Educationally Excluded
Education Development Center (EDC)

Midterm Evaluation

Project No. 938-0158

Cooperative Agreement
No. FAO-0158-A-00-4030-00

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ACRONYMS

AJARI	REX/Bolivia
ALC	Active Learning Capacity
CCDC	Community and Child Development Center
CIDI	Centro Integral de Desarrollo Infantil Center for Integrated Infant Development
DGPE	Dirección General de Planeamiento Educativo Directorate of Educational Planning
DOH	Department of Health
ECD	Early Childhood Development
EDC	Education Development Center
ELRU	Early Learning Resource Unit
ESAT	Educational Support and Training
INDA	Interim National Development Agency
IRI	Interactive Radio Instruction
ITEC	Independent Training and Educational Center
NGO	Non-Governmental Organization
ONAMFA	Organismo Nacional del Menor, Mujer y Familia National Organization of Children, the Woman, and the Family
ONG	Organización no Gubernamental Non-Governmental Organization
PARI	Programa de Aprendizaje por Radio Interactiva Radio Program for Interactive Learning
PEIB	Proyecto de Educación Intercultural Bilingüe Intercultural Bilingual Education Project
PIDI	Programa Integral de Desarrollo Infantil Integrated Infant Development Program
PMA	Programa Mundial de Alimentación World Food Programme
PROCOSI	Child Survival Network
REX	Reaching the Educationally Excluded
SAED	<i>Servicio de Apoyo Educativo Departamental</i> Regional Educational Resource Service
SAAL(P)N	South African Active Learning (Project) Network
SABER	South African Basic Education Program
SEBAD	<i>Sistema Educativo Boliviano a Distancia</i> Bolivian Long Distance Educational System
SENALEP	<i>Servicio Nacional de Alfabetización y Educación Popular</i> National Literacy and Popular Education Service
SENET	<i>Servicio Nacional de Educación Técnica</i> National Technical Education Service

SOPAC	Partners for Interactive Learning
SIE	<i>Sistema de Información Educativa</i>
	Education Information System
SNS	<i>Secretaría Nacional de Salud</i>
	National Secretary of Health
TA	Technical Assistance
TREE	Training and Resources In Early Education
UDAPSO	<i>Unidad de Análisis de Políticas Sociales</i>
	United States Agency for International Development
	Social Policies Analysis Unit
UNICEF	<i>Fondo de las Naciones Unidas para la Infancia</i>
	United Nations Children's Fund
USAID	<i>Agencia Para el Desarrollo International</i>
	United States Agency for International Development

EXECUTIVE SUMMARY

The following report describes the outcome of a midterm evaluation of Education Development Center's (EDC's) progress in the implementation of Matching Grant/Cooperative Agreement No. FAO-0158-A-00-4030-00 entitled "REX: Reaching the Educationally Excluded." The Cooperative Agreement in the amount of \$1,199,000 was awarded on September 28, 1994 for implementation during the period October 1, 1994 - September 30, 1997. In September 1996, the agreement was extended through September 30, 1998.

Objectives of Assistance. The objectives of the Cooperative Agreement were defined as: (1) To help children in targeted countries gain access to sustainable, cost-effective educational programs that directly contribute to their enrollment in and completion of primary school; and (2) To strengthen the capacity of selected developing country institutions to design and deliver services to children that measurably contribute to more equitable rates of enrollment in and completion of basic education. Related impact indicators were: (1) change in enrollment ratios and completion rates of primary school students in three project areas within three years; and (2) nine LDC institutions integrate the Active Learning Capacity (ALC) model into their programming approach within the next three years.

Objectives of Evaluation. The evaluation sought to "further our understanding about the effectiveness of EDC's Matching Grant-funded REX program in increasing the institutional capacity of selected local development organizations and their personnel to incorporate the ALC model into their programming approach." Its three primary components included field assessments within EDC's projects in South Africa and in Bolivia (November 1996) and a headquarters assessment (January 1997). Two separate four-person field teams consisting of both external evaluators and project staff of multiple nationalities undertook the fieldwork in each respective country. The Project Officer, BHR/PVC, participated in the South Africa review and was debriefed in Washington. The team leader provided a thread of continuity throughout the three components, and was responsible for the final report. Information about central program efforts and new project initiatives in Nepal, Ecuador and Honduras was provided by EDC staff.

Methodology. The evaluation utilized a blend of research methods, including the review of more than 25 key documents; interviews with a representative sample of social sector policy makers and programmers, development partners and implementors in South Africa and Bolivia; and structured institutional interviews, classroom observations and related data collection. Approximately 30 site visits to educational centers and the offices of a wide variety of institutional partners were made. The key evaluation instruments appear as annexes to this document.

Summary of Findings. Program staff have made significant accomplishments in reaching target beneficiaries and in working with partners on ALC programming. Most noteworthy are the institutional partnership structures developed at the central level and in Bolivia, now being replicated in Ecuador and Nepal; the creation of qualitative reference materials on "Active Learning Capacity" and "Human Capacity Development" initiatives; and an unanticipated level of scale in the Bolivia program (at nearly 20 times its planned level), in turn providing increased educational access to many times the number of expected beneficiaries. New program initiatives in Nepal, Ecuador and Honduras suggest an emerging focus and methodology that is likely to be both

cost-effective and of significant impact, with a high level of contextual support. This work should continue to be supported.

Implementation limitations lie in the area of developed program and managerial systems and related structures. At this stage of implementation, the program has exceeded its objectives and would benefit from a redefined strategic plan that consolidates methodology, program foci, and commonality of goals throughout three parallel lines of implementation (direct assistance, partnership/institutional strengthening and research and development). The basic ingredients exist to accomplish this, and EDC should dedicate time to molding the next steps. The program could have significant potential to demonstrate impact if resources were directed toward gathering reliable baseline data, defining feasible indicators and collecting standardized performance information.

Recommendations. The following are the overall evaluation recommendations:

Recommendation 1: Long Term Program Planning. Initiate a series of design retreats intended to examine implementation options for a new Matching Grant application.

Recommendation 2: Establishing Priorities Within Extension Funding. Allocate top priority within any funded or non-funded extension of this Cooperative Agreement to 1) the continuation of the Bolivia and South Africa programs; 2) the continuation of the Nepal and Ecuador initiatives; and 3) development of practical materials for field implementors.

Recommendation 3: Standard Institutional Methodology. Adopt a central methodology or a series of clearly linked and compatible strategies along three parallel lines: a) clear, objective, explicit pedagogical goals; b) partnership and institutional strengthening; c) research, development and policy which converge at the goal level.

Recommendation 4: Revised Implementation Plan. Redefine a realistic set of project outcomes and indicators to be used for the extended implementation period (through September 30, 1998). EDC should present to USAID a workplan and schedule for this period.

Recommendation 5: EDC/AJARI Partnership Approach. Study the REX/Bolivia approach to partnering and institutional capacity-building for consideration of its adoption at a central level as a programming approach to new and ongoing programming efforts. However, it may not be appropriate to overlay the Bolivia/AJARI model on all programs.

Recommendation 6: EDC Partnership Profile. Include a set of defined characteristics in the selection of partnering organizations to maximize program benefits to children.

Recommendation 7: Interventions Basket. Design a series of interventions and supporting materials that can be effectively utilized by various field practitioners and support the attainment of the project purpose(s).

Recommendation 8: Reaching the Practitioner. Continue to strive to enhance program credibility through demonstrating impact at the level of the practitioner.

I. INTRODUCTION

Brief Description of Education Development Center & REX Program Goal and Strategy

Education Development Center (EDC) is a U.S.-based Private Voluntary Organization (PVO) located in Newton, Massachusetts. The organization works to strengthen the capacity of local institutions such as non-governmental organizations (NGOs) and community-based organizations (CBOs), and public sector agencies. EDC offers training and technical assistance in program design, implementation, and evaluation. The center helps the institutions apply these skills in the areas of early child development, basic education, nutrition, health, the environment, and democracy. EDC also helps strengthen the management capacity of local institutions, by providing assistance in management training, development communications, and information technology.

Through its REX (Reaching the Educationally Excluded) Matching Grant Program, EDC seeks to improve the capacity of traditionally marginalized populations to raise healthy families, access quality education, gain a sustainable livelihood and build strong communities. In particular, REX activities focus on improving the ability of disadvantaged children to participate actively in both formal and informal learning environments. REX is currently funded through a matching grant from the Office of Private and Voluntary Cooperation of the Bureau for Humanitarian Response of the U.S. Agency for International Development (USAID/BHR/PVC). The Cooperative Agreement (CA), signed by EDC and USAID, presently extends from October 1, 1994 to September 30, 1998.

REX activities are based on the Active Learning Capacity (ALC) model. ALC can be defined as a child's ability to interact with, and take optimal advantage of, the resources offered by any formal or informal learning environment. The model combines attention to traditional education inputs (school plant, curricula, teachers) with attention to child-based factors such as health, nutritional and psychosocial status. By focusing on a child's psychosocial, health, and nutrition variables as well as the nature of a child's classroom experience, the ALC model promotes an integrative or "whole child" approach.

REX Program Objectives, Target Population and Inputs/Outputs

REX was designed to meet two distinct yet complementary purposes:

- 1) to help children in targeted countries gain access to sustainable, cost-effective educational programs that directly contribute to their enrollment in and completion of primary school; and
- 2) to strengthen the capacity of selected developing country institutions to design and deliver services to children that measurably contribute to more equitable rates of enrollment in and completion of basic education.

In-country project activities aim at improving the learning capacity of young children from traditionally bypassed populations. These children thus represent REX's primary, though at times

indirect, target. In addition, parents as well as designers, administrators and implementors of quality early childhood programs are critical to assuring young children's successful learning accomplishments and therefore constitute secondary, although frequently direct, target populations for the project's interventions.

REX inputs include:

- materials for caregivers which introduce classroom practices designed to maximize children's ALC;
- technical assistance in designing and producing ALC training and classroom materials; and
- technical assistance in developing communications strategies that create linkages among school and community, as well as among service delivery agencies (governmental and non-governmental) at the local, regional, national and international levels.

Expected outputs include:

- improved inter-sectoral collaboration around ALC issues on the part of Early Childhood Development (ECD) training and implementation agencies and other social service delivery organizations;
- improved health, nutritional and/or active learning outcomes among children involved in ALC-based interventions;
- improved institutional capability with regard to the design and implementation of ALC-based interventions by early childhood program designers, administrators and implementors who understand and incorporate ALC principles into their daily work;
- ECD training and classroom materials which are derived from the ALC model; and
- additional projects based on the ALC model.

From 1994-1996, project-focused activities have taken place in South Africa and Bolivia. Nepal and Ecuador were introduced in 1996 and early 1997, respectively, as new country programs. As the ALC model is highly flexible and allows different programming entry points, individual country projects are able to emphasize different aspects of the ALC model. REX/South Africa counterparts chose to focus on integrating a health and nutrition element into their existing active learning programming. Because Bolivia is currently in the process of building national consensus around the need for, and practice of, Early Childhood Development programming, REX/Bolivia counterparts chose to emphasize the cognitive and psychosocial aspects of the ALC model.

In addition to REX's project-focused work, broader programmatic activities have originated with EDC headquarters in Newton, MA. At headquarters, REX staff is engaged in managing existing country-specific projects; developing new ALC projects; disseminating the ALC model to national and international NGOs, donors and developing country governments; and developing ALC-based training and research.

Objective of the REX Midterm Evaluation

In September 1996, REX completed the second year of its three-year program. The REX Cooperative Agreement with USAID called for a midterm evaluation of REX activities conducted by a team composed of an external evaluator, USAID personnel, and EDC personnel. The midterm evaluation was carried out in South Africa, Bolivia and the United States over a ten-week period from November 1996 to January 1997. The evaluation sought to "further our understanding about the effectiveness of EDC's Matching Grant-funded REX program in increasing the institutional capacity of selected local development organizations and their personnel to incorporate the Active Learning Capacity model into their programming approach."

The evaluation utilized a blend of research methods, including the review of more than 25 key documents; interviews with a representative sample of social sector policy makers and programmers, development partners and implementors in South Africa and Bolivia; and structured institutional interviews, classroom observations and related data collection. The evaluation scope of work, list of persons interviewed and key evaluation instruments are included in the annexes.

The assessment occurred at interesting junctures in both the South African and Bolivian country contexts. In South Africa, project implementation has coincided with the post-apartheid transition period. In Bolivia, it has coincided with an ambitious social change program designed to convert Bolivia into South America's 'small miracle of the nineties'. Major social initiatives are being launched in a context of radical decentralization and popular participation. Profound changes in the quality, equity and efficiency of Bolivia's educational system were scheduled to be implemented beginning in 1994-1995 through its far-reaching Educational Reform movement. Bilingual education for the majority of Bolivian children who do not speak Spanish as a first language is one important facet of the reform.

Although the ultimate measure of REX's success will be reflected in the long-term gains made by targeted children and their families, a more appropriate measure of the program's short- and medium-term success will be REX's progress in building the institutional capacity of its LDC counterparts. Thus, the overall goal for the REX midterm evaluation was to assess the likelihood, based on observations at this point in time, that REX would achieve its objective of capacity-building of its partner institutions.

Format of Report

As country-specific activities varied significantly between South Africa and Bolivia, USAID and EDC commissioned different evaluation teams for each country, with continuity provided by a team leader who participated in each. Thus, this document is formatted in chapters which include separate descriptions of each country program. Overall findings and recommendations are provided at the end of this report, and country-specific recommendations are integrated into each field program chapter. New programs are included in the Central Programs chapter.

II. BOLIVIA

1. Project Background

In 1992, with World Bank assistance, the Bolivian Government initiated an integrated Early Childhood Development project (PIDI) to provide services to young children and women through integrated child development centers in the country's peri-urban areas (known as "*pidi*" centers or "*pidis*"). Sited in the country's rapidly-growing urban *barrios* (or shanties), the home-based centers were intended to increase the access of children aged 6-72 months of largely first-generation Aymara and Quechua urban migrant families to child care, education and child development services. Pidi implementors aimed at designing appropriate interventions for a social context of extremely limited literacy among both parents and care providers. As the *pidis* grew increasingly in number and geographic inaccessibility, interventions that could reach a large, remote clientele while maintaining program quality in a scaled-up operation became centrally important.

Through its prior USAID-funded LearnTech project, EDC distance learning experts assisted the Government of Bolivia in the design of interactive radio instruction interventions. EDC/LearnTech's pilot intervention "package" included care provider workshops, audio cassettes, and easy-to-read guidebooks about active learning principles and related hands-on learning activities for the specific preschool audience. After a very encouraging evaluation of the pilot (Judith Evans, *Jugando en el Pidi*, June 1994), EDC sought to expand the scale and the duration of assistance with REX/Matching Grant financing.

This evaluation is the fourth in a series of project assessments that have occurred after the project's pilot phase. One of the three prior assessments focused upon the testing of adapted project results in the specific Aymaran cultural context, a task that was both beyond the time limitations and skills of the current evaluation team. The evaluations are abstracted as follows:

Evans, Judith L.: *Jugando en el Pidi: An Evaluation of a Program in Progress*. Consultative Group on Early Childhood and Development, June 1994. This evaluation was commissioned to provide ongoing feedback to the program about the extent to which its pedagogical goals were being met. It was designed to understand the project's impact on both children and teachers, with a view to modifying programs and creating appropriate teacher guides during the formative project stage. Evans reports she "came away a believer" despite initial skepticism. Evans found that: 1) The goals being realized through *Jugando en el Pidi* are consistent with and support the goals of the Pidi program; 2) The project had the potential to be a powerful teacher training device in that it provided consistent support in the development of appropriate teaching practice; 3) The project had a strong possibility of helping teachers integrate the various aspects of the program (cognitive development, communication, physical development [health, nutrition and safety], creativity, socialization and self-concept) and 4) It made children more active learners. Her specific recommendations for future programming included 1) The

need for repetition of basic concepts from module to module; 2) The development of appropriate goals based on different program aims for teachers and children; 3) The increased use of verbal exercises during the modules; 4) The increased use of open-ended questions, and 5) A change in program name. These recommendations have been successfully integrated into the current program.

Suxo, Tania and Mollinedo, Fernando: **Evaluation of Aymara Version of IRI Program.** EDC/La Paz: April 1996, available in Spanish. This evaluation was aimed at finding to what extent the development, application and elaboration of program indicators had been for the initial nineteen modules adapted to Aymara through center visits and interviews with promoters and community members. It provides a module-by-module and center-by-center review with specific technical comments and suggestions. It notes a marked increase in child participation after the third module and a marked familiarity with the modules' contents and activities by the sixth.

Suxo, Tania and Mollinedo, Fernando: **Evaluation of AJARI Audio Programs.** EDC/La Paz: August 1996, available in Spanish. Oriented at determining the specific impact of audio program components, this evaluation establishes that the program content was easily assimilated by both educators and pre-school children. By the third or fourth program, children and teachers had internalized the program's basic approach. Program results with teachers who had been trained in the AJARI methodology were markedly better than with untrained teachers.

2. Context¹

Bolivia's national educational profile reveals a population that is poorly educated, with broad disparities in terms of educational equity, internal and external efficiency. While Bolivia's Educational Reform initiated in 1994/95 aimed at regional diversification and at engendering the broad participation of local governments and citizens' groups in key curriculum decisions, school administration and resource allocation, the changes have been highly controversial within the formal academic structure and only partially implemented.

Complex factors constrain the Bolivian child's educational access and participation. The key barriers revolve around structurally-based socio-economic factors such as poverty, malnutrition, illiteracy and the need for child labor for both compensated and domestic tasks. Such constraints are particularly pronounced among Bolivia's ethnic majority, with a high concentration of children at educational risk occurring when rural, ethnic, poverty and malnutrition characteristics converge. Over recent years, an accelerated urban migration toward such centers as El Alto, adjacent to La Paz, Santa Cruz, Cochabamba and Sucre, has transplanted these characteristics into impoverished urban barrios, where the population's needs for services and infrastructure far outpace the government's ability to meet them.

¹ Information within this sub-section is extracted from *the Action Group's Bolivia: A Country Assessment*, 1995.

Bolivia's gender gap in literacy levels is the most pronounced of any South American country, with 84 literate females for every 100 literate males. Illiteracy is concentrated in the rural areas, where more than one out of three adults and one out of two women are illiterate. Additionally, the lack of availability of written materials in rural areas leads to levels of functional illiteracy that are almost double, estimated to be in the range of 37-55%.

On average, Bolivia's adult population has four years of schooling; in rural areas, this drops below three. This level of education is generally inadequate to ensure that members of rural ethnic groups speak Spanish well, are integrated into Bolivia's modern cultural mainstream, or have fluent reading and writing skills. Without reinforcement, many rural Bolivians are reconverted to the ranks of the functionally illiterate following a brief school career.

It is estimated that the actual gross enrollment of children in the first five years of the obligatory primary education cycle includes 84% of age-eligible urban children and 58% of age-eligible rural children. The 1992 National Census determined that approximately 363,000 children within the obligatory age category are not in school: of these, 260,000 (71%) live in Bolivia's rural areas.

The factors that contribute to the under-enrollment of rural children are both supply- and demand-related. Only 45% of rural schools offer more than the first three grades, necessitating students walk long distances to complete higher levels. Lack of coordination between the academic calendar and the planting and harvesting calendars poses a barrier for many rural students whose families depend on their engagement in nearly full time agricultural labor while studying.

In Bolivia's poor highlands where AJARI conducts much of its program support, it is estimated that 70% of the girls over five years of age work for up to 15 hours a day. Caring for younger children is a task culturally assigned to women and girls. The need for the girls' labor to look after younger siblings, care for domestic animals, haul water or go to the marketplace is a principal factor constraining their participation.

Data for children under five years of age reveal a disturbing multi-year trend for the period 1988-1992 based on weight-for-age measurements taken in the nation's health centers. Severe malnutrition (-3 SD) declined very slightly throughout the period 1990-1992 within this same age group from its 1990 level of 2.36%.

While rates of helminthic infection among Bolivia's school-aged children are said to be acute, there are limited data of a national level on prevalence. Further, types of helminths appear to vary substantially according to regional characteristics.

The Bolivian Society of Gastroenterologists' comprehensive publication on parasitosis was designed to further practitioners' understanding of the diagnosis and treatment of common infections. A study conducted among 203 children from different regions of Bolivia interned in

four hospitals in La Paz for a variety of ailments revealed the presence of the following intestinal parasites in children (unfortunately, prevalence levels are not generally established):

- *giardia* highly prevalent, ranging from 40-80% depending on region of origin;
- *amoebiasis* shigella, campylobacter, balanditium, dysentery (1 case)
- *ascariasis* highly prevalent, the "most cosmopolitan" of the parasites in Bolivia
- *trichocephaliasis* predominates in hot, humid areas, especially among children
- *strongyloides* requires special climatic conditions and hosts
- *oxyuriasis* occurs particularly in small children
- *uncinariasis* the parasitic infection with the most impact on children, occurs in humid zones, related with anemia and progressively more acute infections
- *taeniasis* relatively low level of digestive manifestation

According to the publication, there are some endemic zones for parasitic infestations, such as the area around Lake Titicaca, where almost 100% of the rural and urban population present multiple cases of parasitic infestation.

A large group of "psychosocial" factors, comprised of broader social beliefs and practices, is a significant barrier for large numbers of Bolivian children. Such practices as giving educational preference to boys, a lack of written tradition in the Quechua, Aymara and Guaraní languages, and a tradition of work from young ages may serve to diminish the overall value placed on children's education.

Different cultural perceptions about childhood are a strong influence. Among the Quechua and Aymara ethnic groups, the nation's two largest, the concept of childhood as a free and unfettered period ends with the first cutting of the child's hair at three-to-five years old. The ritual is designed to convey the entrance of the child into the family's productive unit, with its attendant responsibilities. Young boys are assigned jobs caring for livestock whereas girls help their mothers with extensive domestic chores, especially the care of younger siblings. As UNICEF comments, "Without a doubt, a contributing factor to low school attendance, especially for girls, is the need to count on their labor." (UNICEF, 1994).

Last, but not least, family dysfunctions also play a major role. Bolivia's "Sub-Secretariat for Gender" is currently conducting one of Latin America's most complete studies on domestic violence. Preliminary findings indicate that nine out of ten women in El Alto, the rapidly-sprawling urban barrio adjacent to La Paz, are likely to be victims of domestically violent acts. Twenty thousand complaints have been filed in a country whose criminal code "condones the violence that women suffer at the hands of their husbands." Very frequently, the violence is

substance-related. It is of no small consequence to education. One in five urban children who abandon their studies cites family problems as the reason (INE, 1992).

While under-reported in terms of official statistics, the neglect and abandonment of children is a problem frequently mentioned by teachers. Women forced to combine full time wage employment with full time domestic work often leave the raising of younger children in the hands of their older siblings, other relatives or neighbors. Cases of outright abandonment of children were encountered by a team commissioned to perform a country assessment for the Action Group in 1994 in the 20 schools visited. One case involved a seven year old girl left to cook, clean and care for her five year old brother three months earlier by parents searching for employment. No one knew when, or if, they would return. Both children attended classes daily. A study published by UNICEF and Christian Children's Fund (CCF) in 1991 describes the widespread physical and emotional abuses of children in further detail.

3. Project Description

The REX/Bolivia (known as "AJARI" in Bolivia) project concept centers around the development of active learning, tools for early childhood programs and care givers as well as for the children they serve. Such materials serve as the catalyst for:

- a) increased parental, community and national awareness of the importance of early childhood education and appropriate early childhood care;
- b) heightened interagency collaboration with regard to early childhood development programming and policy; and
- c) improved early childhood teacher training and early childhood development programming.

During the first six months of the REX/Bolivia program, the AJARI team (composed of two project coordinators who are respectively an ECD Specialist/Trainer and a Media Specialist, an Artist/Designer and an Administrative Assistant) developed a Spanish language prototype set of active learning teaching and classroom materials. The set included audio tapes and a teacher guidebook. Originally, materials were designed for a particular cluster of government-sponsored ECD centers (*pidis*). However, the materials, called "*Aprendemos Jugando*" (Let's Learn by Playing) have since been adapted for use in a broad range of ECD settings in the country and in other Latin American programs.

Early in 1995, REX/Bolivia's original collaborating partner, the government-sponsored PIDI program, experienced management changes. Such changes caused delays in the project's planned distribution of Spanish language materials. As a result of these delays, REX/Bolivia sought supplementary collaborative agreements with other funding and implementing agencies in Bolivia. These new agreements served to broaden the base of institutions that could use the IRI programs and the communities that would have access to them. In June 1995, UNICEF and PLAN International began working with AJARI to translate and adapt existing materials into the indigenous languages of Aymara and Quechua. Translation/adaptation of the materials

continued through December 1995. Components were evaluated and adapted according to the individual evaluation results of each module.

In addition to these activities, the AJARI team also completed the design of ten radio programs aimed at parents and other care givers. In anticipation of the airing of the "*Aprendemos Jugando*" (Let's Learn by Playing) series on local radio, the AJARI team developed informational posters, calendars, comics, pamphlets and other promotional materials and presented the package to a diverse local media base. Beginning in April 1996, programs were broadcast in Aymara, Quechua and Spanish, and were complemented by comics and publicity in local newspapers as well as by other promotional materials. A national launching was conducted with the participation of almost two hundred people.

To further promote and strengthen the successful use of active learning methodology in Bolivia, AJARI complements its materials development activities with a range of teacher training workshops and interagency program/policy development meetings. Using the active learning materials as a basis, such initiatives are designed to build the capacity of teacher-promotor participants to integrate the principles of active learning into their daily activities. Training activities have included on-site workshops for early childhood teacher trainers and supervisors, as well as the production of a training video to accompany the "*Aprendemos Jugando*" package. Teacher training workshops have taken place throughout field sites in seven of the country's nine departments (equivalent to an American state).

Inter-institutional meetings were conducted to create a network of trained implementation agencies involved in the dissemination of the programs. They have included participants from local, regional, national and international agencies representing a range of sectors, including health and nutrition; early, basic, alternative and tertiary education; environment; community development; local government; and public broadcasting. Currently a partnership agreement has been drafted among key agencies (USAID, EDC, the Secretary of Nonformal Education, UNICEF and Plan International).

4. Project Goals and Objectives

a) Goal and Objectives

The goal and objectives of the REX/Bolivia project were as follows:

REX/Bolivia general Project Goal: Increase the educational achievements of Bolivian children.

Midterm Evaluation Goal: Assess REX's effectiveness in strengthening the capacity of selected LDC institutions and personnel to incorporate Active Learning principles and the Active Learning Capacity model into ongoing activities.

a) Objectives

Objective 1. Increase the use of active learning principles and knowledge of early childhood development by targeted early childhood care givers.

