

(APPROVED EDITION)

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MALAWI RURAL DEVELOPMENT LINKAGE PROGRAM

A PROPOSAL TO THE

UNITED STATES AGENCY FOR INTERNATIONAL DEVELOPMENT

FOR AN

OPERATIONAL PROGRAM GRANT

(USAID PROJECT NUMBER 612-0220)

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Submitted by:

Save the Children Federation/USA
Westport, Connecticut

Responsible Officials:

David L. Guyer, President
Phyllis Dobyms, Vice President, Program
Melvin A. McCaw, Africa Regional Director

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Prepared by:

Rick Embry, Save the Children Federation/USA
Ernest V. Yancey, Consultant, Save the Children Federation/USA

Project Abstract

The Government of Malawi is currently establishing a number of Rural Growth Centers throughout the country to enhance rural development. To compliment the Government's efforts, Save the Children Federation/ USA, in collaboration with Save the Children Fund of Malawi, will undertake the Malawi Rural Development Linkage Program.

The purpose of this project is to develop a series of processes which promote local community cooperation in assessing community problems and mobilizing community and external resources to resolve those problems in an efficient and effective manner. The project will also develop a more coordinated system of providing development services to the community and orienting those services more closely toward the expressed needs of the rural community which it serves.

The Malawi Rural Development Linkage Project is designed to promote the "self-help" capabilities of target communities in the catchment areas around the Mbalachanda Rural Growth Centre, and in a second area in years four and five of the project, to increasingly undertake active analysis, solution formalization, resource mobilization and activity implementation. Developing these processes within rural communities will enable them to more effectively and more efficiently use resources at their disposal to solve their poverty related problems and improve their well-being.

In the process of achieving this purpose, Save the Children will assist the communities in the development of local skills and organizations necessary to improve conditions within the rural communities. As part of this process SCF will reinforce the linkages between communities and governmental services, and the effective utilization of these services by communities. This process will enhance Save the Children/ Malawi's role as an indigenous development-oriented PVO, and will provide a model to the GOM demonstrating community based integrated development methodology.

The establishment of the processes themselves is the purpose of the project, and functional community groups undertaking projects and activities will be the measure of that process. The specific outputs in the form of projects undertaken and completed are anticipated in such sectors as Impact Area Economy; Agriculture/Livestock; Child, Family and Community Well-being; Nonformal Education; and Infrastructure improvements.

The project targets the catchment area around the Mbalachanda Rural Growth Centre for the first three years. The estimated population of the area (the targetted beneficiaries) is approximately 15,000 people. In the third year of the five year project, a second area is to be selected for initiation of a second phase, extending and building on the first phase to reach another 15,000 beneficiaries in the fourth and fifth years.

Effective implementation of this project in Mbalachanda and a second site will demonstrate both more efficient extension and utilization of

government services from the Rural Growth Centres, and increased (if not new) capacities at community levels to organize and implement selfhelp activities. Thus the impact of the program will be to accelerate and enhance community development at two sites, improving socio/economic well-being, and demonstrating processes and methodologies replicable elsewhere in Malawi.

Proposed project support includes this request to USAID for funding for personnel, administration support, equipment and subproject activities. This request is for \$1,250,000 over the five year project period.

Save the Children Federation/USA will provide funding for administrative and program support, training, subproject activities, and equipment, in the amount of \$256,000 over the five years.

Save the Children Fund of Malawi will provide inkind project support in the form of personnel, office, and vehicle support, to the value of \$129,350 for the five years.

The Government of Malawi, through the use of existing personnel, facilities, and services in joint activities and projects, and in the last two years in Mbalachanda, in expanded support roles and project funding, will provide inkind project support valued conservatively at \$206,500. Local self-help contributions (organizing time, labor, local materials, etc.) will substantially add to the total real value of Malawian support and participation of this project.

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ACKNOWLEDGEMENTS

Development of the proposal for the Malawi Rural Development Linkage Program was made possible by the cooperation received from local villagers, traditional authorities and government officials on the national, district, and local levels. As Ernest V. Yancey and Rick Embry obtained the basic information and formulated the guidelines of this proposal, working closely with Peter Chimbe, Executive Secretary of Save the Children/Malawi, they were supported in every aspect of their work. Save the Children wishes to thank these individuals for their personal interest, advice, hospitality and encouragement. Particular appreciation is expressed to the Government of Malawi officials and the West German Mission associated with Malawi's Rural Growth Center project. Their cooperation, interest, imagination, and vision assisted in giving rise to the program outlined in this proposal.

PROPOSAL ACRONYMS

<u>ACRONYM</u>	<u>MEANING</u>
ADMARC	Agricultural Development and Marketing Corporation
CBIRD	Community Based Integrated Rural Development
EPA	Extension Planning Area
GOM	Government of Malawi
MCP	Malawi Congress Party
MRDLP	Malawi Rural Development Linkage Program
MUSCO	Malawi Union of Savings and Credit Organizations
NRDP	National Rural Development Program
OPG	Operational Program Grant
RGCP	Rural Growth Center Project
SCF/M	Save the Children Fund of Malawi
SCF/USA	Save the Children Federation of U.S.A.
VDC	Village Development Committee

HISTORY AND SUMMARY

OPG PROPOSAL FOR MALAWI

1. Save the Children/USA was initially invited to explore the possibility of developing a community based integrated rural development program in Malawi by Save the Children/Malawi. SCF/Malawi is a Malawian private voluntary organization that has been an autonomous agency since 1968 and is presently an associate member of the Save the Children Alliance which is a consortium consisting of 13 autonomous Save the Children organizations. During one of the Alliance's annual meetings, the Executive Secretary of Save the Children/Malawi, Mr. Peter Chimbe, requested that SCF/USA explore the possibility of collaboration with them on a rural development program.
2. Mr. David Guyer, President of Save the Children, made an initial visit to Malawi in January 1981. There he met with ranking government officials and representatives of USAID to discuss the agency's experiences and its approach to integrated, community-based development. Extensive meetings were also held with Mr. Chimbe to further discuss collaboration between SCF/Malawi and SCF/USA.
3. The then Director of the Africa Region, Ms. Bilge Reid, visited Malawi and presented several Option Papers to USAID for consideration. It was recommended that SCF/USA explore the possibility of working with already existing government programs for rural development.
4. In July 1982 a team from Save the Children/USA consisting of the Africa Regional Director, Mr. Melvin A. McCaw, and the two authors of this proposal, Ernest V. Yancey and Rick Embry, visited Malawi and met with Government of Malawi officials who identified two geographic areas deemed appropriate for a program.
5. An initial broad-based feasibility study was carried out and the concept of this proposal for a Malawi Rural Development Linkage Program (MRDLP) resulted from this study.
6. The Malawi Rural Development Linkage Program will be implemented by Save the Children/USA and Save the Children/Malawi in two extension areas of the existing Government of Malawi's National Rural Development Program, representing a target population of 30,000 potential beneficiaries. The first area will be the Mbalachanda/Euthini area in the Mzimba District of the Northern Region, and the second will be determined by the Malawi Government and SCF following more extensive studies.
7. The implementation of this program will lead to a significant improvement of the social, economic and environmental quality of life for the target population. This will be indicated by increased small holder farm incomes, improved community and family health and sanitation practices, increased access to credit for small business-

men and farmers, and expanded opportunities for skills-acquisition through nonformal education activities. The program will promote effective broad-based participation of communities in a decentralized process to mobilize and efficiently manage community and government human and material resources for meeting mutually agreed upon goals.

8. The institutional linkages between communities and government agencies that will be established through this program will reinforce the development of local decision making structures, the training of village manpower, the improvement of technical assistance to community projects, and increased community access to information, resources, and the services of the government. Save the Children will demonstrate that vertical integration of government services with communities can be achieved in a cost-effective and practical manner. In short this program will provide the Malawi government with a development model demonstrating the effective coordination and utilization of combined community, government, and private resources in village and area development.
9. The program for which USAID funds are initially being requested will be conducted in two phases:
 - Phase I (Years I, II, III) - SCF's approach to community-based integrated rural development will be introduced and demonstrated in the Mbalachanda/Euthini area to community groups and government officials as an effective methodology for community and area development.
 - Phase II (Years IV, V) - A gradual institutionalization or "phasing over" process will begin after Year III in the Mbalachanda/Euthini area allowing for a reduced SCF presence in the project and greater responsibilities being assumed by the communities and services of the Malawi Government and related institutions. The extension of the program to a new geographic zone during Phase II will also allow Save the Children to demonstrate the evolved methodology in a different geographic setting, thereby providing additional experiences which can validate the appropriateness and efficacy of this process within the Malawian development context.

MALAWI RURAL DEVELOPMENT LINKAGE PROGRAM

SECTION I. INTRODUCTION

A. Country Profile

Malawi is a small, densely populated, land-locked country in southeastern Africa. Once part of the Federation of Rhodesia and Nyasaland, it gained independence from Great Britain in 1964. Since this crucial phase in the country's development it has established an international reputation for continuing pragmatic development.

Bordered on the north and northeast by Tanzania, on the southeast and southwest by Mozambique and on the west by Zambia, Malawi stretches over 500 miles in length, while its width varies from 50 - 100 miles. It is a mountainous country with climatic conditions ranging from tropical to temperate. Lake Malawi, the third largest lake in Africa, runs along 355 miles of Malawi's eastern border. Ninety percent of the country's population resides in rural traditional villages.

The Government of Malawi is a republic under the leadership of His Excellency the Life President Dr. Hastings Kamuzu Banda. The unicameral National Assembly has 37 elected and 15 nominated Members, all of whom belong to the Malawi Congress Party (MCP) the only political party. The judicial system has two distinct divisions. One is patterned after the British system and the law is administered based on western concepts the highest tribunals are the High Court and the Supreme Court of Appeal. The other is the African traditional Court System which administers customary tribal law.

About 99% of Malawi's population are Africans of Bantu linguistic heritage. The primary official languages of Malawi are English and Chechewa.

B. Rural Development in Malawi

Much of the concentration of Malawi's earliest rural development plans centered around capital intensive programs that often involved costly infrastructure. The recurrent costs became prohibitively high. The reliance on a few cash crops (tobacco, tea) in a volatile world economy, not only resulted in unreliable foreign exchange availability but also resulted in regionally and socially unbalanced development in the rural areas. The increasing demand for food caused by the high annual population growth rate (2.9%) coupled with limited arable land all combined to compel the government to revise its rural development plans.

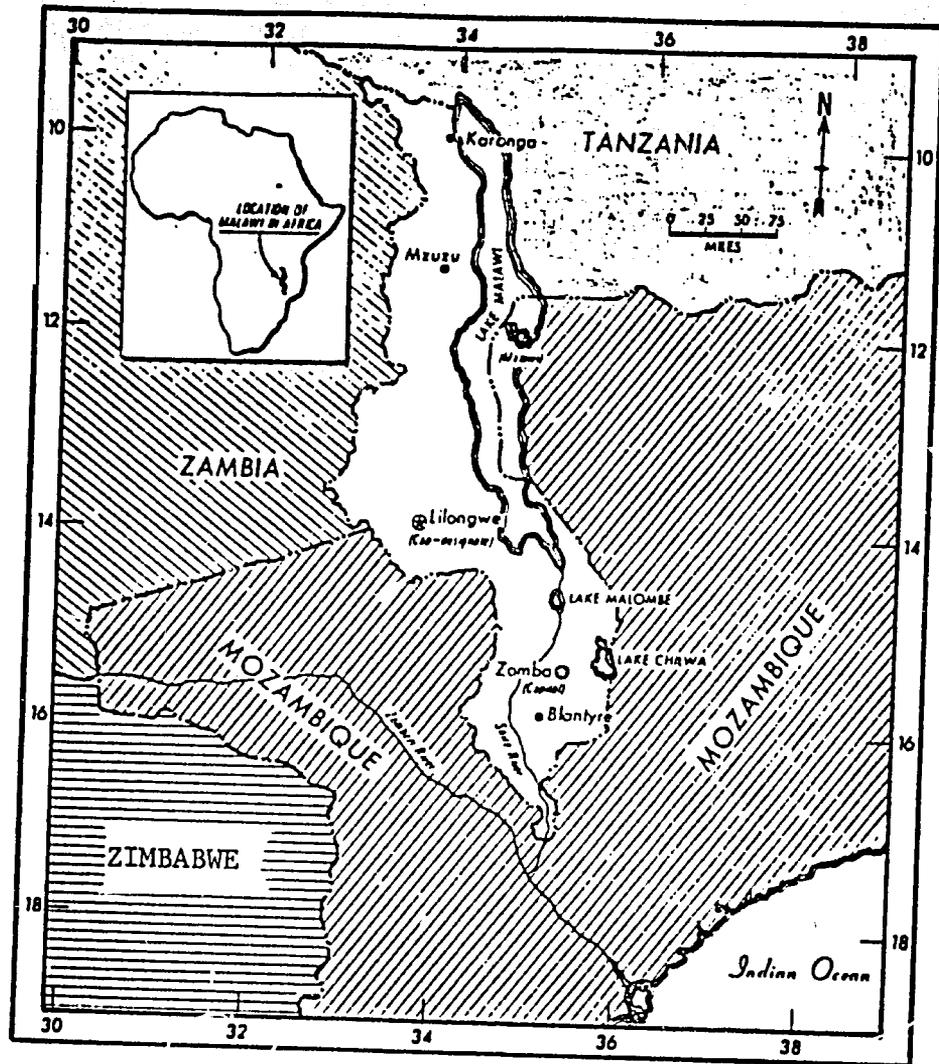
The focus of Malawi's most recent Five Year Development Plan (1982-83) stresses the need to meet the challenges of regionally balanced rural development activities. The emphasis of the plan is to increase agriculture productivity and family income in rural areas in order to address the issue of the discrepancy of income and resource allocation between rural and urban areas and between rural areas already developed and those that are still behind in their development. The intent is not only to reduce economic deprivation and the social maladies that accompany it but also to try to stem the tide of rural migration to urban areas.

One of the major themes that has evolved from the Five Year Plan is to encourage greater self-reliance by reorienting the use of government services to work in partnership with the individuals to bring about their own social and economic development. To this end, the government has encouraged a strong local decision making structure. Chart I describes how local decisions made at the village level are coordinated by local government officials, the Malawi Congress Party officials and traditional leaders. As the government's call for more self-help initiatives is responded to by the people, this structure allows considerable flexibility for full local involvement.

CHART 1

LOCAL DEVELOPMENT DECISION MAKING STRUCTURE

	PARTY	Central Gov./Local Gov.	Traditional Authority
Central Level	<p>Head of State H.E. Life President</p> <p>Central Executive Committee</p>	<p>Head of Government H.E. Life President</p> <p>Cabinet (Ministers) Parliament (MP's)</p> <p>Ministers (Pol. Appt.) Permanent Secretaries, Under Secretaries or Deputy Secretaries</p>	
Regional Level	<p><u>(Regional Chairman of MCP)</u></p>	<p><u>Regional Ministers</u> (Ed., Ag., Divisions' Police Officer)</p>	<p>Senior Chiefs or Paramount Chiefs at some locations</p>
District Boma Level	<p><u>District Committee*</u></p> <p>a) <u>District Party Chairman</u></p>	<p><u>District Commissioners</u> Also Chairman of every Development Committee and District Development Committee (DDC)</p>	<p>Chief</p>
(District Head-quarters)	<p>b) <u>District Chairperson for women's League</u></p> <p>c) <u>District Chairman of Malawi Youth League</u></p>	<p>(District Police Officer, Medical Officer, Education Officer, Agriculture Officer, Vet. Project Officers.)</p>	<p>Sub-Chiefs</p>
Area of the traditional authority	<p>N.S.3 branches of the party. All elected by the people</p> <p>Party Area Committees</p> <p>a) Area, MCP</p> <p>b) Area Women's League</p> <p>c) Area Youth League</p>	<p>District Chairman of the District Council elected by fellow councilors</p> <p>Districts divided into Wards (Each Ward has a councilor)</p>	<p>Group Village Headman</p>
Village	<p>Party Local Branch Committees</p> <p>a) Branch MCP</p> <p>b) Branch Women's League</p> <p>c) Branch Youth League</p>	<p>Wards divided into villages</p>	<p>Village (*) Headman</p>
	<p>Each village has 1-2 branches dependent on size</p>		
	<p>*MP's elected on geographical and population base. MP's come from number of branches. MP's included in the D.D.C.'s.</p>		<p>*Village size average 50 families 50 x 5 = population</p>



The Republic of Malawi

C. Malawi Rural Development Programs

The development of Malawi's rural areas is one of the fundamental priorities of the national development plan. To this end, the Government of Malawi is looking at two extensive programs designed to uplift those rural areas that had not previously received the full benefits of earlier development efforts in the country. The first of these programs, the National Rural Development Program (NRDP) is the cornerstone of the government's agricultural development policy. The second program is the Rural Growth Center Project (RGCP) which is currently in a pilot phase and under study for possible replication throughout Malawi in 1985.

At the suggestion of the Government of Malawi, Save the Children concentrated its feasibility study on these two rural development programs. The intention was to determine the potential role of SCF to help achieve the goals of the programs. The programs are described below and then in the following section the framework for a potential SCF collaboration is described.

1. National Rural Development Program

The National Rural Development Program (NRDP) has been the pivotal program in Malawi's rural development strategy since it was established by the government in 1978 with assistance from the International Bank for Reconstruction and Development. The NRDP was originally a program of four very large, but geographically limited, integrated rural development projects requiring very high capital investments. In 1978 there was a major revision of policy and it was decided to extend the program for a 20 year period eventually covering the entire nation (see map). However, the scope of the program would require less intensive staffing and infrastructure with the new focus on the small-holder sector. While estate (tobacco and tea) agricultural production grew at a rate of 13.6% per year between 1965-79, small-holder production grew at only 1.7% because of the lack of stimulation of investment resulting in a virtual stagnation in small-holder contribution to farm exports. However, according to the opinion of the World Bank estate agricultural productivity in the 1980's will not sustain continued growth, despite increased investment. The small-holder sector, on the other hand, is the most promising growth area.

The NRDP consists of eight Agricultural Development Divisions which have been established throughout Malawi.

For purposes of planning and implementation each division is divided into Extension Planning Areas (EPA). Collectively these divisions form the basis of a structure for organizing the nation's agriculture program.

The overall goals of the NRDP have been stated as follows:

- a) To increase the agricultural productivity and incomes of Malawi's predominant small-holder farmers through innovative extension education, by facilitating farmers obtaining critical farm inputs, and by providing infrastructure essential to improving water supplies and marketing systems.
- b) To promote small-holder production of cash crops such as hybrid maize, groundnuts, tobacco, and cotton for export while maintaining self sufficiency in traditional food crops.
- c) To preserve natural resources (soil and key watershed conservation).

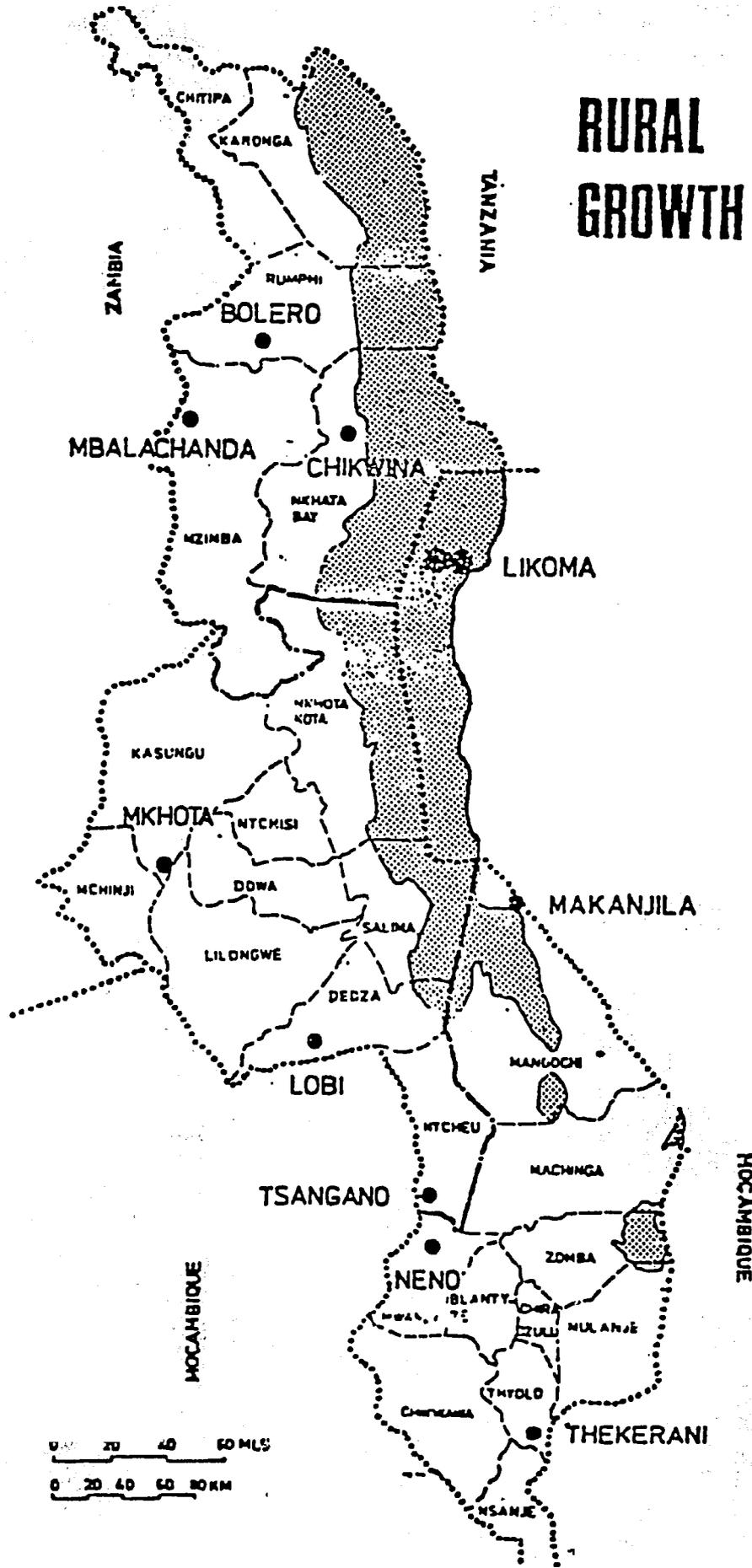
2. Rural Growth Center Project (RGCP)

(See Map on next page: Rural Growth Centers)

The Rural Growth Center Project was established by the Malawi government in 1977 with financial and technical assistance from the West German government. In the pilot phase of the program to be concluded in 1984, ten rural development centers are to be established in remote and previously neglected areas of Malawi which hold potential for future economic development. As originally envisioned, the objectives of these centers would be as follows:

- a) To create focal points of development in remote, underdeveloped areas of Malawi through the provision of infrastructure and integrated services to the rural population.
- b) To contribute to the decentralisation of administration and to further community development in order to give community people the opportunity to participate in development activities at the local level.
- c) To contribute to the integration of development activities of the various Ministries in the rural areas.