Mid-Term Indicators: A significant increase over baseline figures in targeted caregivers who are:

- *able to describe the relevance of active learning in early childhood care*
- *regularly implement active learning activities in the classroom, at home and in the community (as assessed by observation)*

Existence of (completed or nearly completed) culturally and linguistically appropriate training materials which:

- *define active learning and describe its purpose*
- *apply active learning principles, in a language and format accessible to caregivers, to the relevant domains of early childhood care and development*
- *provide caregivers with hands-on activities that encourage active learning in the classroom, at home and in the community*
- *encourage caregivers to create their own activities after participating in the programs*

Examples of appropriate learning materials include:

- *audio materials which convey active learning principles in participants' native language and in a culturally appropriate manner*
- *visual materials which convey active learning principles in a culturally appropriate manner*
- *in-service training opportunities which convey active learning principles in participants' native language, in a culturally appropriate manner*

Materials will be considered accessible when:

- *targeted caregivers and families either possess relevant materials or are able to receive them regularly through radio, newspaper and/or adequately-publicized local training opportunities*

Objective 2. Promote the integrated development of children aged 6 months to 6 years.

Mid-Term Indicators: Indicator 1: A significant increase over baseline in targeted children's:

- *time on task, participation and verbal/nonverbal communication skills during programs (as determined by an assessment instrument designed by AJARI personnel)*
- *developmental level in cognitive and motor development (as measured by the Scala Abbreviate de Desarrollo - Nelson Ortiz - See Annex 4C)*

Objective 3. Stimulate the awareness of, and support for, an integrated active learning approach to early childhood education on the part of government, local NGOs and the general public.

Mid-Term Indicators:

1. Evidence of regular interagency coordination.
2. Evidence of a diversity of channels that allow access to information concerning the relevance of early childhood education.

Examples of a diversity of channels include:

- *Newspaper articles*
- *Newsletters*
- *Radio programs*
- *Interagency meetings, seminars and workshops*

3. A significant increase over baseline in awareness of the importance of ECD among a random sample of the *general* population (as determined by interviews with randomly selected members of the general public).

The following Means of Verification for objectives 1-3 and their indicators were developed in advance of the work:

- a) Document/material review
 - b) Results of formative evaluation
 - c) Results of impact evaluation to date
 - d) All materials produced (print and audio)
 - e) Timeliness and tracking forms
 - f) Audience profiles and baseline data
 - g) Copies of the Bulletin and reports on meetings
- Field site visits which observe early childhood settings that use radio programs in Spanish, Aymara and Quechua and control group settings that do not (team will be accompanied by AJARI/EDC staff).
 - Interviews with parents and educators who use the programs.
 - Interviews with representatives from partner institutions and projects, such as UNICEF, Plan International, PIDI, CIDI, Secretary of Education, Fe y Alegria, Fundacion La Paz.

5. Evaluation Methodology

The actual evaluation activities were conducted over a ten-day period from November 18 - November 27, 1997. Site selection criteria variables were: region, geographical characteristics

(urban/rural), the length of program involvement, the type of facility, the presence of an educator trained in the AJARI methodology, and the type of supporting organization (NGO, governmental and a collaborative effort between the two). Nineteen sites in four regions (La Paz, Tarija, Cochabamba and El Alto) were visited. Programs operating in Spanish, Aymara and Quechua were included. Structured interviews were held with teachers and supervisors and classroom practices observed. See Annexes 5A and 5B for the revised field data collection instrument and Annex 4B for the Site Selection Variables. Annex 4A portrays the characteristics of visited centers.

To complement this effort, key interviews with major institutions were conducted. UNICEF, Plan International and regional governmental officials accompanied team members to field sites. Meetings were conducted at the Secretariat of Education, UNICEF, USAID and the World Bank. Key project staff were interviewed in La Paz and subsequently in Boston.

Nine of 15 "Partners for Interactive Learning" (SOPAC) member institutions (60%) completed individual questionnaires about their involvement in SOPAC and their vision of the project's future development. A panel group interview was then held with 30 assembled members from the nine institutions at USAID/Bolivia. See Annex 3 for the consolidation of individual survey results and Annex 5B for the questionnaire guidelines.

The document review process involved reviewing key project files, teacher guides and posters, three prior evaluations, field supervision charts, and draft scripts, as well as several taped programs and a video. See Annex 12 for an expanded document list.

6. Findings

Finding 1. Goals and Results. *The project has already met or exceeded the majority of its goals and additionally, has surged ahead with unanticipated success in the area of institutional development and networking.*

The AJARI project has already met or exceeded the majority of output targets established in a revised scope of work (6/95). It is currently operational in 885 centers distributed through seven major urban zones and five rural zones positioned in Bolivia's key cities and rural areas in comparison to the 50 originally planned for Matching Grant financing and the 19 operational in three urban localities during Judith Evans' post-pilot visit in June 1994. AJARI works through an interesting coalition of 16 implementing partners drawn from local and national government bodies, international NGOs, local NGOs, private schools, universities, foundations and human rights groups. The program is reaching approximately 18 times the planned level of child beneficiaries and ECD centers. The program is delivered in Spanish at 77% of these centers and in the native languages of Aymara and Quechua (often supplemented by Spanish) at 17% and 6% of the centers respectively. It is currently emitted twice daily by eight radio stations positioned in various locales.

The project's momentum is easily discernible. Over and above the implementation plan, the project has successfully created a diverse network named "Partners for Interactive Learning" (SOPAC). The purpose of the SOPAC network is to coordinate and implement activities in the ECD field: national and local government bodies, international funding and implementation agencies, local NGOs, University and private school system come together in this diverse and unusual relationship. See Table 1 for a comparison of Planned vs. Actual results for more details.

Table 1: Planned vs. Actual as of September 30, 1996

The following project output targets were communicated to USAID in June 1995, as the original targets were already nearly achieved at the end of the first implementation cycle. This was the actual status of the revised targets as of Sept. 30, 1996:

Year	Revised Planned Results (6/95 SOW)	Actual Status as of 9/30/96	%
FY95	1. Reproduce and distribute 20 audio programs & 3 posters to ONAMFA/PIDI.	Completed under the USAID-funded LearnTech project in 1995.	100
	2. Conduct training/collaboration event at AID for all NGO/GO ECD implementors.		
	3. Plan, adapt, translate and develop existing audio instruction programs into Quechua with collaboration from UNICEF; into Aymara with collaboration of Plan International in the Altiplano.	20 existing audio radio programs, 3 posters and a guide in use at centers in Quechua and in use at centers in Aymara, with active involvement of two collaborators.	100
FY96	1. Develop one training video in all three languages, guidebooks in Aymara and Quechua describing active learning, and accompanying posters.	Training video developed in English, Spanish.	
	2. Conduct training for caregivers, supervisors and parents from 50 centers.	1192 educators, pre-school teachers, school directors and supervisors, NGO field staff and volunteer health workers trained as of 7/31/96. Parent training has been designated to collaborating agencies due to high demand for AJARI services at institutional level. Training scale now encompasses 885 centers, or about 18 times those in the revised plan.	100
	3. Conduct formative evaluation and focus groups in Quechua and Aymara in rural areas; complete production of 20 Quechua and Aymara program adaptations.	2 formative evaluations conducted in April and August, 1996, respectively; program adaptations well in progress.	
	4. Develop pilot radio program in all three languages.	Audio programs being broadcast in all three languages.	100

	5. Conduct three interagency meetings at AID for all NGO/GO ECD implementors.	Creation of a network "Partners for Interactive Learning" involving 15 organizations and a Technical Committee. See details below.	
	6. Develop print materials such as newspaper inserts to complement radio programs.	Wide dissemination of printed material- letters, newspaper ads, cartoons, flyers, bulletins, calendars, brochures, posters; presentations to diverse groups, radio spots and local interviews.	100
	7. Create master plan for 20 new Spanish language programs, based on results of radio pilots.	Master plan created for 20 new Spanish language pilots.	100
	8. Begin production of 20 new programs in Spanish.	Production in early phase.	
		Unanticipated Results	
		Development of formal agreement with the Sub-Secretary of Alternative or Nonformal Education to work collaboratively to expand the use of the training materials, create a national system of accreditation for early childhood givers and coordinate activities related to education.	
		Creation of a diverse network "Partners for Interactive Learning" (SOPAC) for the coordination and implementation of activities in the ECD field: national and local government bodies, international funding and implementation agencies, local NGOs, University and private school system.	
		Signing of an agreement with the Departmental Unit of Technical Support, responsible for training and monitoring within the Secretary of Education.	
		Actual scale of program in terms of reaching children is approximately 18 times the planned level.	

Finding 2. Institutional Strengthening. *The project has experienced strong levels of acceptance and demand for technical support from its numerous, diverse partners.* The SOPAC Survey findings indicate that the project has catalyzed an exceedingly positive inter-institutional movement, formalized through the creation of the SOPAC network which brings the national and local governments, international and local NGOs, multilateral and bilateral donors, private schools and university together. Within SOPAC’s monthly meetings such issues as norms for the accreditation of early childhood workers in Bolivia are discussed in a groundbreaking effort for the context. Put simply by one of the implementation partners, “the project offers interventions that are simple, clear, concrete and easy to use.” Additionally, a variety of implementation and coordination issues, including mapping and institutional grouping, to assure the best distribution of overall ECD coverage, have been addressed. The collaboration has formally been recognized through the signing of an agreement with the Departmental Unit of Technical Support, responsible for training and monitoring within the Secretariat of Education. In addition to positive inter-institutional effects, the project has strengthened the individual institutions involved in the activities as well (see Table 2).

Table 2: The eight SOPAC partner institutions which answered this question identified the following as the results of their collaboration with the SOPAC network (See Annex 3):

Personal Level:
1. Increased knowledge of other institutions.
2. Better utilization of resources.
3. More effective, dynamic programming approaches to our work.
4. Builds expectations.
5. Gives me more confidence.
b. Within Your Institution:
1. Has opened the possible integration of human rights and educational programs.
2. Has improved the creativity of the children as well as the educators.
3. Has gotten the pre-education sector to work together on the same standards.
4. Has improved staff skills.
5. Has influenced our institutional policy. (Major US NGO)

c. In the sector of early education (or others) in Bolivia
1. Has trained parents in their civil rights.
2. Has helped develop understanding, imagination and reasoning skills within children.
3. Has made us see the urgency of incorporating the sector as a distinct sector at the national level.
4. Sets the path for working with young children.
5. Has given us a space for interchange, policy reflection and the implementation of early childhood programs.
6. Has generated interest in the early childhood sector.
7. Has provided necessary attention to low-income children.

Finding 3. Replication and Sustainability. *The project enjoys a strong potential for sustainability and replication by local, regional and national governmental agencies, as well as its other partners.* The AJARI project is very consistent with the overall aims of the government's Educational Reform, which places an emphasis on functional literacy and gaining a basic education through decentralized programming. The adoption and expansion of AJARI methodology within the CIDs and PIDs and its widespread dissemination among educators assures that its impact will extend well into the future. Governmental officials present at various meetings expressed a desire to expand AJARI to province-wide and national levels. The programming is achieved at little incremental cost to existing centers (basically, the cost now involves the purchase or donation of a radio-cassette available in La Paz for approximately \$50, and, frequently, an NGO working in collaboration with the government will donate this item). Additionally, the program is attractive to the four American NGOs which manage school-based sponsorship programs for almost 50,000 children in that it provides direct child benefits, and to four other American NGOs which manage school-based feeding programs, as it is programming which is incremental to existing interventions.

Finding 4. Leveraging, Cost-Effectiveness and Match. *The project is effectively leveraging programming in 885 centers at a cost of less than \$1500 per center annually, including administrative and salary costs. Costs are likely to continue to drop even further as the project gains scale. However, the project is not capturing the full value of this programming in its match reporting.* The increase in the scale of this project has resulted in a corresponding decrease in unit costs, whether measured by center or by direct beneficiary (as not all organizations had beneficiary information readily available, we chose the easier task of measuring current costs by center). If anything, these costs are overstated as much of the current product development work will serve a yet expanded base of centers in the future, just as the products developed in 19 pilot sites have additionally served the expanded number of sites. Replication within EDC is possible. Many of the successful aspects of project implementation in Bolivia hold promise for replication

within new program startups. Please refer to the *Central Programs* chapter for the expansion of this theme.

Finding 5. Implementation Planning. *The project is well ahead of schedule in terms of results and has outgrown its initial concept and implementation targets. Therefore, a new project plan is needed.* Having completed most of its objectives in the first two implementation years, the project would benefit from a new strategic plan that captures the project's multiple dimensions and impact. The strategic planning process should result in the definition of refined indicators which capture both institutional and programmatic impact, establish implementation priorities and determine staffing. The challenge of scaling up while maintaining quality should be specifically addressed. The process should result in a new 3-5 year plan, which is strategic in focus and places project managers in a proactive mode. See Annex 6 for an illustrative logframe which combines both areas of intervention.

Without doubt, this project is managed efficiently by a small and cohesive team. One of the evaluators described the team as "not only a cohesive and well-integrated group, but a group with great commitment, creativity, technical skill, with an immense knowledge of the early childhood development field." This team has an interpersonal dynamic which works both to support its production work and to reach out effectively to other organizations in the ECD sphere. Both coordinators are Bolivian citizens and have had extensive prior involvement in ECD. One coordinator is fully bilingual in English and Spanish, which increases the team's proposal development and reporting capabilities, and, in all probability, its access to the international development community.

Finding 6. Scale and Quality. *The project needs to develop an effective strategy for increasing its scale and maintaining program quality which includes sufficient levels of teacher training.* The project's dramatic increase in scale and inter-institutional development has been achieved while maintaining the same core staffing structure. Naturally in the circumstances, staffing resources have been stretched to their limit. This seems to have resulted in a reduced focus on followup inservice teacher training as well as a production lag in the development of new modules and materials. A logical solution lies in training technical staff of SOPAC partners so that they can implement ongoing qualitative programming and supervision directly with the teachers. This should occur sooner rather than later as many centers have been brought on-stream over the past 6-12 months and followup is critical to the qualitative implementation of the project.

Finding 7: Technical Capacity in Impact Monitoring. *The project (and indeed the REX program) stands to benefit from strengthening its technical capacity in definition, performance monitoring and evaluation sooner rather than later. There are several options which should be explored.* The project has an excellent opportunity to test the impact of radio intervention on specific indicators in the cognitive, motor, and language areas through the use of data currently being collected in a Nelson-Ortiz scale adapted for Bolivia and at use in all CIDs, as well as the centers of other partner organizations. The one-page instrument is divided into four areas of emphasis: a) cognitive development (spatial and comparative relationships, imagination, problem-

solving ability, attention span, following directions); b) fine and gross motor skills (early use of drawing/writing instruments, manipulating scissors, dancing ability); c) socialization (senses, child-to-child interaction, use of fantasy, ability to share, ability to resolve conflicts); and d) language (ability to verbalize emotions, use of complete sentences, use of second language). The scale has been adapted specifically to the Bolivian context. Milestones are established for the different age groups. See Annex 4C.

Empirical evidence suggests that the project has effectively increased the use of active learning principles and knowledge of early childhood development by targeted early childhood caregivers. However, there are insufficient baseline data for a reliable measurement of the project's specific impacts on caregivers' knowledge, and AJARI aims to increase the knowledge and use of active learning principles by targeted early childhood caregivers through educator training and the provision of qualitative manuals and classroom learning materials. Caregivers enthusiastically attribute changes in classroom practices such as the use of open-ended questions, environmental exploration, active learning activities and children's engagement with learning materials to their involvement in the REX program. In often-unannounced visits, evaluation team members commonly observed such practices as the teacher putting herself at the child's level, hugging, talking in a gentle and soft manner, and interacting openly with the class. Classrooms with AJARI's presence were characteristically decorated in a lively and stimulating manner, often with handmade learning materials, compared to the starkness of non-AJARI classrooms. Posted teaching plans suggest that the program's impact on the teacher's integration of active learning concepts and activities into their daily activities has been significant.

7. Recommendations

Recommendation 1: *Fund the continuation of this project as a foremost priority within EDC's Matching Grant Application and budgetary allocation processes.* Based on project results to date, current program development momentum and innovative approaches, this project should remain a top funding priority for EDC. Budgetary allocations should increase to match the level of project activity and staffing patterns re-assessed once a new three-year strategy has been defined.

Recommendation 2: *Position SOPAC for a variety of future roles through legal incorporation, formalized mission statement and statement of common goals.* When asked how SOPAC could strengthen its project delivery and grow in the future, member institutions offered the following suggestions (see Annex 3):

- More team integration/team-building (among SOPAC members).
- Increase program scale.
- Develop the mission of SOPAC and its objectives.
- Make parent involvement more effective.
- Dedicate more time to exclusive work with SOPAC (AJARI staff).

- Establish the organization legally to increase credibility of its activities.
- Better inter-institutional definition (of roles).
- Develop projects with a common source of financing.
- Diversify programming themes in early childhood development.

When asked for their vision of SOPAC in the year 2000, the same group offered the following responses:

- Strengthened inter-institutional group that works together developing and validating educational material that shapes our approach to working with the most vulnerable sectors in our country.
- A more consolidated network that recognizes and supports our preschool educators.
- Early childhood development brought to scale based on these (pilot) experiences.
- All ECD implementing institutions will be walking on the same path.
- Help influence policy making process on integrated early childhood development.
- Coordinating program for early childhood development (e.g. umbrella organization) -- better than PROCOSI with multiple collective efforts among partners.
- Great dispersion of Interactive Education materials.
- A means to support advances in the quality of early childhood education.

This variety of constructive suggestions and vision statements points to member organizations that are prepared to advance to a strategic planning and institutionalization process. At least two of the implementing partners have been members of the well-known PROCOSI (Child Survival) network which has been in existence for nearly a decade, and is funded primarily through a large endowment negotiated by the Bolivian and American governments as part of a debt swap. The legal formation of such a consortium is generally straightforward in Bolivia and usually can be completed within 3-4 months at a cost of less than \$1,000 if there are no complications. The formed consortium would then be eligible to raise funds for member organizations within the Bolivian context, where umbrella funding through a single channel is often an appealing option for donors. Qualified legal counsel should be solicited prior to such an undertaking, as various options often exist with respect to the formation of foundations, trusts, consortia, societies and NGOs, with varying requirements as to board composition, mandate, governmental affiliation and initial capital, among other factors. A fair manner of distributing costs among implementing partners should be defined.

Recommendation 3: *Create clear conceptual and operational divisions between SOPAC and AJARI.* The variety of SOPAC members responses indicates that while some member institutions have clear concepts and expectations about the benefits of working within a network environment, others consider that its unilateral purpose is to coordinate the delivery and expansion of the AJARI project. This fuzziness is logical, to an extent, as AJARI's few staff members are involved in both, discrete mission statements have not been defined, and some of the involved agencies have no tangible interinstitutional precedent upon which to draw. However, it will be necessary to

create clear distinctions within the near future about the purpose and operational roles of both entities to promote the wide ownership of SOPAC.

Recommendation 4 : *Expand AJARI's pre- and in-service training programs in Bolivia through the development of an explicit training of trainers approach which effectively utilizes partner agencies for training caregivers and providing qualitative supervision.* One of AJARI's primary challenges is to define a strategy for extending its limited training resources in a manner that effectively ensures that each teacher/care giver receives an adequate base of pre-service and ongoing training. Likely involved are the development of two or three simultaneous strategies: 1) the development and implementation of approximately three modules directed at increasing the institutional training capacity of member organizations (e.g. Training of Trainers, Interactive Radio Instruction (IRI) in EDC Settings, Effective IRI Field Supervision); 2) the development of related materials including a Trainer's Handbook; 3) the adoption of a common supervision instrument which effectively allows AJARI to monitor the implementation process and have access to key impact data. Plan International has such an instrument currently in place that might be of value to all SOPAC members.

Recommendation 5: *Implement impact evaluation research in up to 20 CIDs in rural La Paz Dept. after further verification.* Though not a research project, it would be beneficial to use the remaining year of the grant to define and establish the range of potential impacts of the radio program on the child's development in the Department of La Paz. The project has a significant opportunity to study comparative developmental advances (motor, cognitive, affective, language) of 4-5 year olds in 20 rural centers of integrated development (CIDs), operated by Fundacion La Paz and CIDI/CCF, 10 with and 10 without radio programming, all of which are currently utilizing the Nelson-Ortiz abbreviated development scale (see Annex 4C). Such data are currently gathered by educators in all 20 centers, but those data appear to be underutilized for measuring project impact. Such a process would be reliant upon entering into an agreement with the regional CIDI for data use, and verifying the reliability of the data collection process.

Recommendation 6: *Assess the potential for expanding program access through the cost-effective and powerful medium of radio in Bolivia to the 19 out of 20 children of pre-school age who currently do not have access to educational opportunities by:*

- 1) development of family-focused interventions designed to improve the quality of the interaction between parent and child, and improve the home care giver's knowledge and practices about her child's health, developmental, environmental and educational needs; and
- 2) social marketing aimed at increasing public awareness and stimulating demand for services that address the preschooler's capacity to learn.

Without a doubt, parenting practices in the needy areas of Bolivia could benefit from strengthening efforts and positive reinforcement. An entertaining and educational "You and Your Child" radio program directed at the parents of young children and featuring a variety of Early

Child Development themes and aired in the early evening could draw a significant audience and reach the child's primary caregivers. If successful in test stages, this program should be broadcast in Aymara and Quechua. This is an area which could be further explored in a strategic planning workshop.

Recommendation 7: *Explore the possibility of producing edited cassette versions (12-15 minutes) of existing modules to use with younger children with shorter attention spans or in the mixed-aged setting of the CIDI, which integrate the easier tasks and followup activities.* Though outside the original focus of the project, there exists an opportunity to increase its impact at low cost through the development of modules targeted at younger children within the same delivery network, especially within larger centers. Such an undertaking would involve the adaptation and development of shorter, yet simpler IRI or cassette modules directed at the 2-4 year old, with accompanying materials. Implementing agencies correspondingly would increase the return on their field supervision investment, as travel time to Bolivia's remoter regions represents a significant portion of supervision expenditures and a dual-purpose visit would yield almost a dual return in many instances.

Recommendation 8: *Expand training and educational opportunities which focus on increasing parental involvement.* Another area that merits further exploration and definition concerns training and educational opportunities for the parents of children currently enrolled in an ECD program. Within the current programming structure, this intervention has taken a back seat to the addition of more centers and partnership development, perhaps wisely. Nevertheless, reaching parents of young children is instrumental to lasting impacts on parental knowledge and practices in a context of domestic hardship for children. Reaching the parents of pre-school children also holds promise for the advocacy of key educational messages such as the education of the girl and the value of parental involvement in educational achievement. A logical venue for this programming would be through the parents committees that are already operational in many centers. A more formalized contact with parents in monthly or quarterly meetings run by the committees and educators could yield strong results.

Recommendation 9: *Explore the possibility of integration of further health, nutrition and helminthic themes.* The context described earlier in this chapter indicates an implementation context of tremendous need including rampant malnutrition, under-stimulation, helminthic infection and developmental lags. It is by no means assured that child beneficiaries of the radio program have access to the health and nutrition services vital to their capacity to learn. The AJARI project has the opportunity to expand the breadth of its impact on children through the expansion and integration of its interventions in related thematic areas. Once again, using the same SOPAC implementation network and the existing centers, the project is well-positioned to offer information and specific interventions in such areas as nutrition, growth monitoring, immunization follow-up, oral rehydration and helminthic infection at low incremental cost in accordance with member organizations' needs and expressed interests. As several of the member organizations already work in Child Survival for children 0-24 months, this could have the effect of "bridging" health services to the 24-72 month old child within a center setting and build upon the expertise

and technical resources of partner organizations already working in this area. Such interventions should be tested on a pilot basis before being brought to scale and widely disseminated. IRI technology could be tested as a medium for directing simple health messages to the young child as participating centers already have access to radio/cassette units; messages to parents would also be well worth the effort.

III. SOUTH AFRICA

1. Background

Through its REX (Reaching the Educationally Excluded) Matching Grant Program in South Africa, the Education Development Center (EDC) aims to improve the capacity of historically marginalized populations to participate actively in raising healthy families, to access quality education, to gain a sustainable livelihood, and to build strong communities. REX was initiated in October 1994 in South Africa under a three year Matching Grant awarded to EDC from USAID. The South Africa portion of the grant has an approximate three-year value of \$305,000 and is scheduled to conclude on September 30, 1998.

2. Context

South Africa is in a time of great transition. During the decades preceding the national elections in April 1994, committed social service providers from the private, public and non-profit sectors, most of them liberal, some of them white, worked hard to facilitate the country's transition to democracy. This, in turn, created a virtual shadow government, attractive to donors who wished to contribute positively to the country's transition to democracy. This network eventually became vast, totaling 54,000 registered NGOs, arguably one of the densest NGO-per-capita ratios in the world, at one NGO for approximately every 135 citizens.

Of particular concern to many NGOs were the millions of young disadvantaged children who did not have access to early childhood care. A large number of non-governmental early childhood development (ECD) (known locally as educare) training and resource organizations were created in several centers in the country to meet this urgent need.

An understanding of the political and social context of South Africa is critical to the reader's interpretation of EDC's REX-sponsored activities. When USAID began its operations in South Africa in 1986 with 8-12 staff, they virtually had to compete with other donors "to give the money away with no strings attached." Even a decade ago, the prominent NGOs were considered to be at saturation levels both programmatically and financially. The charged political climate also created an understandable climate of mistrust within the development sector, something from which USAID was not immune, with "American imperialism" becoming a taunt within some sectors of the press and development community.

Implementing agencies, courted by donors, had relatively little to gain through interdependent associations with other implementors, and a climate of inter-agency rivalry evolved, often exacerbated by other social issues, such as race and gender. Some agencies adopted a charitable rather than a developmental outlook, possibly due to the abundance of funding and lack of rigid project selection criteria.

In this political and donor context, many of the standard provisions and norms of international assistance were set aside by the donor community. For example, USAID waived its standard matching requirements on grants through 1995. USAID's registration requirements were similarly waived. However, there were repercussions to the loose requirements. The waiver of matching requirement in turn created a strong financial dependency on the part of USAID's grant recipients and reduced pressure for the agencies to build their own private funding reserves. After ten years of assistance, in 1996, USAID staff still characterize financial reporting as a weakness of the implementing agencies, along with evaluation skills and impact monitoring.

USAID launched two major education sector initiatives over the period 1986-1996. The first of these, ESAT (Educational Support and Training), released 60 three-year grants with an average value of \$200,000 - \$1,500,000 over the period 1986-1998, directed at improving the quality and accessibility of basic education, with a major emphasis on teacher training and governance. The second, SABER (South African Basic Education Program), was a follow-on source of funding for the most successful of the ESAT recipients. Ranging in value from \$300,000 to \$3,000,000 over a three-year grant period falling between 1992-2002, these grants were directed primarily at various strategies related to the student retention until the fifth grade, improving the quality of secondary education and at strengthening organizational capacities. The Early Learning Resource Unit (ELRU), Training and Resources in Early Education (TREE), and the Independent Training and Educational Center (ITEC), the largest of the South African Active Learning Project Network (SAALPN) partners, were all recipients of SABER grants.

Additionally, all seven agencies participated an average of 4.8 times in USAID-sponsored project and organizational development workshops, among them, Strategic Planning, Baseline Data, Project Management, Financial Management, Planning, Objectives and Indicators, Training of Trainers, Classroom Methods, Observation Methods and Project Evaluation.

The elections in April 1994 were to have a forceful impact on key development assistance policies. USAID/South Africa, with a peak staffing level of 143 in 1996, decided to pursue a close down strategy by 2002, with commensurate reductions in funding and staffing levels. Simultaneously, a "bridge strategy" focusing on policy formation and improving educational quality, in collaboration with the Interim National Development Agency (INDA), will be a phase down sector focus.

When the Matching Grant was awarded, EDC/REX staff approached the USAID mission for recommendations to form a loose affiliation, called the SAALPN, offering technical assistance and pilot funding to develop an ALC model in participants' programming areas. For purposes of programming efficiency, a cluster of seven interested organizations working primarily in the Eastern Cape Province was identified by USAID and EDC. They included six educare organizations and an organization which works at the elementary school level, all prior recipients of ESAT and/or SABER funding. Members included: the Community and Child Development Center (CCDC), (East London); Early Learning Resource Unit (ELRU), (Cape Town); Independent Training and Educational Center (ITEC), (East London); Khokela, (Cradock); Khululeka, (Queenstown); Masikhule, (Umtata); and Training and Resources in Early Education

(TREE), (Durban). The shared objective of the SAALPN project was to strengthen educational opportunities for children through innovative programs that address nutrition, health, psychosocial and learning needs appropriately.

The “fit” seemed promising initially. South Africa’s educare organizations offer a valuable service to families in historically bypassed communities, both by facilitating the creation of community educare centers and by assisting interested women to become knowledgeable educare workers and community leaders. However, while South African educare training centers offer quality training in early childhood education, the health, nutrition and psychosocial variables which affect a child’s ability to learn often are insufficiently addressed. Such training gaps may be due to the centers’ remoteness, limited access to cross-sectoral expertise and limited experience in implementing an integrated approach to early childhood care (in South Africa, as elsewhere in the developing world).

3. Project Goals and Objectives

The goal and objectives of the REX/South Africa project were formulated as follows:

a) Goal and Objectives

REX/South Africa Project Goal: Increase the educational achievements of South African children.

Objective 1. Strengthen the capacity of SAALPN member agencies to design ALC interventions, develop proposals, monitor and evaluate projects, engage in intersectoral collaboration, and act as advocates for ALC concepts and activities.

Objective 2. Improve the health, nutritional and psychosocial status of children in SAALPN agencies’ subgrant target communities.

Objective 3. Integrate ALC concepts and activities into the overall programs of SAALPN member agencies.

b) Project Outputs

Outputs to the project include a series of capacity building workshops, on-site consultations, a subgrant award program, and information-sharing meetings for members and the broader community. The following activities were undertaken between October 1994 and August 1996:

I. Capacity Building Workshops

- **Introduction to Active Learning Capacity:** This workshop, held for three days in March 1995, focused on the relationships between nutrition, health, hunger, psychosocial support and learning. Teams from each participating organization gained skills in strengthening their

organization's capabilities to improve the Active Learning Capacity of the children they serve. At the same time, teams jointly developed a timeline in which to complete further project activities, and discussed the roles, responsibilities and qualifications of the in-house coordinator.

- Subgrant Project Administration: This two-day workshop in January 1996, introduced agencies to project and financial reporting guidelines, as well as to monitoring and evaluation indicators for the REX project, which agencies could use to monitor their progress.
- Baseline Data Collection: This workshop, held for four days in March 1996, acquainted participants with the concepts and issues involved in baseline data collection; instructed participants in interview and observation techniques; and encouraged participants to refine baseline data collection instruments.
- Helminth Control: This one-day workshop, held in March 1996, acquainted participants with the issues and requirements of administering a helminth control program, including a review of techniques for testing the degree of helminth infestation in a particular population, and helminth treatment.
- Curriculum Development: This workshop, held for three days in April 1996, combined substantive lectures on the nature and epidemiology of helminths, malnutrition and micronutrient deficiencies with hands-on development of teacher training curriculum around these topics.

II. Delivery of On-Site Consultations and Technical Assistance by ALC Experts

- ALC Orientation Consultations: REX/South Africa Project Manager Bonnie Kittle made individual site visits to SAALPN member agencies to provide general orientation regarding the ALC model and ways to integrate the model into existing education programs. Consultations took place immediately preceding the ALC workshop in March 1995. Group presentations on ALC for TREE and ELRU staff members were made at this time.
- Program Design Consultations: Follow-up site visits in May 1995 allowed participating agencies to consult an ALC specialist regarding the design of their subgrant projects. Discussions involved such topics as: selection of appropriate ALC-based project objectives; definition of a subgrant project target population; the importance of interagency collaboration; and the role of baseline data collection and monitoring activities in evaluating project success. Following the field visit, comprehensive notes were provided to each agency regarding ALC indicators and potential baseline data questions.
- Proposal and Financial Reporting Consultations: In January 1996, Ms. Kittle visited each SAALPN agency to assist in finalizing subgrant proposals. As part of these consultations, she met with the accountants in each agency and discussed the financial reporting procedures; met with several representatives in the Eastern Cape Department of Health (DOH) to

encourage and facilitate collaboration between the SAALPN member agencies and the DOH; and met with several potential technical assistants to the project regarding the importance of ALC and REX's role in promoting the ALC model.

III. Sponsorship of a Subgrant Award Program

The program made grants available to members who had successfully developed a proposal to increase the access of at-risk children to basic education programs in their communities. Subgrant funds were obligated in February 1996.

IV. Implementation Findings and Subgrant Project Evaluation

During two 'impact conferences', scheduled for the second and third years of the grant, SAALPN members were to share data and lessons learned. The first impact conference was held during September 1996, when agencies convened to share the results of the baseline data collection activities undertaken between April and July; revise subgrant project activities to reflect baseline findings; and develop network-wide strategies to address the common issues and findings revealed by baseline data. The Year Three/End-of-Project Conference is envisaged to share lessons learned with other interested parties.

4. The Midterm Evaluation

4a. Goal of the midterm evaluation

The overall goal for the REX midterm evaluation in South Africa was to:

Assess REX's effectiveness in strengthening the capacity of selected institutions and personnel to incorporate Active Learning principles and the Active Learning Capacity model into ongoing activities.

4b. Methodology

The midterm evaluation was carried out over a period of six days. The team first met in Pretoria, to review project documentation and to design the interview guide. The team was briefed by the REX/SA Project Manager, and met with USAID country mission representatives. The team then divided into two groups, and visited participating agencies over a period of three days. Nineteen representatives of the seven participating agencies were interviewed. Interviewees included NGO directors, program and project managers, trainers and training co-coordinators and accountants. Interviews were also conducted with the South-Africa based Project Coordinator and the US-based Project Manager. Before departure, a data capturing format was developed, and initial findings and recommendations were formulated. Report writing was done over a period of two weeks, directly after the field work.

4c. Limitations

Due to time constraints and a lack of access to documentation on the part of some team members, the initial review of project documentation was limited. It was, however, supplemented with in-depth review directly prior to and during site visits. The interview guide could not be field tested, again due to time constraints.

The two evaluation sub-teams visited different types of organizations. Team One visited the urban-based organizations, which were, on the whole, larger, longer-established organizations. Team Two visited more recently-established organizations in rural locations. The data collected by the two teams differ with regard to the detail provided on specific questions, answers to probing questions that went beyond the initial questions, and additional information provided by interviewees. These differences may be due to different approaches adopted by the two teams, the different dynamics produced by the group interviews used by the two evaluators on Team One vs. the individual interviews employed by Team Two. Although the differences observed between organizations interviewed by Team One and Team Two may in part be attributed to the interview factors, it is also quite likely that very real differences among the organizations with regard to experience, expertise and expectations are reflected due to such factors as their size, visibility, personnel, location and access to other resources.

5. Findings

Four dimensions of REX/SA's effectiveness are covered, namely: i) organizational profile and impact, based on the objectives and indicators set out in the Monitoring and Evaluation Guidelines (on file with EDC); ii) project assessment, monitoring and evaluation capacity; iii) networking and collaboration; and iv) project management. The evaluation also addressed the project's continuation potential.

The evaluation set out to assess REX/SA's effectiveness in "strengthening the capacity of selected institutions and personnel to incorporate Active Learning principles and the ALC model into ongoing activities." However, attributing institutional change to REX/SA interventions is problematic given the prior and ongoing involvement of the partner organizations in similar training activities sponsored by other donors. It was also difficult to quantify the degree of change observed in the participating organizations because of a lack of systematic baseline data. Essentially, there was no "before" snapshot.

Findings are therefore derived from the following and arise from a best effort to reconstruct and interpret events from multiple perspectives:

- *a qualitative assessment of the capacity of the SAALPN member agencies as observed during interviews and gleaned through studying agency documentation, further applied to a strengths and weaknesses matrix;*
- *an assessment of progress toward meeting objectives, using the status report on member agencies' progress; and*
- *agencies' accounts of the benefits and costs of participating in the project.*

Finding 1. Capacity of SAALPN Member Agencies

Organizational Profile. On the average, the SAALPN agencies have been in operation for 9.8 years with an average staff size of 38. There is considerable variation, with the three more recently established organizations (average length of operation 6.3 years) averaging a staff size of 16, while the four longer-established organizations (average length of operation 13 years) have an average staff size of 53. Predictably, the longer-established organizations are located in larger cities, while the more recently-established organizations are based in medium-to-small-sized towns.

The proportion of professional-to-administrative staff varies from 2:1 to 5:1 among the seven agencies. These large variations may be due to the different types of activities carried out by the agencies. The administrative burden is a source of strain in some agencies. Although no agency complained of the high staff turnover prevalent in other NGO sectors in South Africa (due to the opening up of positions in the new government), there has been a change in the coordinator position for the SAALPN project in four of the seven agencies, one of which experienced a double turnover.

All agencies have active governance structures, in the form of a Board of Directors or a Board of Trustees, which provide policy guidance and financial oversight. All but one agency are registered non-governmental organizations and have a fund-raising number.

Most agencies have annual budgets in excess of Rand \$1 million (US\$ 220,000), and they currently receive funds from between six and thirty donors. SAALPN subgrants form a very small proportion of current fiscal year budgets (from 0.7% in the longer-established agencies to 2% in the more recently-established agencies). Due to the manner in which agencies were identified, all have had significant funding from USAID sources in the past, and have participated on average 4.8 times in USAID-sponsored workshops.

Major activities of agencies are in-service training, community outreach and materials provision for educare centers. Four of the agencies indicated advocacy as a primary activity, while only one agency mentioned research.

Finding 2. Achievement of Project Objectives

Finding 2a. Objective One: Design of ALC Interventions, Sub-Project Proposal Development and Narrative and Financial Reporting.

The initial project description and application distributed among prospective SAALPN members in 1993 emphasized the following service orientation of the project:

- 1) Support for needs assessments, program design and evaluations that extend educational opportunities to children who are at risk for poor school achievement because of nutritional, health and psychosocial factors;
- 2) Aid in designing and conducting staff development and train programs that provide participants with the chance to work creatively and collaboratively on program improvement;
- 3) Technical assistance in introducing teaching-learning practices designed to maximize the Active Learning Capacity of children;
- 4) Assistance in developing community outreach programs and communications strategies that create strong linkages among school, home and community;
- 5) Guidance in the design and implementation of appropriate nutrition and health components for ongoing basic and early childhood education projects; and
- 6) Collaboration in the design and implementation of action-research projects that test interventions to help children overcome obstacles to active learning.

It can reasonably be assumed that this description, which focuses on the technical delivery of the ALC model, was instrumental in the formation of the participating agencies' expectations of the project.

The actual delivery of the project placed an equal emphasis on strengthening organizational capacity, including project design and ALC proposal writing, financial management and report writing, in addition to technical training. From the ALC project manager's perspective, it was only once the initial project proposals were developed and the initial financial and narrative reports received, that the extent of the need for basic organizational capacity strengthening became clear.

In her status report of October 1996, Bonnie Kittle states: "While all of the SAALPN members have developed project proposals to implement ALC activities and each has been funded, the proposals reflected a lack of experience in proposal writing, a tentative understanding of ALC and health/nutrition issues, and a lack of familiarity with the American use of such terms as goals, objectives and indicators, monitoring and evaluation. Furthermore the agency's budgeting capabilities appear to be weak."

To assist the SAALPN members in proposal development, EDC conducted an ALC introductory workshop (Feb. 95), provided a format for ALC proposal writing (Feb. 95), provided agency-specific technical assistance in project design (May 95), gave detailed individual written feedback on first draft proposals (Sept. 95) and individual instruction on objective writing and indicator setting (Jan. 96). (*Status Report on SAALPN's Members' Progress, October 1996*).

It does not appear that this back-to-basics shift in project design was made explicit through a participative project redesign effort, and it may have created the feeling that the project was being "micro-managed" from the United States from the perspective of some grant recipients, laying the ground for a conflict over a participatory baseline survey in April 1996. This combination of events also led to substantial repercussions in terms of time, with the project running an estimated nine months behind schedule by September 1996 for a variety of reasons (*Workshop notes, Mary Newman*).

A similar design shift concerned a decision to make the use of sub-grant project funds a group decision. The funds ended up being divided basically in seven equal parts, ranging from \$10,250 to \$11,765. The ALC technically-linked incentive structure of the project may have become blurred, and with it, some participants' perceptions of the favorable "cost-benefit ratio" of network involvement may also have diminished.

At a first glance, the organizational capacity of the agencies appears to be quite sophisticated. All agencies have mission statements, which are used as basis for planning and external relations. All but one agency claim to have strategic plans in use. The narrative reporting capacity of the agencies appears, from their current reports, to meet professional standards. The revised project proposals reflect acceptable standards as well, although the initial proposals needed significant revision.

Financial reporting met the SAALPN requirements (regarding timing, accuracy and substantiating receipts) in only three cases, according to the Project Manager's control sheet. Financial reporting is an area of tension in the project, with the larger organizations regarding the requirements as excessive for the amount of money involved. The REX/SA Project Manager was of the opinion that "it's a sign of organizational capacity to be able to submit accurate and timely financial reports that follow particular guidelines" (*Correspondence 1/29/97*) and links poor financial reporting skills to donor norms during the Resistance (*Status Report: Oct. 1996*).

The grantee progress reporting form and financial reporting form required by EDC are included in Annexes 8 and 9.

In the absence of an objective prior assessment of organizational capacity, the evaluators had to base their assessment of this decision on the evidence at hand, and found only partial support for it. At the root of the problem undoubtedly are the less-than-stringent donor requirements under Apartheid, and related mistrust factors. However, the decision to initiate the fairly stringent, standardized financial reporting required by international donors in most contexts in a small sub-grant project in South Africa may now, in retrospect, have been a strategic error, leading to an unwanted tradeoff in project focus and inter-institutional relations in a North-South alliance still in the "getting-to-know-one-another" phase.

The following chart expresses the perceptions of SAALPN members as to capacities gained under SAALPN.

Capacity-Building That Took Place Under SAALPN¹
<p><u>Achievements</u> 1) <u>ALC</u>: General</p> <ul style="list-style-type: none"> • What it means and the implementation of it • Importance of integrating four components • Ability of the child to learn is linked to psychosocial, health and nutritional status • Strong link between health and education, head and body • ALC focuses on child and parents • Drew attention to ALC within our own organizations
<p>2) <u>Technical Skills</u>: Worms</p> <ul style="list-style-type: none"> • Short Term Hunger: What it is, causes, symptoms and effects • Malnutrition: What it is, causes, symptoms and effects
<p>3) <u>Baseline Data Collection</u></p> <ul style="list-style-type: none"> • The pain! (Grappling with question formulation, sequencing, etc.) • Planning and designing the questionnaire • The difficulties with question choice • Conducting interviews: do's and don'ts • Linkage between objectives, indicators and the questionnaire
<p>4) <u>Being Part of A Network</u></p> <ul style="list-style-type: none"> • Sharing information, resources, materials • Sharing skills, help building capacity among members • New folks, different projects • Intersectoral networking

1. Mary Newman: September 1996 Workshop Notes

An opinion arose during the evaluation (two months later) that insufficient effort was made to relate the concept of Active Learning Capacity to existing implementation experience with integrated early childhood development in South Africa. Two agencies expressed disappointment about the lack of attention to the "how" or methodological questions of enhancing ALC, given that they did not regard the concept itself as radically new, since they were already focusing on the "whole child". For some, the expectation that the project would give access to "state of the art" action research was not met. These different perspectives underscore, perhaps, the different profiles, perspectives and expectations of the actors involved in SAALPN and their varying agency needs.

Finding 2b. Project Assessment, Monitoring and Evaluation

Despite the relatively high degree of emphasis on the development of project baseline, monitoring and evaluation systems, objectives and indicators, and after a costly and painful process, the network still lacks a reliable database on which to base project decisions and monitor progress.

Khulisa Management Services, contracted to enter and analyze the data following a false start with another contractor, summarizes the technical nature of the data problems in their draft report (November, 1996, Section 1.4.1.1) (following a discussion of missed deadlines): *"To further complicate the data analysis, many grantees changed the number of interviews they originally had planned to conduct. This non-conformity of the grantees to follow the original data collection specifications has compromised the validity of the baseline data...."* *"Khulisa entered, analyzed and summarized the baseline data using a computer spreadsheet program. During this analysis process, a number of problems were encountered which can be attributed to the design of the survey instruments, the inexperience of the grantees in this area and the inability of EDC to supervise the data collection process."*

"Rather than use the same questionnaires, the seven SAALPN grantees used different sets of instruments to collect data. While some of the grantees used the set of questions provided by EDC, others retyped and modified the questionnaires, and still others used completely different instruments. Unfortunately, the use of different instruments meant that some were not pre-tested, or translated in a uniform manner. Furthermore, by using different questionnaires, there is no possibility of pooling the results of all of the agencies' surveys and making broad conclusions about the knowledge, attitudes and practices of the target group regarding ALC."

The baseline survey exercise became a subject of contention during the March 1996 baseline survey workshop when an external contracted consultant modified a clearly delineated scope of work and a limited number of universal ALC knowledge and practice indicators previously developed by EDC for differing age groups, children and care providers. During the workshop, many of the SAALPN partners became strongly committed to adapting the questionnaire to their specific implementation context and invested substantial amounts of time in so doing. By the time EDC learned of the revisions and interacted, the situation was well-developed and became difficult to manage, especially from the United States. EDC's replacement of the consultant was not well-regarded by several of the implementing partners, some of which continued to develop their own instruments, and advertently, or inadvertently, changed the sampling frame. Aside from affecting the globality

and reliability of the findings, the unfortunate opportunity cost of the exercise includes a common monitoring system, now likely inaccessible to the majority of organizations on an individual basis, due to cost and technical limitations.

On an individual level, several agencies did benefit from their involvement in the baseline survey. Khulisa determined that five of the seven agencies now had a sufficient capacity to conduct baseline surveys. Several of the agencies recognized the learning that took place in our interviews with them. However, some agencies still have difficulty articulating how they would monitor progress on their projects, confirming that further training in this area is indeed necessary.

Finding 2c. Networking and Collaboration

For all agencies, networking is a strong positive feature of the SAALPN project, along with increased technical capabilities. Comments in this regard stressed the value of networking around a substantive issue, rather than simply around the notion of networking; sharing ideas; linking agencies dealing with the pre-school phase of ECD with those who deal with the elementary school phase; linking with agencies in other provinces, and the friendships that developed out of networking.

All agencies had been part of informal networks involving ECD agencies before their involvement in SAALPN. The majority indicated that the amount of collaboration had increased, although one agency described the network as “incestuous” and had hoped that new agencies would join. In some cases, more active relationships with government departments and universities had been established, and the baseline data provided evidence which could serve a strong motivational role in further cultivating these relationships. Agencies were of the opinion that such networking would continue with or without the project, although some cautioned that it would require dedicated leadership.

Finding 3. Impact Objectives Two and Three

As indicated in the October 1996 Year II Status Report, it is too early in the project implementation phase to assess progress with respect to objectives two and three, relating specifically to impacting on children’s health and nutritional status, and the incorporation of ALC activities into the overall service delivery program of participating agencies. Realistically speaking, with the time frame at the 70-80% mark and given the problems with the reliability of the baseline data, it will likely be difficult to measure the impact for the project as a whole during this implementation period. The indicators proposed by EDC relevant to changes in caregivers’ knowledge and practices place a heavy emphasis on knowledge-related indicators, although some practice and actual health outcomes are included; however, their adaptation has been less than uniform among the agencies.

Mixed comments relevant to institutional and individual impact arose during the interviews:

- *The project has increased our awareness of, and an interest in, research;*
- *The project has given us impetus to do something we had intended to do (i.e. incorporate health and nutrition into our training activities);*
- *The project has confirmed our agency’s priorities for activities; and*
- *The project’s low status has led to a low impact on other activities.*

The following chart details the diagnostic resulting from structured interviews with seven of the SAALPN implementing agencies.

Diagnostic: South Africa Program from SAALPN Members' Perspective²			
ALC Integration and Expansion (Sector and Scale)	OPPORTUNITIES	(future)	Increased Participation in Decision-Making, Planning
	Increased Capacity Building, Technical Formation	Consolidate Network: Mission, Purpose, Activities	
South African "Ownership" Establishing common criteria for educare workers	STRENGTHS (to date)	WEAKNESSES (to date)	Impact Measurement Improving Accessibility of South African Children to ALC Benefits
	<p>Strengthened networking between different institutions in ECD sector.</p> <p>Strengthened technical capacity in helminths, curriculum development, baseline data, sampling technique, and "core" organizational skills.</p> <p>Increased inter-project communication and data exchange.</p> <p>Increased provincial linkages.</p>	<p>Project benefits/effort ratio perceived as imbalanced by several institutions.</p> <p>Related opportunity cost of project involvement.</p> <p>Reporting requirements perceived as onerous in several cases.</p> <p>Baseline data process demoralized group and created delays.</p>	
Different agencies may have differing future priorities and needs.	<p>Increased access to technical resources within South Africa.</p> <p>ALC integrated into curriculum within several institutions.</p> <p>Baseline data findings reinforced perceptions of community needs and priorities.</p>	<p>Management style controversial - locus of decision-making perceived to be too centralized in U.S., too-American dominant.</p> <p>Prior South African experience not perceived to be successfully integrated into evolving model.</p> <p>Communications (at national and international levels) -- exacerbated by distance.</p>	<p>Confusion about potential management and partnership roles.</p> <p>Probable lack of organizational and staff continuity.</p>
Transitional policy climate likely to persist in S. Africa through implementation period.	THREATS	(future)	Instability in other funding sources in ECD sector in S. Africa may lead to reduced staff/reduced time.
	Available funds may not reach threshold of perceived worthwhile incentive for project involvement within some agencies.	Mistrust and past norms in development community remain difficult contextual precedents to overcome.	

Source: Structured interview results from seven implementing agencies.

Finding 4. Project Management

Circumstances did not allow for the development of a common implementation plan, indicator selection at the institutional (partner) or project (EDC) level, or a formalized network agreement during the 26 months prior to the evaluation. In reflecting upon the experience, Project Manager Bonnie Kittle attributes some of the implementation problems to the following: *"The fact that the project is lacking a proper detailed description (i.e. a Project Paper) means there is no clear description of my role and responsibilities, the nature of the relationship between EDC, the SAALPN members and USAID, the conditions of a Matching Grant and many other important aspects of the project. Without this document, the SAALPN members and I have been left to figure things out and come to our own (but apparently different) conclusions about how things should work. In the absence of the project paper, I have managed the project and made decisions based on my past experience managing sub-grants..."* (Correspondence, 11/18/96)

Member agencies commented favorably on the commitment to the project and the level of effort expended by the Project Manager. However, others experienced the management style as hierarchial and controlling, with little orientation toward participative management and decision-making. Undoubtedly, the geographical configuration of the management structure was less than optimal from both a communications and a cost-perspective, with a part-time manager based in Atlanta, Georgia, and a headquarters based in Newton, Massachusetts, attempting to service a project in some of South Africa's more under-developed and inaccessible areas. Also, as Kittle points out, none of the members had ever received funding through an intermediary or had to contend with a project manager before. The statement is perhaps most telling with respect to her own definition of partnership.

Problems of small proportions may tend to become magnified with distance, time, perceived inaccessibility and lack of resolution and, as in most places, communications costs are deliberated at length before local NGOs incur expenses for international calls and faxes. It would appear that this occurred within the REX project, with tenacity and strong feelings emerging around several issues on both sides. This culminated in the SAALPN members writing a letter of protest after the baseline survey incident. Three of the agencies interviewed had considered refunding their grants during that turbulent period.

These events need to be juxtaposed upon a social context in which equality, justice and reconciliation are the major themes of the moment, where sensitivities are justifiably acute, and where conventional structures and roles are subject to routine scrutiny and challenge. Profound social change in South Africa extends to every aspect of the workplace environment. National and cultural pride are rightfully emerging in a consistent and consolidated manner after a long struggle. Within this context, it is important to recognize that nothing less than a fully equitable and respectful relationship among equal but inter-dependent partners, each fully recognized for their attributes and contributions, will ever be viable, and that every action of a non-South African organization or individual will be scrutinized for its overtone before acceptance is likely to be achieved. It is understandable that such a context could be conducive to misinterpretation and misperception despite the best efforts of all parties.

The perceptions and expectations about the nature of the relationship among SAALPN members and between SAALPN members and EDC managers are varied and distinct. Some of these differences have not been addressed explicitly, which may have led to a buildup of resentment. The Project Manager, for example, viewed the agencies' protest letter about the baseline survey as exaggerated and reactive, and chose not to address it at the time. Resentment built around her silence, lending fuel to a host of more mundane matters, such as the level of effort required to complete the financial requirements, and was perhaps played out in such activities as not observing report deadlines or returning calls. The September 1996 Annual Workshop prior to the evaluation gave the participants a chance to talk matters out and put some items to rest. While the ways in which the project had contributed to individuals and organizations were recognized (see previous chart), it is clear that hard feelings remain within some organizations. It is an open question as to whether trust can be restored among project partners and a working relationship redefined that will position the project for growth.

Some members felt that a management presence in South Africa would have helped agencies address implementation problems as they arose, and would be essential for project continuation. Others felt that the size of the budget did not warrant a local manager. Both are probably true: the project would have to increase in scale and budget for successful on-site implementation.

Finding 5. Scope for Continuation and Expansion

There was a mixed opinion as to the relationship of project benefits and costs. Four of the seven agencies felt that the project made financial reporting demands incommensurate with its perceived benefits and resources, and that their initial project expectations had not been completely met. The remaining agencies were of the opinion that the positive impact of the project far outweighed the resources being committed. Impact would be long term and sustainable, they argued, because it reached agencies, trainers, communities and parents. In the smaller agencies, the project tends to be more central to agency activity, whereas in the larger agencies, it is more marginal.

Despite the above, most agencies indicated that they would welcome an extension of the project under certain conditions. Renegotiation of the entire project would be a prerequisite for one or two, while the majority stated that substantially more funds would be necessary to make the REX worthwhile.