RURAL GROWTH CENTRES



As a long-term objective the Rural Growth Centers will also have an impact on reducing the migration of youth and older adult males from rural areas to urban areas in search of employment and broader opportunities for education and social development. The expansion of government services and the development of agriculture and small scale industry and business opportunities should make rural life more attractive to these segments of the population.

As focal points in a subregional development planning unit the centers were designed to have an outreach effect, extending services and facilities to communities within a radius of five miles, or an area of approximately three hundred square miles. These centers were also to serve as catalysts in the larger national goal of developing a more self-reliant populace. It was assumed that by reaching out to the more remote populations of the country and simultaneously encouraging these same people to initiate their own development activities a partnership in the rural development process would emerge. This partnership between a more self-reliant population and more accessible services of the government was to create a more effective and less costly long term development thrust.

D. Role for Save the Children/USA in Malawi

The general goals and expectations of the NRDP are clearly intended to provide the necessary impetus for a nationwide program of rural development. The Rural Growth Centers were designed to operate in selected remote areas previously neglected in the distribution of the nation's development resources. A preliminary evaluation study (conducted after one year of infrastructure development in Mkota and Mbalachanda) and diverse and informal assessments of the center's impact on area development suggest one of the areas to be reinforced is local participation in the development process. During the recent feasibility study Save the Children was interested in identifying the reasons why pilot Rural Growth Centers were not having the full expected impact on development, and furthermore how Save the Children might reinforce the Government's efforts in achieving the goals of the RGD program.

Save the Children has identified a number of general problems preventing the stated goals of the Rural Growth Centers from being attained. These problems can be listed generally as follows:

- Due to constraints related to both human and national resource factors, local government officials have demonstrated a limited ability to deliver government services into the more remote communities of the catchment area.

-Local communities, despite an involvement in self help activities, have not recognized their potential for taking an active role in the development process by fully exploiting both locally available resources and government services.

-Development problem solving and planning in the area is not systematically done by local officials so there is often a lack of integration of available government services, which restricts the effective use of already limited resources.

These problems have prevented the RGCP from fully delivering services to the rural population. The project has placed numerous government services in much closer physical proximity to communities which often lack understanding in how to use them.

In responding to these problems, Save the Children can play a role in Malawi through intervention in the pilot Rural Growth Center Project to help ensure that the stated goals of rural community development are met as intended. Additionally, this intervention can serve as a model to other Rural Growth Centers and the rural development strategy of the country as a whole. Thus Save the Children will provide a link in the implementation of the rural development strategy.

In further defining this role in the existing development setting, a brief examination should first be made of Save the Children's approach and how it relates to the Malawi setting.

Fundamental to Save the Children's approach is the belief that local villagers can be involved in assessing their needs and that traditional community organizations can be strengthened and mobilized to actively participate in the planning, implementation and evaluation of community projects. As village groups improve their understanding and practice of the process of self-reliant development, projects may be undertaken in multi-village units, thus creating a greater area of regional socio-economic impact. Save the Children's experience has also shown that the most effective project planning and resource management takes place as a result of close linkages established and maintained between SCF, local communities, and government agencies. As institutional linkages are strengthened and communities become more capable of generating and managing their own resources, a process of institutionalization takes place which allows SCF to reduce its role in the development process.

Save the Children promotes such an approach, referred to as Community Based Integrated Rural Development (CBIRD) in its programs throughout the world. The CBIRD methodology is based upon a program strategy which is both community-based and

integrated. These two strategy concepts are discussed in the following section as they relate to the development setting of Malawi and particularly the NRDP and Rural Growth Center concepts. In so doing, the appropriate role for SCF will emerge as it is shown how the community based, integrated program strategy will provide a link within the development setting. (For a detailed presentation of the CBIRD methodology, see Appendix C).

1. The Setting for "Community-Based" Programming in Malawi

In assessing the current trends in Malawi's social and economic development, there is ample evidence to show that the government will increasingly involve communities in the development process as noted below:

- a) The Malawi Government, in spite of increased rates of spending for government services, has still not been able to provide a minimum of infrastructure and basic services to many areas of the country. To accelerate the pace of the nation's development, the government is increasingly calling upon rural communities to participate with self-help initiatives in community development programs. Many construction activities such as primary school classrooms, village health posts, shallow wells, and community centers are initiated by community groups with complementary funding coming from the government.
- b) The NRDP is aimed at improving the agricultural productivity of small-holder farmers through innovative extension methods and practices, an extensive short and medium term credit program, and improved water supplies for small scale irrigation. In each of these programs the community is the focal point of their implementation. Farm clubs are organized to facilitate the application of new farming techniques as well as to use and organize the repayment of loans received through the credit program. Community water committees are organized for the construction and maintenance of shallow wells in the community.
- c) The Rural Growth Center program was designed to provide the infrastructure and a set of integrated services for the populations of remote underdeveloped areas of Malawi. Though the program was conceived to have an outreach effect on the outlying communities which would lead to the promotion of community organization, the support of self-help activities and the delivery of government services, the program has not yet fully achieved these goals. An intensive evaluation of the Mbalachanda RGC in 1981 indicated

that communities beyond the five mile radius have little contact with the Center. A certain "magnet" effect appears to exist as evidenced by use of services such as the post office and health center. However, there is a need for greater extension of the Center necessary to promote community development in the outlying areas. Until this need is met, the envisaged support to self-help activities and community development will not be fully achieved.

In summary, it is clear from such rural development programs as the NRDP and RGC that the government is increasingly interested in bringing the development process to the community level. However, the following problem areas need to be addressed in order to achieve the stated goals and objectives: i) Insufficient community organization skills; ii) The inadequate flow of technical information and new knowledge between local government services and communities; iii) Lack of skilled community manpower to second government staff; iv) Limited resources which narrow the scope of government programs; and v) Lack of skills of government agents on how to organize a community based program.

SCF's focus on a community based programming approach is appropriate to resolve these problems. Save the Children will focus on community education and manpower training, the implementation of income generating activities which enlarge the resource base of a community, and by facilitating the improvement of linkages between communities and local government services.

2. The Setting for "Integrated" Programming in Malawi

Save the Children works on the premise that development programs will meet the diverse but interrelated needs of communities if program sectors such as productivity, agriculture, health/nutrition and education are coordinated and integrated.

By working with communities and the local agents of the government services, Save the Children will seek to integrate not only program sectors, but also local rural development programs with national development plans. This will lead to more collaboration with government, nongovernment, bilateral and multilateral agencies at the local, regional and national levels. The advantages of an integrated programming approach are:

- Limited community and government resources can be better combined and managed to produce improved effects. Problems of duplication of effort can be avoided if good communication is established and maintained.

-The possibility of replicability and institutionalization of the pilot project will be increased if the intervention of Save the Children is well coordinated and linked to government agencies and programs.

The Malawi development setting appears to be characterized by numerous organizations and government extension services which are operating in the rural areas. However, the resources are not always fully exploited due to the somewhat independent way in which services function. There are some problems in the vertical and horizontal integration of services operating in the area. Save the Children's emphasis on an integrated programming strategy would address this issue and the needs as noted below:

- a) To increase community awareness of what government services are available and how they can attract government resources in multi-sectoral problem solving.
- b) To develop an organizational structure at the Rural Growth Center which would effectively link all government services concerned with area development.
- c) To improve the coordinating function of the existing area development committees to enable the district and national government to more effectively deliver services and assure the integration of activities and resources.
- d) To effectively integrate the planning and implementation of sectoral activities thus encouraging a holistic approach to development problem solving.
- e) To retrain government service agents in a variety of appropriate extension program methodologies.

In summary, Save the Children's community-based, integrated approach to rural development is congruent with the strategies and priorities of the development plans of the Government of Malawi. The approach also provides a link in an area which has otherwise not been fully addressed. Save the Children would use its experience in rural development to complement the ongoing development efforts of the government. Thus, Save the Children is proposing the establishment of the Malawi Rural Development Linkage Program which will be described in the next section.

SECTION II. PROJECT PURPOSE AND DESCRIPTION

The stated goals of Save the Children are to improve the overall economic, social and environmental quality of life of children and the communities where they live. Save the Children uses an integrated, community-based approach to development and works closely with local institutions in each setting to produce a self-sustaining and replicable program. In Malawi the development setting and the already existing institutions allow for an effective application of Save the Children's approach.

The situation is further enhanced by the existence in Malawi of a partner agency in a consortium of private voluntary agencies, all bearing the same name but operating independently. Save the Children/Malawi has been operating as an indigenous PVO in Malawi since 1968, working primarily in health care and child welfare. Save the Children/U.S.A. will collaborate with Save the Children/Malawi to carry out this proposed project. This section will present the purpose and a description of the Malawi Rural Development Linkage Program.

A. Program Objectives

In accordance with the Government of Malawi's national and regional development plans, the objectives of SCF's Malawi Rural Development Linkage Program (MRDLP) are:

1. Goals

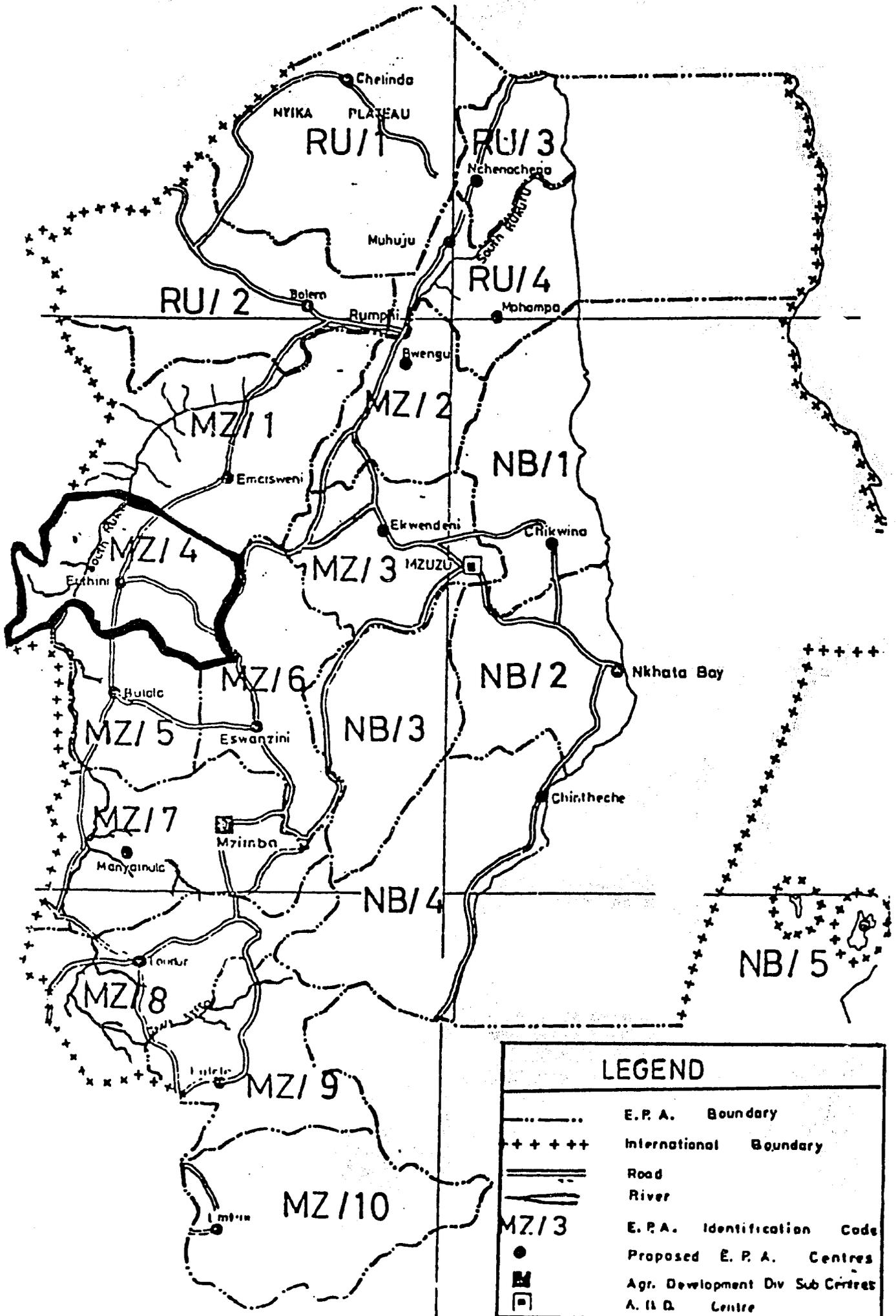
- a) Improve the social, economic and environmental quality of life of children and their families in selected remote rural areas of Malawi.
- b) Promote effective broad based participation of communities in a process of planning, implementation and evaluation of rural development activities.

2. Purpose

The purpose and specific objectives of the MRDLP are to:

- a) Develop the capacity of selected communities to increasingly assume an active role in needs assessment, problem analysis, and the management of integrated project activities.
- b) Assist selected communities in the development of infrastructure and services necessary to promote community health and sanitation, increase opportunities for recreation and skills acquisition, improve the learning environment of primary school age youth, and provide the population access to farm markets and commercial centers.

MZUZU AGRICULTURAL DEVELOPMENT DIVISION



- c) Reinforce horizontal and vertical linkages between rural communities and existing government services in a selected Extension Planning Area and District level to more optimally utilize resources in area development.
- d) Enhance Save the Children/Malawi's role as an indigenous development-oriented PVO by adding a new component; community-based integrated rural development, to their programming.
- e) Provide a development model to the Government of Malawi demonstrating certain organizational, planning and management methods and techniques that can be used in coordinating and mobilizing resources in community and regional development.

Indicators for monitoring and evaluating the achievement of these project goals and purposes are discussed later in the document in the section on evaluation and in the Logical Framework (Appendix B).

B. Project Strategy

Save the Children proposes a pilot project using the community based integrated approach to rural development described in the previous section. At the invitation of the Government of Malawi, SCF would implement this pilot project in the Mbalachanda/Euthini Extension Planning Area.

Before elaborating on specific program strategies, it is appropriate to explain the process which led to the present site selection in Mbalachanda/Euthini EPA.

1. Site Selection

After Save the Children/USA made initial contact with the Government of Malawi, Save the Children/Malawi and USAID, the possibility of establishing a community based integrated rural development program, supplementary to the Rural Growth Center program was encouraged. Since the RGC program had created the structures to provide basic integrated government services to previously neglected rural areas, it was considered appropriate to take a collaborative approach. For this reason, upon the recommendation of the government, SCF focused on the two RGCs of Mkhota and Mbalachanda (both functioning since mid-1980), in its site selection process and feasibility study. The strategy that follows will indicate plans for SCF programs in two Extension Planning Areas (EPA) each with a RCC within its boundary. Save the Children has chosen Mbalachanda/Euthini (EPA-MZ/4) for initial

concentration. The choice of a second EPA will be made following a more intensive evaluation of the RGC program, baseline studies and needs assessments.

The step-by-step planning process presented below has been applied to the program development in Mbalachanda/Euthini (MZ/4) and will also be used later when the second EPA is selected.

- a) Extensive meetings held on the national and district levels with governmental and RGC officials, familiarizing them with the integrated community-based approach used by SCF. This also permitted SCF to gain a greater understanding of Malawi's development priorities and to examine the possibility of establishing a complementary intervention with the RGC program.
- b) An intensive review of planning documents concerning Malawi's development strategies preceded the determination of criteria for the selection of a pilot project site. The following criteria were retained in the selection of the Mbalachanda/Euthini area as the first program site:

Community needs

- Low status of infrastructural development in outlying communities.
- Few beneficiaries of government or non-governmental programs.

Potential for economic development

- Available arable land for increasing agricultural production.
- Promising trading center, evidenced by influx of small businessmen, traders and artisans.
- Mixed local agricultural economy (i.e. smallholder and estate farming).
- Presence of credit institutions and a demonstrated effective utilization of savings through credit union and/or loan programs.

Adequate staffing of government services

- Extension staff in place. Adequate civil servants present for meeting minimum staffing requirements of health units, forestry, community development,

primary school education and small business promotion.

Presence of sufficient potential beneficiaries

- Large and closely linked villages with enough smallholder inhabitants per village unit to benefit from a pilot village development program.
- A second target group of workers on tobacco estate who can benefit from the project.

Propensity of the population toward self-reliance

- Self-help school and health construction projects
- Heavy membership in farm clubs
- Successful Euthini Credit Union
- Exceptional repayment rates of NRDP loan programs
- Active involvement in Malawi Congress Party activities

Presence in the EPA of other community development programs

- Rural Growth Center (RGC)
- National Rural Development Program (NRDP)
- governmental community development personnel.

2. Project Implementation Strategies

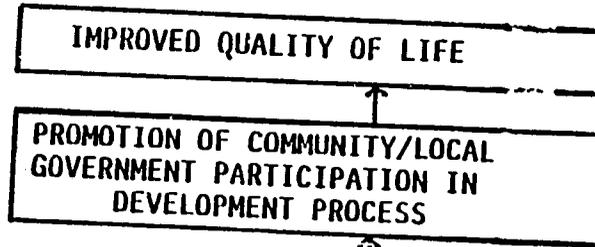
The focus of the proposed project will be on the village and area levels where community participation will be sought in all facets of program development. SCF will adapt its approach to coordinate with government services provided at the Mbalachanda Rural Growth Center and other services headquartered in Euthini. The project will incorporate the goals and rural development strategies expressed in Malawi's Five Year Development Plan (1982-86) and the NRDP.

Please refer to Chart 2 "Program Strategies" on the following page to provide a graphic summary of the goals, purpose, expected outputs and strategies proposed in the design of this project. Note that the strategies refer to the implementation of the pilot project and are discussed in that context in the following paragraphs.

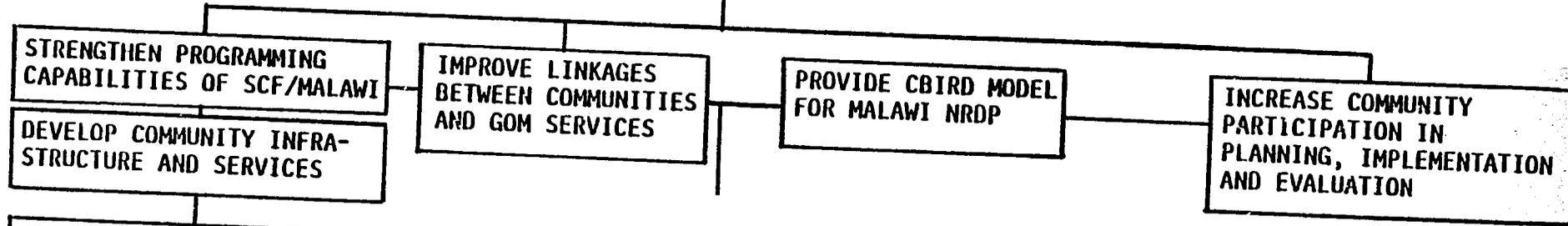
- a) SCF will assist in establishing at the Mbalachanda RGC, a development coordinating committee composed of civil servants representing government services at the center in an effort to promote a closer collaboration and a more integrated outreach approach to the communities of the RGC catchment area. This

PROGRAM STRATEGIES

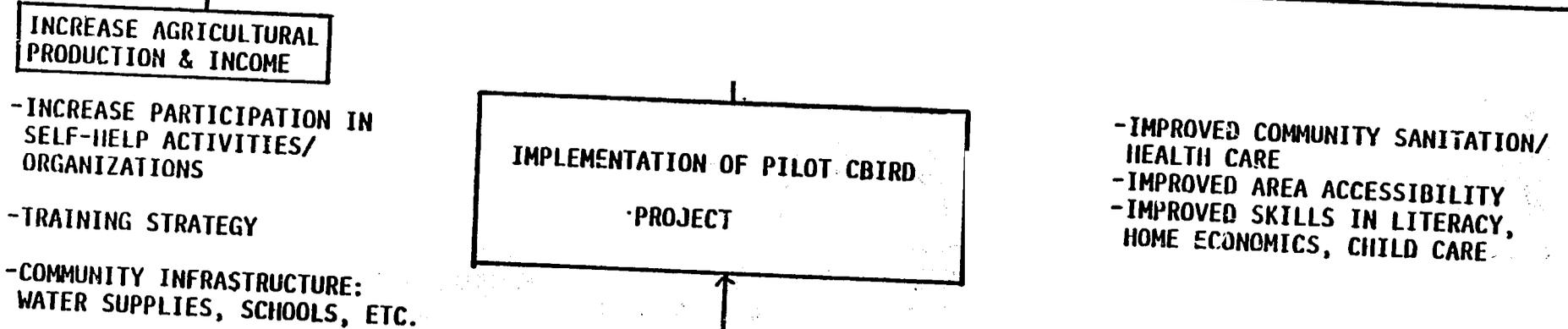
GOALS



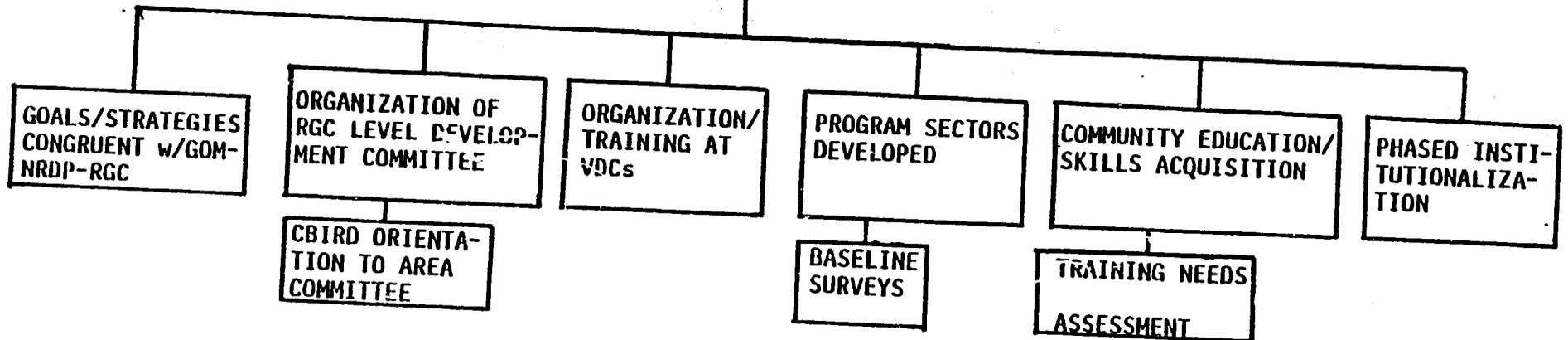
PURPOSES



OUTPUTS



STRATEGIES



committee will interact with the Area Action Committee which has overall coordinating responsibility for development activity in the Extension Planning Area, which includes the RGC and the Euthini area. SCF staff will assist in organizing the committee, addressing the issues of its structure and goals, and providing training and supervision to members in integrated planning, extension methods and other sectoral domains where training needs are identified.