6. Recommendations

Recommendation 1: *Evaluation Dissemination/Replanning Workshop.* Hold an evaluation dissemination/replanning workshop in South Africa in early 1997 to consult with partner organizations, define the alternative potential outcomes of the SAALPN network and make a decision about its continuation after September 30, 1997. Such a workshop should be facilitated by a team which has expertise in organizational development, strategic planning and the educational sector in South Africa, and preferably include a prominent South African

professional in the development sector. EDC's senior management should be involved. Such a workshop should include:

1. An open discussion of the REX midterm evaluation results;
2. A discussion of alternative future directions, including:
 - a) closure following the Matching Grant period and an interim implementation plan, and
 - b) potential program redefinition and renovation among existing and/or new implementors. A strengths, weaknesses, opportunities, and threats (SWOT) approach could be used to facilitate the analysis. *The project should be continued only in the case that strong and tangible interest and commitment is expressed by those member organizations who propose to continue and if the project has a clear purpose and mandate.* If doubt exists, closure is probably the wisest response.
3. Identification of specific goals, interests, activities and norms for the network:
 - a) Common goals, mutual benefits, opportunities and threats;
 - b) Differences in outlooks and perspectives;
 - c) Key capacities, resources, expectations and needs of each partner (managerial, technical, outreach, organizational, financial, etc.);
 - d) Common vision of the future;
 - e) Common action framework and related progress indicators;
 - f) Key roles and responsibilities;
 - g) Monitoring-evaluation plan, including solid impact data and MIS;
 - h) Assessment of local resources and needs for external assistance;
 - I) Norms for working together, including budgeting accountability and conflict resolution;
 - j) Identification of remaining needs for information -- identification of future use and application of current baseline survey data;
 - k) Elaboration of basic agreement among SAALPN network;
 - l) Potential new partners; and
 - m) List of next steps.
4. Definition of related managerial needs, structure and staffing (short, intermediate and long-term).

Recommendation 2: *Program Startup Model.* Use this workshop to test and formalize a standard program startup workshop module for use in new REX programs and partnership arrangements in other countries.

Recommendation 3: *Matching Grant Follow-on Linkage.* Link the product of this workshop, if continuation is indeed the decision, directly to the preparation of a new Matching Grant proposal.

Recommendation 4: *Revised Implementation Plan, MG - I.* Redefine a realistic set of project outcomes and indicators to be used for the current implementation period (through September 30,

1997). This should be formalized through an agreement between SAALPN members, EDC and USAID and should be presented to USAID for approval as a formal change in the Scope of Work. This should be accompanied by a revised Logframe for the current grant period (FY94-FY97) and a revised implementation schedule for the remainder of the period.

Recommendation 5: *FY98 Interim Plan.* Define an interim implementation plan and identify funding levels and sources for FY98 if long-term program continuity is decided favorably.

Recommendation 6: *Interim Management Strategy.* Define a management strategy for the short (and interim) phases in accordance with workshop recommendations and senior management review.

The REX South Africa experience offers substantial “Lessons Learned” material to EDC and other implementing institutions. These include:

- The importance of establishing and applying strong and specific criteria for partner selection;
- The influence of partner expectations and prior experience on implementation;
- The importance of explicit institutional administrative and program support roles in project planning, monitoring, staff development, supervision, and general grant oversight;
- The importance of establishing common partner expectations, explicit implementation plans and ownership in such fora as project planning and annual review workshops;
- Advantages of pilot funds vs subgrant allocations; and
- Advantages of field-based (vs. US-based) staffing configurations.

IV. CENTRAL PROGRAM

1. Background and Description of Activities

REX headquarters is located at EDC's main offices in Newton, Massachusetts. Although each country project has a director who is responsible for all project-specific activities, headquarters is responsible for the oversight of ongoing activities as a whole, coordination among projects and managing REX's financial resources. Headquarters is also responsible, along with project directors, for generating new REX opportunities. However, well beyond these regular program functions, the REX headquarters also undertakes a considerable range of direct technical assistance and policy formation advisory roles, both in the United States and overseas. While these roles were not directly anticipated in the project's initial design, they do, in fact, constitute a significant use of the project's technical resources and should be referenced accordingly.

The REX headquarters staff is currently composed of one full-time manager and one senior technical advisor. This staff is supported by a range of EDC's accounting, contracts management, human resources and administrative assistance personnel.

2. Headquarters' Roles

EDC defines the following as its Headquarters' role in the implementation of REX:

1. Program Management and Coordination
 - Manage program monitoring and evaluation functions.
 - Facilitate regular communication between project and headquarters staff on issues relevant to the sound management of both projects and program.
 - Facilitate the ongoing development and adjustment of program-wide strategy and the discussion of relevant program-wide issues.
 - Maintain regular contact with the USAID program officer.
 - Apprise project staff of, and strive to adhere to, all Matching Grant Program obligations as stipulated by the Cooperative Agreement and Standard Provisions.
 - Oversee specific project activities with respect to appropriateness and cost-effectiveness.
 - Assure that program funds are allocated and expensed in an appropriate and cost-effective manner.
 - Administer program financial records in an accurate, timely manner.
 - Assist with the development and processing of contracts and the procurement of equipment when necessary.
 - Allocate EDC's technical and administrative resources to facilitate program operation.
 - Complete program and financial reporting requirements in a satisfactory and timely manner.

2. Financial Management

Headquarters personnel is responsible for working with project directors and their staff in developing project budgets; assuring that program funds are spent and allocated appropriately; updating program and project budgets on a regular basis; submitting quarterly financial reports to USAID; communicating to project personnel any current or potential budgetary surpluses or shortfalls; and tracking program matches.

3. Midterm Evaluation Guidelines

Within the headquarters component of the program, Rex's goal was operationalized into the following series of objectives, questions and progress indicators:

Objective 1. Manage and coordinate the REX program's financial resources and its field-based activities.

Progress Indicators for Objective 1

- Program monitoring systems are in-place and functional.
- Regular communication occurs between project and headquarters staff on issues relevant to the sound management of both projects and program.
- REX senior staff meet regularly to develop program-wide strategy and discuss common concerns.
- REX headquarters staff maintain regular contact with the USAID program officer.
- REX headquarters staff apprise project staff of, and strive to adhere to, all Matching Grant Program obligations as stipulated by the Cooperative Agreement and relevant Standard Provisions.
- Actual project activities correspond to proposed activities, or, actual project activities reflect adaptation of original design to better local circumstances.
- Project activities are implemented in a cost-effective manner.
- Program financial records are current, accurate and accessible.
- Relevant paperwork pertaining to equipment procurement, expense reporting, performance evaluation and contracting is handled in a timely manner.
- EDC financial and program reporting requirements are fulfilled in a timely and sufficient manner.

Objective 2. Build EDC's capacity to design, implement, disseminate and evaluate field-based projects derived from the ALC model.

- Evidence exists that the beneficiaries targeted by REX have access to, and can demonstrate benefits derived from, REX activities.

- REX projects described in the program proposal are currently functioning according to their initial design, or, projects have been re-designed to reflect appropriate local or programmatic concerns as revealed by m&e activities or other oversight functions.
- New REX initiatives have been/are being designed and have been/will imminently be initiated in USAID-approved countries.
- M&E plans for project-specific activities are in-place and functioning.
- REX staff continuously seek out, and participate in, initiatives which can assist them in building EDC's capacity as an ALC implementing organization.
- Local NGOs and government agencies are apprised of, collaborating in and benefiting from REX activities.
- Evidence exists of the ALC model's broad dissemination and growing acceptance in the field of international development.

4. Findings

Finding 1. Headquarters' Management Objectives. With regard to EDC's ability to meet the two objectives of the headquarters component of the evaluation (as stated on the previous page), the evaluator found substantial progress to date. Results of an assessment questionnaire developed by the evaluator revealed positive responses to all of the progress indicators established for the two objectives. A matrix displaying the questionnaire results is contained in Annex 10.

Finding 2. Central Programs. Empirical evidence suggests that the central programs undertaken by EDC occur at a rapid momentum and might indeed have a significant impact on policy formation among partner organizations and other implementors.

Central Program Activities to Date

EDC identifies the following central activities as related to the promotion of the ALC model and related topics conducted through the following workshops, strategic meetings and research, in addition to its ongoing supervisory and management roles.

Year One (FY95)

- In its role as Secretariat for the *Action Group for School Nutrition and Health*, an initiative supported by a consortium of major donors, EDC completed a series of nutrition and health assessments for the Primary Education subsector in Bolivia, Malawi and Tanzania. Both the problems that the *Action Group* addresses, as well as the strategies and guidelines it uses to assess education, are informed by the ALC model.
- In Honduras, EDC initiated discussions with the Ministry of Education regarding the collection of baseline data to determine the ways in which health, nutrition and psychosocial variables impinge on learning in rural multigrade schools.

- In South Africa, EDC worked with members of the Ministry of Education to design the staff training program for South Africa's first nationwide *Primary School Feeding Program (PSNP)*. The initiative was supported by UNICEF.
- In collaboration with South Africa's PSNP, EDC coordinated a workshop to identify and design projects which could expand the parameters of the PSNP, explore potential benefits of nutrition and health inputs in enhancing ALC, examine process factors influencing program success and identify a means of generating active community participation in, and support for, the program. The workshop was supported by UNICEF.
- In Bolivia, EDC staff held strategic meetings and IRI design workshops with a spectrum of local and international NGOs active in early childhood development, including UNICEF and Plan International/Altiplano.
- At a three-day workshop in The Hague, Matching Grant Program Director Beryl Levinger discussed the ALC model with Dutch Foreign Ministry Officials and established the possibility of future collaboration with regard to ALC interventions in sub-Saharan Africa. Levinger also discussed the ALC model and its implications in a similar workshop at the World Bank in Washington, DC.
- Levinger, in collaboration with Matching Grant Associate Program Director Cornelia Janke, completed the first in a series of articles for a World Bank Resource Handbook on the design, implementation and evaluation of integrated ECD projects, using ALC as a model.

Year Two (FY 96) and Year Three (FY 97 to date)

During the program's second year of operation, REX headquarters staff sought to expand the understanding and implementation of the ALC model throughout the development community. As a result of the dissemination activities undertaken during year one, new ALC-based projects were initiated with REX assistance in Nepal, Honduras and Ecuador. Additional projects derived in part from the REX program were initiated in the Philippines and Romania by other implementors.

REX staff also introduced the program to development professionals in India and Ghana. Discussions are currently underway with USAID Missions in each of these countries regarding possible future collaborative efforts between REX and local NGOs. Preliminary discussions are also underway with NGOs and governments in Haiti, Zimbabwe and Nicaragua.

In addition to initiating work with specific in-country actors, REX headquarters staff continued discussion of REX's ALC model on an international level. In June 1996, REX Project Director Beryl Levinger had the honor of delivering the Ninth Annual Martin J. Forman Memorial Lecture in Washington, DC. Levinger's remarks placed Active Learning Capacity within a broader Human Capacity Development framework while continuing to call for attention to the key health, nutritional and psychosocial components of ALC. Also in 1996, Levinger was invited to participate in a series of Wingspread

conferences, sponsored by the Johnson Foundation. These discussions were augmented by two lectures on Human Capacity Development at the World Bank, as well as two presentations at USAID.

Also at an international level, REX staff completed a six-month engagement with Catholic Relief Services, during which programming personnel in India, Ghana, Burkina Faso and Haiti were trained in using the ALC model as a basis for the design, monitoring and evaluation of primary school nutrition interventions.

Finally, in its continuing efforts to disseminate the concepts and practices related with ALC, EDC made versions of Levinger's book *Nutrition, Health and Learning for All*, and her sequel to that work, *Critical Transitions: Human Capacity Development Across the Lifespan*, available on the World Wide Web. The texts can be accessed through EDC's homepage at <http://www.edc.org>.

In early FY97, as the midterm evaluation was undertaken, EDC had entered into a series of strategic alliances with major US NGOs (including CARE and Save the Children) designed to improve organizational capacity in ECD programming and to field-test innovative approaches.

New Programs

Nepal. In 1996, EDC began to nurture relationships with UNICEF, the Ministry of Education and Radio Nepal, with the thought of adapting the experience gained in Bolivia to the Nepalese community childcare center context. (The geographical conditions in both countries are similar, with difficult terrains and highly needy, but a diffused and nearly inaccessible populace, in turn producing home-based centers managed by local men and women.) In September 1996, freelance writers, educators, Ministry curriculum developers and Radio Nepal producers, all chosen by UNICEF, attended a two-week script writing seminar during which the "Nepal Master Plan" was created and four scripts were tested. An estimated 20 segments have been developed to date. A central Technical Team in Kathmandu and two Regional Script writing Teams were formed. The central Technical Team is responsible for ensuring consistency among the scripts (characters, story line and ECD content) and a health emphasis has been reinforced. A newly formed Radio Nepal IRI unit, supported by UNICEF, produces the scripts and is now pre-testing them in two pilot regions. UNICEF hopes to expand the program to a national level during the 1997 fiscal year. EDC's role in this project has been primarily that of technical assistance from US-based staff.

Ecuador. A second new program in Ecuador with a similar delivery strategy began implementation in 1997. The Ecuador initiative consists of a five- program pilot project aimed at using the interactive radio methodology to teach conflict prevention, problem-solving and critical thinking skills among 4-6 year olds and to promote better classroom

management practices among their educators. The project provides services to children in childcare centers, pre-schools and the first grade. Similar to the approach in Bolivia, a large network of service providers, donors and policy makers has been assembled. The primary donor agencies include USAID, UNICEF and Plan International, working in partnership with national childcare programs (INFFA in Guayaquil and ORI in Cuenca), local NGOs (Fecodeplan in Cayambe), and private preschools (Jardin Lucinda Toledo, Jardin José Luis Roman and Jardin Alvernia). CIESPAL, a parastatal media organization involved in training journalists, producers and technicians from all over Latin America, is assisting in the production of the pilot scripts.

EDC's technical assistance role has been focused on the evaluation of center-based pilot projects. In February 1997, a workshop was held for formative evaluators from a variety of the partner organizations. They were trained in classroom observation practices, interview techniques for children and teachers, and data management within the evaluation system. Twelve sites have been chosen for evaluations in a representative sample of urban, rural, coastal and highland centers among various beneficiary groups. It is hoped that the evaluation process will also serve to disseminate information about the program and create a demand for it. The project also holds promise for scale among such implementing agencies as Plan-Quito throughout the six regions in which it works. The project is waiting for the political situation in Ecuador to stabilize before building a direct relationship with the Ministry of Education, at which time formalizing the partnership in a SOPAC-like network structure is anticipated.

Honduras. In late 1996, EDC became involved with CARE Honduras in the design of a girl's education project focused on increasing the active learning capacity of the girl child. The first large task is a substantial needs assessment, using participatory, rural appraisal techniques, in two rural indigenous communities in La Paz Department, Honduras. Following the appraisal, scheduled for April 1997, the development of a joint proposal by CARE and EDC is anticipated. This could well become a fifth program developed under the auspices of this assistance.

Finding 3. Opportunity Cost. As is true of many pilot efforts, the momentum of the central programs might have a related opportunity cost in terms of providing ongoing support to established field programs (in particular, the South African program) and pose a limitation to the development of future ALC field-based programs and to EDC's potential to strengthen its own organizational capacity to design, implement, disseminate and evaluate field-based projects derived from the ALC model in a systematic and proactive manner. Essentially, the central staff is attempting to manage the regular support of field programs while simultaneously undertaking a great number of new initiatives in program development throughout the international community. Invariably, in such a situation, bottlenecks occur as priorities shift rapidly. A revised organizational structure that differentiates between ongoing program support and new program development roles could help assure that both groups of demands receive simultaneous

priority and that increments in organizational capacity are distributed widely throughout EDC's programs.

Finding 4. Organizational, Technical, and Managerial Capabilities. USAID/PVC's PVO/NGO Capability Worksheet, developed as an assessment tool for PVC's grant programs, was administered at EDC during this evaluation as a pilot test. The tool is intended to be used to track the institutional development of PVC's partners as a measurement of progress toward PVC's capacity building objective. Designed as a self-assessment instrument, the worksheet also has the potential to be used independently by evaluators, not to assess individual programs, but rather to verify the findings of the self-assessment regarding the level of institutional progress an organization has attained. The worksheet completed by the evaluator for EDC in the context of the REX program is contained in Annex 11. General observations on EDC administration with regard to REX follow:

Staffing. REX is managed by a small, multi-purpose staff and relies on some consultants to achieve specialized tasks. The team in Bolivia is especially small in relationship to its workload and multiple purposes, but handles the workload with grace and commitment. The Bolivia staff is extremely well-integrated culturally and contextually (within the ECD sector in Bolivia). The staffing configuration for REX/ South Africa falls short of optimal and may contribute to both project implementation delays and communications pitfalls. This may be exacerbated by a reliance on consultants and a lack of continuity; approximately half of the technical assistance to date has been provided by external staff.

The headquarters staff is well-recognized for its excellence and is widely solicited for papers, speeches and other contributions to the education field. While important on a policy-impact level, at times, these demands may compete with project management functions and technical oversight responsibilities. The headquarters staff size and composition shows signs of becoming stretched to support international programs in five countries, as well as central programs.

The REX project is managed by two parallel implementation teams. Communication within these teams can be characterized as inter-hierarchical, open and transparent; however communication and the interchange of information between the two teams appears to be modest at times. This is partially attributable to the unique evolution of each project and their geographical distances.

Financial Systems. Financial reporting is, in overall terms, a project strength. Financial records appear to be sound and complete; budgeting procedures and pipeline analyses are clearly established; backup data are solid. A clear effort has been made to follow USAID's procedures and policies in such areas as the match and narrative reports. Underspending in the first year of the project has proven difficult to turn around; and some ambiguities about qualifying project matches persist despite efforts to clarify them.

Both established field operations run on very slender in-country budgets: these funds leverage in-kind programming valued at much higher levels. Direct cost matches by counterparts in the Bolivia program appear to be substantially under-reported.

Planning and Evaluation. Overall planning and evaluation systems are less well-evolved. While detailed implementation plans exist at the sub-project level (for example, each SAALPN partner in South Africa has developed an implementation schedule), detailed implementation plans exist for neither field operation, nor are the programs integrated by a common plan. While an ample overarching conceptual vision is expressed, it has yet to be disaggregated into specific implementation steps for easy transmission to field workers and educators, or similarly, into a set of well-defined, objectively verifiable program impact objectives. Monitoring systems are not yet established that would measure the effectiveness of various ALC interventions or that could offer feedback on the status of program objectives to decision-makers.

V. OVERALL RECOMMENDATIONS

1. Overview

EDC's first Matching Grant, at 26 months of age, reflects a mixture of implementation and technical assistance experiences. The overall balance of these experiences is positive, with a strong overall program delivery capability clearly demonstrated in the Bolivian and Headquarters (Central) programs. There have been lessons learned from aspects of implementation that have been problematic to one extent or another. These lessons yield ample material for reflection and program refinement, and are certainly pertinent to the adaptation of the program to other contexts.

Duality is a recurring concept in the midterm evaluation. It is manifested in several differing themes: a) the dual institutional capacity-building and technical implementation foci of the program as a whole; b) the distinct partnership experiences of the Bolivia and South Africa programs; c) the distinct intervention foci in each field context; d) the distinct experience of on-site vs. off-site program management; e) a duality in project management teams; and f) the varying interpretations of Active Learning Capacity (ALC) as a specific intervention package as opposed to influencing active learning capacity as a specific project goal, etc. This duality is positive in the sense that it has provided EDC with an opportunity to experiment with various implementation modes and, as in most pilot efforts, discern effective vs. ineffective approaches in a general sense.

Program management staff recognize that, perhaps due to time pressures in the grant revision process, they were left to implement a program that had less than a perfect design and have struggled to address the design/implementation gap in the interim. The stated design (both implicitly and explicitly) calls for linking the outcome of increased primary school learning outcomes with increased primary school attendance and completion rates, a task that is probably unrealistic for a program of this nature, scale and level of effort. Unfortunately, opportunities to revise the design in the interim either through a detailed implementation plan or through the grand amendment structure have not been pursued. Consequently, the project is left in a situation where the relative impact and efficiency of its interventions cannot be conclusively established with the information systems currently in place. This, in turn, created difficulties in the evaluation methodology in the sense that the respective evaluation teams reviewed two distinctly different field programs, leaving the team leader as the only common component throughout the respective field and headquarters program reviews. The following perspective, therefore, represents her best faith attempt to consolidate these diverse experiences.

At the 26-28 month point in implementation, it is now time to reflect on EDC's experience through a constructive and critical self-review that allows EDC to position itself for future

program development, and sharpened strategic direction, growth and expansion, and enables EDC to take advantage of lessons learned.

Program Impact

The program's stated purposes are:

- 1) To help children in targeted countries gain access to sustainable, cost-effective educational programs that directly contribute to their enrollment in and completion of primary school; and
- 2) To strengthen the capacity of selected developing country institutions to design and deliver services to children that measurably contribute to more equitable rates of enrollment in and completion of basic education.

The impact indicators established to assess the program's effectiveness in attaining its purposes at the time of program design included: 1) change in enrollment ratios and completion rates of primary school students in three project areas within three years; and 2) nine LDC institutions integrate the ALC model into their programming approach within the next three years.

Program staff maintain that their interventions most likely do help children in targeted countries gain access to educational programs that contributes to their enrollment in and completion of primary school. The programs have tried to respond to a mixture of in-country needs and opportunities on one hand, and their programmatic and organizational obligations on the other, within a situation of constrained financial and staff resources. Headquarters staff have produced impressive amounts of grant-related, child-centered literature and have successfully established liaisons, sometimes resulting in joint programming endeavors, with a wide variety of implementing partners. Literature and materials developed by REX have been timely, comprehensive, appropriate, and well received. None of these positive aspects of project implementation should be overlooked or underestimated.

However, the REX project's specific capability to assess the impact of its interventions with these 2-6 year old preschool children on their longer-term primary school enrollment and completion rates is far from established. Such an undertaking would involve a technical design that is complex, statistically significant, valid and longitudinal in nature. To link such interventions as pre-primary interactive radio interventions to impacts on primary school enrollment and completion rates would probably not represent a good use of resources. At the present time, the potential for realizing such a design would probably only be feasible in the Bolivian program if the desire to demonstrate such impact was strong and if sufficient technical and financial resources were dedicated to doing so. Neither is thought to be the case.

Nevertheless, the project should not abandon its quest to demonstrate impact. Existing research in the educational field does substantively link increased abilities in the 2-6 year old child in the

areas of motor, cognitive, language and social development with increased primary school enrollment and completion rates. A possible project approach, therefore, would place programmatic focus on demonstrating impact within its targeted beneficiary group, the 2-6 year old child, and their immediate caretakers. A realistic set of immediate program impact indicators (i.e. purpose level) could focus on desired changes in the preschool child's social/affective, motor, language and cognitive abilities (as represented by the Nelson Ortiz scale or a similar developmental scale, preferably used in conjunction with a control group). Alternately, or perhaps simultaneously, targeted changes in care providers', educators', and parents' knowledge and practices in formal and nonformal settings could be assessed if reliable baseline data were collected (likely in a manner similar to the John Hopkins' Child Survival K&P baseline methodology) and later assessed.

The second purpose (nine LDC institutions integrate the ALC model into their programming approach within the next three years) can be considered to have been met and exceeded in the sense that, at a rough count, over 25 LDC institutions are now implementing various aspects of the ALC model that they were not implementing in October 1994.

If sufficient resources were available and were dedicated to impact measurement, EDC's progress toward outcomes such as the following (listed as project outputs of the grant) could potentially be validated:

- a) Improved inter-sectoral collaboration around ALC issues on the part of ECD training and implementation agencies and other social service delivery organizations;
- b) Improved health, nutritional and/or active learning outcomes among children involved in ALC-based interventions;
- c) Improved institutional capability with regard to the design and implementation of ALC-based interventions by early childhood program designers, administrators and implementors who understand and incorporate ALC principles into their daily work;
- d) ECD training and classroom materials which are derived from the ALC model; and
- e) Additional projects based on the ALC model.

Finally, although beyond the scope of this evaluation to capture, there has been a very significant amount of work performed by EDC over this period on research, development and advocacy in the early childhood development and human capacity development fields, and related impact on institutional policy, program development and financial allocation within multilateral, bilateral, governmental and NGO groups and individual practitioners. The results of such work, while described briefly in the annual reports, seems to have been treated almost as an adjunct to field programs, whereas its related effort and resource allocation (and quite possibly, impact) could merit center stage in a redesign effort.

2. Specific Recommendations

The REX program is now at an interesting juncture with respect to strategic direction and future program development. It is a juncture which provides varying opportunities and implementation options. The challenge involves configuring a future program which:

- a) Conveys a clear and consistent vision that provides the conceptual framework for programming over a 5-10 year period;
- b) Capitalizes effectively on the project's (and EDC's) strategic advantages;
- c) Has a defined program design structure that will endure for a minimum of three years;
- d) Unites research and development efforts on a theoretical level with proven implementation approaches in its field satellites;
- e) Reaches a broader audience of practitioners, especially in the field;
- f) Provides such practitioners with accessible and effective implementation tools;
- g) Can reliably demonstrate the impact and efficiency of its various program interventions;
- h) Can reliably demonstrate its impact on inter-agency policy and practice;
- I) Has a unified underlying partnership philosophy and related practices, particularly, but not exclusively, in field settings;
- j) Has a staffing configuration that balances levels of effort with relative program priorities;
- k) Provides staff with clear guidance and feedback as to their respective roles, functions and performance, and provides ample opportunity for staff development on a routine basis;
- l) Has a clear game plan that unifies staff in terms of common implementation expectations and goals;
- m) Provides mechanisms for intra-project communication, information exchange and common attainment of project objectives through a set of core indicators;
- n) Can be achieved and/or continued without relying upon any particular individual;
- o) Is cost-effective; and
- p) Has a solid managerial structure.

Obviously, there is no singular optimal approach or set of "best practices" to reach this configuration, nor can all aspects be achieved simultaneously; nor are they of equal weight; nor are they intended imply in any manner that EDC is starting at "zero". Rather, they are intended to establish a reference point in the evaluation upon which the programmatic and managerial recommendations are based. As part of the headquarters scope of work, the following key evaluation question was posed: "How well does REX headquarters perform its coordination and managerial functions?" Among the indicators stipulated were the following:

1. REX headquarters staff apprise project staff of, and strive to adhere to, all Matching Grant Program obligations as stipulated by the Cooperative Agreement and relevant Standard Provisions.
2. Actual project activities correspond to proposed activities, or, actual project activities reflect adaptation of original design to better local circumstances.

The ability to assess these indicators in depth falls outside of the specific technical expertise of the evaluator assigned to perform this particular task.

Recommendation 1. *Long Term Program Planning.* Initiate a series of design retreats intended to examine implementation options for a new Matching Grant application among key staff, including project directors for all country programs with continuation possibilities, following the results of the recommended post-evaluation/project continuation forum in South Africa. The following should be among the key questions posited:

- What is the specific target community that we (EDC/REX) feel we can reach most effectively? Why? More specifically, what are the relative advantages and disadvantages of retaining our focus on the 2-6 year old vs. a broader audience, e.g. 2-9 year old, the 2-49 year old?
- What is EDC's optimal role within the development community in reaching that target community? What factors in our internal and external environments support that role? Is that role subject to volatility over the implementation period? What specific risks could we confront? What are EDC's specific strategic advantages as they pertain to a Matching Grant within these programming areas?
- What relative emphases should we place on partnership, direct implementation, technical assistance, intervention design, advocacy and policy impact within that role? Is our program likely to be most effective in acting within a broadly diversified role or a more specific and focused role? Why?
- Do our current interventions cover the range of key interventions for that age group adequately? What is the best contextual fit for the interventions? Are they the most effective for a) contexts of extreme poverty in which few basic needs are satisfied; b) contexts in which service providers exist but operate ineffectively; c) other contexts? What implications does the foregoing have for a) intervention design; b) site selection; and c) partner selection?
- Given both our strengths and our weaknesses as an organization, what are the other characteristics we seek in our partners? What roles do we 1) depend upon them to provide; and 2) wish for them to provide? Can the basic characteristics be isolated among the broad spectrum of possible roles (implementation, administration, financial, developed field presence, etc.). Does a clear partner profile emerge that can aid us in program design?
- Within an inter-institutional or partnering situation, what level of accountability are we willing to accept for programming outcomes? How is this reflected in our selection of program objectives and indicators in partnering and non-partnering situations?