- b) A team of (4) community development field assistants (CDA's) will perform the principal liaison and training function between community groups and services of government. They will be responsible for the organization and training of a Village Development Committee in each community of the project. The committee will be a representative group selected by the community which will assume responsibility for the planning and implementation of development activities decided upon by the community.
- c) The SCF staff with other EPA development agents will develop and conduct an in-depth baseline survey and community needs assessment to ascertain the dimensions of the general problem areas cited in this document. Based on this data and discussions with Village Development Committees, officials of local government and the Malawi Congress Party, the SCF staff will develop annual and multi-year implementation plans to be shared with all interested collaborating agencies, and governmental and non-governmental organizations.
- d) Community education, leadership training and skills acquisition will be focal points in the program strategy. SCF staff will participate as trainers and facilitators in a needs-based approach, emphasizing trainees' participation and actual field work as a part of the training activity.
- e) For the purpose of program continuity and replication, the project will be planned and organized within existing organizations and structures (Area Action Committees, District Development Committees, Malawi Congress Party Committees, NRDP/EPA agricultural programs and the Euthini-based Credit Union). SCF resources will be used for the mobilization of locally available resources and to develop Appropriate Technology projects where relevant.

- f) The project will be evaluated during Year 3, (Phase I) to determine the feasibility of a phased integration into the ongoing programs of the Department of Community Services of the Office of the President and Cabinet or any other governmental division determined by the Government of Malawi. A phased institutionalization (Phase II) of the Mbalachanda/Euthini program will allow for a gradual reduction in SCF contributions in Years 4 and 5.
- g. During Phase II there will be an opportunity for SCF staff to further develop the community-based, integrated approach in a new EPA, allowing a re-examining of the training methods, organizational experiences, and technologies derived during Phase I.

C. Project Description

The following framework will be used to present a detailed description of key project elements:

- Intended Beneficiaries of the Project
- Objectives of Baseline Study
- Major Themes Incorporated Into Project Planning and Implementation

1. Intended Beneficiaries of Project

The target population is situated in the Mzimba District of the Northern Region and specifically in Chief Chinde's traditional area which the NRDF has designated as Extension Planning Area MZ/4. Malawi's census indicates that the population of the area is 55,346. The majority of the people are smallholder families (average 3-4 acres) who produce a small annual cash surplus through the cultivation of tobacco, maize, groundnuts and pulses. Also included in the target population are approximately 6,500 tobacco estate workers and their families living west of the Rukuru River. With the selection of ten or more clustered pilot villages (800-1,000 population each) the total direct beneficiaries will be roughly 15,000 persons. In Phase II with selection of a second EPA, the total target population should increase to 30,000 persons benefiting from various program activities.

Subsequent to the initial visit to the proposed project site at Mbalachande, SCF contracted Dr. J.R.N. Mlia and Mr. B.M. Kaluwa, of Chancellor College and the Centre for Social Research (both in Zomba, Malawi), to prepare preliminary baseline information. The attached Appendix A A Summary of Baseline Information Assimilated During Feasibility Study, July-August 1982, was drawn from their

previous work in Mbalachanda. Those findings are included in Comments on the Preliminary Evaluations (173 pages), October 1981; A Summary of Findings from Mkhota and Mbalachanda (63 pages), October 1981; and Rural Growth Centres: And Evaluation of Mkhota and Mbalachanda (103 pages), January 1982.

The Mbalachanda catchment area (five mile radius of Mbalachanda), according to their findings, has a relatively low population density (43 persons per square mile in 1966), which more than doubled in ten years due to the attraction of the tobacco estates (93 people per square mile in 1977). More than a third of the 1977 population worked in estates. 32% of the population was in the 0-24 years age bracket, 50% in the 25-44 age group, and 18% was over 44. 84% had some education 78% of those sampled said they had attended primary school. Over 50% were involved in subsistence farming. Nearly 30% of the population was neither Ngoni or Tumbuka (the local tribes), indicating a high immigration factor. The major language is Chitumbuka (the language in the Tumbuka) although the national language (Chichewa) is used in schools.

The survey divided subsistence farmers into two categories: those who engage in agricultural for their own consumption only (31% of those responding to occupations survey); and those who, besides satisfying their own needs, consciously plan to have surpluses to sell. (24%). Another 11% were tenant farmers working on "loaned" estate lands. These farmers produce maize, tobacco, pulses, groundnuts and millet. Some raise livestock for personal consumptions. The other 34% of the respondents were wage earning employees, traders and unemployed. Although the surveyors did not have precise household per capita income figures, their rough calculations indicate the Mbalachanda figure "to be far below the \$200 national per capital income figure."

Felt needs, ranked by frequency of mention, included 1. better health facilities, 2. higher crop yields and food, 3. easier access to water, 4. better housing, 5. agricultural implements and inputs, 6. job opportunities, and 7. better access to an ADMARC market.

Existing government facilities at Mbalachanda include a primary school, a dispensary, a post office and a community hall. Other government agency representatives include two community development assistants, a homecraft assistant, a small scale enterprise officer, agriculture agents, a forester and an enumerator; several shops, bars and restaurants have been built in the center, and produce market seems to have gradually increased use. The govern-

ment-built slaughter house butchers animals twice a week, and local tailors, carpenters and blacksmiths work out of the artisan's center.

Additional facilities most often asked for were an ADMARC market, a Police Station, and a Chipiku store (a large wholesale store).

While the need for better health service is the number one felt need, and sanitation, water and food needs are prominently mentioned, there are few statistics available on actual current health conditions, nutritional status, or incidence of specific diseases.

2. Objectives of the Baseline Study

Fundamental to SCF's approach is the execution of an extensive baseline study and needs assessment, to be conducted during the first six months of program implementation. Data gathering was initiated during the feasibility study, leading to the formulation of this proposal. Important information has been assimilated to gain a perspective on macrolevel development priorities of the Government of Malawi. At the project site, data has been collected regarding the area's potential for economic development, critical sectoral problems, the local decision making structures and processes and community participation. The baseline study will expand on this process to provide many more details needed in sectoral problem analysis and program planning.

The specific objectives of the baseline study would be:

- To gather basic demographic and socio-economic data on local communities in the EPA for identification of potential pilot villages and to construct a profile for area developments. Using this data, ten pilot villages (village clusters) will be selected according to predetermined criteria agreed upon by local area officials and SCF staff.
- To conduct in each pilot community a comprehensive baseline survey and needs assessment to reaffirm or provoke modification of the activities proposed in this document. The results of this study are critical to enable community groups, community development assistants, and other extension agents to plan, monitor and evaluate development activities.

3. Major Themes in Project Planning and Implementation

Save the Children's program development strategy will focus on the themes discussed in this section. Chart III

on the following page shows how manpower training and institution building will have an impact on the mobilization of resources necessary to generate family income and subsequently, how all three contribute to improving the standard of living in the community.

- a) Area Economic Improvements and Income-Generation
These activities will receive a major emphasis. Solutions to many of the sectoral problems discussed are linked to increasing the incomes of smallholder farmers, local businessmen and artisans. Increased income will strengthen the savings potential of citizens' groups and improve the capability of local communities to participate in the development of infrastructure and services required for economic opportunities and growth.

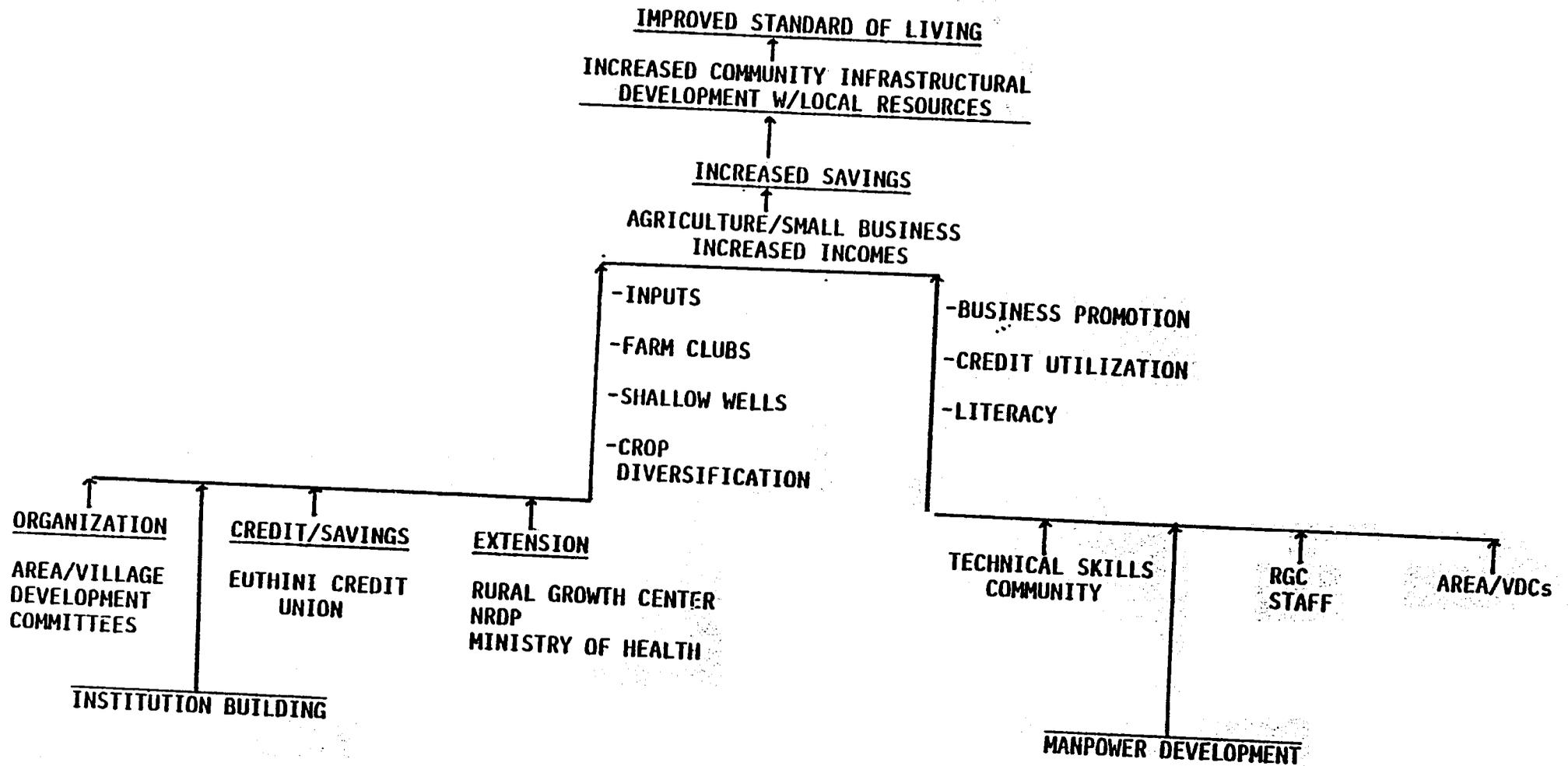
All income generating activities will have training components designed to improve the management of family incomes and savings and to impart organization and management skills to VDC members which will be aimed at increasing capabilities for participation in local problem solving.

The Save the Children program for income generation will center around the creation of a revolving loan fund (to be discussed in a later section). The loan fund will improve access to credit, allowing smallholders to obtain inputs necessary for increasing agricultural productivity and farm incomes, and promote small business incomes by allowing inventory expansion and more efficient procurement methods.

- b) Manpower development

Development of human resources is also a major theme in the program strategy. An assessment of needs will be done to provide a basis for a needs-based training strategy. Through training, community development will be accelerated as the community acquires new skills in leadership, problem analysis and resource management. Villagers will also be trained in special skills such as well digging, building construction, health care and homecraft. This will generate income, improve community services, and most importantly expand the capacity of communities to resolve their problems without dependence on external assistance. The eventual institutionalization of the pilot project will transfer skills to local and district officials as well as Village Development Committees in the area. A non-formal education program will be organized to strengthen the capabilities of local decision-makers.

PROGRAM STRATEGY FOR MBALACHANDA/EUTHINI CBIRD PROGRAM



c) Linkages with Government Structure

In addition to the goal of institutionalization of the activities of Save the Children, there is the need for the vertical integration of communities with already available government services. The newly trained and skilled manpower available in the villages will induce the government to make use of the human resources available. For example, communities which already have a able trained well-digger are more likely to receive assistance from the government in water resource development. Through these processes, Save the Children will demonstrate that vertical integration of government services can be done in a practical and cost-effective manner.

d) Appropriate Technology

A final theme in the development strategy will be the use of Appropriate Technology wherever possible. In all construction projects, a thorough exploration of all available data on the use of local materials appropriate to the area will be used. Builders will be trained in these techniques. In addition, the already existing water systems that use shallow wells and simple pumps will be refined and improved upon. The ultimate goal will be to have clean, potable water that is available from sources that are not only easy to create, but also easily maintained.

Save the Children will use all possible means to ensure that locally available resources are used and that people are trained in appropriate technologies that are relevant to the setting.

SECTION III. PROJECT ANALYSIS

The community-based approach that Save the Children uses in integrated development programs employs a framework within which planning, monitoring and implementation of specific projects becomes a participatory process for the communities. What follows is a brief description of this framework and an analysis of problems and potential areas of intervention based on the initial needs assessment of the feasibility study.

Guidelines for a Community Based Integrated Development Process

The following guidelines are offered to define the process of formulating sectoral strategies and discrete project activity plans:

1. Sectoral programming addressed in this section relates only to potential areas of project implementation. They correspond to problems and needs identified in the feasibility study and must be confirmed through more detailed community assessments.
2. To avoid compromising the participatory aspects of the process, formulation of specific sectoral strategies has been avoided. During the later phase of community organization and problem analysis, development of sectoral strategies will necessarily involve VDC's, community and area leaders, and Government of Malawi officials at the local and district levels. Sectoral program area priorities will be established only after the selection of pilot villages and further baseline studies in the selected communities.
3. Detailed sectoral project documents and budgets will be developed by project participants and SCF staff prior to implementation. Budgets will reflect the contributions in cash and in kind of any project partners.
4. Training in planning single project activities will lead to increased community capability to develop annual multi-sectoral management and implementation plans which include specific sectoral and project output indicators. These plans will reflect a needs-based, "bottom up" process of sectoral strategy formulation. The plan will form the basis of program planning as well as monitoring and evaluation. As planning and implementation evolve, the plan will provide a format for justifying certain modifications in program or sectoral strategies which may prove necessary given changes in the development setting or community priorities. Linkages at all levels with government officials and the Malawi Congress Party officials will ensure that the planning conforms with the government's current strategies.

5. Should capital intensive projects which exceed Save the Children's capacities be expressed as a community need, SCF staff will function as facilitators to gain collaboration from the Government of Malawi and bilateral or multilateral donors.
6. The concept of self-help will be the focal point in all aspects of program planning and implementation.

B. Project Selection Criteria

SCF/US has detailed specific formats for project proposal submissions, selection and approval. These criteria and processes are fully defined in the SCF Field Office Manual (Section 5A of which is attached to this proposal as Appendix C: Introduction to CBIRD), and will be applicable to the MRDLP.

Projects selection criteria include the following considerations:

- the project purpose is clearly defined and addresses a felt need of the community.
- the project has support and involvement from a large and broadbased segment of the community.
- it benefits a cross section of the community and improves the lives of children.
- the project purpose is realistic in terms of available resources.
- it is consistent with local and regional development plans.
- it has a high probability of replication.
- it provides a means of transmitting information and/or skills to community members.
- it is capable of becoming self-sustaining.
- it is integrated with other community projects, activities and goals.
- the project is sensitive to local culture, tradition and values.

The SCF Project Description Form requires a project priority rating. This is established by use of a checklist of rating criteria, on a 1 to 5 basis, of 20 specific considerations.

All SCF approved projects are also required to complete and file an environmental impact checklist, showing that the project has a positive influence on the environment. A negative environmental finding would be grounds for disapproval of a proposed project.

C. Potential Areas of Project Intervention

In developing a community-based, integrated program, considerable attention is given to problem analysis and assessment of community needs. Project activities are initiated in response to critical problems that reflect the felt needs of the community.

During the feasibility study, through interviews with government officials at the RGC and NRDP station of Euthini, through community meetings with local villagers in Euthini, Manero, Geza, Chimaliwa and Medede, and through RGC planning, survey and evaluation documents, problems and needs have been identified. These problems are categorized into five specific areas: impact area economy, agriculture/livestock, child, family, and community well-being, non-formal education and physical infrastructure. (A detailed discussion of these problem areas appears in the Appendix A-1)

The areas of potential project intervention correspond to the specific problem areas mentioned above. The results of the feasibility study permit Save the Children to project certain interventions which may be undertaken by community groups to resolve development problems. However, as communities are selected and their specific needs are assessed, the problems are defined and analyzed, and technical feasibility studies are conducted, these proposed project interventions may no longer be the most appropriate. The submission of detailed annual management and implementation plans should reflect new strategies, modification of old ones, and the justification for such changes. In this section of the project analysis, the five problem areas are identified; potential project interventions are described; and finally, an assessment is made of the short and long term impact of those interventions as economically justifiable solutions.

1. Impact Area Economy

This problem area refers to factors related to income and employment constraints in the commercial sector, and investment disincentives or incentives which impede or promote the growth and diversification of the area economy. Problems which were identified during the feasibility study are:

- difficult year-round access to the area
- non-availability of sufficient credit to local business and small industries
- poor distribution system of needed commodities due to inadequate transportation, wholesale outlets, and lack of organization in the business community
- inadequate knowledge of retail business management practices
- underemployment and decreasing real income

Business Training

An area of potential project intervention would be a training program designed and implemented with the Rural Growth Center small business promotion officer. It will be conducted to improve the management skills of local businessmen and artisans.

Businessmen will also be introduced to certain cooperative principles of procurement and marketing leading to a feasibility study to form a pre-cooperative purchasing association. If the results of the study prove favorable, a revolving loan fund from SCF administered by the Euthini Credit Union would be set up with the association.

Short term impact

- Better management practices and the beginning of collective action to resolve distribution problems should increase the efficiency of small businessmen. Efficiency will be transferred into better merchandising, expanded inventories, increased sales and net incomes.
- Assuming improved small-holder incomes and continued influx of estate workers, the demand for greater variety and quantity of consumer items in shops in Mbalachanda/Euthini will increase, thus, being compatible with businessmen's goals of expanding inventories.

Long Term Impact

- With the assistance of the Malawi Traders Trust, a purchasing association of local businessmen will be established. This association will be created after studies by a Save the Children consultant in collaboration with Mbalachanda Rural Growth Center business promotion officers, local businessmen, Credit Union officials, and other government officials. Initial capitalization will come from membership fees and a phased-in use of the revolving fund administered through the Euthini Credit Union.

Benefits accruing from the association will be:

- business expansion, (inventories, building and equipment, personnel, etc.) to increase sales and profit,
- establishment of a local wholesale outlet,
- transportation to commercial centers for stock purchases,
- procuring services of a purchasing agent,
- attraction of new merchants to area,
- increased access to a wide variety of consumer items.

Economic justification for such a project is that commercial activity, which is already promising in the Mbala-chanda/Euthini area can be accelerated through business management training, credit injection and collective action in problem resolution.

2. Agriculture/Livestock

This problem area refers to factors which may be institutional, technical, or environmental which limit the productivity of the small-holder farmer. Specific problems identified already in the project site are:

- lack of knowledge among farmers of improved agricultural techniques
- limited funding capability of NRDP short and medium term loan program
- lack of simple irrigation techniques that would permit the diversification of farming systems
- inadequate control of animal diseases
- untimely delivery of inputs at distribution points
- lack of extensive coverage and follow-up to farm families by the extension service

Areas of potential project intervention to address these problems include:

a) Agriculture Training Program

With NRDP extension planning area personnel and Project Officers, a prototype training program will

be developed for "Block Coordinating Committees" (local agriculture committees) which could be replicated elsewhere in the NRDP Malawi. The training program would emphasize demonstrations of improved techniques of farming, the development of leadership among farm club participants, utilization of credit to increase productivity and flow of communication of agricultural information.

Short term impact

The agricultural training project should help in expanding the effects of a relatively new, but promising, extension method practiced by field assistants of the NRDP called "Train and Visit". By promoting farm club leadership and increasing the organizational and technical skills of Block Coordinating Committee members, farm club leaders can assume a greater role in follow-up and the initiation of collective action to resolve farm problems which were previously the responsibility of field assistants.

Long term impact

Using the farm club concept and developing leaders to take over responsibility from the agricultural field assistants, extension programs should reach a far greater proportion of farmers than in the current phase. Increased participation in credit programs, the widespread adoption of proven innovations and increased productivity from a broad base of farm families should be some of the anticipated outputs of such a program. With a well organized extension program, higher order objectives may be considered, such as establishing linkages with agricultural research institutions to whom problems may be funnelled to and from whom new methods may be acquired to be tested for local applicability.

b) Small-holder Farmer Credit Program

In collaboration with the Euthini Credit Union and the local NRDP, the project would expand the accessibility of credit to small-holder farmers through the mechanism of farm clubs. A revolving loan fund made available by Save the Children to the Euthini Credit Union would allow an expansion of loan funds for short term credit to farm groups. The loan program will simulate the NRDP program in most facets of implementation, the goals remaining essentially the same: to expand farm club membership, increase the use of farm inputs, and improve the yields and

incomes of small-holder families. The difference will be in the manner of distribution of funds. Save the Children would prefer to channel the revolving fund through the Euthini Credit Union to reinforce its development as a permanent lending institution in the area, independent of external funding assistance.

Short term impact

The expanded availability of credit should encourage the formation of new farm clubs and extended membership in the existing ones. Not only will the base of credit beneficiaries broaden in the area, the NRDP extension program will be strengthened by the stimulus to farm group organization and greater involvement in the local extension program. In brief, through the credit and agricultural training activities the scope of the NRDP should be broadened to include a much larger number of farmers benefiting from the program.

Long term impact

A successfully operated farm credit program will form an integral part of the NRDP's local extension program. As farm groups are formed and benefit from training and short and medium term credit, agricultural production in the area will increase as well as farm family incomes. Not only will the NRDP be strengthened through the revolving loan fund, its impact in the Euthini Credit Union will also be undeniably felt in promoting the earning potential of the institution. With continued high repayment rates expected using the farm club approach, the credit union's earnings will increase, thus allowing for an expansion of new credit opportunities. The credit union, which has an impressive management record so far, will be closely supervised and advised by the Malawi Union of Savings and Credit Organizations to assure that its management capacity develops with the growth of the credit union.

In brief, the farmer credit program facilitated by the revolving loan fund, has long term impact on increasing farm productivity and family income while strengthening the capabilities of these institutions to serve the needs of a far greater number of farm families.

c) Family Vegetable Gardening Project

With NRDP personnel SCF will develop a strategy to promote vegetable gardening as a means of improving family nutrition and generating income. This will involve establishing and training community groups in dry season irrigated gardening. The project will be undertaken in conjunction with the NRDP shallow wells construction program which will be discussed in the section under "Physical Infrastructures". The focus of the gardening project will be to demonstrate an appropriate water delivery system to irrigate neighborhood gardens; to train men and women in collective farming methods; to introduce pre-cooperative principles into local agriculture; and to increase the quantity of traditional and exotic varieties of vegetables available in local markets for local consumption or export to urban areas.

Short term impact

The gardening will initially have a primary impact on improving the family nutritional status of persons participating in the project. The production of traditionally grown and consumed vegetables will be the primary emphasis, with new and exotic varieties being introduced at later stages when systems are well established. A positive experience in the early stages in group farming will reinforce the methods being employed and most likely lead to an expansion of the project.

Long term impact

The project will evolve from its emphasis on family consumption of the produce to a commercial activity for income generation. Based on a marketing feasibility study, gardening activity will be geared up to concentrate on producing vegetables, traditional or exotic, shown clearly to be in high demand in urban areas. Constraints of transportation and marketing will be handled through a pre-cooperative type organization.

The project, in addition to increasing family incomes and labor returns during slack periods in the agricultural cycle, will provide practical experiences to villages leading to better organization skills and a capacity to generate and manage resources.

3. Child, Family and Community Wellbeing

This problem area refers primarily to social factors which affect the wellbeing of children and families and the community as a whole entity. Conditions of family hygiene, home and community sanitation practices, the incidence of disease, opportunities for leisure, activities for youth are factors which affect the social environment of a community.

Specific problems identified during the feasibility study are:

- lack of sufficient potable water
- presence of water borne diseases
- inadequate sanitation facilities and practices
- absence of health education programs
- insufficient health personnel and medicine stocks in village health post facilities
- poor nutrition practices, especially among tobacco estate families
- inadequate physical facilities for boarding in schools

Community Based Primary Health Care Program

The cornerstone of the health sectoral intervention will be the introduction of a primary health care program in communities which demonstrate a visible interest and commitment to resolving health problems. The program will be developed as a complementary component to the Ministry of Health's primary health care pilot project in the Mzimba District. A public health professional (Social Development Coordinator) will be recruited by SCF to coordinate program organization with Ministry officials at the national, regional and district levels. The program will be a new approach to health care for the people of Mbalachanda and will thus be an appropriate experiment for the district pilot primary health care program, now in its second year. The emphasis of the program would be on development of a demonstrably cost effective preventive health care system organized and supported through local village initiative. The system would be integrally linked to area health centers and the district hospital from which technical expertise and supervision would come.

Short Term Impact

- The primary health care program would:
- Facilitate the training and retraining of health assistants and community development assistants in health education and primary health care organization and supervision.
 - Facilitate the training of primary health care worker teams including Traditional Birth Attendants to prepare them for implementation of both curative and preventive health activities at the community level.
 - Improve community organization for promoting family and community health through trained village health committees.
 - Maintain a community first aid kit for assuring the basic treatment of frequent illnesses such as malaria, diarrhoea, eye infection and minor wounds.
 - Provide regular ante-natal and post-natal consultation for families and assist in birth where delivery at home is appropriate.

Long Term Impact

- The Primary Health Care program would ensure that well structured health/nutrition education programs will be organized by health assistants with increasing responsibility being passed onto the Primary Health Care workers.
- Improve awareness of family hygiene and sanitation practices evidenced by the construction of latrines, waste pits and ways of preserving food and water.
- Improve dietary practices as evidenced by better balanced meals, higher caloric and protein intakes, especially among children, and reduced cases of malnutrition.

The economic justification for the Primary Health Care program is evident given the lack of health personnel, means of transportation and private health services. Rather than costly investment in infrastructure requiring additional personnel and recurring costs, it emphasizes human resource development, particularly people at the community level who are often under utilized. Community support of the system will be the fundamental goal of the projects. Local villagers historically have paid for treatment for their ailments through traditional

healers. It has been observed that if community organization and education is presented appropriately, villagers will contribute cash or in-kind support to Primary Health Care workers and Traditional Birth Attendants services which are perceived to be in their self-interest.

4. Nonformal Education

This problem area includes those factors which relate to the existence, or the possible acquisition, of organizational and problem solving skills of community groups; the technical skills of community members; the general understanding of systems of government programs such as agricultural credit; the community's management capabilities in utilizing community resources; appropriate technology information; and functional literacy capabilities.

Specific problems identified in Mbalachanda were:

- lack of training opportunities for skills acquisition in building construction, health, homecrafts, etc.
- lack of a systematic approach to teaching adult literacy
- lack of organization and management skills in community groups
- little access to information, training, or examples of appropriate technology

Areas of potential project interventions include:

a) Community Education Workshop Series

- A workshop series designed to improve the capacity of community groups to analyze problems, plan and manage local project development, participate in program evaluations, and improve their understanding of how to exploit government services.

b) Workshops and Site Visits for Government Officials

- Organize workshops and site visits for local government officials to orient them to the concepts of community-based, integrated programming.

c) Training Workshops for Skills Acquisition

- Following extensive assessment of community training needs, programs would be designed for skill upgrading of local businessmen, artisans, semi-skilled

construction workers, health personnel, etc. Efforts would be made to develop government services' capabilities to conduct this type of community-based training.

d) Expansion of Homecraft Program

-The homecraft program would be extended to serve additional women's groups using a reinforced team of CDAs and homecraft workers. The emphasis will be on developing not only home economics skills but also farming, organizational and leadership skills. Women's participation would be encouraged in agricultural activities such as family vegetable gardening and community wood lot projects.

e) Functional Literacy Courses

-Organize functional literacy programs for both men and women's groups related to tasks they expect to perform.

Short Term Impact

-Village Development Committees will be able to apply skills in needs assessment and problem analysis to the planning of discrete projects. Capabilities in managing the resources required by such projects should also improve.

-Through workshops which will include site visits to the project area, local government and Malawi Congress Party officials will be oriented to community-based, integrated development principles. This orientation should promote understanding of SCF methods and the rather abstract terms of replicability and institutionalization which figure fundamentally into SCF's collaboration with the Government of Malawi.

-Workshops for literacy and special skills acquisition will become part of a structured non-formal education program which in turn will be an integral part of the Training Strategy for the Save the Children Field Office in Malawi.

Long Term Impact:

·The pool of skilled and semi-skilled personnel in the community will have increased significantly as will be evidenced by less reliance upon SCF staff and other outside expertise.

-Village Development Committees will have achieved demonstrably improved skills in problem analysis, the keeping of records on development activities, long term multi-sectoral planning, and a more active participation in monitoring and evaluating their programs.

-Government services and communities should be more effectively linked, as will be evidenced by increased physical contact, information flow, mobilization of resources for community development and community-based training activities.

5. Physical Infrastructure

This problem area refers to the existence and condition of community socio-economic infrastructure; physical plant facilities and public works which are important to social and economic development, communications and area accessibility.

Specific problem areas already identified in the impact area include:

- Inadequate water supplies in many communities
- Lack of a permanent river crossing linking Euthini and Mbalachanda
- Inadequate school classroom buildings
- Lack of information and application of appropriate technology in building construction.

Some areas of potential project intervention include:

a) School Construction Program

School self-help activities exist throughout the area. While community initiative in mobilizing the necessary labor force for constructing a school is quite impressive, many self-help initiated school projects remain unfinished due to the lack of building materials for the roofing, floors and doors. SCF will assist communities in several ways to address this problem so that they may continue to rely as much as possible on their own human and financial resources. First, SCF will research possible appropriate technology innovations which would reduce construction costs yet maintain government building standards.

Some innovations that can be explored are the use of fibre cement roofing sheets fabricated locally using locally available materials (corrugated sheets currently used are imported; a study will be made of the savings potential of this substitution), development of concrete tiles to reduce flooring costs, improvement in design and fabrication of locally made bricks, and local fabrication of sturdy windows and doors by local carpenters.

Second, training activities will be organized to improve the technical skills of village construction workers so that skilled laborers such as masons and carpenters are available in the community for work in self-help projects.

Third, through the process of community education, the management and organizational skills should improve so that the community is better able to mobilize its own financial resources to procure building materials needed for self-help projects. SCF's contribution of materials in the initial stages will only be complementary to what communities have already contributed, a catalyst for allowing the process of appropriate technology experimentation and skills acquisition, and a practical exercise in resource-mobilization and management.

Short term impact

- The program would assist community groups in completing a number of school classrooms begun with self-help initiatives. Needs assessment and subsequent multi-year project plans will reflect the precise number of classrooms to be achieved.
- Community organization and management skills should increase as villagers participate in the planning and implementation of school projects. Technical skills acquisition or improvement should render the community more capable of executing other construction activities.

Long term impact

- The project will encourage the exploration of potential appropriate technologies which will lower cost of construction techniques and possibly become a model for future construction activities.
- Successfully completed school buildings are a source of community pride and a stimulus for other self-help initiatives. Other problems affecting primary school

education, such as teacher housing, the penury of supplies and teaching aids will be more easily resolved as a result of community organization and a sense of accomplishment of having already resolved a major problem.

b) Shallow wells program

Technical studies of the impact area will be conducted to determine the appropriateness of constructing shallow wells in the pilot communities. Preliminary observations indicate favorable conditions for constructing hand dug, wide diameter wells. A shallow wells program undertaken in collaboration with the Department of Lands Valuation and Water and the NRDP would have a general objective of meeting minimum domestic needs for potable water and furnishing water for irrigating community gardens. Shallow wells currently being constructed by community groups with assistance from DLVW/NRDP have proven to be cost effective and appropriate for self-help interventions. SCF will enlist loan consultants to do further technical studies on water tables, environmental analysis and other technical problems presently encountered in developing rural water supplies.

Short term impact

- Technical studies on the water problem will determine the best approach to expansion of the shallow wells program in the impact area and provide estimates of the quantities of this resource.
- Depending on needs assessment and the technical studies the construction of at least two shallow wells in each community seems feasible. The training of village well diggers in construction and maintenance techniques will be conducted as an integral activity of the project's implementation.
- The organization and training of a wells sub-committee to work with the village health committee in assuring sanitation at the water site will be another important project output.

Long term impact

- The shallow wells program is potentially a pivotal sectoral intervention having an important impact on food production and family income as well as social benefits from increased availability of potable water. Because of the intensive self-help element,

the project is very appropriate for encouraging village initiative and participation.

-Save the Children may be able to play a role, working with the Department of Lands Valuation and Water, in developing an appropriate training plan for communities' involvement in maintenance of shallow wells. The project may be used as a testing ground.

c) Bridge Structures

The difficulty of area accessibility during the entire year is the problem most often cited during discussions with local government officials and community groups. The South Rukuru River which slices the impact area in half is a formidable obstacle in the rainy season, as it overflows its banks, flooding large areas. The Vuvumwe Bridge, approximately 20 kilometers to the south of Mbalachanda RGC has, to some extent, alleviated the problem. However, areas to the north of Mbalachanda remain largely isolated during the four-month long rainy season.

Access between Mbalachanda and Euthini, the principal centers of the area, remains problematic. This situation obviously has adverse effects on commercial activity as distribution problems are multiplied. Agricultural services provided through the Agricultural Development and Marketing Corporation (ADMARC) are often crucially retarded by impassable roads. Government extension programs are rendered ineffective as areas are cut off.

Improved area accessibility made possible through the construction of a bridge or other means of crossing the South Rukuru River will be an important contribution to the area's economic development. Due to the potential complexity of such a capital intensive project, SCF will provide technical studies to determine the most feasible and appropriate SCF intervention.

Should that study clearly indicate the need and justification for such a bridge in terms of benefiting the community, SCF with appropriate GOM authorities will solicit additional funding for the construction of the bridge. If the bridge proves to be needed and the proposed construction methodology permits a substantial "self help" component, USAID will be requested to fund such construction, either under the auspices of this project as an amendment of the grant, or as a companion but bilateral project

directly with the GOM. Any such construction activity utilizing USAID funds would be subject to standard technical and economic feasibility studies and the required approval and implementation provisions of USAID.

Short term impact

The technical study envisioned will solve a fundamental problem concerning the most appropriate site for a river crossing. Two site locations have been proposed: one links Mbalachanda and Euthini along a more or less direct axis, the second is located 13-15 miles north of Mbalachanda near Menere. The first site, linking the two rural centers of the area, also improves access to the Agricultural Development and Marketing Corporation's markets and the credit union services of Euthini.

The second location favors expanded regional access to urban centers, i.e. Mbalachanda to Rumphu and Mzuzi. These crossings will provide a more effective access to commercial centers in Mzimba and Mzuzu for local merchants and artisans.

The second location also favors a possible extension of public bus service to the north area linking to Mzuzu (presently public bus service stops at Mbalachanda and returns to Mzimba).

Long term impact

The river crossing, regardless of choice of the two potential locations, will further open up the area west of the South Rukuru River. Because this region holds much potential for tobacco estates as well as small-holder agriculture, planners may anticipate an influx of people requiring a minimum quality and quantity of goods and services flowing in and out of the area. Transportation and communications will be integral parts of that development process. A rural development linkage program such as proposed by SCF and other programs of government will be synergistically affected by improved accessibility between rural communities and urban administrative and commercial centers.

D. Development of Self-Reliance and Institutionalization

1. Long Term Sustainability

The goal of increased community participation in the development process and its effect on improving the

quality of life in rural communities is linked fundamentally to a long term strategy of creating a sustainable self-reliant project implementing capacity in the area. The effective continuation of the projects will be determined by the degree of success in community organization, skills training, the capability to link with institutions offering services and the existence of a self-perpetuating income generating economic base.

Sustainability of the program is thus partially dependent upon community acquisition of skills to utilize and effectively manage project funds made available to generate family and community income. The revolving loan fund will focus on increasing credit availability at the Euthini Credit Union. Through participation in training programs, individuals and groups will have increased opportunities for credit utilization and skill acquisition in managing the inputs needed for income generation. Increased incomes will produce the necessary cash flow in the village economy to channel funds into savings and investments and contribute to community infrastructural development.

Program continuity will also be affected by the communities' ability to link themselves together in inter-village cooperation as well with governmental and nongovernmental agencies. Through this linkage additional sources of technical expertise and funding can be obtained. Through community education and application of organization skills, village groups may develop inter-village linkages. These associations can focus upon augmenting member communities' capability to undertake complex projects and more expensive infrastructural development. As organizational and management skills develop, the recognition of the potential for community financial participation may be attractive to government and/or other funding agencies.

Self-help will be the fundamental principle in community problem solving from the program's initial stages. To this end project planning and implementation will concentrate on areas that encourage self-help; such as appropriate technology, training methods, credit schemes and construction. Furthermore, all conceptualization of projects will be done within the framework of a gradually reduced role for SCF. The people in the community will be aware that as their community's organizational, management and financial capacities develop, SCF will gradually phase itself out as appropriately determined in an evaluation process involving the community, SCF and appropriate government officials.

2. Institutionalization and Replication Potential

Save the Children has developed this proposal with a "phased institutionalization" built into the planning and implementation of its first pilot project in the Mbalachanda/Euthini area. This initial five-year implementation plan will allow the process to be tested, monitored and evaluated for its effectiveness as a methodology for later incorporation into the strategies of the RGC and the NRDP. The groundwork for planning program replication will thus be established in the pilot program.

Even though it is premature to cite the specific nature of the program's replicability, certain areas can be identified as having potential for replication:

- (a) Training methods used in staff and community training could be demonstrated and disseminated by the Department of Community Services. The project should become a "laboratory" for training new development agents in extension and methods of integrated rural development.
- (b) Appropriate technologies applied by community groups in Mbalachanda could be transferrable to other areas of Malawi.
- (c) SCF's collaboration with the Euthini Credit Union and the Malawi Union of Savings and Credit Organizations in establishing a revolving loan program could be replicated and used as a model in other credit unions.
- (d) The project's involvement in the Mzimba District pilot primary health care program could lead to replicable experiences in training and supervising primary health care workers and village health committees.
- (e) As the project places emphasis on community responsibility for maintaining rural water supplies, training activities for implementing a pump maintenance and sanitation program should provide an experience to be validated in other water resource development projects.

In addition, this project will serve as a unique opportunity for Save the Children/USA, as an implementing agency, to strengthen the programmatic and management capabilities of an already existing indigenous PVO, Save the Children/Malawi. The existence of SCF/Malawi helps to ensure the continuity of community based integrated rural development programs within the Malawi setting.

3. Impact of Project on Malawi

A major output of the project will be to assist the Government of Malawi define an approach and methodology promoting integrated rural development through its Rural Growth Centre Program. The approach and methodologies to be tested will promote rural self-help measures and community organization and actions and will improve the delivery system and utilization of local public services to Malawi's rural population. This project will operate in two Rural Growth Centers, one being at Mbalachanda and a second center which remains to be selected. The Government of Malawi has completed five Rural Growth Centers; two more are presently under construction; and three more are planned during the initial phase of this national program.

The Government of Malawi has developed a policy framework and strategy for the functioning of these centers and is presently developing and testing operational programs for the centers. If the initial 10 Rural Growth Centers prove to be successful in this objective of efficiently promoting rural development, the Government of Malawi intends to construct numerous such centers throughout Malawi. SCF sees this project as an excellent opportunity to influence the long term development strategy of the Government of Malawi and maintain its present emphasis on local participation, self-help mechanisms and the provision of community services geared toward identified community needs.

First Quarter

Second Quarter

Third Quarter

Program Manager Arrives

Appropriate GOM officials contacted, USAID, PVOs

HRDLP Implementation Plan reviewed for Modification

Mbalachanda field office provisionally set up

Program and administrative personnel recruited and oriented

Relationships strengthened with RGC, Euthini officials, community leaders, area development committee

Development Coordinating Committee established at RGC

Staff housing begun

Quarterly report

Fiscal and Program Reporting System Established

Staff trained in community organization skills

Site visits/selection (10) pilot communities

PFC arrives

Regular meetings with Area Development Committee, RGC coord. committee

Semi-Annual Report

Training VDCs in project planning

CDA training

CDA training

Community organization/formation of VDCs

Community diagnostic needs assessment

VDC project planning

Strategies developed for training VDCs and community members

Develop M/I Plan Year II

Primary Health Care Strategies formed with Mzimba health personnel

Technical study DLVW hydrologist shallow wells program

Staff housing completed

Fourth Quarter

o
Quarterly Report

o
Semi-Annual Report

o
Establish monitoring
system with staff and
communities

Staff training

o
Active phase - project implementation

o
Submit M/I Plan to
USAID Mission, GOM

SECTION IV. PROJECT DESIGN AND IMPLEMENTATION

A. Implementation

Save the Children's Malawi Rural Development Linkage Program will utilize a participatory, needs based approach in its implementation. Certain program elements may therefore require modification as priorities of felt needs and proposed solutions change. Consequently, the following implementation plan requires flexibility in application. While recognizing this consideration, this plan will serve as a useful guidelines framework:

YEAR I

Program Area

Establishment of Field Office in Mbalachanda

Projected Outputs and Events

- o Program Manager arrives, Project Field Coordinator arrives
- o Appropriate GOM Officials met
- o Full Implementation Plan developed for Year I
- o Mbalachanda SCF presence established
- o Program and administrative personnel recruited and oriented to Save the Children methodology
- o Staff housing completed
- o Staff training in appropriate development methods and sectoral skills
- o Fiscal and program reporting system established and functioning
- o Relationships strengthened with community leaders, area development committee, government officials in Mbalachanda and Euthini and estate owners and managers
- o Development coordinating committee established at Mbalachanda Rural Growth Center
- o Regular coordinating meetings held between RGC Development Committee

Training and Implementation

and Area Action Committee. Pilot communities' selection criteria developed with committees.