- Is the primary purpose of our field programs one or more of the following: a) to disseminate information and technical support to other agencies; b) to implement programs directly and therefore to have a direct impact on children's development; c) to develop and test various interventions; d) to substantiate research and development efforts on a central level; e) to influence national and regional governmental policy, f) others?
- What organizational structure best supports our defined roles and desired impacts? Is the emphasis on our research and development activities significant enough to justify a division of responsibilities for research and development vs. field operations on a central level? Will our field programming attain enough scale in the projected implementation period to justify a) an in-country operational presence and/or b) regional support for a group of programming clusters in different countries? What are the "break-even" points at which in-country/national hire; in-country/international hire and regional/international hire become viable? How do alternate staffing configurations influence our site selection and programming plans?
- Within this organizational structure, what decision-making structure makes sense? What are the specific lines of supervision? What basic agreements are necessary in terms of communications?
- What administrative and technical systems are necessary to support our work?

Recommendation 2: *Establishing Priorities Within Extension Funding.* Allocate top priority within any funded or non-funded extension of this Cooperative Agreement to: 1) the continuation of the Bolivia program; 2) the continuation of the Nepal and Ecuador initiatives; 3) development of practical materials for field implementors; 4) the continuation of the South Africa program; and 5) lastly, the initiation of new activities in human capacity development or other related fields. The project is currently showing signs of over-extension of its scope. It is not at all clear that the field programs initiated will have the financial base to continue operations after September 1997. The project would best be served by retaining and consolidating its present focus (and that of its funded staff) on field implementation and partnership development. Alternatively, the project could be restructured to assure that the implementation activities fall within the management responsibilities of a Field Operations Manager dedicated to this task, while the Research and Development activities are assigned to a specific team.

Recommendation 3: *Standard Institutional Methodology.* Adopt a central methodology or a series of clearly linked and compatible strategies along three parallel lines: a) clear, objective explicit pedagogical goals; b) partnership and institutional strengthening; and c) research, development and policy which converge at the goal level. The project is perceived to be developing, in an organic manner, along three somewhat parallel lines. Direct implementation efforts are most strongly evident in the Bolivia program, but lack clear, objectively verifiable pedagogical goals related directly to the child. Partnership approaches of different natures and levels of impact appear to be a component of all field and headquarters components, and research, development, advocacy and policy impact seem to be implicit components of the Bolivia program, the new programs in Ecuador and Nepal and, especially, the

headquarters/central programs activities. These activities need to converge conceptually at the purpose and goal levels with a carefully selected set of common objectives and indicators, and in turn, express the project's vision and *raison d'être*. The need to strike a balance between program congruence/ common purposes and related freedoms to respond to local contexts and opportunities is noted as representing one of the key design challenges for this diverse team.

Recommendation 4: *Revised Implementation Plan, MG - I.* Define a realistic set of project outcomes and indicators to be used for the extended implementation period (through September 30, 1998). EDC should present a workplan and schedule for this period.

Recommendation 5: *EDC/AJARI Partnership Approach.* Study the REX/Bolivia approach to partnering and institutional capacity-building for consideration of its adoption at a central level as a programming approach to new and ongoing programming efforts. Lessons could be disseminated to the broader development audience through a case study similar to the one authored by Bosch and Crespo for LearnTech in 1995. The following general aspects could be incorporated.

Definition of a process for partnership formation, including favorable contextual characteristics:

- a) Common goals, mutual benefits, opportunities and threats;
- b) Differences in outlooks and perspectives;
- c) Key capacities, resources, expectations and needs of each partner (managerial, technical, outreach, organizational, financial, etc.);
- d) Common vision of the future;
- e) Common action framework and related progress indicators;
- f) Key roles and responsibilities;
- g) Monitoring-evaluation plan;
- h) Assessment of local resources and needs for external assistance;
- I) Norms for working together, including budgeting accountability and conflict resolution;
- j) Identification of remaining needs for information;
- k) Elaboration of basic agreement; and
- l) Assessment of contractual and juridical alternatives within context.

Within EDC, these processes, once determined to be appropriate and adapted for general application, and accompanying training plans and materials should be formalized in the form of a program startup workshop module for use in new programs or within new partnership arrangements.

Recommendation 6: *EDC Partnership Profile.* Include the following characteristics among those considered in the selection of partnering organizations to maximize program benefits to children:

- a) Significant established on-the-ground implementation presence;
- b) Specific mandate to assist children as part of mission statement or stated organizational objectives;
- c) Current viable legal status;
- d) Developed training, dissemination and supervisory capabilities;
- e) Ability/willingness to contribute towards 50% match;
- f) Established (positive) presence in educational centers, schools, communities, mothers' groups, etc;
- g) Openness to innovation and new strategy definition;
- h) Capability to dedicate sufficient staff time to REX work on routine basis; and
- i) Capability to graft REX interventions onto other programming interventions currently in place at low incremental cost, e.g. school feeding, child survival followup programs, sponsorship interventions, women's credit programs/mothers groups, etc.

In some circumstances, the absence of any one of these characteristics may, within itself, be a determining factor -- for example, EDC might opt to not work with an NGO without a viable legal status in a country where such is important; or, alternately, may not wish to enter into an implementation arrangement with a partner which it doubts has sufficient staff time to dedicate to REX activities. However, in most instances, the presence of seven or more characteristics should point to a positive match, provided that the absent characteristics are not emphatic in their absence.

Recommendation 7: *Interventions Basket.* Design a series of interventions and supporting materials that can be effectively utilized by various field practitioners and support the attainment of the project purpose(s). One of the primary challenges within future programming efforts is to reach a broader audience of field practitioners, educators and extension workers who can effectively use EDC's developed approaches. The two books produced during the first Matching Grant period, while excellent for their advancement of conceptual understanding among a professional audience in the United States, are probably too sophisticated and theoretical for the average field practitioner. More hands-on transmission media (intended, more or less, to reach an audience similar to that reached by "Where There Is No Doctor") would serve to disseminate this work to a far broader clientele. Any such efforts, once finalized and field-tested, should be published in English, Spanish and French, once again, to increase accessibility.

The interventions should be conceptually linked in terms of working towards the same goal, but independent in terms of implementation requisites - i.e. each component should be able to stand alone as a valid intervention within itself. A series of linked approaches could include, illustratively, "Making Centers Safe and Clean" (basic sanitation, hygiene and first aid ideas for educational centers), "Getting Ready to Succeed in School" (child development and school readiness interventions); "Reaching the Girl Child Early" and the "Where There is Health, There is Learning" (Active Learning Capacity). Another set of interventions, targeted to a different audience of practitioners and policy makers, could be based around such themes as the following:

Effective Parenting, Early Childhood Stimulation, Preschool Worker Knowledge and Practices, and Early Childhood Certification. Yet another series of interventions could be focused on specific implementation audiences, for example, a series called "Getting More Bang for Your Buck" could be aimed at convincing existing implementors of school feeding and school-based sponsorship programs to add on low-cost, incremental interventions in the areas of helminthic medicine and supplemental minerals and vitamins.

The series of interventions could also include a number of different delivery modes, depending on the learning context. Interactive radio cassettes, manipulatives, problem-solving approaches and direct health and nutrition interventions might constitute part of a package intended to reach caretakers of the pre-school child, for example, whereas a more strategic guide discussing implementation alternatives and best practices could form the basis for reaching field practitioners in a decision-making capacity. An emphasis should, in both cases, focus upon "how to" and "why?". Community diagnostic tools would be another helpful component to the latter audience, and would be targeted at the identification of problems, existing resources and significant gaps.

Recommendation 8: *Reaching the Practitioner: Enhance Program Credibility.* The average field practitioners' interests are likely to be focused on the practicalities of implementation: a) how do we do it? b) how do we know it works? c) how much does it cost? d) what level of staff effort is required? e) where do we get vitamins, anyway? and f) what reactions do children have taking deworming medicine? etc. The extent to which EDC can document and capitalize on its own direct experience in field contexts is likely to enhance its program credibility with field practitioners commensurately.

Staffing configurations at EDC for future programs should obviously be established after its strategic vision and direction are determined and there are several different alternatives. In just about any configuration, EDC should consider heightened field presence, on-site management and enhanced training and outreach capability as positive factors in disseminating its work.

ANNEXES

1. EDC Implementation Team
2. List of Institutional Contacts in South Africa
3. Bolivia: SOPAC Survey
4. Bolivia: Center Visit Survey Results
5. Bolivia: Questionnaires
6. Bolivia: Illustrative Logframe
7. South Africa: Institutional Questionnaire
8. South Africa: SAALN Progress Report Format
9. South Africa: Financial Management Report Guidelines
10. Central Program: Headquarters Appraisal Report/Matching Grant Assessment
11. Central Program: PVO/NGO Capability Worksheet
12. Document Review
13. Scope of Work

Annex 1

Education Development Center Implementation Team

Bolivia

Andrea Bosch, Project Director, Washington, D.C.

Jill Aviles, Project Co-Coordinator, Bolivia and Cecilia Crespo, Project Co-Coordinator, La Paz, Bolivia.

Lisa Hartenberger, Washington, D.C.

South Africa

Bonnie Kittle, Project Director, Atlanta, Georgia.

Jacqueline Klem, Project Coordinator, East London, South Africa.

United States.

Beryl Levinger, Director, Newton, Massachusetts.

Cornelia Janke, Associate Director, Newton, Massachusetts.

Annex 2: List of Persons Interviewed

a) **Headquarters**

b) **Bolivia**

c) South Africa	SAALN AGENCIES		
CCDC			
	Maryke Savenije	Head, Dept. of Training and Management	
	Siziwe Njongi	Trainer, Specialized Educare Course	
	Busiswe Sakawa	Trainer, Specialized Educare Course	
	Sylvia Lee	Business Controller	
ELRU			
	Mary Newman	Program Co-ordinator	
	Lumke Ndamase	Trainer	
	Pauline Gladwin	Bookkeeper	
	Freda Brock	Director	
Khululeka	Fioni Murray	Assistant Director	
ITEC	Jacqueline Klem	Section Head, Support Services, Lower Primary Project	
Khokela	Rentia Fourie	Training Coordinator, Curriculum Development	
	Nononde Hani	Community Educare Developer	
Masikule	Nicki Florence	Director	
	Thembekile Kanise	Manager, Field Service	
TREE	Sharmaine Seethal	Director	
	Snoeks Desmond	Program Manager	
	Lynn Williams	Bookkeeper	
	Tobegile Zulu	Trainer	
Other Interviews:			
	Bonnie Kittle	Project Manager, SA	
	Jacqueline Klem	Project Coordinator, SA	
	Michelle Ward Brent	USAID, Health Sector	
	Natalie Augustine	USAID, Health Sector	
	Beryl Levinger	Technical Expert, REX	

Annex 3
PROFILE of SOPAC MEMBERSHIP/ November 22 1996

Organization	1. Training and Citizens' Rights	2. La Paz Foundation	3. Association of Training/ Institutions (36 NGOs)	4. Faith and Happiness (Fe y Alegria)	5. USAID	6. Plan International
Began in Bolivia	1993	1982	1970s	1966	1960s	1968
Number of Staff	120	9	varying staff sizes	large; nationwide	150	130
App. FY96 Budget			varying budget sizes	substantial \$\$ Spanish NGO;	\$25 million	\$ 8 million
Mission	Information dissemination and training in constitutional rights	Integrated development of children 0-6 in La Paz	Urban and rural development with social justice and equity	Alternative network of private Jesuit schools, some preschools		Permanent improvements in the quality of life of disadvantaged children and defense of their rights
Interventions 1.	Training youths in social rights	Health	Nutrition	Education	1. Health	Early Education
2.	Information dissemination/civil rights	Nutrition	Early childhood stimulation	Supplemental Feeding	2. Environment	Infant/Maternal Health
3.	Joint production of materials with Psychology Unit	Early childhood education/ stimulation	Food security	Health and Nutrition Services	3. Economic Growth 4. Democracy	Basic Sanitation
Regional Areas:	La Paz (Murillo)	La Paz (Murillo)	Cochabamba	La Paz (Murillo)	Nationwide	21 provinces/61
	Cochabamba		Chuquisaca, Beni	El Alto		municipalities in
			Santa Cruz, Oruro	Santa Cruz		La Paz, Sucre
			Potosi, La Paz	Cochabamba		Santa Cruz, Tarija
Coverage 0-6 yrs	80	670	no data on hand	2170 in capital	(no direct imp)	38,500
Other	900	0	no data on hand	no data on hand		163,000
Began in SOPAC	6 months	6 months	6 months	6 months	6 months	6 months

PROFILE of SOPAC MEMBERSHIP/ November 1996

Organization	7. Early Childhood Services Unit (UDSTP)	8. Quipus Cultural Foundation	9. Regional CIDI (Center for Early Integrated Development), La Paz	10. SUMMARY n=9; governmental = 2; foundations = 2; citizens' groups = 1, NGO association = 1, donor = 1, Int PVO = 1, Local PVO = 1
Began in Bolivia	1995		1986 under other department	1968-1995
Number of Staff			8 - regional	485++
App. FY96 Budget				33.0 million ++
Mission		Promotion of integrated development of children in La Puzy, El Alto	Support the protection of human capital in an integrated program for children 6 months to 6 years	Integrated Child Development - 6 As a partial mission - 3
Interventions 1.	Coordinate with AJARI.	Interactive Exhibitions	Supplemental feeding with World Food Programme	n= 1. Health, 2. Nutrition 3. Supplemental Feeding 4. Early Childhood Education
2.	Train 68 district directors.	Health, Cultural, Environmental Events	Basic Health	5. Cultural Promotion 6. Citizens Rights 7. Basic Hygiene
3.		School Visit Programs	Developmental Monitoring; Community Participation	8. Environment 9. Food Security 10. Comm. Part.
Regional Areas:	La Paz: 68 provinces	La Paz: Murillo	La Paz: 7 provinces	Cochabamba, Beni, Tarija
	and all municipalities		22 municipalities	Chuquisaca, Potosi, La Paz
Coverage 0-6 yrs	no data on hand	no data on hand	4088	Santa Cruz, Oruro
Other	no data on hand	no data on hand	377	45508 children 0-6++
Began in SOPAC	6 months	new	4 months	0-6 month range, 7 = 6 mos.

1.	What are the three most important functions of SOPAC to your work ?	n= 8	n= 100%
1.	Sharing inter-institutional experience.	5	62.50%
2.	Training educators and promoters .	4	50.00%
3.	Coordinate work in early childhood development	3	37.50%
4.	Diffusion/ replication of AJARI program (bringing it to scale); expanding coverage for children under six.	3	37.50%
5.	Collaboration in parent involvement programs.	1	12.50%
6.	Bring more life/energy to early childhood development activities.	1	12.50%
7.	Validate interventions.	1	12.50%
8.	Technical assistance in the development of early childhood development projects.	1	12.50%
9.	Increased program followup.	1	12.50%
10.	Production of interactive learning materials.	1	12.50%

2.	In what ways does SOPAC need to be strengthened or to grow?	n=7	n= 100%
1.	More team integration/team-building.	3	42.86%
2.	Increase program scale.	2	28.57%
3.	Develop the mission of SOPAC and its objectives.	1	14.29%
4.	Make parent involvement more effective.	1	14.29%
5.	Dedicate more time to exclusive work with SOPAC.	1	14.29%
6.	Establish the organization legally to increase credence of its activities.	1	14.29%
7.	Better inter-institutional definition (of roles).	1	14.29%
8.	Develop projects with a common source of financing.	1	14.29%
9.	Diversify programming themes in early childhood development.	1	14.29%
10.	Increase coverage to include primary school.	1	14.29%

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3.	What changes have come about as a result of your affiliation with the SOPAC network?	n=	n= 100%
	a. Personal Level:	7	
1.	Increased knowledge of other institutions.	2	28.57%
2.	Better utilization of resources.	1	14.29%
3.	More effective, dynamic programming approaches to our work.	1	14.29%
4.	Builds expectations.	1	14.29%
5.	Gives me more confidence.	1	14.29%
	b. Within your institution:		0.00%
1.	Has opened the possible integration of human rights and educational programs.	1	14.29%
2.	Has improved the creativity of the children as well as the educators.	1	14.29%
3.	Has gotten the pre-education sector to work together on the same standards.	1	14.29%
4.	Has improved staff skills.	1	14.29%
5.	Has influenced our institutional policy. (Major US NGO)	1	14.29%
	c. In the sector of early education (or others) in Bolivia		0.00%
1.	Has trained parents in their civil rights.	1	14.29%
2.	Has helped develop understanding, imagination and reasoning skills within children.	1	14.29%
3.	Has made us see the urgency of incorporating the sector as a distinct sector at the national level.	1	14.29%
4.	Sets the path for working with young children.	1	14.29%
5.	Has given us a space for interchange, policy reflection and the implementation of early childhood programs.	1	14.29%
6.	Has generated interest in the early childhood sector.	1	14.29%
7.	Has provided necessary attention to low-income children.	1	14.29%

4	What are the most important services to your institution that you hope to gain through your affiliation with SOPAC?	n=8	n= 100%
1.	More training methods and educational materials for staff, educators and parents.	4	57.14%
2.	Expanded institutional interchange opportunities.	2	28.57%
3.	Expand AJARI to all the preschool centers in the capital (la Paz).	1	14.29%
4.	Expand AJARI to all the provinces in La Paz Department.	1	14.29%
5.	Increased access to technical and financial resources.	1	14.29%
6.	Development of common ECD programs.	1	14.29%

5.	What is your vision of how the SOPAC network will function in the year 2,000?		
1.	Strengthened inter-institutional group that works together developing and validating educational material that shapes our approach to working with the most vulnerable sectors in our country.	1	0.1
2.	A more consolidated network that recognizes and supports our preschool educators.	1	0.1
3.	Early childhood development brought to scale based on these experiences.	1	0.1
4.	Help influence policy making process on integrated early childhood development.	1	0.1
5.	All ECD institutions will be walking on the same path.	1	0.1
6.	Coordinating program for early childhood development (e.g. umbrella organization) -- better than PROCOSI with multiple collective efforts among partners.	1	0.1
7.	Great dispersion of Interactive Education materials.	1	0.1
8.	A means to support advances in the quality of early childhood education.	1	0.1

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Annex 4

TABULATION OF CENTER MANAGEMENT AND CARE PROVIDERS' PRACTICES SURVEY

AJARI/Bolivia
November 1996

Site	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	T	
1. Region																						
2. Language																						
3. Location																						
4. Type of facility																						
5. Years established																						
6. AJARI Program (Y/N)																						
7. Date AJARI Started																						
8. Total # personnel																						
9. Total # children																						
10. # of Support Organizations																						
Interventions																						
11. Food																						
12. School Equipment and Material																						
13. Teacher Training																						
14. Preventive Health																						
15. Curative Health																						
16. Building/Water/ Other Infrastructure																						
17. Furnishings																						
18. Introduction to AJARI																						
19. Followup to AJARI																						
20. Other(s)																						
21. Total # of Support Organizations																						
22. Support Classification																						

43. When the care providers determines a child is malnourished, she/he:																				
44. Conclusion: Malnourished children receive appropriate interventions.																				
7.0 Developmental Monitoring																				
45. Development monitoring registers in place.																				
46. System in use																				
47. When the care provider detects an under-stimulated child, she/he:																				
48. Conclusion: The under-stimulated child receives appropriate and sufficient interventions																				
49. When a care provider determines a child is ill, she/he:																				
50. Conclusion: The sick child has access to appropriate and sufficient interventions																				
8.0 Service Provider																				
51. Gender																				
52. Years of Formal Education																				
53. Approximate Age																				
54. Years of Relevant Exper.																				
55. # days of training/ AJARI																				
56. # days of other ALC training																				
57. Maternal language																				

Codes:

1.0 General Data	Region:	LP= La Paz, EA= El Alto, C=Cochabamba, T=Tarija, SC= Santa Cruz
2. Language:		S=Spanish A=Aymara Q=Quechua M=Mixed
3. Location:		P= Peri-urban R= Rural
4. Type of facility		P=pidi C= CIDI W=Wawawasi K=Kinder
5. Years Established		# of years established
6. AJARI Program		Y=Yes, N=No
7. Date AJARI started		< 6 mo 6-12mo >12mo
8. Total # of personnel		# of personnel

9. Total # of children	# of teachers
10. # of support organizations	# of support organizations

16. Building/water	Y=Yes. N=No
17. Furnishing	Y=Yes. N=No
18. Introduction to AJARI	Y=Yes. N=No
19. Followup to AJARI	Y=Yes. N=No
20. Other Training(s)	(Specify)
21. Total # of Support Institutions	#
22. Support Classification	G= GO, N=NGO, C=Col

1.1 Interventions	
11. Food supplementation	Y=Yes. N=No
12. Educational Material/Equipment	Y=Yes, N=No
13. Teacher Trained	Y=Yes, N=No
14. Preventive Health	Y=Yes. N=No
15. Curative Health	Y=Yes. N=No

2.0 The Child Participant	
23. The Child Participant	
24. Age Ranges	0-2 2-4 4-6
25. Updated Assistance Registers	Y=Yes. N=No
26. Approximate range of assistance last month	Between ____ - ____ children
27. % of Total	____ %

3.0 The Facilities	
28. Active participation area adequate for the actual number of children	Y=Yes. N=No
29. Appropriate furniture set up for small group work	Y=Yes. N=No
30. Outdoor play area adequate and safe for environmental exploration	Y=Yes. N=No
31. Bathrooms/latrines safe and appropriate for number of children	Y=Yes. N=No
32. Conclusion: The center facilities are adequate to support an active learning process.	Y=Yes. N=No P=Partial

4.0 Equipment	
33. First aid box easily accessible stocked with 10-12 basic items?	Y=Yes.N=No
34. Functioning scales are present.	Y=Yes. N=No S=Shared with other facility
35. Functional radio cassette present	Y=Yes. N=No S=Shared with other facility
36. Electricity	Y=Yes. N=No

37. Care providers knows frequency and time of AJARI radio program	Y=Yes. N=No
38. Batteries/cassettes in use	Y=Yes. N=No
39. Teacher knows where to get more batteries	Y=Yes. N=No
40. Conclusion: The center has sufficient and appropriate equipment to participate in IRI.	Y=Yes. N=No. P=Partial

5.0 Monitoring Systems	
41. Center has up-to-date preventive health records on each child	Y=Yes. N=No P=Partial

6.0 Growth Monitoring	42. # of total children(2.c.1) malnourished?	#	%
43. What the care provider does when he/she detects malnutrition:	(Multiple)	a) Nothing	
		b) Informs parent	
		c) Informs school committee	
		d) Informs implementing institution	
		e) Makes direct Interventions in the center	
		f) Refers child to a service	
		g) Other Action: (Specify)	
44. Conclusion: The malnourished child receives appropriate care.	Y=Yes. N=No. P=Partial.		

7.0 Child Development	
45. Center has up-to-date child development registers on each child.	Y=Yes. N=No. P=Partial
46. System in use	NO = Nelson/Ortiz, O=Other
47. What the care provider does when he/she detects impaired development:	(Multiple)
	a) Nothing
	b) Informs parent
	c) Informs school committee
	d) Informs implementinf institution
	e) Makes direct Interventions in the cener
	f) Refers child to a service
	g) Other action: (Specify))
48. Conclusion: The developmentally-impaired child receives appropriate care.	Y=Yes. N=No. P=Partial
49. What the care provider does when he/she detects a sick child:	(Multiple)
	a) Nothing
	b) Informs parent
	c) Informs school committee
	d) Informs implementinf institution
	e) Makes direct Interventions in the center
	f) Refers child to a public service
	g) Refers child to a private service.
	h) Other action: (Specify)
50. Conclusion: The sick child receives appropriate care.	Y=Yes. N=No, P=Partial

8.0 Service Provider

51. Gender	F=Feminine M=Masculine
52. Formal Education	# of years
53. Approximate Age	# of years
54. Child Care Experience (children under 6)	# of years
55. Training days - AJARI training:	# of days
56. Training days - other ALC training	# of days
57. Maternal language:	S=Spanish, A= Aymara, Q=Quechua, O=Other

1/15/97

BCL

no

Annex 4a

TABULACION DE MANEJO DEL CENTRO Y PRATICAS DE ENSEÑANZA

Sitio	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	T
1. Región																					
2. Idioma																					
3. Localización																					
4. Tipo de facilidad																					
5. Años de existencia																					
6. Programa AJARI																					
7. Fecha de inicio AJARI																					
8. # de personal total																					
9. # de niños totales																					
10. # de org de apoyo																					
Intervenciones																					
11. Alimentos																					
12. Equipo, Materiales Educa.																					
13. Capacitación al Maestro																					
14. Salud Preventiva																					
15. Salud Curativa																					
16. Edificio/Agua																					
17. Muebles																					
18. Introducción a AJARI																					
19. Seguimiento de AJARI																					
20. Otra(s)																					
21. Total Instit. de Apoyo																					
22. Clasificación																					
2.0 Los Niños Participantes																					
24. Rango de Edades																					
25. Registros de asistencia																					
26. Rango de asistencia (#)																					

11

49. Cuando proveedor detecta un niño enfermo:																					
50.C: Niño enfermo recibe intervenciones suficientes																					
8.0 Proveedor de Servicios																					
51. Genero																					
52. Años de Educación																					
53. Edad Aproximado																					
54. Años de Experiencia																					
55. Días de capacit. AJARI																					
56. Días de capacit. AA																					
57. Idioma materna																					

13

Cod gos:

1.0 Datos Generales	
1. Región:	LP= La Paz, EA= El Alto, C=Cochabamba, T=Tarija, SC= Santa Cruz
2. Idioma:	C=castellano A=aymara Q=quechua M=mixto
3. Localización:	P= Peri-urbano R= Rural
4. Tipo de facilidad	P=pidi C= CIDI W=Wawawasi K=Kinder
5. Años de existencia	#
6. Programa AJARI	S=Si, N=No
7. Fecha de inicio AJARI	< 6 m 6-12m >12m
8. # de personal total	#
9. # de niños totales	#
10. # de organizaciones de apoyo	#
1.1 Intervenciones	
11. Alimentos	S=Si. N=No
12. Equipo/Materiales Educativos	S=Si. N=No
13. Capacitación al Maestro	S=Si. N=No
14. Salud Preventiva	S=Si. N=No
15. Salud Curativa	S=Si. N=No
16. Edificio/Agua	S=Si. N=No
17. Muebles	S=Si. N=No
18. Introducción a AJARI	S=Si. N=No
19. Seguimiento de AJARI	S=Si. N=No
20. Otra(s) (Cúales?)	(Especificar)
21. Total de Instituciones de Apoyo	#
22. Clasificación de apoyo	G= Gob, N=NGO, C=Col

2.0 Los Niños Participantes	
2.0 Los Niños Participantes	
24. Rango de Edades	0-2 2-4 4-6
25. Registros de asistencia vigentes	S=Si. N=No
26. Rango promedio de asistencia el mes pasado? Entre ___ y ___ niños	
27. % de total	___ %

3.0 Las Facilidades	
28. Un area adecuado para la participación activa del número actual de niños	S=Si. N=No
29. Muebles apropiados y suficientes para realizar trabajos en grupos pequeños	S=Si. N=No
30. Espacio para explorar su medio-ambiente con seguridad?	S=Si. N=No
31. Inodoros/Letrinas apropiadas al numero de niños?	S=Si. N=No
32. Conclusión: Las facilidades del centro son adecuados para apoyar un proceso de aprendizaje activo	S=Si. N=No

4.0 Equipo	
33. Caja de primeros auxilios facilmente accesible con 10-12 suministros basicos?	S=Si. N=No
34. Balanzas funcionales?	S=Si. N=No
35. Radiograbadora funcional?	S=Si. N=No
36. Electricidad?	S=Si. N=No
37. Sabe el maestro como y en que radio-emisora puede recibir el programa AJARI?	S=Si. N=No
38. Usan pilas?	S=Si. N=No
39. Sabe el maestro como conseguir más pilas?	S=Si. N=No
40. Conclusión: El centro tiene equipos suficientes para entregar un programa de radio interactivo.	S=Si. N=No

5.0 Sistemas de Monitoreo

41. Tiene el centro registros vigentes para un programa de salud preventivo? S=Sí. N=No

6.0 Crecimiento del Niño

42. Cuántos de los niños totales (2.c.1) son desnutridos? # %

43. Qué se hace el proveedor(a) cuando detecta a un niño desnutrido? a) Nada

- b) Informe al padre
- c) Informe al comité
- d) Informe a institución de supervisión
- e) Intervenciones directas en el centro
- f) Referencias directas a un servicio
- g) Otras: (Cuales?)