- o Bridge Feasibility study undertaken
- o Site visits made to prospective communities, ten villages selected for pilot program
- o Needs assessment and community diagnostic plans conducted by staff
- o Community organization, formation of representative Village Development Committees.
- o Begin training VDCs, develop single project plans with VDCs
- o Develop management and implementation plan for Year II
- o Program monitoring system established
- o Inventory made of community water resources, government hydrologist called for advice on site selection and technical studies for shallow well
- o Submission of quarterly program activity reports
- o First annual program and fiscal evaluation performed
- o First annual report submitted

YEAR II

Projected Outputs and Events

- o Discrete project execution phase beginning for achieving sectoral strategies
- o Strategies developed for community training and the organization credit programs with Euthini Credit Union
- o Primary health care strategies and initial training of staff in health education developed with Mzimba PHC program staff

- o Assessment made of Rukuru River crossing, solution adopted with Ministry of Public Works
- o Submission of quarterly program activity reports
- o Develop management and implementation plan for Year III
- o Continue control of monitoring system
- o Fiscal and Program audit and evaluation performed

YEAR III

Projected Outputs and Events

- o Sectoral strategies and project activities pursued as projected in Management Plan Year III
- o Begin evaluation of other areas to choose second impact area for Years IV and V
- o Extensive evaluation conducted to plan phased institutionalization of program
- o Studies completed on new impact area, proposal made to USAID and the Government of Malawi for approval for Year IV programming and funding
- o Develop multi-year plans indicating strategies for phased institutionalization of Mbalachanda and for programming in new impact area
- o Submit quarterly reports of program activities
- o Audit and 3rd annual report

YEAR IV

Projected Outputs and Events

- o Implementation in two impact areas: Mbalachanda and new impact area
- o Project Field Coordinator in Mbalachanda replaced by

civil servant and P.F.C. transferred to new area. New office set up

- o Similar training and organization phase followed in new area as followed in Mbalachanda
- o Government of Malawi assumes greater responsibility for Mbalachanda implementation with funding inputs from SCF continuing, but in reduced amounts
- o Continue monitoring system
- o Both impact areas prepare Management and Implementation Plans
- o Submission of quarterly reports

Projected Outputs and Events

- o Fiscal and program audit performed in both areas, 4th annual report submitted
- o Sectoral strategies and project implementation achieved in both impact areas
- o Program institutionalization plan developed with the Government of Malawi
- o Studies made for obtaining additional funding support for replication assuming government approval
- o Final project evaluation conducted, final report submitted to USAID, Government of Malawi, SCF/M & SCF/USA
- o Mbalachanda project institutionalized into appropriate government structure
- o SCF/M and SCF/USA, in conjunction with local government and community groups, develop strategy for periodic contact with communities within the Impact Area to discuss program issues and/or problems relating to the phase-over of program responsibility.
- o Phase II strategy for second area developed to include funding support after OPG phase-out

YEAR V

B. Monitoring, Evaluation and Reporting

Save the Children believes that regular, systematic monitoring and evaluation of progress made in achieving program goals and strategies developed in this proposal and subsequent Management Implementation Plans is central to the success of the program. These plans, jointly prepared by SCF staff, local government and impact area communities, will establish precise input-output indicators upon which formative evaluations will be based. Special emphasis will be placed on formative evaluation so that indicators can be systematically monitored at regular intervals through built-in procedures. Evaluating a community's absorption of the participatory process is critically important to assessing the project's progress in moving the community along a continuum from dependency to self-reliance. (See Appendix D for a sample SCF Monitoring and Evaluation Plan).

1. Monitoring System

This system will become operational in the early stages of program implementation when communities and SCF staff perform regular, on-going monitoring of the following indicators of community use of the participatory process:

(a) Needs Assessment/Problem Analysis

Refers to the capacity of a community to identify and analyze community needs and place them in a logical set of priorities.

(b) Program Involvement

Refers to the degree to which the base of participation has been extended to all segments of the community in committees engaged in planning and implementing projects. This would be indicated by the representation of interest groups in the process, committee structures and functions, leadership patterns, and selection procedures for VDCs.

(c) Comprehensiveness

Refers to the scale of participation in projects, equity in distribution of benefits and the types of problems addressed.

(d) Community Contribution

Refers to the community's levels of contribution in labor, cash and local material in the development process.

(e) Lin

Refers to the frequency and quality of contact existing between community and government services, capability of community in contacting government and other agencies and articulating community problems and the ability to attract outside resources.

2. Impact Indicators

During the extensive baseline study, SCF staff will establish benchmark data for each pilot community indicating the development situation in the initial phase of program development. Project planning will address specific measurable changes anticipated in a project as well as their effects on potential beneficiaries. Benchmark information at the start of the project will be systematically compared, both qualitatively and quantitatively, to actual outputs indicators as the project develops. Within this framework, access to information will constantly be built in so that the development of the participatory process, in addition to the project's socio-economic impact, can be evaluated at regular intervals during the project's life.

3. Reporting

Reporting procedures will include:

- (a) Short, concise, monthly reports to SCF/M and SCF/USA during the first year to facilitate program monitoring in the start-up phase.
- (b) Semi-annual administrative and program narrative reports will be presented to SCF, USAID, the Government of Malawi and collaborating agencies enabling a review of sectoral strategies and project results, progress and their bearing on achieving the higher order objectives of the program.
- (c) Annual Management Implementation Plans will allow for systematic review or modification of sectoral strategies, input-output coefficients, new cost benefit information and proposed alterations in program strategy.

C. Project Staffing

The collaborative relationship already established between Save the Children/USA and Save the Children/Malawi has made possible certain staffing and administrative support mechanisms which will considerably reduce normal start-up costs and the on-going administrative costs of the program. The liaison function

normally performed by a field office headed by the SCF Country Director will be performed by the Executive Secretary of Save the Children/Malawi, who will serve as the principal liaison between SCF/USA, the Government of Malawi and other international agencies. The office in Blantyre of SCF/Malawi will serve as the field office headquarters of SCF/USA. All financial and program reporting from the impact area office will be sent to the Program Manager who will work with the Executive Secretary for review and expedition to the appropriate source. Subject to review and recommendation from the SCF/Malawi Executive Secretary, an administrative assistant will be hired to reinforce SCF/Malawi's programmatic and management capabilities of administering an expanded program.

The impact area level staffing structure will consist of the following positions:

- Project Field Coordinator
- Community Development Assistants (2)
- Management/Administrative Staff
(Secretary/Bookkeeper and Driver)

Staff will function in a counterpart relationship with Malawian civil servants where indicated in the following job descriptions: (See Chart IV Project Staff Chart)

1. Program Manager

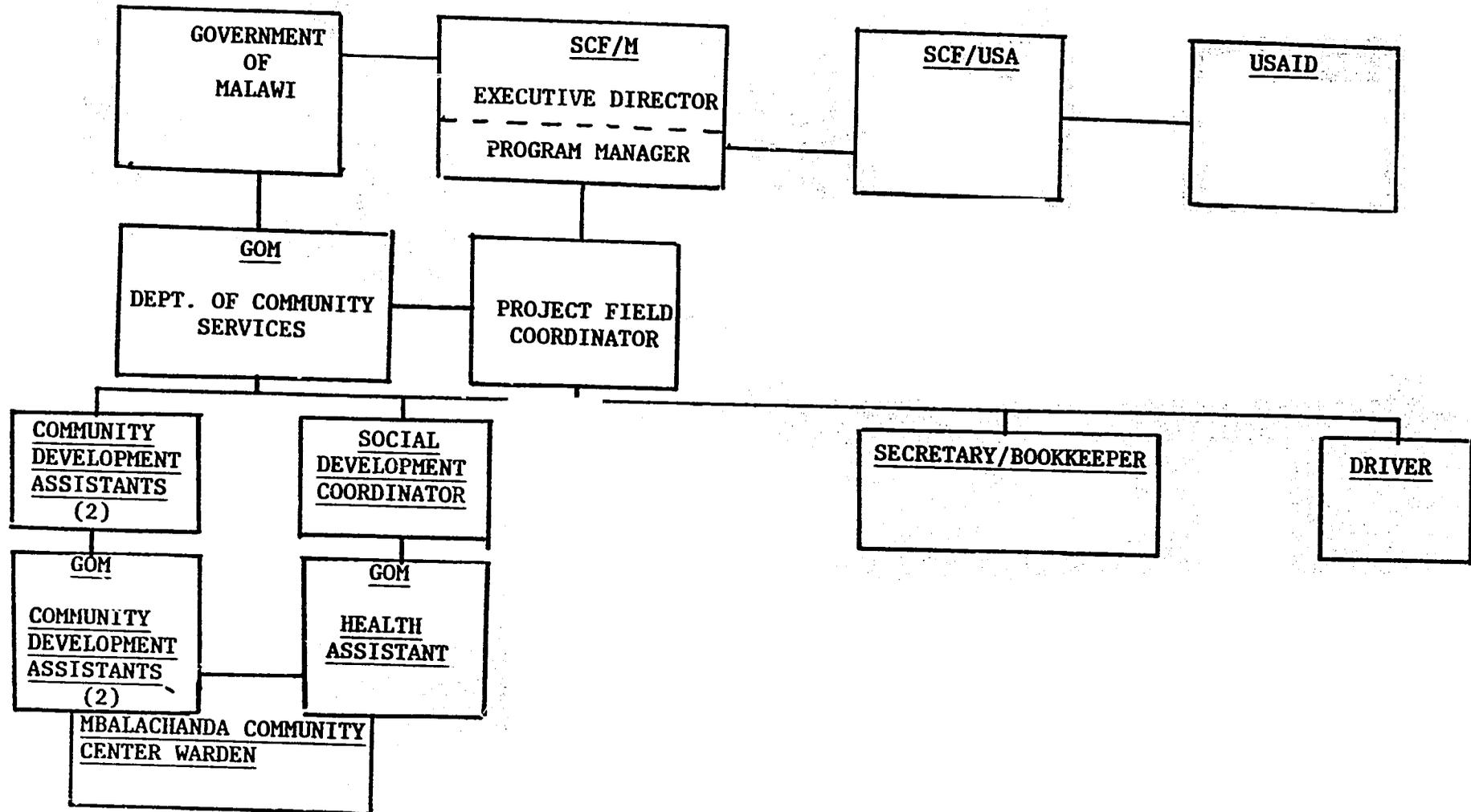
- Will work in close collaboration with the Executive Secretary of SCF/Malawi in Blantyre to direct the rural development project.
- Will provide leadership to the program from Blantyre by arranging administration, program management, training and fiscal control.
- Through management delegation, Save the Children/Malawi personnel will take over increasing administrative duties and responsibilities.
- This officer will be responsible directly to the Africa Regional Director of Save the Children/U.S. and the Executive Secretary of Save the Children/Malawi.

2. Project Field Coordinator

- Perform liaison functions with appropriate local government officials, Malawi Congress Party officials, traditional leaders and others as required in the impact areas.
- Provide overall leadership and direction to the program at the impact area level. Among these responsibilities will

CHART IV

PROJECT STAFFING CHART



be: training, administration, program management, fiscal accountability and program coordination.

-This position will be responsible directly to the Program Manager and through him to the Executive Secretary SCF/Malawi.

The details of these expatriate positions will be fully elaborated upon in a letter of understanding drawn up between Save the Children/Malawi and Save the Children/USA.

3. Community Development Assistants (2)

-Function as counterparts to government Community Development Assistants posted respectively at the Mbalachanda Rural Growth Center and the Euthini NRDP station.

-Collaborate with community groups and government staff offering technical assistance on community development planning, implementation, conduct of training sessions and in monitoring and evaluating sectoral program activities.

-Provide the Mbalachanda RGC Community Center Warden with technical assistance in all aspects of the community center program.

-This position will be responsible to the Project Field Coordinator.

4. Management and Administrative Staff

Management and administrative staff will consist of a secretary/bookkeeper and a driver.

-The Secretary/Bookkeeper will be responsible for assisting the Program Manager in all aspects of fiscal, program management and administration. This position is responsible to the Program Manager.

-The driver will assist the program Manager in the provision of transportation and project vehicle maintenance. This position is responsible to the Program Manager.

In staff recruitment, emphasis will be placed on hiring Malawian nationals. Volunteer organizations will also be considered in the recruitment effort when nationals are not available for the position.

D. Consultancy Assistance

In obtaining the needed consultancy requirements specified in the proposal, first preference will be given to qualified individuals and organizations within Malawi. Failing this, consultants will come from outside of the country with the assistance of SCF/USA.

SECTION V. FINANCIAL PLAN

A. Financial Statement

Save the Children/USA proposes to carry out the Malawi Rural Development Linkage Program in collaboration with Save the Children/Malawi, and the Government of Malawi. In order to finance the project, Save the Children/USA is requesting USAID for an Operational Program Grant of US \$1,250,000.00 over five years. This will be matched by SCF/USA private funds of US \$256,000.00 over five years. Also, SCF/M is estimated to provide for Field Office administration and services valued at \$129,350.00.

The contribution of the Malawi Government, mostly through personnel placement and in-kind contributions, is estimated at \$206,600 over five years. Details of each budget are shown in the following pages.

B. BUDGET

1. PROPOSED 5 YEAR BUDGET - MRDLP - COMBINED AID AND SCF

	OPG	SCF	TOTAL
1. Administrative			
a. Personnel			
-Program Manager; Salary/Fringes	142,100		142,100
-Relocation		15,500	15,500
-Administrative Asst. -Secretary/Accounts (2)	19,800	27,600	27,600 19,800
-Drivers (2)	3,450		3,450
-Casual Labor	2,750		2,750
	<u>168,100</u>	<u>43,100</u>	<u>211,200</u>
b. Housing			
-Program Manager	35,070		35,070
-Project Field Coord. incl. office	20,000		20,000
-(2) CDAS	16,000		16,000
	<u>71,070</u>	-0-	<u>71,070</u>
c. Travel			
-In Country	25,000		25,000
-Home Leaves (PM,PFC)	8,000		8,000
-Home Office Consult.	6,500		6,500
	<u>39,500</u>	-0-	<u>39,500</u>
d. Field Office Services			
-Local and Audit Fees	6,100		6,100
-Equipment/Maint. Repairs	8,700		8,700
-Auto Operation	42,209		42,209
-Printing/Photocopy	9,760		9,760
-Photography	1,215		1,215
-Bank charges	3,600		3,600
-Postage	3,000		3,000
-Telephone, telex	21,955		21,955
-Insurance	18,110		18,110
-Subscription	700		700
-Reference Materials	1,215		1,215
-Miscellaneous	700		700
-Office Supplies	10,970		10,970
	<u>128,234</u>	-0-	<u>128,234</u>
2. Program Support			
a. Personnel			
-(4) Field Agents Salaries/Fringes	27,575		27,575
-Project Field Coord. -Counterpart-PFC -Relocation PFC	110,500		110,500
		7,500	7,500
b. Consultants/Evaluation	68,000	15,000	83,000
c. Training	18,000	20,000	38,000
d. Project Funds	370,000	110,000	480,000
	<u>594,075</u>	<u>152,500</u>	<u>746,575</u>
Sub-Total	1,000,979	195,600	1,196,579
3. Overhead 12.38%	123,922		123,922
4. Capital Assets	25,000	60,400	85,400
5. Contingency	100,099		100,099
GRAND TOTAL	\$1,250,000	\$256,000	\$1,506,000

2. PROPOSED AID 5-YEAR BUDGET

	YEAR I	YEAR II	YEAR III	YEAR IV	YEAR V	TOTAL
1. Administration						
a. Personnel						
-Program Manager; Salary/Fringes	30,000	32,000	24,200	26,620	29,280	142,100
-Sec. Acct. Salary/Fringes (2)	3,600	3,780	3,960	4,140	4,320	19,800
-Drivers (2)	630	660	690	720	750	3,450
-Casual Labor	500	525	550	575	600	2,750
b. Housing						
-Program Manager	6,750	6,870	7,000	7,150	7,300	35,070
-Proj. Field Coord. (incl. office)	20,000	-0-	-0-	-0-	-0-	20,000
-(2) CDA's	16,000	-0-	-0-	-0-	-0-	16,000
c. Travel						
-In Country	4,000	4,000	5,000	6,000	6,000	25,000
-Home leaves (PM,PFC)	-	-	8,000	-	-	8,000
-Home Office Consult.	3,000	-	-	3,500	-	6,500
d. Field Office Services						
-Legal and audit fees	1,000	1,100	1,210	1,330	1,460	6,100
-Equip./Maint./Repairs	1,000	1,080	2,200	2,200	2,500	8,700
-Auto Operation	6,000	6,600	9,010	9,760	10,839	42,209
-Printing/Photocopy	1,500	1,650	1,815	2,180	2,615	9,760
-Photography	200	220	240	265	290	1,215
-Bank charges	600	650	700	800	850	3,600
-Postage	500	550	600	650	700	3,000
-Telegram, telephone	3,600	3,960	4,350	4,785	5,260	21,955
-Insurance	2,000	2,100	4,310	4,600	5,100	18,110
-Subscription	100	100	100	200	200	700
-Reference materials	200	220	240	265	290	1,215
-Office Supplies	1,800	1,980	2,170	2,390	2,630	10,970
-Miscellaneous	100	100	100	200	200	700
2. Program Support						
a. Personnel						
-(2) Field Agents Salaries/Fringes	5,000	5,250	5,500	5,775	6,050	27,575
-Proj. Field Coord. Salary/Fringes	18,000	20,000	22,000	24,000	26,500	110,500
b. Consults./Evaluation	3,000	4,000	27,000	5,000	29,000	68,000
c. Training	4,000	3,000	4,000	4,000	3,000	18,000
d. Project Funds	<u>25,000</u>	<u>75,000</u>	<u>85,000</u>	<u>85,000</u>	<u>100,000</u>	<u>370,000</u>
SUB-TOTAL	133,080	185,315	234,745	202,105	245,734	1,000,979
3. Overhead Costs	16,475	22,942	29,061	25,020	30,424	123,922
4. Capital Assets	10,000	5,000	10,000	-	-	25,000
5. Contingency	13,308	18,532	23,425	20,211	24,573	100,099
GRAND TOTAL	\$172,863	231,789	\$297,281	\$247,336	\$300,731	\$1,250,000

3. PROPOSED SAVE THE CHILDREN PRIVATE FUNDS - 5 YEAR BUDGET

	YEAR I	YEAR II	YEAR III	YEAR IV	YEAR V	TOTAL
1. Administrative						
a. Personnel						
-Program Manager Relocation	7,000				8,500	15,500
-Program Manager Counterpart						
-Administrative Asst.	5,000	5,250	5,500	5,750	6,100	27,600
-Sec. Acct.						
-Driver						
-Casual labor						
b. Housing						
-Program Manager						
-PFC						
-(2) CDAS						
c. Travel						
d. Field Office Servs.						
-Auto Operation						
-Printing						
-Postage						
-Telephone, telegram						
-Office Supplies						
-Other						
2. Program Support						
a. Personnel						
-(2) CDA's Salaries/Fringes						
-Counterpart PFC						
-Housing (temp. 1 yr.)						
-PFC Relocation	3,500				4,000	7,500
b. Conslts./Evaluation	2,000	3,000	2,000	2,000	6,000	15,000
c. Training	5,000	3,000	2,000	5,000	5,000	20,000
d. Project Funds	-	25,000	30,000	30,000	25,000	110,000
3. Capital Assets	28,300	12,000	20,100	-	-	60,400
GRAND TOTAL	50,800	48,250	59,600		54,600	256,000

4. PROPOSED GOVERNMENT OF MALAWI 5 YEAR CONTRIBUTION

	YEAR I	YEAR II	YEAR III	YEAR IV	YEAR V	TOTAL
1. Administrative						
a. Personnel						
-Program Manager Relocation						
-Administrative Asst.						
-Sec. Acct.				3,800	4,200	8,000
-Driver				650	650	1,300
-Casual labor				600	600	1,200
b. Housing						
-Program Field Coord.			14,400			14,400
-SDC			10,800			10,800
-(2) CDAs			19,200			19,200
c. Travel						
d. Field Office Servs.						
-Auto Operation				5,000	5,000	10,000
-Printing				500	500	1,000
-Postage				200	200	400
-Telephone, telegram				250	250	500
-Office Supplies				600	600	1,200
-Other				200	200	400
2. Program Support						
a. Personnel						
-(2) CDA's Salaries/ Fringes	5,000	5,250	5,500	5,750	6,100	27,600
-Counterpart PFC		5,000	5,250	5,500	5,750	21,500
-Social Development Coord.			7,000	7,000	16,000	30,000
-Housing (temp. 1 yr.)		2,250	2,250	2,250	2,250	9,000
-PFC Relocation						
b. Conslts./Evaluation						
c. Training						
d. Project Funds				25,000	25,000	50,000
3.						
GRAND TOTAL	5,000	12,500	64,400	57,300	67,300	206,500

5. Value of Contribution of Save the Children/Malawi

	<u>Year I</u>	<u>Year II</u>	<u>Year III</u>	<u>Year IV</u>	<u>Year V</u>	<u>Total</u>
<u>Personnel</u>						
Field Director* (Executive Sec. SCF/M)	7,500	8,000	9,000	10,000	11,000	45,500
Administrative Staff (Sec., Driver, etc.)	3,000	4,000	5,000	6,500	7,500	26,000
<u>Field Office Operations</u>						
Rent	3,600	4,000	4,500	5,000	6,000	23,100
Office Equipment Use	1,000	1,500	1,750	2,000	2,500	8,750
Other	1,000	1,500	2,000	2,500	4,000	11,000
<u>Vehicle Support</u>	2,000	2,500	3,000	3,500	4,000	15,000
Total	\$18,100	\$21,500	\$25,250	\$29,500	\$35,000	\$129,350

*Based on percentage of time estimated for MRDLP administration (33%)

6. Capital Assets Budget Details - Year I

	<u>SCF</u>	<u>AID</u>	
Vehicle (4 wheel drive pickup)	16,000	-	16,000
Motorbike	1,500	-	1,500
Calculators (2)	200	-	200
Typewriter	1,000	-	1,000
Office furnishing	1,000	-	1,000
Housing furnishing	8,000	-	8,000
Bicycles (4)	600	-	600
Project Commodities (capital equipment)(pumps, wells construction equipment)	-	10,000	10,000
Subtotal	28,300	10,000	38,300

	<u>SCF</u>	<u>AID</u>	<u>Total</u>
Vehicle	12,000	-	12,000
Project Commodities	-	5,000	5,000
Subtotal	12,000	5,000	17,000

Year III

	<u>SCF</u>	<u>AID</u>	<u>Total</u>
Vehicle (4 wheel drive pick-up)	18,000	-	18,000
Bicycles (4)	600	-	600
Motorcycle	1,500	-	1,500
Project Commodities (capital equipment)	-	10,000	10,000
Subtotal	20,100	10,000	30,100
Grand Total	\$60,400	\$25,000	\$85,400

C. Notes on Budget

Preparatory Planning Phase:

The Budget does not include funding in the amount of \$15,000 from SCF used in program development.

Five Year Budget

This budget plan is prepared for five years beginning July 1983 and will be modified according to program and administrative needs. It presents the combined contributions of USAID and SCF and also projects the approximate costs of the program to the Malawian Government, given the goal of the eventual institutionalization of the project and the recurring costs implied in achieving those goals. An inflation factor of 10% annually has been used to project expenditures.

1. Administration

(a) Personnel: The personnel cost represent:

-Salary and fringe benefits of the Project Manager at the impact area

-Salary and fringe benefits for a team of Malawian administrative staff in the impact area

-Salary and fringes for an administrative assistant/bookkeeper attached to SCF/Malawi office in Blantyre.

(b) Travel: The travel cost refer to travel between Blantyre, Lilongwe and the impact area; one trip by the Program Manager and Project Field Coordinator to the United States (as home leave); one trip by a staff member to the US for consultations and orientation during years II and IV.

(c) Field Office Services: It is planned that during SCF's gradual phase-out in Year IV from the Mbalachanda/Euthini Impact Area, the Malawian Government will assume responsibility for the operating costs of the impact area office. Agency funds from private sources and USAID will then be effectively directed to the new impact area.

2. Program Support

(a) Personnel

-Project Field Coordinator: Salary and fringe benefits calculated on the basis of expatriate salary rates, though preference is still toward the recruitment of a Malawian.

-Field Agents: This covers the salary and fringes of two of the four field coordinators (CDAs) who will be paid by the grant during Phase I (Years I-III) and their subsequent integration into the public service.

- (b) Consultants: These funds will be used to invite Technical experts from time to time to the program from within Malawi, from the Africa region or, from other parts of the world when necessary for evaluation planning and special seminars and workshops. The line item covers fees, travel and per-diem of short term consultants as well as mid-and end-of-grant evaluations conducted by outside consultants and SCF/USA home office staff.
- (c) Training: This line item covers cost of training of administrative and program staff, field coordinators, community members, and local government officials. Cost of training facilities, travel, room and board of participants are included. Orientation in Home Office for the administrative assistant bookkeeper attached to the Blantyre office is covered by SCF funds.
- (d) Project Funds: The project funds will be used in implementing projects at the impact area and community level. Contributions in kind or in cash from the Malawian Government and community people will be combined with grant and private SCF funds in the project planning process and will be recorded separately for each project.

Based on its CBIRD experience elsewhere, in Africa and in other areas, SCF has found that the functional ratio of immediate resources (personnel, administration, program support), to project (or sub project) activity investment, is 60-40. This allocation has worked effectively in other programs to best enhance the development processes essential to CBIRD methodology. The \$480,000 "Project Funds" total is 41% of the combined USAID and SCF/USA budget (excluding the allowable overhead figure).

The table on the following page is an illustrative worksheet of a possible distribution of the \$480,000.

The annual average "Project Funds" available per beneficiary comes to \$4.97 (15,000 beneficiaries each of the first three years; 30,000 in each of the last two years). This is a level of external resources to the communities which is in line with public investment made in similar rural areas. It is also a reasonable investment cost that can be expected to be

maintained given the priority the GOM places on Rural Growth Centers and their catchment areas.

- (e) Overhead Costs: This refers to Save the Children's provisional indirect cost rate as approved by USAID, calculated at a rate of 12.38% on subtotal excluding capital assets.
 - (f) Capital Assets: AID capital assets expenditures will be for capital equipment used directly in projects, for example, pumps and wells equipment.
3. SCF/USA will use its standard funding mechanism to raise funds for its match of the OPG. Most funds raised by SCF/USA are acquired through a program in which donors in the U.S.A. contribute money to a community by sponsoring children who live in areas in which SCF projects are being carried out.

Illustrative Worksheet of Possible Distribution of
"Project Funds"

SECTOR	YEAR 1		YEAR 2		YEAR 3		YEAR 4		YEAR 5	
	AID	SCF	AID	SCF	AID	SCF	AID	SCF	AID	SCF
<u>Impact Areas</u>										
<u>Economy</u>										
Business Training	\$ 6,000	-	\$ 10,000		\$ 14,000	-	\$ 6,000	-	8,000	-
<u>Agriculture/Livestock</u>										
Agriculture Training	3,000	-	5,000	-	5,000	-	8,000	-	9,000	-
Small-holder Farmer Credit	-	-	15,000	5,000	15,000	5,000	20,000	2,500	20,000	-
Family Vegetable Gardens	3,000	-	3,500	1,500	3,500	3,000	3,500	4,000	3,500	3,000
<u>Child, Family and Community Well Being</u>										
CB Primary Health Care Program	3,500	-	10,000	7,500	18,000	7,500	11,000	7,500	15,000	5,000
<u>Nonformal Education</u>										
Community Education Workshop Series	1,500	-	1,500	2,500	1,500	2,500	3,000	3,000	3,000	5,000
Workshops and Tel. Training Workshops	1,000	-	2,000	-	1,500	-	2,000	2,000	2,000	-
Expansions of Homecraft Program	1,000	-	2,000	1,000	1,000	2,000	3,000	2,000	1,000	3,000
Functional Literacy	2,500	-	2,000	2,000	2,000	3,000	3,000	5,000	1,000	6,000
Physical Infrastructure	-	-	1,500	2,500	1,000	2,500	1,500	4,000	1,500	3,000
School Construction	-	-	8,000	-	8,000	-	9,000	-	16,000	-
Shallow Wells	-	-	14,500	3,000	14,500	4,500	15,000	-	20,000	-
Bridge Feasibility Study	3,500	-								
Totals	\$ 25,000	-	75,000	25,000	85,000	30,000	85,000	30,000	100,000	25,000

GRAND TOTAL: \$480,000.

APPENDIX - A

A SUMMARY OF

BASELINE INFORMATION ASSIMILATED DURING FEASIBILITY STUDY

JULY - AUGUST 1982

A feasibility study was performed in Malawi by Save the Children/USA consultants from July 13 to August 23, 1982. In this appendix a summary of sectoral information and other data are presented which the consultants assimilated during their study.

I. The Setting

The project's impact area, Mbalachanda/Euthini, is essentially the same area over which Chief Chinde exercises traditional authority. It is also the Extension Planning Area designated by the National Rural Development Plan as MZ/4. Geographically it is located in the northwestern area of Mzimba District which lies in Malawi's Northern Region (approximately 75 miles northwest of the government center at Mzimba). Mzimba lies about 500 kilometers northwest of Lilongwe, Malawi's capital city and travel by road between the two points takes about 5-6 hours.

Twenty-five tobacco estates are situated within the boundaries of this area, but due to depressed market conditions and poor management, only fifteen of these are currently operative. Approximately 6,500 people are employed on the estates. There is a good outlook for future tobacco sales, so it is foreseen that all the estates will be operating within the next few years.

The Extension Planning Area has two population centers, the Mbalachanda Rural Growth Center and Euthini. Mbalachanda was chosen previously by the Government of Malawi as the site for one of the ten Rural Growth Centers being constructed with West German assistance. Construction of the center is essentially complete and consists of the following:

- Post Office
- Community Center
- Health Clinic
- Primary School
- Office Blocks (2)
- Staff and guest houses
- Small artisans' facility
- Market
- Boreholes (3)

Euthini is a town of much longer history. Historically it is the seat of the traditional chief. It has a fairly large commercial area, is the location of the Euthini Credit Union, a government maintained market, health clinic and is a designated stop for the public bus system.

II. Physical Characteristics

A. Land Surface

With the exception of the land area occupied by the Mbalachanda RGC and the Euthini township, MZ/4 is basically bush country and almost totally undeveloped. Although in a mountainous area, level ground makes farming much easier than in some other areas of this mountainous country.

The area is literally cut in half by the Rukuru river which is all but impassable to pedestrian traffic during the rainy season. Communications in the area is therefore critical in terms of the area's future development. The area has only one permanent river crossing, the Vuvumwe Bridge. This forces many residents to travel 35 miles by foot in order to cross the river.

B. Natural Resources

There are no known natural resources in the area, as is true in most of Malawi. Some gem stones such as quartz, smokey quartz and malachite are known to exist in the area but it is not known if these deposits are in large enough quantities to justify commercial exploitation.

C. Climate

Malawi has a climate which varies from tropical to temperate. Temperatures and rainfall are greatly influenced by Lake Malawi and by variations in altitude. The impact area is in the general vicinity of the Vipya plateau and is thus cool, with a temperature ranging from 58° to 64° F. May to August is cool and dry; September to November is warm and dry and December thru April is the rainy season. Areas in the rain-shadow, such as the South Rukuru Valley in which the impact area lies, have the lowest and most unreliable rainfall. Still there is sufficient rain for dry land farming.

III. Demography

A. Impact Area Demographic Data

As listed in the 1977 Malawi Population Census, Chief Chinde's traditional area (MZ/4) is populated by approximately 55,500 persons. Of this total, 52% are females and 48% are males. Growth of the area is indicated by the population increase of approximately 15,000 persons over the 1966 Population Census. This continuing immigration is also documented in records of the Mbalachanda postal facilities. These records indicate a large increase in use of postal services such as long distance phone calls, purchase of money orders, and postal savings deposits.

The following charts indicate population statistics for the area:

	Total	0 - 1	1 - 4	5 - 9	10-14	15-19	20-24	25-29	30-34
	Years								
Total:	55,437	2540	8002	7686	5701	6203	4980	3949	2953
Male:	26,702	1236	3922	3843	2933	3059	2511	1923	1351
Female:	28,645	1304	4080	3843	2768	3144	2469	2026	1602
		35-39	40-44	45-49	50-54	55-59	60-64	65+	
Total:	2578	2007	2060	1595	1398	1069	2562		
Male:	1441	854	742	666	564	442	1281		
Female:	1437	1153	1118	929	834	627	1281		

B. Ethnic Representation and Language

Historically the impact area has been populated by members of the Tumbuka tribe. Their language is Chitumbuka. Chichewa, Malawi's national language is also spoken and taught in the schools.

With the opening and operation of tobacco estates in the area, individuals from other areas of the country have immigrated in search of employment. These laborers have been attracted mainly from the Central and Southern Regions of Malawi and are members of the Chewa tribe.

IV. Transportation and Communication

A. Road System and Bridges

The area is largely undeveloped with the road system consisting of expanded footpaths through bush areas and a few developed dirt roads within and in areas contiguous to Mbalachanda and Euthini.

Access between the two centers of Mbalachanda and Euthini is problematic for the full year but is especially difficult during the rainy season. For pedestrians, the distance between the two centers is twelve miles. Due to lack of a more conveniently located permanent bridge, the distance for vehicles is twenty-five miles in the dry season and thirty-six miles in the rainy season passing south by the Vuvumwe Bridge.

B. Means of Transport

Transportation through the area is mainly by foot. Some oxcarts are used for transport of agricultural produce such as maize. The few motorized vehicles are small trucks and motorcycles. These are utilized primarily by government staff and tobacco estate employees. A few larger vehicles are used by the Agricultural Development and Marketing Corporation's personnel in transporting agricultural produce purchased from small holder farmers at the purchasing point in Euthini.

C. Post Office/Telegraph/Telephone

Mbalachanda and Euthini have the area's only postal facilities. Services offered at the facilities are postage sales, posting of mail, telegrams, telephones, purchase of money orders, and postal savings. Each post office is normally staffed by 2 - 3 employees.

D. Radios/Newspapers

Although Malawi has a daily, four to six sheet, tabloid newspaper, The Malawi Times, distribution of it in the impact area is all but nonexistent. The few newspapers seen are usually several weeks old and are brought in by occasional visitors to the area. The main form of current communications received by area residents is word of mouth. There are a few small portable radios belonging to some of the economically better off inhabitants.

V. Housing

Very little documented data relative to dwelling units and their quality is available. Census data however does list Chief Chinde's area as having 18,366 dwelling units. From visual observation, these are predominantly traditional homes. The few dwelling units constructed of brick are occupied by people of higher incomes, usually government employees and estate managers. Housing of migrant employees on the tobacco estates appears to be of substandard quality.

VI. Sanitation

Visual evidence of concern for sanitation in the communities (e.g. pit latrines, waste pits, protected water sources) is not outstanding. However, there seems to be an awareness of the potential health hazards spawned by poor sanitation on the part of local residents but the lack of knowledge about disease prevention and organizational skills for transference to existing health committees appears to be the biggest problem.

Only one health assistant is assigned by the Ministry of Health for the entire area. His activities, at the Mbalachanda RGC revolve around assisting Ministry activities and nutrition/health education. As a result, little time is available for active follow-up of village Health Committee activities.

VII. Water

Access to water is a major concern of residents in the area. For farming and irrigation, lack of water availability is a big constraint to diversification of cropping patterns among small holder families. For example, there is an interest among small holders in such techniques as growing dry season vegetables and fruit trees for consumption and marketing. However, most farmers have been reluctant to experiment until the problem of a permanent dry season water source has been resolved.

Another component of water availability is the lack of potable water, especially in the dry season. It is a problem affecting the area's entire population. Small holder families often must travel two-three miles to obtain water which is often contaminated water such as that from the Rukuru river or stagnant water pools.

On the estates some large concrete storage tanks have been built and water is pumped from the Rukuru River and stored in them. However, little precaution is taken to treat and improve the water which is often dispensed to as many as 300-500 persons living and working on the estate.

The census provides data concerning the sources of drinking water for the 18,366 dwelling units in Chief Chinde's area as follows:

Source of Drinking Water

	<u>Piped-In</u>	<u>Piped-Out</u>	<u>Boreholes</u>	<u>Other</u> (river or pools)
No. of Dwellings	24	892	1831	15,621
Percentage	.1	4.9	10.0	85.0
No. of Persons	109	2279	1599	46888

VIII. Local Economy

A. Agriculture

There are a total of 5,403 farm families in the area. They produce, on 3-4 acre plots, such crops as maize, tobacco, pulses, groundnuts, and millet, and raise some livestock mostly for personal consumption.

Though Mzimba District, in which the impact area lies, has larger tracts of arable land than in other Malawi Districts (58% as compared to Malawi's overall figure of 37%), limitations do exist on land use in the area due to expansion of the tobacco estates. The estates have expanded on both sides of the Rukuru river despite the fact that the area west of the river has been officially zoned for estate agriculture. Thus rather strict land-use policies limit the potential of expansion for the small holder. Therefore, families in the area are looking for a strategy to increase productivity on existing land. However, even with this strategy the small holder is limited due to the high cost of agricultural inputs such as fertilizer. At the moment loan applications for credit at the Euthini ADMARC market far exceed the funds available for short and medium term credit. Though precise household per capita income figures do not exist, rough calculations indicate the figure to be far below the \$200 national per capita income figure.

The problems affecting livestock production, cattle in particular, relate to the control of animal diseases. Most notably are cattle hoof and mouth diseases and trypanosomiasis. Owners west of the Rukuru have a special problem in that the area's only dip tank is on the Euthini side of the river. There is a need for training of livestock owners in animal husbandry techniques and the use of oxen for animal traction.

The extension services of the NRDP are actively engaged in farmer training activities to demonstrate that agricultural yields and farm incomes can be increased through planting hybrid maize varieties and crop diversification. Even though the effort seems to be having limited success, agricultural extension officers usually have to work with as many as 500 farm families spread over wide areas. As a result, active follow-up with farmers is limited.

Lack of access to markets for selling farm crops, particularly for people residing west of the Rukuru, was the most critical problem cited during the feasibility study. Timely and efficient organization of ADMARC buying and selling points (fertilizer and improved seed variety) points is adversely affected by problems of access by large ADMARC lorries.

B. Small Businessmen/Artisans

Credit for small businessmen and artisans is basically nonexistent because the local credit union requires that loans be granted in an amount not to exceed the shares owned by members. Businessmen and artisans are reluctant to tie up their much needed capital. Even though they share common problems, businessmen seem to act independently as they seek to resolve their problems of capital accumulation and inventory replenishment. The lack of skills in business, finance, merchandising and accounting also act as constraints to improving the viability of local businessmen.

Small businessmen and artisans who are still very dependent on Mzimba and Mzuzu (the District and Regional Headquarters) for restocking of inventories have also cited area inaccessibility as one of the primary constraints to increasing their commercial activity. Transporting goods in and out of the area is not only irregular but quite expensive when hiring one of the few private vehicles operating in the area. As yet no cooperative type activity exists in the area which might permit a collective resolution of this problem.

IX. Education

There is active interest in and support of formal education for school age youth on the part of residents in the impact area. One indication of this is active participation by area residents in self-help activities focused on improving educational facilities. A strong feeling seems to exist on the part of area adults to "make things better" for their offspring than what they experienced. Thus, although the literacy rate in the country is only 25%, primary school enrollment is 62%, a relatively high percentage.

A. Primary Schools

One problem experienced in the Mbalachanda RGC is that the new primary school had no dormitory facility. This prevents children living some distance away from attending school. Community residents worked together to resolve this problem and joined in a common effort to construct a youth hostel to house the students.

As stated, the most significant self-help activities in the area have been in the area of improving educational facilities. Despite the impressive work done in brick making and raising of walls, communities have often waited long periods before they have the necessary funds to complete roofing, floors, windows and doors. Community financial resources are mobilized for payment of bricklayers but the funds generated are often insufficient for purchasing more expensive building supplies to complete the project.

B. Nonformal Education

The need for various forms of nonformal education was frequently cited by community groups and government officials with whom the consultants met. Women's groups have particularly expressed interest in expanded

services from the local Homecraft Worker and female Community Development Assistant. There is an expressed need to be taught home economics skills, gardening, improved child care techniques and functional literacy.

C. Malawi Correspondence Centers

Due to the small number of trained primary school teachers, compounded by an insufficient number of primary school buildings and lack of finances, many qualified students are unable to continue schooling past the primary school level. In 1981, of 70,000 primary school leavers in the country, 49,000 passed and received the School Leavers Certificate but only 4,500 places existed for them in the secondary school system. The experience in Mbalachanda/Euthini reflects that of the national level.

To combat this problem the Government of Malawi, with UNESCO assistance, in 1967, the Malawi Correspondence Centers to supplement its secondary school system. This program now consists of 62 Centers throughout the country. They offer self-directed courses to students in subjects ranging from English and History to Bible studies and Biology. The course is relatively inexpensive for students. The Centers offer a valuable resource for further investigation and possible utilization during program implementation of the educational sector. The closest of the Centers to Mbalachanda is the one in Mzimba.

X. Health/Nutrition

The Health Center at the Mbalachanda RGC is undoubtedly the biggest government service to residents west of the Rukuru river. Residents east of the river utilize the Mzimbadzi Mission Hospital and the Euthini government clinic. The most common ailments treated at these health centers are malaria, gastro-intestinal parasites, malnutrition and pneumonia.

Medicine is distributed free of charge to patients at governmental health facilities. A nominal charge for medicines and treatment is made at the Mission hospital. In both instances, however, medical stores are sometimes in short supply and are insufficient to meet each facilities needs. Difficult medical cases at both facilities are evacuated by ambulance, usually by the one stationed at the mission hospital, to the Mzimba District Hospital.

Although the Ministry of Health under-five clinics are organized in the area and nutrition rehabilitation programs exist at the three health centers, the dissemination of nutrition education information is not systematically carried out in the outlying communities. Problems of malnutrition seem to be discovered only through the services of the hospital and not through on-site community health diagnosis.

XI. Participation and Decision Making

A. Participation

The impact area has a reputation for the high rate of participation by its inhabitants in self-help projects and activities. This generally falls in the area of construction and improvement of educational facilities for school age inhabitants. The projects consist of school tuition blocks,

teachers' houses, and student boarding facilities. Inhabitants have also participated in temporary self-help measures to span the South Rukuri river. These measures, however, have been stop gap efforts, proving unable to withstand river risings/flooding during the rainy season.

Local citizens are also active participants in the Malawi Congress Party (MCP) which has high visibility and representation in the area. Area residents' participation and membership in the Euthini Credit Union has resulted in its development and growth as Malawi's largest credit union.

B. Decision Making

Malawi is rapidly institutionalizing the concept of self-help activities among rural villagers. This provides great opportunities for wide-spread participation in local decision making affecting local development activities.

At the village level, people are provided wide opportunities for participation in village committees. Some of the committees that people can work with are:

- Village branch of the Malawi Congress Party
- Village branch of the Women's League
- Village branch of the Youth League
- Village Health Committee
- Village School Committee
- Village Sanitation Committee
- Village Wells Committee

Decisions made at the local level affect subsequent decision making at the Area, District, Region and Central levels of government.

APPENDIX B

LOGICAL FRAMEWORK

PROJECT DESIGN SUMMARY

LOGICAL FRAMEWORK

Project Title: MALAWI RURAL DEVELOPMENT LINKAGE PROGRAM

<u>NARRATIVE SUMMARY</u>	<u>OBJECTIVELY VERIFICATION INDICATORS</u>	<u>MEANS OF VERIFICATION</u>	<u>IMPORTANT ASSUMPTIONS</u>
<u>Program Goal</u> To improve and promote children, their families and their communities' social, economic and environmental quality of life.	--Increased capabilities of communities to effect changes appropriate to the Malawian way of life. --Increased collaboration of community groups with local government in planning and implementing local development projects. --Increased mobilization of community resources, supplemented by government, to meet development needs. --Increased level of achievements in the area of physical infrastructure, the local economy, and child, family and community well-being.	--Observation of successful community project implementation. --Government statistics. --Records of Health Services, NRDP, RGC, etc.	--The GOM retains priority emphasis on Rural Growth Centers. --The political and socioeconomic conditions in Malawi remain stable.
<u>Project Purpose</u>	<u>End of Project Status</u>		
To develop and promote a series of processes within local communities and through govern-	--Increased government services and resources extended more efficiently to families and communities.	--Interviews/discussions with community groups and local government regarding project impact.	--All funding and resource agencies, SCF/US, SCF/M, USAID/Malawi and GOM will be able

PROJECT DESIGN SUMMARY

LOGICAL FRAMEWORK

Project Title: MALAWI RURAL DEVELOPMENT LINKAGE PROGRAM

NARRATIVE SUMMARY	OBJECTIVELY VERIFICATION INDICATORS	MEANS OF VERIFICATION	IMPORTANT ASSUMPTIONS
<p>ment facilities that will increase community self-help capacities to maximize use of limited local physical and human resources, and and that will improve effective extension of government services, to meet mutually agreed upon needs.</p>	<ul style="list-style-type: none">--Increased participation of community groups in assessing community needs, determining priority, contributions cash or in kind, implementing projects and sharing responsibilities and benefits.--Community members organized for community action.--Impact area participation in annual and multi-year implementation plans.--Increased capabilities of local people to exploit government resources in multi-sectoral problem solving.--Increase information available to community groups on government services, resources and opportunities.	<ul style="list-style-type: none">--Evaluation of process and impact of program development.--Regular site visits to impact area to assess changes by SCF and GOM staff.--Data gathering on program monitoring system.--Comparison of changes with baseline data.--Increase in projects and activities undertaken by VDC's which enhance community development processes.	<p>to meet their commitments efficiently and in a timely manner.</p>

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PROJECT DESIGN SUMMARY

LOGICAL FRAMEWORK

Project Title: MALAWI RURAL DEVELOPMENT LINKAGE PROGRAM

<u>NARRATIVE SUMMARY</u>	<u>OBJECTIVELY VERIFICATION INDICATORS</u>	<u>MEANS OF VERIFICATION</u>	<u>IMPORTANT ASSUMPTIONS</u>
<u>Project Outputs</u>	<u>Magnitude of Output</u>		
--Impact area VDC organized and working in development activities. --Reinforced vertical and horizontal linkages between rural communities and existing government services. --Community members trained in needs assessment, planning, problem solving, decision making, project evaluation and	--Regular VDC and community meetings to discuss ongoing and future development work. --Community work schedules/plans developed by VDCs and implemented by community action groups. --Community resources are effectively generated and managed by the VDCs. --Project/process monitoring systems in place and effectively managed. --Project plans prepared by VDC's assisted by Field Coordinators. --Project funds expended according to plans and properly accounted for to field office and SCF headquarters for reim-	--Field visits --Semi-annual reports --Financial and narrative reports to funding agencies. --Training reports. --Project plans. --Sectoral strategy statements. --Annual management/ implementation plans.	--Villages retain openness and willingness to cooperate with each other and the NGO and the GOM service agency representations.