44. **Conclusión:** El niño desnutrido recibe intervenciones suficientes para mejorar su nutrición. S=Sí N=No**7.0 Desarrollo del Niño**

45. Tiene el centro registros vigentes para el desarrollo del niño? S=Sí. N=No

46. Que sistema es? NO = Nelson/Ortiz, O=Otro

47. Qué se hace el proveedor(a) cuando detecta un niño bajo estimulado? a) Nada

- b) Informe al padre
- c) Informe al comité
- d) Informe a institución de supervisión
- e) Intervenciones directas en el centro
- f) Referencia directa a un servicio
- g) Otras: (especificar)

48. **Conclusión del evaluador (a):** El niño bajo estimulado recibe intervenciones suficientes para mejorar su estimulación. S=Sí. N=No

49. Qué se hace proveedor(a) cuando detecta un niño enfermo:

- a) Nada
- b) Informe al padre
- c) Informe al comité
- d) Informe a institución de supervisión
- e) Intervenciones directas en el centro
- f) Referencia directa a un servicio público
- g) Referencia directa a un servicio privado
- h) Otras: (especificar)

50. **Conclusión del evaluador(a):** El niño enfermo recibe intervenciones suficientes para mejorar su salud S=Sí. N=No**8.0 Proveedor(a) de Servicios**

51. Genero F=Feminina M=Masculino

52. Años de Educación Formal #

53. Edad Aproximado: ____ años #

54. Años de Experiencia con niños < 6 años #

55. Días de capacitación AJARI: #

56. Días de otra aprendizaje activa #

57. Idioma materna C=Castellano, A= Aymara, Q=Quechua, O=Otro

Annex 4B: REX BOLIVIA/ Site Selection Criteria for Site Visits, Midterm Evaluation

Santa Cruz 29%				Pando .5%		Oruro 9.5%		TOTAL 100%				TO- TA L	
Urban	%	Rural	%	Rural	%	Urban	%	Urban	%	Rural	%		%
CIDI = x PIDI = 146 Pre-K =x Other =x		CIDI =xx PIDI = 0 Pre-K =10x Other =xx		CIDI = xx PIDI = 0 Pre-K =5x Other =xx		CIDI = xx PIDI = 79 Pre-K =xx Other =xx		CIDI = 50x PIDI = 519x Pre-K =100x Other = 10x		CIDI = 156xx PIDI = 0 Pre-K =33x Other =xx			
TOTAL: 146x		TOTAL: 10x		TOTAL: 5x		TOTAL: 79x		TOTAL:679x		TOTAL:189x			
CIDI = 0 PIDI = 146 Pre-K = 0 Other = 0 Total = 146	100 60	CIDI = 0 PIDI = 0 Pre-K =10 Other = 0 TOTAL =98	 40	CIDI = 0 PIDI = 0 Pre-K = 5 Other = 0 Total = 5	 100	CIDI = 0 PIDI = 79 Pre-K =0 Other =0 Total = 79	 100	CIDI = 10 PIDI = 529 Pre-K = 100 Other = 10 Total = 649	1 82 16 1 78	CIDI = 156 PIDI = 0 Pre-K = 33 Other = 0 Total = 189	83 0 17 0 22	166 529 133 10 838	20 63 16 1 100
Specific													
Span. = 146 Aymara = 0 Quechua =0 Mixed =0 Total =146		Spanish = 10 Aymara = 0 Quechua = 0 Mixed = 0 Total = 10		Spanish =5 Aymara =0 Quechua =0 Mixed =0 Total =5		Spanish = 79 Aymara = 0 Quechua = 0 Mixed = 0 Total = 79		Spanish = 579 Aymara = 0 Quechua = 70 Mixed = 0 Total = 649	89	Spanish = 64 Aymara = 09 Quechua =76 Mixed = 40 Total = 189	34	643 9 146 40 838	77 1 17 5 100
< 6 mos.= 0 6-12 mo.=146 > 12 mos.=0 Total = 146		< 6 mos. =10 6-12 mo.= 0 > 12 mos. =0 Total = 10		< 6 mos.=5 6-12 mos.=0 > 12 mos. =0 Total =0		< 6 mos.=0 6-12 mos.=79 > 12 mos. = 0 Total = 79		< 6 mos.= 43 6-12 mos.=597 > 12 mos. = 9 Total = 649	7 92 1 100	< 6 mo.= 103 6-12mo. = 86 >12mos.= 00 Total = 189	54 46 0 100	146 683 9 838	17 82 1 100
Yes = 146 No = 0 Total = 146		Yes =10 No = 0 Total = 10		Yes =5 No =0 Total =5		Yes = 79 No = 0 Total =79		Yes = 616 No = 33 Total = 649		Yes = 189 No = 0 Total =189		805 33 838	96 04 100
NGPVO= 0 GovOrg =146 Total = 146		NGO/PVO= 10 Govt Org = 0 Total = 10		NGO/PVO=5 Govt Org =0 Total =5		NGO/PVO=0 Govt Org=79 Total =79		NG/PVO=150 Gov Org =499 Total = 649		NGPVO= 55 GovOrg=134 Total = 189		205 633 838	24 76 100
				no site visits									

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Annex 4B: REX BOLIVIA/ Site Selection Criteria for Site Visits, Midterm Evaluation

% Variables	Program La Paz	25.1%				17%		Cochabamba		16.5%		Potosi		11.9%	
		Urban	%	Rural	%	Urban	%	Urban	%	Rural	%	Urban	%		
A.	Universal	Other =x	CIDI = 80 PIDI = 62 Pre-K =18x-1	Other =x	CIDI = x -2 PIDI = 142 Pre-K =x	Other =x	CIDI = xx PIDI = 61 Pre-K =xx	Other =xx	CIDI = 76 PIDI = 0 Pre-K =xx-1	Other =xx	CIDI = x PIDI = 39 Pre-K =70x	Other =xx			
1. Urban/Rural	Distribution of Centers CIDI = 50-1 PIDI = 62 Pre-K =x	TOTAL: 112		TOTAL: 98x		TOTAL: 142x		TOTAL: 61x		TOTAL: 76x		TOTAL: 109			
2. AJARI Program	Supported CIDI = 10-1 PIDI = 62-1 Pre-K = 30-1 Other = 10	Total = 112	53 CIDI= 80 -1 PIDI= 0 Pre-K =18 - 1 Other = 0	Total = 98	47 CIDI= 0 PIDI = 142-2 Pre-K = 0 Other = 0	Total = 142	100 CIDI = 0 PIDI = 61-2 Pre-K =0 Other =0	Total = 61 100	44 CIDI = 76 -2 PIDI = 0 Pre-K = 0 Other = 0	Total = 76 100	56 CIDI = 0 PIDI = 39 Pre-K = 70 Other = 0	Total: 109 36 64	100		
B.	AJARI -	Specific													
3.	Instruction Provided in Child's First Language Spanish 112 Aymara = 0 Quechua = 0 Mixed = 0	Total =112	100 Spanish =0 Aymara =49 Quechua =0 Mixed =49	Total =9850	41 Spanish =142 Aymara =0 Quechua =0 Mixed =0	Total =142	100 Spanish =61 Aymara =0 Quechua =0 Mixed =0	Total =61	100Spanish =0 Aymara =0 Quechua =76 Mixed =0	Total =76	100Spanish = 39 Aymara = 0 Quechua =70 Mixed =0	Total = 109	64		
4. Length of	Program Involvement in Center < 6 mos.=43 6-12mo.=69 > 12 mos =0	Total =112	61 < 6 mos.=8 8 6-12 mos.=1 0 > 12 mos.=0	Total =98	90 < 6 mos.=0 6-12 mo.=1 33 > 12 mos.=9	Total =142	94 < 6 mos.=0 6-12 mos.=6 1 > 12 mos.=0	Total =61	100 < 6 mos.=0 6-12 mos.=7 6 > 12 mos.=0	Total =76	100 < 6 mo.=0 6-12 =109 >12 mo=0	Total = 109	100		

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5.	Methodol. Yes =79 No = 33	Total =112	29 Yes =98 -3 No = 0	Total =98	100 Yes =142 No =0	Total =142	10 Yes =61 No =0	Total =61	100 Yes =76 No =0	Total =76	100Yes =109 No = 0	Total =109	100
6.	Program Followup Provider NGPVO 40-1 GovOrg =72	Total =112	36 NG/P VO=40 Govt Org =58	Total =98	41 NG/P VO=0 Govt Org= 142	Total =142	100 NG/PV O=0 Govt Org=6 1	Total =61	100 NG/PV O =0 Govt Org =76	Total =76	100NG /PV=70 GovOr =39	Total =109	64
		4 site visits		3 site visits		4 site visits		2 site visits		3 site visits			

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Plan International: ALTIPLANO: ECD PROGRAM FOLLOWUP REGISTER

Date: _____ Start Time: _____ End Time: _____

Province: _____ Municipality: _____ Community: _____ Ed. Nucleus: _____ Health Center Reference: _____

Name: Educator 1: _____ Level instruction: _____ Age _____ Sex: M/F Experience with children <6 yrs. _____ yrs. Time in Center: _____ mo.

Name: Educator 2: _____ Level instruction: _____ Age _____ Sex: M/F Experience with children <6 yrs. _____ yrs. Time in Center: _____ mo.

	Enrolled	Present	%
Boys			
Girls			
TOTAL			

OBSERVATION OF EDUCATOR'S INTERACTION

Can you tell us how many girls from 3-6 years live in the community and do not attend classes? _____

Reasons for inassistance: _____

No. of children with development card: _____

Educational activities planned: _____

How often do you make a new activities plan? _____

What are the food supplements used here? _____

How often do you make a new food plan? _____

80

Annex 5

Región: _____
 Sitio: _____
 Idioma(s): castellano aymara quechua
 Localización: Peri-urbano Rural
 pidi CIDI Wawawasi Kinder
 Años de existencia: _____

Boleta # _____
 Programa AJARI Programa no AJARI
 Fecha de inicio AJARI < 6 m 6-12m
 >12m
 # de personal total: _____ niños totales: _____
 Evaluador(a) _____
 Fecha _____

OBSERVACION DE MANEJO DEL CENTRO Y PRATICAS DE ENSEÑANZA

1. Instituciones que Apoyan al Centro

Intervenciones	Organización	Ninguna
Alimentos	1.1a	1.1b
Equipo/Materiales Educativos	1.2a	1.2b
Capacitación al Maestro	1.3a	1.3b
Salud Preventiva	1.4a	1.4b
Salud Curativa	1.5a	1.5b
Edificio/Agua	1.6a	1.6b
Muebles	1.7a	1.7b
Introducción a AJARI	1.8a	1.8b
Seguimiento de AJARI	1.9a	1.9b
Otra(s) (Cúales?)	1.10a	1.10b
Instituciones de Apoyo Total:		
Conclusión del evaluador(a): Se clasifica el centro como apoyado por:	Org G	1.11.a
	ONG	1.11.b
	Colaboración	1.11.c

2. Los Niños Participantes

2.1 Número y Distribución de Niños:

Edad	Niños	Niñas	Total
0 - 6m			
7-24m			
25-48m			
49-72 m			
Total	2.1a	2.1b	2.1c

M:F	2.2a	2.2b	100%
-----	------	------	------

2.3 Asistencia de los Niños:

Hay registros de asistencia vigentes?	2.3a SI ↘	2.3b NO ↘
Del total, que fue el rango de asistencia promedio durante el mes pasado?	2.4a Entre ____ y ____ niños	Avance a P 4.0 ↘
% de total (2.1.c)	2.5a ____ %	

3.0 Las Facilidades

Cuenta el centro con...?	SI	NO
Un area adecuado para la participación activa del número actual de niños	4.1a	4.1b
Muebles apropiados y suficientes para realizar trabajos en grupos pequeños	4.2a	4.2b
Espacio para explorar su medio-ambiente con seguridad?	4.3a	4.3b
Inodoros/Letrinas apropiadas al numero de niños?	4.4a	4.4b
Conclusión del evaluador(a): Las facilidades del centro son adecuados para apoyar un proceso de aprendizaje activo	4.5a	4.5b

5.0 Equipo

Cuenta el centro con...?	SI	NO
Caja de primeros auxilios facilmente accesible con 10-12 suministros basicos?	5.1a	5.1b

Annex 5

Balanzas funcionales?	5.2a	5.2c
Radiograbadora funcional?	5.3a.	5.3c.
Electricidad?	5.4a	5.4b
	Cont. ↘	Avan. P. 5.6
Sabe el maestro como y en que radio-emisora puede recibir el programa AJARI?	5.5a	5.5.b
Usan pilas?	5.6a	5.6b
Sabe el maestro como conseguir más pilas?	5.7a	5.7b
Conclusión del evaluador(a): El centro tiene equipos suficientes para entregar un programa de radio interactivo	5.8a	5.8b
Un programa de salud prev.	5.9a	5.9b

6. Sistemas de Monitoreo

Tiene el centro registros vigentes para:

	SI	NO
6.0 Crecimiento del Niño	6.1a continúe	6.1b ↘
Cúantos de los niños totales (2.c.1) son desnutridos?		Avance a P 7.0
Qué se hace el proveedor(a) cuando detecta a un niño desnutrido:	<i>Pregunt a abierta: chequea todas que aplican</i>	
Nada	6.2a	
Informe al padre	6.2b	
Informe al comité	6.2c	
Informe a institución de supervisión	6.2d	
Intervenciones directas en el centro	6.2e	

Referencias directas a un servicio	6.2f público 6.2g privado	
Otras: (Cúales?)	6.2h	
Conclusión del evaluador(a): El niño desnutrido recibirá intervenciones suficientes para mejorar su nutrición.	6.3a SI	6.3b NO

Tiene el centro registros vigentes para?:

	SI	NO
7.0 Desarrollo del Niño	7.1a ↘	7.1b ↘
Que sistema es?	7.2a E.A.D. 7.2b Otro:	Avance a P8.0
Qué se hace el proveedor(a) cuando detecta un niño bajo estimulado:	<i>Pregunt a abierta: chequea todas que mencion a</i>	
Nada	7.3a	
Informe al padre	7.3b	
Informe al comité	7.3c	
Informe a institución de supervisión	7.3d	
Intervenciones directas en el centro	7.4e	
Referencia directa a un servicio	7.5f público 7.5g privado	
Otras: (Cúales?)	7.5h	

Annex 5

Conclusión del evaluador(a): El niño bajo estimulado recibirá intervenciones suficientes para mejorar su estimulación.	7.6a	7.6b
	SI	NO

8.0 Qué se hace el proveedor(a) cuando detecta un niño enfermo? <i>Pregunta abierta: chequea todas que menciona:</i>	SI	NO
a) Nada	8.1a	8.1b
b) Informe al padre	8.2a	8.2b
c) Informe al comité	8.3a	8.3b
d) Informe a institución de supervisión	8.4a	8.4b
e) Intervenciones directas en el centro	8.5a	8.5b
f) Referencia directa a un servicio público	8.6a	8.6b
g) Referencia directa a un servicio privado	8.7a	8.7b
h) Otras: (especificar)	8.8a	8.8b
Conclusión del evaluador(a): El niño enfermo recibe intervenciones suficientes para mejorar su salud.	S=Si.	N=No

Proveedor(a) de Servicios

Nombre _____

1.1 Genero: femenina masculino

1.2 Años de Educación Formal _____

1.3 Edad Aproximado: _____ años

1.4 Años de Experiencia con niños < 6 años: _____

1.5 Días de capacitación AJARI: _____

1.6. " de otra aprendizaje activa: _____

1.7 Idioma materna: _____

Otro comentario:

Annex 5a

PERFIL DE MEMBRESIA EN SOPAC
Cuestionario Breve/ 22 de noviembre 1,996

Organización: _____ Año de su Gestión (en Bolivia): _____
Personal Actual (nov. 1996) _____ Presupuesto Año Fiscal 1996: _____
Su Nombre: _____ Su Título: _____

Misión Institucional: _____

Intervenciones Principales:

1. _____
2. _____
3. _____
4. _____

Sitios de Trabajo:

Departamento	Provincia	Municipio	Cubierta Niños 0-6	Cubierta Otros

Tiempo de Participar en SOPAC: _____

Cúales son los tres funciones más importantes de SOPAC a su trabajo?

1. _____

2. _____

3. _____

En que aspectos necesita fortalecerse/crecer el SOPAC?

1. _____

2. _____

Qué cambios han resultado de su participación el la red SOPAC?

Nivel personal _____

Dentro de su institución _____

En el sector de educación temprana u otros en Bolivia: _____

Quéson los servicios mas importantes a su institución que se espera de la Red?

Cúal es su visión de como funcionara la Red SOPAC en el año 2,000?

MIL GRACIAS!!!!!!

MEMBERSHIP PROFILE: SOPAC
 Brief Questionnaire/ 22 November 1996

Organization: _____ Year Began Operations (in Bolivia): _____
 Current Staff (Nov. 1996) _____ Budget FY 1996: _____
 Your Name: _____ Your Title: _____

Institutional Mission: _____

Principal Interventions:

1. _____
2. _____
3. _____
4. _____

Work Sites

Department	Province	Municipality	Coverage 0- 6 years	Coverage Others

Time of Affiliation with SOPAC: _____

What are the three most important functions of SOPAC to your work?

1. _____
2. _____
3. _____

In what areas does SOPAC need to be strengthened/to grow?

1. _____
2. _____

What changes have come about as a result of your affiliation with SOPAC network?

Personal ¹Level _____

Within your institution? _____

In the early education or other sectors in Bolivia? _____

What are the most important services to your institution that you hope to gain through affiliation with the SOPAC network? _____

What is your vision of how SOPAC will function as a network in the year 2000?

MANY THANKS !!!!!

Illustrative Changes to Bolivia Logframe		Annex 6	
Objectives	Indicator	Means of Verification	Assumptions
<p><u>Goal:</u> To increase the educational achievements of Bolivian children.</p>	<p>By the year 200X, 90% of the urban and 60% of the rural children who participated in one consecutive year of AJARI training in an integrated service environment during a 12 month period from 1995-1997 will have:</p>		<p>1. Education Reform Priorities continue to provide major policy framework for educational sector.</p>
	<p>1a. Entered the first grade between 5 and 7 years of age; 1b. Been promoted for three consecutive years of primary school; 1c. Demonstrated achievement in language and mathematics at 10% or more than that of their average colleagues.</p>	<p>Primary school records.</p>	<p>2. Positive social and cultural attitude towards pre- and primary-enrollment continues to be fostered at community level.</p>
<p><u>Objective 1.</u> To increase the access of Bolivian children to active learning opportunities. (easier)</p>	<p>By the EOP (Sept 1997): _____ Bolivian children aged 4-6 will have gained access to a full year of active learning by a trained teacher in an integrated service environment.</p> <p>_____ Bolivian children aged 4-6 will have gained access to a full year of active learning by a trained teacher in a non-integrated service environment.</p>	<p>CIDI, PIDI, Wawawasis attendance records.</p> <p>Kinder (public school) attendance records.</p>	<p>3. Employment opportunities for mothers continue to create demand for pre-school services. 4. PIDI and CIDI programs remain intact after governmental transition (in 1998). 5. Collaborative agreements between EDC, CIDI, PIDI, UNICEF and other partners continue to function smoothly.</p>

<p>Objective 2. To increase the developmental status of Bolivian children aged 4-6 in specific areas if cognitive, motor and language acquisition.</p>		<p>selected indicators from Nelson-Ortiz scale in matched AJARI/non-AJARI sites/Altiplano.</p>	<p>Selected centers are willing to make their data available to team in a timely, valid and usable manner.</p>
<p><u>Objective 1.</u> <u>Outputs</u> To increase the number of care providers and schools using Active Learning techniques.</p>	<p><i>By Sept. 1997:</i> 1.1a. The number of caregivers trained in Active Learning techniques and utilizing them in the classroom will have increased from ____ to ____ (xx%).</p>	<p>Training records; sample survey.</p>	<p>Teacher rotation and the related need for retaining stabilize at __% per year.</p>
	<p>1.1b. The number of centers and preschool facilities using active learning techniques will have increased from ____ to ____ (____%).</p>	<p>Training records; sample survey.</p>	<p>Program is effectively coordinated with local government in popular participation and decentralization activities.</p>
	<p>1.1c. Within the rural centers, at least (40)?% will provide partial instruction in the child's native language.</p>	<p>Materials distribution records; sample survey.</p>	<p>Quechua and Aymara training is accepted by parents and communities.</p>
	<p>1.1d. (90)?% of the urban and (75)?% of the rural centers will exhibit at least two of the following characteristics: I) the presence of reinforcing ALC materials, i.e. a) prominent lesson plans with "unconventional" tasks; b) two or more colorful posters; c) homemade or purchased learning materials; d) unconventional arrangement of furniture; e) tasks requiring use of local environment.</p>	<p>Sample survey.</p>	<p>Partner organizations provide qualitative training and teacher/care provider followup.</p>

	1.2 During observation sessions of 15 minutes (outside of radio transmission), 90% of the teachers will spontaneously use 2 or more of the ten active learning principles:	Sample survey.	
<u>Inputs:</u> 1.1 Finalized, tested active learning materials accessible to trained care providers in affiliated care centers.	<i>By Sept. 1997, the following materials will have been developed and appropriately distributed:</i> 1.1a 20 previously prepared audio programs incorporating formative evaluation findings; 1.1b 30 new audio programs developed for caregivers; 1.1c 30 new modules developed for parents; 1.1d Three large posters, one illustrated teacher's guide developed in three languages; 1.1e One video for training of trainers produced in three languages.	Material distribution records; materials review.	
1.2 Care providers trained in the use of audio and other Active Learning materials.	1.2.a 1200 care providers trained 8-16 hours in the use of audio and other Active Learning techniques.	Training records.	
<u>Objective 2:</u> To increase inter-institutional coordination, delivery of services and related policy formation essential to the integrated development of the Bolivian preschool student in coordination with 15 or more governmental, local and international NGOs, foundations and donor groups.	<i>By September, 1997:</i> 2.1 Multi-institutional cooperation agreement is signed by at least 15 SOPAC members. 2.2 Preliminary strategy is developed concerning the legal formation of a consortium. 2.3 AJARI/SOPAC invited to participate in National Policy Committee on ECD. 2.4 Mandates clearly defined for specific working groups and sub-committees. 2.5 Vision statement is established.	Cooperative Agreement. Strategy paper. Letter of invitation. Scopes of Work for Sub-Committees. Vision statement.	1. Multi-party consensus is reached about goals and priorities of network. 2. National Policy Committee on ECD is effective in identifying priorities and brokering them with key actors in the Ministry of Human Development.