PROJECT DESIGN SUMMARY

LOGICAL FRAMEWORK

Project Title: MALAWI RURAL DEVELOPMENT LINKAGE PROGRAM

NARRATIVE SUMMARY	OBJECTIVELY VERIFICATION INDICATORS	MEANS OF VERIFICATION	IMPORTANT ASSUMPTIONS
<p>effectively undertaking such activities.</p> <p>--Institutional linkages established between local and government agencies and communities; and resource and identification and utilization system established.</p> <p>--CBIRD approach adapted and refined to better respond to Malawian context for rural development; and reinforcing SCF/ Malawi's position as a PVO.</p>	<p>bursement.</p> <p>--Appropriate technological assistance brought into the community for planning and implementation.</p> <p>--Funds, materials, technical assistance training and services developed by other agencies linked to impact area community programs.</p> <p>--Data gathering and program monitoring system established.</p>		

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PROJECT DESIGN SUMMARY

LOGICAL FRAMEWORK

Project Title: MALAWI RURAL DEVELOPMENT LINKAGE PROGRAM

NARRATIVE SUMMARY	OBJECTIVELY VERIFICATION INDICATORS	MEANS OF VERIFICATION	IMPORTANT ASSUMPTIONS
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--Methodology for promoting rural growth and development refined and tested for use in the Malawi Rural Growth Centers.			
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APPENDIX C

INTRODUCTION TO CBIRD



1. INTRODUCTION TO COMMUNITY-BASED INTEGRATED RESPONSIVE DEVELOPMENT (CBIRD)

I. Objectives of Save the Children Programs

The goal of Save the Children is to help people in developing communities improve the quality of their lives and the lives of their children in accordance with their expressed needs. The concern that children have the means to develop their full potential has been, and remains, the focus of Save the Children programs since the organization's creation in 1932.

Children are a renewable resource— at once the present and the future. But children do not live in isolation. They are dependent on the environments and communities which surround them. The birth, development and growth of one generation of children inevitably influences the lives of each succeeding generation. And children born in poverty tend to repeat the patterns of their parents despite the fact that those patterns may lead to continued misery.

Removal of the constraints to the development of children and their communities forms the core of the Save the Children approach. Earlier Save the Children activities provided direct support to individual children and their families. But this support disregarded the larger influences that limit people's lives. Today, the program is characterized by a dynamic, comprehensive approach confronting the many economic and social problems which plague disadvantaged people, including failing agriculture, water shortages, dilapidated housing, and absence of educational opportunity.

This new approach enables Save the Children to reach more children because funds and technical cooperation are available to the whole community. The approach is based on the belief that socially and economically deprived human beings have the potential to achieve a better life, in a dignified manner, through their own efforts. The essence of the Save the Children approach is the expansion of people's mental and physical awareness through "learning by doing." Heightened awareness increases people's understanding of their environment, thereby helping them to make better decisions regarding their future. This awareness is influenced by social, economic, cultural and political factors. Aware of this process—and anxious to promote it— Save the Children has defined its purpose as that of a creative catalyst. The Save the Children mission is to help people in a careful, sensitive and supportive fashion, to organize themselves in a manner that encourages them to take charge of their own lives.

II. General Statement of Program Strategy

The strategy employed by Save the Children to achieve its objective is called Community-Based Integrated Responsive Development (CBIRD). CBIRD



is a strategy that can be flexibly applied to accommodate differing local conditions. It is an attempt to combine the strengths of traditional community development theory and methodology with the advantages of a larger scale, carefully planned and integrated development strategy.

The strategy comprises three separate, but companionable elements: A) Community Development; B) Integrated Development; and C) High Impact Program (HIP) approach.

A. Community Development

Save the Children defines "community" as a group of frequently interacting individuals who share similar ideals and are found in a geographically identifiable area. Community development refers to the process of a community working effectively together to achieve common goals. The principal issue is how poor people can become meaningfully involved in the planning, decision-making and implementation of development activities. Save the Children's belief in the importance of community development is based on the assumption that:

1. community members are aware of their needs and are capable of prioritizing them;
2. people in a community are, or can be, motivated to work together to meet common needs; and
3. community participation in all phases of project identification, design and implementation is essential for producing long-term change, which is meaningful, just and effective.

B. Integrated Development

Integrated development means focusing on all of the diverse problems—low productivity, poor health, inadequate education, etc., which affect the well being of people in community (sectoral integration). It also means involving all potential resource levels in the process—individuals, committees, districts, states and nations (vertical integration). Integrated development is concerned with the successful implementation of projects because this builds and keeps people's interest, gives them confidence, and produces visible changes in the standard of living.

1. Sectoral integration

A community may choose two kinds of projects: economic productivity or social. Save the Children recognizes that increases in productivity and income are a priority on the



poor and that economic growth is essential in providing means for meeting human needs. However, a strategy that concentrates largely on economic growth may result in a lopsided form of development which may actually widen the gap between the more prosperous and poorest elements of a community. Moreover, widespread chronic health, malnutrition, and illiteracy can be serious deterrents to increased productivity. Also, unrestrained population growth can offset the gains of any economic development. The CBIRD approach, therefore, insists on an integrated combination of economic and social improvement measures.

For example, the reduction of infant mortality rates may require a series of integrated actions: training in health, nutrition and family planning for mothers and local opinion makers; construction of a potable water system and latrines; and training for farmers to increase and diversify their crops. Increased production of consumable crops may also result in greater incomes. But the actual taking of profit may depend on the construction of a farm-to-market road and an equitable cooperative marketing arrangement of some sort.

Economic productivity projects include agriculture (credit, land improvement, irrigation, crop production, livestock production) and commerce and industry (crafts, food processing, cooperative facilities, small business development, production of textiles and marketing, vocational skills). The introduction of appropriate technology figures prominently in the implementation of these activities.

Social projects include education (school buildings and gardens, libraries, literacy and non-formal education), health/nutrition (wells, water supply, latrines, pharmacies, clinics, food storage and health worker training), housing (renovation and construction, and infrastructure (day care centers, sports fields, ball courts, community center services). Social projects are usually non-self supporting and for this reason depend on outside support or internal community revenues to survive.

2. Vertical integration

Vertical integration is the linking of communities with local, national or non-governmental institutions. The intent is to organize people and actively facilitate their linkage to



resource-providing institutions in a manner that supports sustained development. This linked chain proceeds from the individual to the family, community, HIP area, district, state and nation.

Save the Children has found that a representative community organization is the most effective means of communicating within the community. The local unit, usually known as a Village Development Committee (VDC), exists to assess and prioritize village needs, plan and implement projects, mobilize villagers and assure their participation. VDCs with clearly defined needs and objectives, are in a better position to seek government and non-government institutions' services, technical backup, political and financial support, and other resources.

The basic unit of action, however, is the individual. The motivation and goodwill of each person in the community is the keystone on which the whole CBIRD concept is built. Individuals can contribute in many ways to their own development: contributions in-kind (such as rock and sand for construction or land for agricultural demonstration projects), time, labor and money.

As the facilitator bringing the people and their institutions together, Save the Children employs low profile but intensive effort. Save the Children resources include staff, money and technical assistance. But Save the Children's greatest assets are its ideas, enthusiasm and ability to react quickly in support of community action. Within a reasonable period of time, Save the Children hopes to instill an ongoing management capability into the various levels of government administration and the community organizations. In order for CBIRD to be accepted and made legitimate it must first be integrated into local structures and, subsequently into broader support systems. Once these systems are fully integrated, development is able to proceed at a vastly faster rate.

C. High Impact Program (HIP) Approach

If the individual and family are the ultimate beneficiaries of the CBIRD approach, their village is the basic development unit. The idea behind the HIP approach is to organize these individual village units into a cohesive, cooperating entity. HIP community-based development means building upon the experience of single village development to permit inter-village collaboration.

There are two main advantages to increasing the size of the impact area from isolated villages into a larger group: 1) it becomes feasible to undertake more ambitious projects in such sectors as



public works, education and health care where large initial investments in trained personnel and facilities are usually required. There is also a greater resource base to support such activities in terms of labor and material contributions; and 2) the larger HIP areas generally correspond more equally to local government technical and administrative subdivisions. Once a willingness to participate in achieving joint goals has been established within the HIP area, local leaders can work more effectively with officials in formulating development plans and obtaining assistance.

Inter-village cooperation in HIP areas also helps to broaden the of individuals about their environment. This broadening perspective flows from increased communication and contact with people of other villages.

III. Specific Elements of CBIRD Methodology

The potential for success of the program is directly related to the selection of a HIP area. A good selection can increase chances to improve the standard of living and serve as a model for other areas.

The selection of the HIP area is sometimes predetermined by a host government or other funding organization. More often, however, the selection is made jointly by Save the Children and the host government.

There are three general criteria by which possible sites are judged: need, the potential for effectiveness of the CBIRD approach in addressing the need, and development environment. These criteria are applied as part of a feasibility study which is usually conducted by a small interdisciplinary group with direct economic and social grass-roots working experience. Team members must also be thoroughly familiar with the CBIRD approach in order to judge its applicability. In some instances, a single qualified individual can conduct a feasibility study.

Through preliminary discussions with relevant sources such as government officials and other aid donors, possible sites are identified. These sites are then surveyed to determine whether they conform to the above cited criteria. General baseline data is collected in order to gain a characteristic profile of the population, their needs and aspirations. At the same time, an inventory of local resources available for use in development projects is compiled. It is also noted whether the population demonstrates an interest and willingness to participate in a CBIRD program. In this earliest phase, studies are limited to producing enough information from which to make a well-informed decision regarding site selection.

- b. The population should share a similar cultural heritage and language. They should possess social cohesiveness and ambition.
- c. Population clusters should be large enough to support activities and absorb outside inputs. The population should have access to marketing centers of supplies and equipment.
- d. The willingness of community leadership to assume responsibility for forming a truly representative committee and to work seriously with Save the Children staff in the development process. In choosing areas, Save the Children looks for a history of past accomplishment which may indicate community desire and ability to plan and meet their needs.
- e. An area with potential for economic and social development possessing fertile land; access to water and sufficient natural resources. Enough potential must exist so that an organized series of small-scale projects can have a significant impact.

3. Development Environment

Even if the need and potential for CBIRD effectiveness exist, a prospective site must also have a supportive development environment. Therefore, an important concern in site selection is the attitude of the host government. The innovative and catalytic implications for the CBIRD process and the desired exchange of information on techniques and methods require projects to be located in those areas where authorities are willing to collaborate closely with Save the Children. The willingness of officials to give the poor a voice is of paramount importance.

Growing community organizations and socio-economic improvements will increase demands on local governments to extend services to those not being served. Development, by definition, is a time of change. As development proceeds, governments have to provide coherent policy as well as direct budgetary support and coordination. Without the political will and determination of an entire government (from the national level to the local level), widespread development is doubtful.

Save the Children prefers to locate its field offices as close as possible to the actual project site as this reflects a long-term commitment to the area. Still, while outside intervention of private agencies is often helpful to development efforts, it is the people and their government who must, in the final analysis, take responsibility for success or failure.



B. The Community Committee

A central feature of the Save the Children approach is the establishment of representative community committees. The purpose of these committees is to serve as a forum for discussion and decision making, planning, implementation, and as a means for institutionalizing the CBIRD process. The committees are responsible for the mobilization of voluntary community assistance and financial and material support in all project phases.

From the start, communities understand that Save the Children participation is for a limited time only and is dependent upon the amount of input they contribute. Activities designed to help committees include training and reinforcement of links with local institutions. It is the committees themselves which determine the pace and substance of change. Save the Children does not set objectives or make choices for communities.

1. Village Development Committee

Local committees are usually called Village Development Committees (VDCs). VDC membership may vary in number depending upon the size of the village and other circumstances. Sometimes subcommittees are formed around specific concerns such as health, education, nutrition, and marketing as well as for special interest groups such as children and youth or women. These subcommittees are generally the instrument for carrying out projects.

Reflecting local conditions in each country, VDCs are formed in different ways. They may be built around existing community organizations or formed from scratch on the basis of discussion between Save the Children staff and local officials, by village election or selection by consensus. Regardless of how it is created, the ultimate aim of a VDC remains the same—to form a broad-based, representative structure capable of managing village development.

For change to occur, elite leadership must be willing to share power with the poor. Yet assuming a share of power does not come easily to poor populations whose posture is passive and who traditionally rely on elites or patrons to make decisions affecting the whole community. Thus, a truly representative VDC requires the development of confidence and positive self-image on the part of the poor.

2. HIP Area Councils

In order to establish closer ties with local administrative agencies and give wider scope to projects, Save the Children encourages organization of the development effort on a wider scale than the single village or neighborhood.

1. Need

Save the Children works in areas that exhibit obvious needs ranging from lack of social infrastructure to inadequate means of production. In countries suffering from massive deprivation, attempts are made to respond to the economic and social needs as well as to build community identity. In other countries, where a reasonably well developed infrastructure exists, Save the Children concentrates on building community institutions and linkages to outside resources.

Save the Children prefers to work in those areas which are accessible, yet do not receive much attention. This allows the CBIRD approach to unfold free from other developmental influences. It also permits staff to better measure impact attributable to their efforts.

Save the Children is committed to serving the poorest of the poor, though they are often the most difficult portion of the population to assist. Their complete disenfranchisement and lack of education, organization or skills, fertile land and access to resources make it difficult to define a place to begin. The self image of the poorest of the poor is often so demoralized that motivating them to action—even in situations where there is hope—is problematic. Achieving a sizable and permanent improvement in the position of the poorest families—as distinct from temporary infusions of charitable relief—is an extremely difficult task. This in no way diminishes the importance of the goal of helping the poor, but it does caution against creating unrealistic hopes and expectations that in the end can only lead to disappointment. While need is a sufficient precondition for help, it is not a guarantee of change.

2. Potential for effectiveness of CBIRD approach

Though many regions of today's world have need of outside assistance, not all can successfully take advantage of the CBIRD approach. Two factors determine the rate and extent of local improvement

- 1) geographic and demographic features of the HIF area; and
- 2) ability and willingness of local people to make the CBIRD process their own.

The following are the most favorable geographic, demographic and social characteristics of areas suitable to the start up of a Save the Children program:

- a. The geographic area should be defined and cohesive. Examples include all or part of a mountain valley system, several villages or clusters of hamlets, a town, part of an urban slum, an administrative district or portion of a state.



As village or neighborhood committees (VDCs) are formed and mature, HIP area committees or councils are also established. The relationship of VDCs to the Councils is similar to that of community people to their VDC.

The Council functions as a mechanism to manage the integrated development of a HIP area. Funds are passed from a Field Office to the Council who must select which joint projects to fund at the HIP level as well as which individual VDC projects to support.

The composition of Councils includes representatives from each of the VDCs in the HIP area and may also have regional government officials as members. This formation expands the perspective of the cooperating community from the village to the subcounty or township level.

The individual VDCs and the HIP Area Council are closely linked and mutually reinforcing. In order to function effectively, both must be strong, well organized, and willing to work towards the achievement of common objectives.

3. Community Revolving Funds

The VDCs and HIP Area Councils exercise ownership of the CBIRD process. In this process, the management of projects and project funds go hand in hand. While application of available resources is supervised by Save the Children staff, control over income, expenditures, receipts and accounts are gradually transferred to local hands. Successful funds management requires training and experience.

A VDC or Council can make funds available to individuals or groups through grants or loans. The Save the Children financial strategy helps to maximize self-help by providing access to loans at moderate interest rates. These loans form a revolving fund to which each community member may apply. As the loans are repaid, there is a multiplier effect increasing the overall amount of funds available for recycling in communities. The revolving fund also helps to build a financial foundation for continued use after Save the Children's withdrawal.

VDCs or Councils may also choose to combine their funds with local government resources to undertake projects that neither could have financed separately. Funds can also be used to spearhead activities that, although considered important by communities, are not yet considered high priority by government or other funding sources.



The handling of project money is a very serious and important means of promoting the CBIRD process. Efficient money management by VDCs and HIP Area Councils is regarded as a favorable indicator of maturing community assimilation of the CBIRD approach.

C. Staffing Pattern

The selection, training and ongoing supervision of staff are crucial to the outcome of a Save the Children program. No matter how compelling a concept or system of ideas may be, it will not succeed beyond the ability of the staff to implement it. There is no substitute for well qualified staff at the impact level--their competence, energy, enthusiasm and sensitivity are critical. It is the staff which makes or breaks a program.

One of the primary purposes of all Save the Children program staff is to operate in a way that encourages increased awareness of community people, local authorities, private sector leaders and other supporters of the program.

A relationship of mutual trust and confidence between Save the Children and communities is an absolute prerequisite to the establishment of a successful program. Complicated structures and formalized procedures can be inhibiting to people who may be illiterate and who often exist outside the economic and legal mainstream of national life. Such procedures confuse feedback, initiative and communication. Save the Children staff attempts to reduce the complexity often associated with development.

Save the Children encourages partnership and dialogue between staff and communities which facilitate cooperative relationships. Experience indicates that the "style" of staff is as important as substance. Good relationships with the population and other members of the development community do not always come easily. Breakthroughs are usually the result of frequent contact and discussion, participation in training programs, joint project and planning activities and patience. From a local perspective, it is important that staff members be liked and respected.

The two main categories of staff involved with the actual implementation of the program at the field level are the Field Office Director and Field Coordinators. Depending on the size, need and workload prevailing in a field office, there may be other program management assistants.

1. Field Office Director

The essential function of the Field Office Director is to creatively manage available resources in order to achieve stated program



goals. The Director also serves as a liaison between the Home Office, host country institutions and the project.

The Director must often be a jack of all trades, especially in the early days of a new program. He must explain the program to local officials, establish a complete field office administration, hire and train staff, purchase equipment, do the accounting and handle public relations. It is a demanding and exhilarating task. That requires tact, patience, sound judgment, initiative and a sense of humor.

The Director is usually a manager/generalist with keen interest and dedication to helping poor people have a better life. The CBIRD approach, addressing as it does the total environment, does not require a technical specialist as Director. The Director must be a manager who understands and can operate effectively within the political, institutional and cultural context of the country. It is preferable that the Director be a citizen of the country. However, because of the importance of having a Director who is familiar with Save the Children and CBIRD methodology, it is acceptable to employ an expatriate in the start-up phase. If the Director is an expatriate, another of his assignments is to locate a suitable replacement from within the country.

2. Field Coordinator

Successful implementation of the CBIRD process probably depends more on the Field Coordinator's skills than any other factor. To the villagers, the field coordinator is the program. The SCF field coordinator is usually recruited from the HIP area and is trained, salaried and assigned to work with the VDCs and Council.

The Field Coordinator functions as a catalyst and resource agent for the communities to help them identify their needs and to plan, implement and evaluate projects to meet these needs. The intent, however, is that the community will gradually assume full responsibility for these functions from the Field Coordinator. The essence of field coordination is to teach people to ask the questions: Why? When? How? What? and to teach the process for answering these questions. Another function is to make sure that the community decision-making process is open to maximum participation.

The Field Coordinator should exercise guidance as indirectly and subtly as possible, so as to foster the people's ability to discuss projects intelligently, resolve conflicting claims and take effective action on their own. The people should not only have the

responsibility for decision-making; they must also learn to accept the responsibility for failures. Too much dependence on the Field Coordinator is bound to inhibit the development of a self-sustaining CDC that commands support and respect. He/she must therefore, maintain a certain distance as a neutral, objective advisor, guiding people to do things for themselves while avoiding direct responsibility.

The kind of influence described above is only possible if there is a considerable degree of genuine warmth and respect for the Field Coordinator and this takes time and frequent contact to develop. The Field Coordinator must be able to get along with people of all types and social levels. His/her character and behavior are under constant, intense scrutiny, particularly when the program is just beginning. Insensitivity to local mores or customs can seriously impair the Field Coordinator's influence and effectiveness. The Field Coordinator must also believe that the people with whom he/she works, no matter how economically or socially deprived, have the capacity to take charge of their own lives.

A generalist with administrative and leadership ability is capable of becoming a Field Coordinator. Competence in one or more development disciplines is an added benefit.

In some Field Offices, Social Development Coordinators (SDCs) are assigned to work with Field Coordinators specifically in the areas of health and nutrition, child care, home improvement, family planning, non-formal education and the role of women. Since each of these areas is interrelated, the SDC tries to promote integrated approaches to problem resolution.

Though a community-wide resource, the SDC tends to work most closely with women. Where these women's groups do not already exist, the SDC encourages their formation where appropriate. For this reason, SDCs are usually women.

The SDC can be a generalist who knows how to work with people, or she can be a teacher, home economist, rural extensionist or other relevant specialist. The SDC functions as resource, catalyst, and motivator.

As Save the Children gradually phases out of communities, it hopes to leave activated women's groups that have a continuing and expanding existence.



Both the Field Coordinator and the SDC should be diplomats, charismatic mobilizers of men and women, and practical trouble shooters.

3. Other Program Staff

Of the different categories of program staff, this one differs most from country to country. Some Field Offices may have Program Managers or Coordinators whose role is to help in the planning and evaluation process, to organize and streamline program procedures and to supervise and support Field Coordinators and other community workers.

Some Field Offices also have Training Coordinators. The job of the Training Coordinator is to define training needs for both communities and Save the Children staff and to provide opportunities which respond to those needs.