<p><u>2. Outputs:</u></p> <p>2.1 Laws pertaining to consortium researched, lawyers hired, structure of Board and related provisions defined and agreed upon.</p> <p>2.2 All major ECD agencies map areas of current and future action and related target populations.</p> <p>2.3 Training of trainers program developed and institutional capacity for training in ALC transferred to each implementing agency.</p>	<p><i>By September, 1997:</i></p> <p>2.1 Strategic plan incorporating legal advice, structural decisions, mission administrative and financing strategy in place that will guide organizational development for coming 3-5 years.</p> <p>2.2. Work plan developed that illustrates areas of consolidation and expansion, respective agency roles, target populations and planned interventions that will guide implementation for a period of 3-5 years.</p> <p>2.3 Training program and respective materials developed and tested.</p> <p>2.3.a Trainers trained from 15 affiliated organizations.</p>	<p>Strategic plan.</p> <p>Implementation and Working Agreement.</p> <p>Training Agenda Materials Attendance Records.</p>	<p>1. Partners are able to reach resolution about programming territory and complementary delivery capacities and roles.</p> <p>2. Viable administrative structure is defined.</p> <p>3. Counterparts continue to receive sufficient funding for operations.</p>

ANNEX 7

REX MIDTERM EVALUATION/SOUTH AFRICA									
<i>Institution</i>	<i>1</i>	<i>2</i>	<i>3</i>	<i>4</i>	<i>5</i>	<i>6</i>	<i>7</i>	<i>Total</i>	<i>Average</i>
Interviewees									
NGO Director	1				1			2	
Program Manager	1	1		1	1			4	
Project Director			1	1		1		3	
Training Coordinator							1	1	
Trainer(s)	1	2		1			1	5	
Accountant	1	1		1		1		4	
Total	4	4	1	4	2	2	2	19	
Current SAALPN PC Included Yes1, No 0	1	1	1	1	1	1	0	6	
Years w/ NGO (PC)	2	3	3	18	3	6	0	35	5.8
# of Preceding SAALPN PCs	1	2	0	0	1	0	1	5	
A. Organizational Characteristics									
1. Years in Operation	11	14	9	18	5	7	7	71	9.85
2. Staff: Total	100	30	45	40	12	27	10	264	37.7
3. Program/Admin	66:34	23:7	35:10	33:7	8:4	21:6	7:3		

4. Located In City of	1	2	3	4	5	6	7	Total	Average
<100,000						1	1	2	
100,001-250,000					1			1	
250,001-1,000,000		1	1					2	
>1,000,000	1			1				2	
5. Governance									
a) Board of Directors	0	1	1		1	1	1	5	
b) Board of Trustees	1	0		1			1	3	
c) Management Com	1	1	1	1			0	4	
5b. Meet 4x/yr or > yes 1 no 0	1	1	1	1	1	1	1	7	
5c. Involved in									
i) financial oversight	1	1		1		1	1	5	
ii) policy development	1	1	1	1	1	1	1	7	
iii) program implementation	0	0				0	0	0	

Q3

6. Legal Status	1	2	3	4	5	6	7	Total	Average
Registered NGO	1	1	1	1	0	1	1	6	
Fundraising # Section 18 (Trust)	1	0		1		1		3	
Fundraising # Section 21 (Charity)	0	1	1				1	3	
7. App. FY 96/97 Budget	R3 m	R1,7	R2,2		R1,2m		?		
SAALPN as %	,8	1	,7	,7	2	1,5	2	1.2	
# of donors	30	>1?	19	29	6	15	16		
8. Primary Activities									
Inservice Training	1	1	1	1	1	1	1	7	
Community Outreach	1	1		1	1	1		5	
Parent Education	0	1		0		1	1	3	
Equipping EduCare Centers	1		1	1	1	0	1	4	
Provision of Centers	1			0		0	1	2	
Advocacy	1	1	1	1		0		4	
Research	0			1		0		1	

nd

B. Organizational Capacities	<i>1</i>	<i>2</i>	<i>3</i>	<i>4</i>	<i>5</i>	<i>6</i>	<i>7</i>	<i>Total</i>	<i>Average</i>
9. Planning Capacity									
Mission Statement in Use	1	1	1	1	1	1	1	7	
Strategic Plan in Development	1	1	1	1	0	1	1	6	
Strategic Plan in Use	1	1	1	1	0	1	1	6	
SAALPN Implementation Plan in Use	0	?	1	1	1	1	1	5	
SAALPN Proposal Sound	1	1	1	1	1	1	1	7	
Baseline Survey Sound Scale 5 - 1	4	2	4	4	4	4	2	24	3.5
Able to Articulate Use Clearly scale	0	1	4	4	na	4	3	16	2.7
Intends to Measure SAALPN Project Impact	0	1	1	1	1	1	1	6	

	1	2	3	4	5	6	7	Total	Average
10. Financial Reporting Capacity									
Reports Sound	1	1	0	1	0	na	na		
Reports Timely	1	1	0	1	0	na	na		
11. Narrative Reporting Capacity									
Reports Sound	1	1	1	1	1	1	1		
Reports Timely	1	1	1	1	1	1	1		
C. PROJECT IMPLEMENTATION									
12. Current Project Status									
Implementation on Track	1	1	0	1	0	0	1	4	
Expenditures on Track	1	1	1	1	0	1	1	6	
Perceived Change in Technical Design/Priorities as a Result of SAALPN	1	1	0	0	0	1	1	4	

<i>Interested in Extension of Project</i>	<i>1</i>	<i>2</i>	<i>3</i>	<i>4</i>	<i>5</i>	<i>6</i>	<i>7</i>	<i>Total</i>	<i>Average</i>
funded	1 but	1	1	1 but	1	1	1	7	
same activities	1 but	1	1	0	1	1	1	6	
increase scale	0	1	1	0	0	1	1	4	
new interventions	1 but	1	0	0	0	0	0	2	
D. INPUTS									
13. Projects Previously/Current-ly Financed by USAID	1	1	1	1	1	1	1	7	
14. Number of Times Pariticipated in USAID Organizational Training/Planning Workshops	10	6	2	6	5	5	0	34	4.8
15. Affected by High Turnover	0	0	0	0	0	0	?		
16. Number of SAALPN Workshops Attended	4	6	6	5	5	5	6	37	5.3
17. Number of SAALPN Participant Involvements to Date	3	3	3	3	4	2	5	23	3.3

<i>Institution</i>	1	2	3	4	5	6	7	Total	Average
18. Use of SAALPN funds									
curriculum develop.	1	0	1	0	1	1	0	4	
materials develop.	1	1	1	1	1	1	0	6	
workshop costs	1	1	1	1	1	0	1	6	
salaries	1	1	1	1	1	1	0	6	
helminths	0	1	1	0	1	0	1	4	
networking	1	1	1	0	1	1	0	5	
other	0	0	0	0	0	1	0	1	
19. Networking									
involvement	1	nd	1	1	1	1	1	6	
collaboration increased	1	nd	1	0	1	1	1	5	
network will continue	1	nd	1	1	1 but	1	1	6	

1/12/96
MM

Annex 8

SAALN Progress Report Submission and Format

1. The purpose of the progress report is to keep the project manager and SAALN member agencies up-to-date on project progress and to provide a formal and regular line of communication between the grantee and the project manager. The progress report can also be used to alert the project manager of any particular needs of the grantee, as well as problems encountered and solutions tried. Writing the progress report should also provide the grantee the opportunity to reflect on the direction and progress of the project and to compare expected outcomes with reality.
2. Written progress reports will be submitted by each SAALN member agency at the same time as the financial report. That is, every three months beginning with the period ending on March 31, 1996.
3. One copy of the Progress Report will be sent by the grantee to the Project Manager, Bonnie Kittle, along with the financial report. A second copy of the project report will be sent by the grantee to the in-country SAALN coordinator, Jacqueline Klem. Jacqueline will make copies of the reports and distribute them to SAALN member agencies as a way of keeping members up-to-date on project implementation.
4. The following format will be followed in writing the progress report.
 - a. Name of Organization
 - b. Report Prepared by:
 - c. Dates of the Reporting Period
 - d. List the activities/accomplishments that were scheduled to take place during this reporting period.
 - e. Which of these took place as planned, which did not? For those that did not, please provide an explanation and alternative plan of action.
 - f. Were there any unexpected occurrences during the period? Please explain and describe the impact (potential or actual) on the project.
 - g. Describe any collaboration/contact with agencies/people outside of your own with regards to this project (for example, technical assistance received, work with nurses, school feeding services, contact with other SAALN members, Dept. of Health etc.) and include the dates and an assessment of that contact (i.e. very useful because, not helpful because, we learned, we decided to)

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h. Describe the monitoring and evaluation activities which took place during this period (including supervision of personnel, collecting data, etc.).

i. List and place a value on any contributions your agency or any other agency made toward the project during this reporting period. This includes monetary and in-kind contribution such as time, materials, equipment, medicines etc. These should be things that are not funded by the project.

j. Add other information/requests here that you want to convey to the Project Manager.

Annex 9

Financial Management and Reporting Guidelines for SAALN Grantees

The following are guidelines regarding the management of funds provided to SAALN grantees under the REX project. Questions regarding financial management and reporting procedures that are not answered in these guidelines, should be submitted to Bonnie Kittle, the project manager, by fax: 770- 579-5651 or phone 770-579-5630.

1. SAALN project funds will be kept in a non-interest bearing bank account separate from other funds.
2. Financial Reports will be submitted by the grantee every three months (March 31, 1996, June 30, 1996, Sept. 30, 1996 etc.) directly to the project manager (Bonnie Kittle). The financial report will be approved and signed by the SAALN grantee representative.
3. Financial Reports will be sent by express mail to Bonnie Kittle, 2042 Lance Ct., Marietta, Ga. 30062, USA no later than the 15th day of the following month (ex. April 15, July 15 etc.)
4. The grantee will make and keep a copy of the financial report and keep the original receipts on file.
5. The grantee will follow the financial reporting format proscribed here.
6. Project funds will be used only for those items approved in the grant agreement budget. Amendments to the agreement that would permit use of project funds for project-related expenses not identified in the original agreement must be requested and made prior to making the expense. All requests for amendments to the agreement will be submitted to the project manager in writing.
7. Reported expenses that are not included in the terms of the grant agreement will be disallowed and subtracted from the subsequent advance or returned to EDC at the end of the project.
8. All financial reports will include the following: The SAALN Project Expense Report and Bank Reconciliation Form; the monthly bank statements; deposit slips; and copies of all receipts.
9. When funds are drawn down to within one month's expenses, the grantee will request a subsequent advance of funds by submitting the request to the project manager in writing. Subsequent advances will be wired to the grantee's project bank account by EDC.
10. Project expenses can be incurred up until September 30, 1997. Funds not spent by this time will be returned to EDC. Funds not spent in accordance with the grant agreement will also be returned. The final financial report will be submitted no later than November 1, 1997.

SAALN PROJECT EXPENSE REPORT

1. NAME OF AGENCY: _____

2. NAME of FINANCIAL REPORTER: _____
(person preparing this report)

3. REPORTING PERIOD: _____

4. BANK BALANCE (Beginning of the Reporting period) : R _____

5. CASH ON HAND (beginning of the reporting period) R _____

6. TRANSFERS RECEIVED FROM EDC (during reporting period): R _____
 (1 R = \$ ____)

7. TOTAL FUNDS AVAILABLE DURING THE PERIOD (bank&Cash) R _____

8. PROJECT BUDGET LINE ITEMS: Allocations, Expenditures and Balance (in Rands)

<u>ITEM</u>	<u>BUD. ALLOC.</u>	<u>EXPEND.</u> (report.period)	<u>ACCUM. EXPEND</u>	<u>BALANCE</u>
a.	_____	_____	_____	_____
b.	_____	_____	_____	_____
c.	_____	_____	_____	_____
d.	_____	_____	_____	_____
e.	_____	_____	_____	_____
f. TOTALS	_____	_____	_____	_____

9. FUNDS AVAILABLE at the end of the rep. period:
 as represented by CASH: R _____
 BANK BALANCE R _____ = R _____

10. SIGNATURE of SAALN SubGrantee Grants Officer: _____

BANK RECONCILIATION FORM

Name of Agency: _____

1. BALANCE AS OF LAST STATEMENT; R _____(a)

2. OUTSTANDING CHECKS AND MISCELLANEOUS CHARGES:

Sub- total R _____(b)

3. DEPOSITS NOT REPORTED ON BANK STATEMENT

R _____(c)

4. ACTUAL BALANCE AT THE END OF THE PERIOD

(a-b+c =d)

R _____(d)

Instructions:

1. Write in the bank balance as it is stated on the last bank statement received.
2. On the line provided, write in the amounts of each check that has not been cleared by the bank. i.e. checks that were written but do not appear on the bank statement. Add these amounts and write the total on the line provided.
3. On the lines provided write in the amounts of any deposits that do not appear in the bank statement. These are not transfers from EDC but rather unexpended project funds that are not needed in cash and are redeposited. Put the total of these deposits on the line (c) provided.
4. On this line put the calculation of line "a" minus line "b" added to line "c". This is your actual balance at the end of the period and this amount goes on line 9 of the Expense Report.

Guidelines for Completing the Expense Report

1. Print the name of the agency in this space.
2. Print the name of the person completing the financial report.
3. Write in the months and year of that the reporting period covers. For example, the first reporting period will be January 1996 - March 1996. Each reporting period will run from the first day of the month (January 1, 1996) to the last day of the month (March 31, 1996).
4. Write the amount in Rands contained in the project bank account as of the last day of the previous quarter as indicated on the bank statement. Attach the bank statement to substantiate this.
5. In this space indicate the amount of cash on hand from project funds at the beginning of the reporting period.
6. Write the amount of funds (in Rands) received from EDC as transfers to the project account. Also indicate the exchange rate received on the day funds were received. Be sure to attach the deposit slip/notification slip to the financial report.
7. In this space indicate the total funds available to the project during the period. This includes bank funds held over from the pervious period (4), cash on hand (5) and any transfers from EDC (6) made during the period..
8. In the space provided under Line Items, write the names of the line items contained in your budget as they appear in your grant agreement. Next to that indicate the amounts allocated for each line item. These two columns should not change throughout the life of you project unless you request an amendment to the budget. To the right of the allocation column fill in the total amounts spent during the reporting period on each line item. This can be calculated by adding up all of the receipts that pertain to that line item. In the Accumulated Expenditures Column add the expenditures for this reporting period to the accumulated expenditures for each line item of the last reporting period's expense report. To calculate figures for the the Balance column subtract the accumulated expenditures from the amount budget allocation. Write this figure in the spaces to provided under Balance. In the row called TOTALS, add up each of the columns and write the results on this line. The Balance is what you have left to spend on the project.
9. To calculate the funds available at the end of the reporting period first complete the Bank Reconciliation Form. Then add the Cash on hand at the end of the period to the bank balance (d from the Bank Reconciliation Form). Write this amount on the space provided.
10. Once the report is completed, the representative of the agency should sign in the space provided.
11. To this Expense Report attach copies of the receipts of expenditures incurred during this reporting period. Receipts should be stapled to a standard size sheet of paper such that the date, the expense, the amount and the signature are clearly visible. Name of recipients should be printed clearly and then signed. Each receipt should be numbered with the letter of the line item to which it refers and in consecutive order (for example, a1,a2,a3, b1.,b2, etc.).
12. Monthly bank statements and deposit slips should also be attached to the financial report along with the Bank Reconciliation Form.

Annex 10

Headquarters Appraisal Report/MG Assessment January 21-23, 1997

Rating A = Always, U = Usually, S = Sometimes, I = Infrequently

REX: Progress Indicators Related to Management Objectives				
	<i>Progress Indicator</i>	<i>Means of Verification</i>	<i>Observations</i>	<i>R</i>
<p>Objective 1: Manage and coordinate the Rex program's financial resources and its field-based activities.</p> <p>Question: How well does REX headquarters perform its coordination and managerial functions?</p>				
1.	Program systems are in-place and functional.	Program monitoring tools and resulting data.	Project implementation would be strengthened by use of implementation plans.	S
2.	Regular communication occurs between project and headquarters staff on issues relevant to the sound management of both projects and program.	Program correspondence records.	Communication on administrative issues occurs routinely. Dual channel exists for information flow on Bolivia project.	U
3.	REX senior staff meet regularly to develop program-wide strategy and discuss common concerns.	Minutes and agendas of REX program meetings.	Retreats occur on a programmed basis. Program-wide strategic issues are not always the primary focus.	U

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REX: Progress Indicators Related to Management Objectives				
	<i>Progress Indicator</i>	<i>Means of Verification</i>	<i>Observations</i>	<i>R</i>
4.	REX headquarters staff maintain regular contact with the USAID program officer.	USAID correspondence file.	Communication occurs on average 2x/mo. USAID appropriately advised of changes in project scope, etc.	U
5.	The REX headquarters staff apprise project staff of, and strive to adhere to, all Matching Grant program obligations as stipulated by the Cooperative Agreement and relevant Standard Provisions.	Memorandum to program staff.	Staff well-informed about most standard provisions, including match. Project involves little procurement and related provisions.	U
6.	Actual project activities correspond to proposed activities, or actual project activities reflect adaptation of original design to better local circumstances.	Comparison of field visits with documentation and reports.	Program has experienced several evolutions in design. Related objectives and indicators need to be updated throughout documentation.	S

REX: Progress Indicators Related to Management Objectives

	<i>Progress Indicator</i>	<i>Means of Verification</i>	<i>Observations</i>	<i>R</i>
7.	Project activities are implemented in a cost-effective manner.	Cost analysis of 3 specific activities.	Field operations demonstrate extremely high leveraging of local resources, particularly within Bolivia. Support structures may not always be configured to maximum efficiency.	A-
8.	Program financial records are current, accurate and accessible.	Program financial reports.	Financial records are very well-organized, appear accurate and timely.	U+
9.	Relevant paperwork pertaining to equipment procurement, expense reporting, performance evaluation and contracting is handled in a timely manner.	Procurement, performance evaluation and contracting records.	All relevant records are available.	A
10.	EDC financial and program reporting requirements are fulfilled in a timely and sufficient manner.	Program and financial reports.	EDC abides by general provisions of the grant.	U

REX: Progress Indicators Related to Management Objectives

	<i>Progress Indicator</i>	<i>Means of Verification</i>	<i>Observations</i>	<i>R</i>
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Objective # 2: Build EDC's capacity to design, implement, disseminate and evaluate field-based projects derived from the ALC model.

Questions:

1. What has EDC done so far to strengthen its own organizational capacity?
2. In what ways have capacity-building efforts affected REX's programming, monitoring and development activities?
3. To what extent have capacity building efforts resulted in EDC's increased ability to develop and implement ALC projects?

1.	Evidence exists that the beneficiaries targeted by REX have access to, and can demonstrate, benefits derived from REX activities.	Project monitoring and evaluation data.	Dependent upon the definition of beneficiaries. Certainly true on an institutional, caregiver or educator level; not yet clear on direct beneficiary level.	U
2.	REX projects described in the program proposal are currently functioning according to their initial design, or projects have been redesigned to reflect appropriate local or programmatic concerns as revealed by the monitoring and evaluation activities or other oversight functions.	Project design or redesign documents.	Some project redesign efforts have been undertaken and correctly reported, such as in Bolivia. This area needs attention.	S

REX: Progress Indicators Related to Management Objectives				
	<i>Progress Indicator</i>	<i>Means of Verification</i>	<i>Observations</i>	<i>R</i>
3.	New REX initiatives have been/are being designed and have been/will imminently be initiated in the USAID-approved countries.	Project proposals or contracts with collaborating partners for new initiatives.	Spinoff programs now underway in Nepal and Ecuador that utilize Bolivia/IRI experience. Pojects need to be formally appended.	U
4.	M & E plans for project-specific activities are in-place and functioning.	M & E systems.	AJARI/Bolivia uses thorough 2-cycle validation process to test content of radio modules; specific impact on child yet to be conclusively demonstrated. Baseline survey completed in South Africa - prognosis for valid impact study is limited.	S+
5.	REX staff continuously seek out, and participate in, initiatives which can assist them in building EDC's capacity as an ALC-implementing organization.	Agendas, minutes, reports and other relevant materials gathered from initiatives which could build EDC's capacity as an ALC implementing organization.	Extensive efforts made to build linkages between EDC and other prominent implementors and policy-makers in ECD sector.	A

REX: Progress Indicators Related to Management Objectives				
	<i>Progress Indicator</i>	<i>Means of Verification</i>	<i>Observations</i>	<i>R</i>
6.	Local NGOs and government agencies are apprised of, collaborating in, and benefitting from REX activities.	Requests from international development practitioners for ALC information.	Bolivia provides an outstanding example of tripartite coordination, as do Nepal and Ecuador in their early stages. Local government does not appear to be extensively involved in the S. Africa program. Spin-offs in Ecuador and Nepal are designed to include local government.	U+
7.	Evidence exists of the ALC model's broad dissemination and growing acceptance in the field of international development.	Documents signaling the incorporation of the ALC model into international development organization policies and programs.	Key area of project strength involves access to variety of development practitioners in U.S. and in field contexts, advocacy and dissemination.	A

Annex 11

PVO/NGO Capability Worksheet - Matrix A: <u>Technical Capacity</u> (Matrix created 11/94 by AID/PVC; applied to REX in February, 1997)				
<i>Technical Positions</i>	Too few people are filling too broad a range of technical skills.	Specialists are brought on (or contracted) for key skill areas. Some gaps remain. ✓	All core skill areas are covered with staff.	All skill areas are covered and capacity exists to contract out for needed skills.
<i>Capability for Knowledge Transfer</i>	Staff not fully capable of providing skills required of their positions. S. Africa ✓	Staff possess the needed technical skills for their positions.	Staff fully capable of identifying appropriate technical interventions and adapting to local conditions. Bolivia ✓	Staff recognized for excellence outside organization. Papers and speeches solicited from staff. HQ ✓
<i>Staff Development</i>	No conscious human resource development strategy or practice.	General direction is provided for staff development. ✓	Staff development needs assessment and plan or system for technicians' skill enhancement.	Professional development is considered part of job performance.
	Little or no recognition of employee performance.	Performance recognized informally, but no formal mechanism exists. ✓+	Formal performance appraisal system established. Skills development not included in performance appraisal.	Employees participate in objective setting and know what is expected of them. Skills development is included in performance appraisal.
<i>Organizational Diversity</i>	Organization has little consciousness of importance of, or interest in, diversity.	Consciousness and interest increased.	Active recruitment of women and minorities for board and staff. ✓	Composition of staff and board adequately represents women and minorities.
COMMENTS:				

Increasing PVO/NGO Capability Worksheet - Matrix B: Planning Systems

<i>Vision or Mission Statement</i>	No vision or mission statement.	Vision or mission statement exists but is unclear. (as pertains to grant...) ✓	Vision or mission statement is clear and generally consistent with portfolio. However, staff are not uniformly capable of articulating it and outsiders may not identify it with the organization.	Clear vision or mission statement. It can be articulated by board and staff and is consistent with the portfolio. Outsiders identify same mission with organization.
<i>Strategic Plan</i>	No strategic plan exists. Planning is predominantly ad hoc and incremental.	Planning is more forward-oriented. Planning is structured around mission statement. ✓-	Mid/long-term strategic plan is developed formally. Plans are results of cooperative Board/Staff effort. Beneficiaries participate in planning.	Data are tracked and analyzed to track progress against plan. Strategic plan is specific enough to permit accurate budgeting but flexible enough to be modified as warranted.
<i>Strategic Plan Linked to Management System. (Not Applicable)</i>	Strategic plan does not relate specific resources needed to accomplish objectives. <i>There is no strategic plan per se.</i>	Annual plans are developed and reviewed during course of year.	Wide participation planning among staff.	Data are used to track progress against plan. Mechanisms are built in for modifying plans.
<i>Project Selection</i>	Project selection is ad hoc and responsive to opportunities.	Projects are selected within the scope of the vision statement. ✓	Current project portfolio somewhat reflects strategic/annual planning process.	Current project portfolio fully reflects the strategic/annual planning process.
COMMENTS				

PVO/NGO Capability Worksheet – Matrix C: Management Systems

<i>Monitoring and Evaluation</i>	No formal evaluation or performance monitoring systems exist.	Occasional evaluations are undertaken, usually at the request of donor, and implemented by outsiders. South Africa ✓ Headquarters ✓	Evaluations are initiated by staff; staff increasingly involved in their execution; some management decisions are taken based on data; ongoing M&E system is in place. M&E still isolated from management function. Bolivia ✓ <i>(Nepal, Ecuador, Honduras in early stages point towards this).</i>	Monitoring and Evaluation data are integrated into decision-making.
	Ne feedback from beneficiaries/ clients.	Informal channels for beneficiary client feedback. South Africa ✓ Headquarters ✓	Formal mechanisms exist for beneficiary feedback. Ecuador ✓ Nepal ✓	Continuous feedback and input from beneficiaries/ clients. Bolivia ✓
<i>Financial Management</i>	Financial reports are incomplete and difficult to understand. Organization often needs to be prodded to produce them.	Financial reports are clear but still incomplete. Usually timely.	Financial reports are clear and complete, even as portfolio becomes more complex. ✓	Reports and data system can quickly provide a sense of financial health. Reports are always timely and trusted.
	Budgets are not used as management tools. Project funds are not separated.	Budgets are developed for project activities, but they are often over- or under-spent by more than 20%. Budget needs formal revision. ✓	Budgets are integral part of project management and are adjusted as project implementation warrants. Standard procedure is to avoid cross-project financing.	Financial systems are sound; budget procedures are established, audits are performed and adequate controls exist.

PVO/NGO Capability Worksheet – Matrix C: Management Systems				
<i>Managerial Systems</i>	Administrative systems (e.g. communications, operational backstopping insufficient to support program objectives.	Administrative systems capable of supporting program objectives but with communications problems. ✓	Administrative systems operate smoothly and efficiently (with only the usual problems of supporting overseas development programs.)	Administrative systems operate smoothly and efficiently and are capable of responding to changes in needs and the environment.
	Staff size and staff composition (nontechnical) insufficient to support program objectives.	Data gathering analysis forms the basis for project staff selection. ✓ Staff size and composition is currently inadequate to support 5 country projects and Central Activities.	Staff size and composition appropriate to support international programs.	Staff size and composition appropriate and with sufficient depth to meet changing circumstances.
	Staff roles and responsibilities unclear and changeable.	Staff roles better understood but still fragmented. ✓	Staff understand role in organization more clearly and how to participate in management.	Staff increasingly able to shape the way in which they participate in management.
	Poor intra-staff communications.	Modest amounts of staff communications. (inter-project) ✓	Communications are open and inter-hierarchical. (Intra-project - Headquarters and Bolivia projects) ✓	Organization periodically reviews communication flow to ensure free flow of information.
<i>Implementation Plan</i>	Decision-making is predominantly ad hoc and responsive to circumstances.	Planning systems being developed include detailed implementation planning. ✓ (in some projects)	Detailed implementation plan process leads to achievement of program objectives.	DIP process leads to achievement if program objectives with data feedback and decisions made reflecting.

Annex 12: Document Review, Rex Midterm Evaluation

1. General

Education Development Center. *Application for a Matching Grant: Reaching the Educationally Excluded*. Newton, Massachusetts: EDC, January 14, 1994.

Education Development Center. *Reaching the Educationally Excluded: First Annual Report*. Newton, Massachusetts: EDC, September, 1995.

Education Development Center. *Reaching the Educationally Excluded: Second Annual Report*. Newton, Massachusetts: EDC, September, 1996.

Education Development Center. *Reaching the Educationally Excluded: Midterm Evaluation Scope of Work*. Newton, Massachusetts: EDC, 1996.

Levinger, Beryl. *Nutrition, Health and Education for All*. Newton, Massachusetts, New York and Washington: EDC/UNDP/USAID, 1994.

Levinger, Beryl. *Critical Transitions: Human Capacity Development Across the Lifespan*. Newton, Massachusetts, New York and Washington: EDC/UNDP/USAID, 1996.

Young, Mary Eming. *Early Childhood Development: Investing in the Future*. Washington, D.C.: World Bank, 1996.

Young, Mary Eming. *Investing in Young Children*. Washington, D.C.: World Bank, 1995.

2. Bolivia

AJARI. Inter-Institutional Correspondence, 1995-1996.

Crespo, Cecilia. Final Report for ABEL II. La Paz: 1996.

Crespo, Cecilia, and Bosch, Andrea. *Plan Maestro de los Programas de Desarrollo Infantil: Jugando en el PIDI*. La Paz: PER and Learntech, July, 1994.

Evans, Judith L. *Jugando en el PIDI: An Evaluation of a Program in Progress*. Washington: Consultative Group on Early Childhood Education and Development, June, 1994.

Education Development Center. *Canciones Ajari Aymara*. Audio Cassette. La Paz: EDC, 1995.

EDC/USAID. *Aprendemos Jugando*. Audio Cassette. La Paz: EDC/AID, 1995.

LearnTech Case Study # 4: *Jugando en el PIDI: Active Learning, Early Child Development and Interactive Radio Instruction*. Bosch, Andrea and Crespo, Cecilia. Newton, Massachusetts: LearnTech, January, 1995.

Ministerio de Desarrollo Humano - ONAMFA. *Proyecto Integral de Desarrollo Infantil (PIDI)*. La Paz: 1994.

Ortiz P., Nelson: *Encuesta de Evaluación de Impacto: I Curso de Capacitación Sobre La Escala Abreviada de Desarrollo Infantil 0-8 Años (adapted version)*. La Paz: PIDI, March 13-15, 1995.

Suxo, Tania. *Evaluación a los Audio Programas "Aprendamos Jugando."* La Paz: August, 1996.

Suxo, Tania and Mollinedo, Fernando. *Informe Técnico de Consultoría: Evaluación al Programa de Radio Interactiva en Versión Aymara*. La Paz: April, 1996. UDAPSO-INE-UPP. *Mapa de Pobreza: Una guía para la acción social*, 2nd edition. La Paz: 1993.

UDAPSO-INE-UPP. *Mapa de Pobreza: Una guía para la acción social*. 2da. Edición. La Paz: 1994.

UNICEF/PROANDES. "*Pukllakuna Yachaqakuna*." Audio Cassette in Aymara. La Paz: UNICEF, 1996.

3. South Africa

Education Development Center. *Four Subproposals for Funding (Abstracts)*: 1) Association for Training and Resources in Early Education (TREE); 2) Community and Child Development Center (CCDC); 3) Early Learning Resource Center (ELRC); 4) Independent Training and Education Center (ITEC). Atlanta: EDC, January 1996.

Education Development Center. *Status Report on the Progress of Seven SAALN Member Agencies*. Atlanta: EDC, September, 1996.

Annex 13

Reaching the Educationally Excluded (REX) Matching Grant Program Midterm Evaluation Scope of Work

I. Program Background

A. REX Program Goal and Strategy

Through its REX (Reaching the Educationally Excluded) Matching Grant Program, EDC strives to improve the capacity of traditionally marginalized populations to participate actively in raising healthy families, accessing quality education, gaining a sustainable livelihood and building strong communities. In particular, REX activities focus on improving the ability of disadvantaged children to participate actively in both formal and informal learning environments. REX is funded through a Cooperative Agreement from the Office of Private and Voluntary Cooperation at the US Agency for International Development.

REX activities are based on the *Active Learning Capacity (ALC)* model. ALC can be defined as *a child's ability to interact with, and take optimal advantage of, the resources offered by any formal or informal learning environment*. The model combines attention to traditional education inputs (school plant, curricula, teachers) with attention to child-based factors such as health, nutritional and psychosocial status. By focusing on a child's psychosocial, health, and nutrition variables *as well as* the nature of a child's classroom experience, the ALC model is highly integrative.

B. REX Program Objectives, Target Population and Inputs/Outputs

REX was designed to meet two distinct yet complementary purposes: (1) to help children in targeted countries gain access to sustainable, cost-effective educational programs that directly contribute to their enrollment in and completion of primary school; and, (2) to strengthen the capacity of selected developing country institutions to design and deliver services to children that measurably contribute to more equitable rates of enrollment in and completion of basic education.

In each country where REX operates, project activities aim at improving the learning capacity of young children from traditionally bypassed populations. These children thus represent REX's primary, though at times indirect target. In addition, parents as well as designers, administrators and implementors of quality early childhood programs are crucial in assuring young children's successful learning accomplishments and therefore constitute secondary, though direct program targets.

REX inputs include:

- technical assistance in the areas of need assessment, project design, project reporting and administration, and project monitoring/evaluation
- aid in designing and conducting staff development and training programs that provide participants with the skills needed to apply the ALC model, or components thereof
- materials for caregivers which introduce classroom practices designed to maximize children's ALC
- technical assistance in designing and producing ALC training and classroom materials
- assistance in developing communications strategies that create linkages among school, home, and community, as well as among service delivery agencies (governmental and nongovernmental) at the local, regional, national and international level

Expected outputs include:

- improved inter-sectoral collaboration around ALC issues on the part of ECD training and implementation agencies and other social service delivery organizations
- improved health, nutritional and/or active learning outcomes among children involved in ALC-based interventions
- improved institutional capability with regard to the design and implementation of ALC-based interventions
- early childhood program designers, administrators and implementors who understand and incorporate ALC principles into their daily work
- ECD training and classroom materials which are derived from the ALC model
- additional projects based on the ALC model

From 1994-1996, project-focused activities have taken place in South Africa and Bolivia. All REX activities focus on the whole child and thus emphasize integrated programming. In addition, because the ALC model is highly flexible and allows different programming entry points, individual country projects are able to emphasize different aspects of the ALC equation and concentrate on a subset of the above series of inputs and outputs. Because South Africa already possesses a relatively strong Early Childhood Development sector, REX/South Africa counterparts chose to focus on integrating a health and nutrition element into their existing active learning programming. Because Bolivia is currently in the process of building national consensus around the need for, and practice of, Early Childhood Development programming, REX/Bolivia counterparts chose to emphasize the psychosocial aspects of the ALC model.

In addition to REX's project-focused work, broader programmatic activities have

originated with EDC headquarters in Newton, MA. At Headquarters, REX staff is engaged in managing existing country-specific projects, developing new ALC projects; disseminating the ALC model to national and international NGOs, donors and developing country governments; and developing ALC-based training and research.

C. Objective of the REX Midterm Evaluation

In September 1996, REX will complete the second year of its three year program. The REX Cooperative Agreement with USAID calls for a midterm evaluation of REX activities. The evaluation is to be completed by a team composed of external evaluators, USAID personnel, and EDC personnel, and is scheduled to take place in September, 1996.

Because country-specific activities (and thus areas of evaluators' expertise) vary significantly between South Africa and Bolivia, EDC suggests that a different external evaluator be commissioned for each country. Thus, this document includes separate descriptions of the REX/South Africa and REX/Bolivia projects, as well as separate statements of work for each country evaluation.

Although the ultimate measure of REX's success will be reflected in the long-term gains made by targeted children and their families, a more appropriate measure of the program's short- and medium-term success will be REX's progress in building the institutional capacity of its LDC counterparts. Thus, the overall goal for the REX midterm evaluation is to:

Assess REX's effectiveness in strengthening the capacity of selected LDC institutions and personnel to incorporate Active Learning principles and the Active Learning Capacity model into ongoing activities.

Because the capacity building function of the REX program is addressed differently by each country program, this goal will be operationalized into project-specific objectives, cited in the following scopes of work.

II. REX/South Africa Scope of Work

A. Project Background

Note: Current REX/South Africa activities differ from those suggested in the original proposal. This is true because, shortly after the proposal's acceptance by USAID/Washington, EDC and USAID/South Africa jointly agreed that the proposed activities would be more appropriately funded under EDC's USAID-sponsored LearnTech project in South Africa. As a result, REX/South Africa activities were redesigned to focus on the training, project design and implementation aspects of the

ALC model, instead of disseminating the model via IRI and distance learning techniques.

South Africa is in a time of great transition. Even before the national elections in April 1994, committed social service providers from the private, public and nonprofit sectors worked assiduously to facilitate the country's transition to democracy. Of particular concern to many were the millions of young disadvantaged children who did not have access to early childhood care. In recent years, a number of non-governmental early child development (ECD) (called 'educare' in South Africa) teacher training organizations have sought to meet this urgent need.

South Africa's educare teacher training organizations offer a valuable service to families in traditionally bypassed communities, both by facilitating the creation of community educare centers and by assisting interested women to become knowledgeable educare teachers and community leaders. However, while South African educare training centers offer teacher training in early childhood education, this training has not traditionally included lessons on the health, nutritional and psychosocial variables which affect children's ability to learn. Such training gaps are due to both to the fact that training centers often operate in remote areas and lack access to cross-sectoral expertise and assistance and to the fact that calls for an integrated approach to early childhood care have only recently begun to gain popularity.

B. Project Description

Under the REX/South Africa project, educare agencies, primarily from the Province of Eastern Cape, were invited to form a union called the *South African Active Learning Project Network (SAALPN)*. REX/South Africa's sponsorship of the network includes both funding and technical assistance so that SAALPN member agencies can gain experience in multi-sectoral collaboration, and in applying the ALC model to their particular situations.

The REX/South Africa-sponsored SAALPN is composed of six educare agencies and one which deals with the elementary school level. Membership includes ITEC, ELRU, TREE, Khokela, Khululeka, CCDC and Masikhule. Its shared objective focuses on strengthening educational opportunities for children through innovative programs that address nutrition, health, psychosocial and learning needs appropriately.

REX/South Africa Project Goal: Increase the educational achievements of South African children.

Objectives:

Strengthen the capacity of SAALPN member agencies in project design, development, management and evaluation.

Assist SAALPN member agencies in their integration of ALC concepts and

activities into their overall programs.

The above objectives will be achieved, over a three year period, by a series of capacity building workshops, onsite consultations, a subgrant award program, and information-sharing meetings for members and the broader community. Activities undertaken between 10.94 and 8.96 are detailed below.

1. Capacity Building Workshops

- Introduction to Active Learning Capacity: This participatory workshop, held for three days in March 1995, focused on the relationships between nutrition, health, hunger, psychosocial support and learning. During the workshop, teams from each participating organization gained skills in strengthening their organization's capabilities to improve the Active Learning Capacity of the children they serve. At the same time, teams jointly developed a timeline in which to complete further project activities.
- Subgrant project administration: This workshop, held for two days in January 1996, introduced agencies to appropriate project and financial reporting guidelines, as well as to monitoring and evaluation indicators for the REX program, which agencies could use to monitor their progress.
- Baseline data collection: This workshop, held for four days in March 1996, acquainted participants with the concepts and issues involved in baseline data collection; instructed participants in interview and observation techniques; and, encouraged participants to refine baseline data collection instruments.
- Helminth control: This one day workshop, held in March, 1996, acquainted participants with the issues and requirements of administering a helminth control program, including a review of techniques for testing the degree of helminth infestation in a particular population; and, helminth treatment.
- Curriculum development: This workshop, held for three days in April, combined substantive lectures on the nature and epidemiology of helminths, malnutrition and micronutrient deficiencies with hands-on development of teacher training curriculum around these topics.

2. Delivery of on-site consultations and technical assistance by ALC experts.

- ALC Orientation consultations: REX/South Africa Project Director Bonnie Kittle made individual site visits to SAALPN member agencies to provide general orientation regarding the ALC model and ways to integrate the model into existing education programs. Consultations took place immediately

preceding the ALC workshop in March, 1995. Group presentations on ALC for TREE and ELRU staff members were made at this time

- Program design consultations: Follow-up site visits in May 1995 allowed participating agencies to consult an ALC specialist regarding the design of their subgrant projects. Discussions involved such topics as selection of appropriate ALC-based project objectives; definition of a subgrant project target population; the importance of interagency collaboration; and, the role of baseline data collection and monitoring activities in evaluating project success. Following the field visit, comprehensive notes were provided to each agency regarding ALC indicators and potential baseline data questions.
- Proposal and Financial Reporting consultations: In January 1996, REX/South Africa Project Director Bonnie Kittle visited each SAALPN agency to assist in finalizing subgrant proposals. As part of these consultations, Kittle met with the accountants in each agency and discussed the financial reporting procedures; met with several representatives in the Eastern Cape Department of Health to encourage and facilitate collaboration between the SAALPN member agencies and the DOH; and, met with several potential technical assistants to the project regarding the importance of ALC and REX's role in promoting the ALC model.

3. Sponsorship of a subgrant award program. The program makes grants available to members who have successfully developed a written proposal for expanding the ability of at-risk children to take advantage of basic education programs in their communities. Subgrant funds were obligated in February, 1996.

4. Opportunities to share findings from the implementation and evaluation of the subgrant projects. Through two 'impact conferences', scheduled for the second and third years of the subgrants, SAALPN members share data and lessons learned. The first impact conference is scheduled for August 1996, when agencies will convene to share the results of baseline data collection activities undertaken between April and July; fine-tune subgrant project activities to reflect baseline findings; and, develop network-wide strategies to address the common issues and findings revealed by baseline data. An end-of-project conference is envisaged to shared lessons learned with other interested parties.

C. REX/South Africa Midterm Evaluation Guidelines

As discussed in section I. C, the broad goal of the REX Midterm Evaluation is to *assess REX's effectiveness in strengthening the capacity of selected LDC institutions and personnel to incorporate Active Learning principles and the Active Learning Capacity model into ongoing activities.*

For the South Africa project, this goal has been operationalized into the following series of objectives, questions and progress indicators:

Objective #1: Strengthen the capacity of SAALPN member agencies in project design, development, management and evaluation tasks.

Midterm Evaluation Questions related to Objective 1:

1. What has EDC done so far to strengthen the capacity of SAALPN member agencies to design, implement and monitor/evaluate ALC programs?
2. In what ways have capacity building efforts affected agencies' programming, monitoring, and development activities? To what extent have capacity building efforts resulted in increased capacity among SAALPN members?
3. Have the means used to strengthen capacity been effective thus far?

REX/South Africa Progress Indicators for Objective 1:

1. Existence of sound ALC subgrant project design documents which include measurable objectives and progress indicators.
2. Existence of sound subgrant project monitoring and evaluation instruments and evidence that these are being/have been used effectively (e.g. existence of valid data collected by subgrant project personnel using approved instruments).
4. Existence of analyzed subgrant project baseline data and project adaptations that reflect an understanding of the survey results.
5. Existence of timely and accurate project monitoring documents (quarterly progress and financial reports).
6. Evidence of formal/informal interagency collaboration (between SAALPN members as well as with other collaborating agencies) with regard to the subgrant project.

Means of Verification of Objective 1 Indicators:

1. EDC documents, including: trip reports; correspondence between EDC and SAALPN members regarding proposal development; baseline data collection instruments; workshop descriptions and workshop handouts such as proposal, progress and financial report formats; SOWs of Coordinator and Consultants; REX Annual Report.
2. SAALPN documents, including: participant evaluation of workshops; subgrant

proposals and proposal summaries; baseline data reports; subgrant project progress and financial reports. discussion with consultants.

3. Interviews with: SAALPN member agencies; AID/SA personnel; REX/SA Project Director ; REX/South Africa consultants; collaborating partner representatives.

Objective #2: Support SAALPN member agencies in their integration of ALC concepts and activities into their overall programs.

Midterm Evaluation Questions related to Objective 2:

1. What has EDC done to help the SAALPN member agencies integrate ALC concepts and activities into their overall programs?
2. In what ways have agencies' activities changed as a result of their involvement in the REX program? To what extent have member agencies taken steps to integrate ALC concepts and activities into their overall programs as detailed by the indicators?
3. Were the means used to support the integration of ALC concepts and activities into the overall programs of the SAALPN members effective?

REX/South Africa Midterm Evaluation Progress Indicators for Objective 2:

1. ALC-based training plans for teacher trainers (in the case of ITEC, primary school teachers themselves); educare trainees (including educare workers, cooks and parents).
2. Evidence that trainers have been trained in ALC.
3. 30 percent of educare teacher trainers able to define ALC and articulate relevant ALC variables and able to describe the relevance of ALC to ECD.
4. ALC-based informational/training materials (in various stages of development) which could include: pamphlets, booklets, posters, props, presentations, workshop designs, radio show programs, etc.
5. ALC-based curriculum and materials (in development) for use in the preschool setting.
6. Evidence of, or plans for, ALC-based community outreach efforts, such as informational campaigns, meetings, workshops or presentations directed at parents, community members, community-based social service agencies, elected representatives.

7. Existence of long-term agency programming/fundraising/management strategies which recognize and build upon the importance and complementary nature of health, nutrition and psychosocial support in early education.
8. Subgrant project monitoring/evaluation tools which include ALC-based progress indicators.

Means of Verification of Objective 2 Indicators:

1. EDC documents, including: correspondence between EDC and SAALPN member agencies; SOW for Helminth Control and Curriculum Development consultants; baseline data report.
2. SAALPN documents, including: training plans for baseline data collection agents; baseline data report; ALC components of the teacher training curriculum; lesson plans for ALC topics; ALC-based teaching materials; subgrant project progress reports indicating contact with other SAALPN members and other agencies regarding ALC and the implementation of ALC-based interventions.
3. Interviews with: SAALPN agency representatives; baseline data collection agents; teacher trainees; teacher trainers; USAID/SA; and REX/SA project manager.

D. Midterm evaluation methodology/itinerary

Period: 12 days.

- International travel: two days.
- Initial document review and meeting with REX/South Africa director: one day
- Site visits: five days
- Synthesis, report writing: four days

Dates: To be determined

1. Prior to onsite evaluation, team members will receive the following documents:

- Nutrition, Health and Education for All* by Beryl Levinger (book which describes the ALC model and upon which the REX program is based)
- SAALPN subgrant project proposals and project summaries
- SAALPN Baseline Data Report
- 1995 REX Annual Report
- Consultation Trip reports
- Consultant Scopes of Work
- Correspondence between EDC and SAALPN members regarding project design,

baseline data collection, REX workshops, subgrant project administration, consultants, etc.

-Subgrant project and financial reports from each agency

2. Prior to onsite evaluation, evaluators will meet with REX/South Africa Project Director to discuss the REX/South Africa project and answer initial project-related questions.
3. Prior to onsite visits, evaluation team identifies SAALPN agencies and USAID/South Africa representatives with whom they wish to meet. Team discusses REX midterm evaluation SOW, issues and questions which arose as a result of document review, outstanding evaluation methodology issues (specific interview questions, specific agency documents to be reviewed, agency or other personnel to be interviewed), outline and delegation of tasks for evaluation report.
4. Team members divide, with each team member visiting two agencies, and with the team as a whole visiting the remaining agency.
5. Team completes evaluation document.

III. REX/Bolivia Scope of Work

A. Project Background

In 1992, the Bolivian Government initiated a an integrated early childhood development project (PIDI) that would provide support to young children and women through a series of integrated child development sites in the country's peri-urban areas (pidi centers). Centers were intended to fulfill the dual purpose of providing children and families with access to quality child care, and at the same time acting as an educational venue for both caregivers and parents as they gained new insights into the nature of early child development. Recognizing the limited literacy skills of parents and caregivers, PIDI implementors sought tools for the design of appropriate early child care that did not rely on reading skills. Recognizing as well that pidi centers were growing dramatically in number, and that many centers were not easily accessible for trainers, implementors sought mechanisms that could reach a large and often remote audience.

Through the USAID-funded LearnTech project, EDC distance learning experts assisted the Government of Bolivia in the design of of quality control tools through interactive radio instruction. The package included workshops, audio cassettes, and easy-to-read guidebooks which made active learning principles accessible to a large, remote audience and provided stimulating activities and information to children and adults through hands-on learning. Work in Bolivia under the LearnTech project officially terminated in 1994. EDC's work as part of the REX/Bolivia program is a follow-up and extension of work previously begun under LearnTech.

B. Project Description

REX/Bolivia Project Goal: Increase the educational achievements of Bolivian children.

Objectives:

1. Increase the use of active learning principles and knowledge of early childhood development by targeted early childhood caregivers.
2. Promote the integrated development of children aged 6 months to 6 years.
3. Stimulate awareness of, and support for, an integrated active learning approach to early childhood education on the part of government, local NGOs and the general public.

Activities:

REX/Bolivia (known as "AJARI" in Bolivia) activities center around the development of active learning and tools for early childhood programs and caregivers as well as for the children they serve. Such materials serve as the basis for a) increased parental, community and national awareness of the importance of early childhood education and appropriate early childhood care b) heightened interagency collaboration with regard to early childhood development programming and policy, and c) improved early childhood teacher training and early childhood development programming.

During the first six months of the REX/Bolivia program, the AJARI team (composed of a project manager, an ECD Specialist/Trainer, a Media Specialist, and an Artist/Designer) developed a Spanish language prototype set of active learning teaching and classroom materials. The set included audio tapes and a teacher guidebook. Originally, materials were designed for a particular cluster of government-sponsored ECD centers (pidis, discussed above). However, the materials, dubbed "Aprendemos Jugando" have since been adapted for use in a broad range of ECD settings. In June 1995, AJARI began working with UNICEF and Plan Internacional to translate and adapt existing materials into Aymara and Quechua, indigenous languages and cultures located in peri-urban and rural areas of Bolivia. Translation/adaptation of the materials continued through December 1995. For each version of the "Aprendamos Jugando" series, prototype materials were evaluated and adapted based on evaluation results.

In addition to its adaptation activities, the AJARI team also completed the design of ten radio programs aimed at parents and other caregivers. In anticipation of the airing of the "Aprendamos Jugando" series, the AJARI team developed informational posters, clanedars, comics, pamphlets and other promotional materials and presented the package to a range of local and national radio and newspaper producers. Beginning in April 1996, programs were broadcast in Aymara, Quechua and Spanish, and were complemented by

comics and publicity in local newspapers as well as by other promotional materials. A national launching was conducted with participation of almost 200 people.

To further promote and strengthen the use of active learning methodology in Bolivia, AJARI complements its materials development activities with a range of teacher training workshops and interagency program/policy development meetings. Using the active learning materials as a basis, such initiatives are designed to build the capacity of participants to integrate the principles of active learning into their daily activities, whether these be at the classroom or at the management level. Training activities included onsite workshops for early childhood teacher trainers and supervisors, as well as the production of a training video to accompany the "Aprendamos Jugando" package. Teacher training workshops took place throughout. Interinstitutional meetings were conducted to create a network of agencies involved in development and implementation of the IRI programs. They included participants from local, regional, national and international agencies representing a range of sectors, including health and nutrition; early, basic, alternative and tertiary education; environment; community development; local government; and, public broadcasting. Currently an agreement between partners, (including USAID, EDC, the Secretary of Nonformal Education, UNICEF and Plan International) is being drafted and the programs are being considered to be part of the national curriculum for early childhood development. Newsletters called the The Boletin were also distributed.

C. REX/Bolivia Midterm Evaluation Guidelines

As discussed in section I. C, the broad goal of the REX Midterm Evaluation is to *assess REX's effectiveness in strengthening the capacity of selected LDC institutions and personnel to incorporate Active Learning principles and the Active Learning Capacity model into ongoing activities.*

For the Bolivia project, this goal has been operationalized into the following series of objectives, questions and progress indicators.

Objective #1: Increase the use of active learning principles and knowledge of early childhood development by targeted early childhood caregivers.

Midterm Evaluation Questions related to Objective 1:

1. What has AJARI done to increase the knowledge and use of active learning principles by targeted early childhood caregivers?
2. In what ways have caregivers' activities changed as a result of their involvement in the REX program? To what extent have targeted caregivers taken steps to integrate ALC concepts and activities into their daily activities?

3. Were the means used to increase the knowledge and use of active learning principles effective?

Midterm Evaluation Progress Indicators for Objective 1:

1. A significant increase over baseline figures in targeted caregivers who are:

- able to describe the relevance of active learning in early childhood care
- regularly implementing hands-on activities that encourage active learning in the classroom, at home and in the community (as assessed by observation)

2. Existence of (completed or nearly completed) culturally and linguistically appropriate training materials which:

- define active learning and describe its purpose
- apply active learning principles, in a language and format accessible to caregivers, to the relevant domains of early childhood care and development
- provide caregivers with hands-on activities that encourage active learning in the classroom, at home and in the community
- encourage caregivers to create their own activities after participating in the programs

Examples of *appropriate learning materials* include:

- audio materials which convey active learning principles in participants' native language and in a culturally appropriate manner
- visual materials which convey active learning principles in a culturally appropriate manner
- in-service training opportunities which convey active learning principles in participants' native language, in a culturally appropriate manner

3. Evidence that progress is being made toward ensuring 100% access to such materials on the part of targeted caregivers.

Materials will be considered *accessible* when:

- targeted caregivers and families either possess relevant materials or are able to receive materials regularly through radio, newspaper and/or adequately publicized local training opportunities

Objective #2: Promote the integrated development of children aged 6 months to 6 years.

Midterm Evaluation Questions related to Objective 2:

1. What has AJARI done to promote the integrated development of children aged 6 months to 6 years?
2. In what ways and to what extent has children's development been impacted as a result of their involvement in the REX program?
3. Were the means used to promote children's integrated development effective?
4. Were the means used to measure improvements in children's development appropriate and valid?

Midterm Evaluation Progress Indicators for Objective 2:

1. A significant increase over baseline in targeted children's time on task, participation and verbal/nonverbal communication skills during programs (as determined by an assessment instrument designed by AJARI personnel)
2. A significant increase in targeted children's developmental level in cognitive and motor development (as measured by the Escala Abreviada de Desarrollo)

Objective #3: Stimulate awareness of, and support for, an integrated active learning approach to early childhood education on the part of government, local NGOs and the general public.

Midterm Evaluation Questions related to Objective 3:

1. What has AJARI done to stimulate awareness of, and support for, an integrated active learning approach to early childhood education on the part of government, local NGOs and the general public?
2. In what ways and to what extent have government, NGO and public behavior been impacted as a result of AJARI efforts?
3. Were the means used to stimulate awareness of, and support for, an integrated active learning approach to early childhood education on the part of government, local NGOs and the general public effective?
4. Were the means used to measure increases in awareness of, and support for active

learning both appropriate and valid?

Midterm Evaluation Progress Indicators for Objective 3:

1. Evidence of regular interagency coordination
2. Evidence of a diversity of channels that allow access to information concerning the relevance of early childhood education

Examples of a *diversity of channels* include:

- Newspaper articles
- Newsletters
- Radio programs
- Interagency meetings, seminars and workshops

3. A significant increase over baseline in awareness of the importance of ECD among a random sample of the *general* population (as determined by interviews with randomly selected members of the general public)

Means of verification of progress indicators for objectives 1-3:

- Document/material review:

- results of formative evaluation
- results of impact evaluation to date
- all materials produced (print and audio)
- timelines and tracking forms
- audience profiles and baseline data
- copies of the Bulletin and reports on meetings

- Field site visits which observe early childhood settings that use radio programs in Spanish, Aymara and Quechua and control group settings that do not (team will be accompanied by AJARI/EDC staff)
- Interviews with parents and educators who use the programs
- Interviews with representatives from partner institutions and projects, such as UNICEF, Plan Internacional, PIDI, CIDI, Secretary of Education, Fe y Alegria, Fundacion La Paz (a contact list will be provided)

D. Midterm evaluation methodology/itinerary

Evaluation Period: 10 days

- Travel: two days
- Site visits: five days
- Report writing: three days

Dates: To be determined

1. Prior to onsite visits, the team will receive the following documents:

- ABEL 2 Evaluation (Baseline data of educators and children in terms of participation during programs)
- Aymara Evaluation (Interviews with parents, program adaptation)
- Audience profile
- Chart depicting audience reached by audio programs
- Chart depicting training sessions carried out for IRI ECE
- Bulletin(s)
- Results Developmental Scale

2. Prior to onsite evaluation, evaluators will consult with REX/Bolivia Project Director to discuss the project and answer initial project-related questions.

3. Prior to onsite visits, evaluation team reviews trip itinerary and discusses REX midterm evaluation SOW; issues and questions which arose as a result of document review; outstanding evaluation methodology issues (specific interview questions, specific agency documents to be reviewed, agency or other personnel to be interviewed); outline and delegation of tasks for evaluation report.

4. Team conducts site visits.

Itinerary:

- Day one: Meet with AJARI/EDC team; site visit with Spanish IRI (interview on phone and in person, promoters/educators, parents)
- Day two: Site visit to center with no IRI (interview promoters/educators, parents); meeting with Plan, UNICEF, PIDI representatives
- Day three: Site visit with Aymara IRI (interview promoters/educators, parents)

Day four: Site visit to center with no IRI (interview promoters/educators, parents)

Day five: Trip to Cochabamba; visit to WAWAWASIS with IRI (interview promoters/educators, parents), meet with UNICEF reps.

5. Team compiles evaluation report