Finally, some field offices have special technical assistants or consultants. This occurs in field offices where special emphasis is being given to one or more specific areas of sectoral development such as nutrition, agriculture or small scale industry.

4. Administrative Staff

Field Offices also contain various administrative staff such as office managers, accountants, secretaries, drivers and sponsorship coordinators.

D. The Project Process

The project process is composed of several dynamic and inter-related child and community activities. As new projects are continually being proposed, discussed and implemented—while others have been completed or are terminating—the process is in continual motion. The various activities which make up the project process are planning, needs assessment, data gathering, project selection, participation, training and evaluation, and termination.

1. Planning

The project process really begins with the identification of needs, problems and opportunities in a community. From people and their discussions flow project ideas, strategies and decisions.

In principle, the CBIRD planning system provides villagers, whatever their status, an opportunity to express their views on development priorities and their needs and aspirations for themselves and

their community. Such views are bound to differ from family to family and village to village. The system usually provides for resolving these differences through a give-and-take process until a consensus emerges.

After needs have been identified and a consensus reached, a long-term (3-year) plan is developed which is later translated into a series of short-term (1-year) plans listing the various economic and social projects and the corresponding resource requirements. The thought process behind making plans—the need to think through a series of actions—is as important as the actual plan itself. Making such plans is inherently a very complex task especially in rural societies unaccustomed to analytical decision-making methods. It therefore takes time for communities to assimilate and master the planning method.

A plan makes it possible to monitor progress so that appropriate changes and modifications can be made during implementation. This is crucial because projects are dependent on people, resources and other factors that are subject to change which are sometimes beyond our control. Projects are living, dynamic things that must be constantly assessed and modified by means of available feedback.

Poor villagers from the rural third world countries possess a different perspective on the planning process. Generally their instincts are correct, though they may not formulate extensive pre-plans.

Save the Children is aware that imposition of a systematic yet alien planning approach is difficult to achieve yet a complete lack of planning causes delays, losses, frustration and lack of interest. The aim, then, is for each country program to produce a blend of systematic planning and instinctive decision-making which is usable by local people and is a viable method of improving work efficiency.

2. Needs Assessment

There are many striking deficiencies in a poor community. These deficiencies create needs which represent the gap between the present and desired standard of living. Yet, however glaring the needs of the poor may appear to an outsider, they must be carefully assessed by the people themselves. Such assessments confirm obvious needs, elicit additional ones and suggest a priority ordering. In the CBIRD approach, projects flow from clearly identified community felt needs. The ordering of needs by priority helps motivate people to participate by focusing attention on those projects which are important to them.



Today, many poor people have been exposed to government or external assistance programs of some kind. In discussions with community groups, Save the Children has noted they tend to suggest ideas for projects rather than stating their needs. These ideas may represent what the people want. They may also represent what people have been told to ask for or what they think the donor wants to hear. The Save the Children Field Coordinator is responsible for performing needs assessments. He/she attempts to get the people to identify a real problem. Once the problem is articulated, alternative solutions can be explored. For example, communities often request assistance in the construction of primary schools. The real problem may be that parents want their children to be able to earn more money to support the family as they grow older. A school may provide one answer. But other alternatives such as vocational education, improved agricultural training, setting up small businesses or cooperatives may also be worth considering.

Forging individual, family and community needs into a commonly acceptable list is a slow process which requires patience on the part of the Field Coordinator. Therefore, Save the Children's strategy is to begin with the selection of obvious, practical projects. As trust and confidence are built between the Field Coordinator and the community, more profound and consequential needs are exposed and a consensus is formed.

3. Data Gathering

At some point during the needs assessment and planning process, a need for more information, or data, becomes apparent. The data will serve varied purposes: it gives Save the Children staff additional information about beneficiaries so that they better understand their working context; it suggests areas of further inquiry and it provides the community with more information about itself. For example, in one rural community it was found that the infant mortality rate among 16 families was unusually high. It was also learned that only one of the mothers had ever attended a maternity clinic to give birth, and this on only one occasion. All the other births had been attended by traditional mid-wives. Analysis of this data prompted Save the Children staff to undertake a follow-up study to determine if there was a relationship between high mortality rates and the use of traditional mid-wives. Once the answer was determined, several projects presented themselves including courses in child health for new mothers and attention to sanitation during delivery for the mid-wives. It is significant to

note that this project was not one initially identified by the committee. It illustrates an important and legitimate role for an organization like Save the Children, that of bringing forth new or additional information for the committee's consideration.

Data from which to learn more about the community and on which to base decisions may come from various sources. Government agencies often have relevant information. The power of observation is also an important tool. Finally, there are direct baseline surveys and questionnaires.

Collection of data is difficult. First, it is essential to determine what it is you want to know. Specific data is needed in order to identify alternatives and lay the basis for effective evaluation.

Secondly, steps must be taken to ensure that the data is accurate. Village people sometimes give false or partial information in interview situations, particularly concerning their material wealth. They have their own preferences as to what information they will share and with whom they will share it. Because Save the Children believes that data collection is important, it tries to bring villagers into the process so that they, too, will appreciate its importance. Once the need for data collection is understood, it is the responsibility of field staff and committee members to decide when and why certain data is needed and how to best proceed with its collection, analysis and utilization.

4. Project Selection

Projects are an essential aspect of the CBIRD approach. They not only provide the means for addressing community needs in a concrete way, but also provide the experiential learning exercises through which the processes of CBIRD are built and assimilated.

In the beginning, communities may not have a clear understanding about the Save the Children program, especially its emphasis on process. The first impression and major attraction is usually the expectation of tangible rewards. It takes time and frequent contact with Save the Children staff before community residents have a sense of what the CBIRD approach is and how it works. Formal meetings and discussions with community members often fail to impart a sense of what is expected. With the passage of time, the confidence and trust built between Save the Children staff and community people overcomes inertia and the preconceived ideas that confront many aid agencies.



Specific project ideas may come from a number of sources including:

- a. the Village Development Committees and the HIP Area Councils
- b. the Save the Children Field Coordinator or other staff members
- c. local government and non-government agencies
- d. baseline data analysis
- e. informal discussions with various individuals and officials in the project area.

Frequently, there is strong local preference for productivity projects whose purpose is to increase incomes. Social projects are also implemented, though important projects like construction of latrines, day care centers, nutrition education, literacy and cultural events may not always correspond to keenly-felt local priorities. Save the Children encourages a balance between social and economic projects. The following criteria are used in assessing the potential effectiveness of a project:

- The project purpose is clearly defined and addresses a felt need of the community.
- The project has support and involvement from a large and broad-based segment of the community.
- The project benefits a cross section of the community and improves the lives of children.
- The project purpose is realistic in terms of available resources.
- The project utilizes local human, material and institutional resources.
- The project has the approval and support of local, regional and national government authorities.
- The project is consistent with local and regional development plans.
- The project has a high probability of replication.
- The project provides a means of transmitting information and/or skills to community members.
- The project is capable of becoming self-sustaining.
- The project is integrated with other community projects or activities.
- The project is sensitive to local culture, tradition and values.

Not all of the above criteria apply to each project. They form the framework against which projects are planned, approved and evaluated. In reality, the ultimate and final decision to approve or reject a project is made by Save the Children staff. Of course, approval is normally given unless the project is considered en-

tirely irrelevant or poorly planned. To do otherwise would contradict Save the Children's own ideal of building communities with a self-sufficient decision-making capacity.

5. Training

Education—increasing awareness through experience—is the essence of the CBIRD approach. Save the Children pursues a training strategy for community members, host government, and non-government officials, and Save the Children staff. The approach is flexible and adaptable, emphasizing short-term, practical experience with an orientation towards specific needs. Long-term training programs are undertaken as needed.

Leadership and skill training are the most active, prominent vehicles for education.

Community members receive skill training in health, agriculture, literacy, vocations, cooperative formation, etc. Leadership training may include techniques for needs assessments, managing community meetings, collecting data, transactions with local authorities, functional accounting, monitoring of project activity, motivation of people, project planning, budgeting, purchasing, operation of loan funds, etc. Some training is village-wide such as instruction in crop rotation, while other activities are for small groups or individuals. Training may build upon existing local skills such as upgrading the capacity of midwives or herbal doctors. As often as possible trainees are selected on merit by the VDCs or HIP Area Councils.

Training is geared to the level of the trainee and consists of an appropriate mix of theoretical and concrete experiences. It is conducted in environments conducive to learning for the trainee. Training activities may include attendance at a training center in a town, exposure to extension workers, radio courses of community exchanges. The intent of community training is to equip local people with an increasing array of skills and to reduce dependence on outside assistance.

As people learn new skills, Save the Children hopes to encourage local government officials to understand and promote the CBIRD approach. In order to facilitate this, Save the Children provides the kind of training necessary to ensure availability of qualified persons at middle and high level government posts who are capable of planning and managing community-oriented programs. Save the Children views this category of training as an important step in the replication of the CBIRD approach within a country.



To the extent possible, Save the Children meets its training needs in-country. Utilization of host country institutions strengthens the institution and promotes reliance on resources more readily available.

6. Evaluation

A respected ingredient of the Save the Children approach is evaluation of all significant phases of a country program. The evaluation system at Save the Children is designed to help all levels—community, field office, and Home Office—make more effective decisions. The result of these evaluations will be the recognition of successful projects, the possible redesign of ongoing ones, the transfer of lessons learned from one project to another, the deletion of inappropriate efforts, and the identification of new project areas to be studied. In addition, the aggregate country evaluations provide feedback for the Home Office staff on the larger questions of effectiveness of the CBIRD approach, progress towards institutionalization and field staff and community training needs. In sum, evaluation is considered a tool for replanning.

Careful attention to evaluation is what sets Save the Children apart from other development efforts. Evaluation is a serious, constant and ongoing process. As much as formal procedure, it is a thought process, a way of approaching work. Save the Children accepts that all its efforts will not always succeed as planned. Mistakes, and at times failures, happen. The important thing is that Save the Children wants to know why activities have not gone as planned in order that modifications may be made.

7. Site Termination

Achieving change is a long process of mutual learning. Patience, trust, understanding—all of which take time to build—are important elements of that process. Nonetheless, Save the Children's commitment to a community is not open-ended. All communities in which Save the Children is involved are assured of equal opportunity, which should not be confused with equal treatment. Those communities which succeed in establishing a sound basis for continuing self-development receive increasing support. Those which continue to expect "handouts", or are unable to participate effectively for other reasons, are gradually phased out. As a small organization with limited resources, Save the Children cannot continue to invest in communities which are incapable of or unwilling to participate. The amount of time Save the Children will remain in a community is judged with respect to more secure futures



for children and increased community capacity for self-sustaining change. It is important to note that Save the Children does not judge project completion in terms of money spent or time elapsed, but rather through positive signs which indicate that a community is beginning to acquire the capacity for self-sustaining development. These indicators include:

- a. Realization that local leadership will not develop to levels needed for a CBIRD approach.
- b. Lack of community support for the goals of the program.
- c. Failure throughout the program to produce satisfactory returns for the money spent.
- d. Repeated incidences of interference in program operation from local or national government sources--lack of political will to fully support the CBIRD process.
- e. Lack of evidence of widespread replication.
- f. Lack of infrastructure to support increased growth.

Save the Children expects to see increasing growth in community organization, economic productivity and essential services within a five to fifteen year period. Therefore, the initial stages of the planning process should determine at what point a community is capable of continuing the development process without Save the Children input. Subsequent plans are then aimed at achieving that necessary growth towards self-sufficiency.

E. Participation

If development is the expansion of people's awareness and ability to predict and control their environment, then a high degree of local participation is a necessary precondition to its success. Participation is the major output of the CBIRD approach and that which offers the possibility of sustained growth. The pace at which people participate is dependent on many factors, among them cultural, social and political. There will be some community groups who will wait for and expect a "handout", who will be unable to take advantage of the Save the Children program. There will be other groups who will immerse themselves quickly in the process. Creation of a community organization with access to outside resources often represents a dilution of power for traditional leaders, chiefs and members of the elite. Save the Children has noted that when these local leaders are made part of the process, the quality and quantity of participation among the population is enhanced.

Local people can participate in the CBIRD process by providing: labor, money, time and other in-kind contributions. Labor is the physical output of work during the implementation phase of a project or training exercise. Cash contributions to projects are sometimes made as well,

though poor people usually cannot afford to donate much of their income. Time is needed to attend meetings, visit government offices, plan projects, etc. In-kind contributions can include the supply of local products and raw materials.

Save the Children has learned that, whenever possible, community contributions should precede Save the Children or other outside assistance. The willingness to contribute is a clear test of local commitment to a project. No matter how small that contribution may be, it normally constitutes a contract more reliable than a signed document. If local people have invested in a project, the likelihood that they will participate is significantly increased.

On the other hand Save the Children, or any development assistance agency, must move very quickly once the local population has committed itself. It is of the utmost importance to always deliver what you promised and to avoid promising what you cannot deliver. Effective participation on the part of the villagers must be rewarded and praised.

Participation also means attempting to establish ties between communities and government and other donors. Save the Children has relationships with government officials at all levels. The more formal of these ties are with central government authorities usually located in capital cities, and are important at the beginning of programs and during later attempts at large scale replication.

At the working level, a network of ties links Save the Children to administrators and technicians. The comprehensiveness of the CBIRD program means that it is involved, by nature, with government agencies and services at the regional and local level. By helping villagers become aware of services to which they are entitled, CBIRD has fostered a greater willingness on the part of the poor to request that these services be provided. As a result, underutilized or dormant services may be revitalized to the very real benefit of all.

Save the Children does not often enter new areas with its credibility already established. Following the same approach with government officials as with poor people--close contact, establishment of confidence and trust, concrete action rather than talk--Save the Children eventually hopes to win the full backing of local officials. Successful projects carried out by local people with government assistance draws praise for local officials and motivates them to take the process seriously. The issue is not whether Save the Children can ignore local leadership; it is, rather, how it can motivate them to become partners.

There are many factors that typically coalesce to constrain effective community participation in the CBIRD process. These factors may be present in varying degrees or may not exist at all. Their presence depends on the particular societal environment in which the project has been implanted. These factors vary from region to region or even from community to community within a single country. They include:

1. Administrative patterns that are centralized and bound by rigid top-down planning and decision making characterized by government inability to act quickly in response to urgent community needs.
2. Poor local development conditions including lack of water, infertile land, rugged terrain and widely dispersed populations.
3. Poor people who experience dependency relationships with powerful, rich, religious, military or political elites. Such elites discourage the sharing of power and inhibit positive action.
4. Communities which are torn apart by traditional rivalries, mistrust, and jealousies which inhibit collaborative endeavors.
5. Culturally limiting factors, such as the subdued role of women or neglected rights of tribal minorities.

While some degree of participation exists in most programs, such factors as high quality of leadership, geographic accessibility, significant community cohesion, equitable distribution of wealth and commercial opportunities for profit all positively affect the extent and intensity of involvement in collective community efforts. Another important factor is the ability of individuals to perceive their collective participation as being in their direct personal interest.

There is, however, one other factor—an intangible one—that is often the crucial difference between success or failure of the CBIRD development approach: ambition. Ambition is the desire to be better and the will to do something about it. This trait exists in some people and not in others, in some villages and not in others. If it is not present, no amount of resources and technical assistance can enable the CBIRD process to succeed. If the seed of ambition is present and an atmosphere can be created in which it can blossom, even limited resources can produce impressive gains in the standard of living and the fuller development of children.

V. Three Guiding Concepts

There are 3 concepts which form a framework that shapes and guides the introduction and progress of the CBIRD process as it unfolds within the various countries. These three concepts are:

1. The idea of CBIRD as a model for development
2. The need for flexibility in implementing the CBIRD approach
3. The relationship of self-help to community development.

A. The idea of CBIRD as a model for development

The specific purpose of a Save the Children program in a given country is to establish pilot community-based integrated development projects as mini-regional or small area development management models. The ultimate goal, over time, is to institutionalize a process that will improve income, education, health, community institutions and services in an area wider than the original pilot zone. Save the Children does not possess the necessary resources to operate in more than just a few selected areas. It is therefore, unrealistic to expect a relatively small scale intervention to achieve, by itself, a fundamental transformation of socio-economic structure, traditional values, and human relationships that have existed for centuries.

Yet, if properly adapted to locally felt needs, preferences and mores, as well as to prevailing government policies and political attitudes, the results of the CBIRD approach can be significant. It is this significance for which Save the Children strives.

Promotion of CBIRD as a model is intended to demonstrate valuable methods of development to those responsible for improving the lives of the poor. The CBIRD approach offers a source of new ideas and practices that might be incorporated into national development policy and action. Through close collaboration with local officials and national policy makers, Save the Children hopes to influence and to encourage host country decisions regarding the implementation of nationwide CBIRD programs where appropriate.

B. The need for flexibility in CBIRD implementation

Development assistance is more an art than a science. Even under ideal conditions, introducing the concept of community-based integrated development is an extraordinarily difficult and complex task. Not all initiatives will succeed, but some are more effective than others. Therefore, the process must proceed anew in each village or country on a trial-by-

error basis. Those methods which are successful are built upon, and those which are not are discontinued. In the field of development assistance, the risk of failure is high. Save the Children seeks the feedback that decreases chances of failure in future efforts. Successful application of the CBIRD strategy requires staff to be thoughtful, innovative and mindful that CBIRD is a means to an end and not an end in itself.

For any externally designed development model to have a reasonable chance of success, its basic assumptions, objectives, and strategy must come to terms with traditional value systems and the felt needs of the society involved. This requires a process of sensitive and skillful negotiation and adaptation, or else the whole endeavor may be rejected as an alien scheme.

The selection of sites and projects must be flexible vis-a-vis: relations with people, committees, local institutions and power structure, as well as the overall speed at which the program progresses. There are often pressures on managers of development assistance programs to produce quick results which may disrupt and severely interfere with the necessity of letting development take place at the speed dictated by local conditions. The CBIRD process is concerned with both quality (process) and quantity (projects) of development. Therefore, the imposition of unrealistic time limits or rigid procedures is likely to minimize the chances of producing long-term qualitative and quantitative change.

Save the Children fully understands the need for flexibility. This is evidenced by the fact that in all Save the Children countries, the goals and purposes are the same yet each program is different. Within the framework of CBIRD, each program is encouraged to grow and prosper at its own pace.

C. The relationship of self-help to community development

Self-help and community development are interrelated concepts, but they are not synonymous. Both enable people to participate in, and benefit from, projects which interest them: people identify and choose projects, plan them, and participate in their implementation and evaluation. Self-help, however, does not necessarily imply the formation of the political and institutional infrastructure which is the most logical consequence of community development. Self-help is easier to establish and it produces many tangible and long-term project results. A self-help approach is often more compatible with local realities. It permits local and national authorities to encourage contributions and commitment



on the part of the people without threatening administrative or political stability. Because of local political realities, it is sometimes not possible to establish a permanent, broad-based community organization. Save the Children is therefore aware that, while the implementation of CBIRD processes in its entirety is its goal, self-help is a basic component and an obvious place to begin. Those programs which can practically and naturally flow from a basic self-help effort into a full scale community development program are fully mandated to do so. Yet, self-help is considered a valid end in itself when, for reasons cited above, the program cannot advance beyond that.

This distinction is important to make. By not obligating itself in too dogmatic a fashion, Save the Children is able to modify its approach and its objectives based on direct feedback of what can be realistically accomplished. This flexibility allows Save the Children to focus its attention on those efforts which are likely to change conditions and benefit the community. The objective of Save the Children program outreach is development of the child, family and community under as much leadership of that community as possible. From an evaluation perspective, the main difference in distinguishing between self-help and community development at the community level would be that the latter produces a functioning community decision-making infrastructure of a permanent nature. Self-help is characterized by informal committees and popular participation, but no permanent structure.

VI. Replication

A guiding principle of the Save the Children approach is that the activity undertaken be replicable and, ultimately, form a continuing supportive structure. While replication is an essentially simple concept, it is necessary to define and clarify just what it means so that we can more accurately measure our success or failure in achieving it.

Replication can be broken down into four categories: infrastructure, training, methodology and institutionalization.

1. Infrastructure refers mainly to the creation of tangible structures. It differs from training in that training is more concerned with an increase in knowledge or skills. Often, infrastructure activity concentrates on technical innovation through introduction of simple appropriate technology. Infrastructure projects include construction of schools, roads, irrigation systems and community centers. Infrastructure and training go hand in hand; for example, Save the Children tries to combine infrastructure building activities with training activities. Thus, high school students may work on building projects, or local masons and carpenters may be taught new

procedures and methods of construction. Replication of infrastructure will be measured by how often these new construction examples are copied by local artisans and governmental organizations.

- B. Training is concerned with the transferral of knowledge and skills. Save the Children is concerned that such training in agriculture, literacy, weaving, etc. is assimilated by project beneficiaries and passed on to others (replicated) in the family and community. A key factor in replication of training is providing for some kind of structure in which follow-up can take place. For example, in a weaving project women and girls can purchase their own looms through sales of products made in the training course. After the training is concluded, they can teach others at home with their new looms. In agriculture, fathers can teach their sons on their own fields what they learned in an extension course. In both of these examples, the incentive to pass on new knowledge and skills is considerable because the probable result is economic gain. It is harder to program follow-up for sanitation or family planning—this knowledge will be passed on in a much more informal manner, being primarily conveyed by change of habit and example.
- C. Save the Children Methodology centers on the process of increasing participation of people in community development programs by encouraging them to form committees, identify needs and priorities, select appropriate projects and play a major role in their implementation.
- Save the Children pursues this methodology because it believes that people will be more motivated to participate if they play a greater role in the process; that they will identify with, and therefore take responsibility for, the project; and because it could dramatically reduce costs for poorly-funded and staffed government organizations.
- When Save the Children is first introduced to a community, there is often a lack of understanding about our program. Community members may express suspicion and skepticism about our program and motives. By starting with small projects that produce needed and concrete results, confidence begins to build and the potential for participation dramatically increases. Poor people know their interests and needs and can be counted on to pursue them if they can. They do not commit themselves to words, they wait to see practical results. In general, increased participation is inevitable if the projects are really desired by the people.
- D. Lastly, there is the question of institutionalization—how to ensure that the above processes and activities can continue and



grow after Save the Children has phased out. The key to long-term support for CBIRD type activities usually lies with government, though sometimes there are local, indigenous institutions which also become involved in the process. Government agencies, like communities, tend to make their decisions based on visible results. The strategy for involving government agencies in Save the Children's efforts must be developed early and then be carefully followed up. It involves identifying those agencies and individuals who play key roles in making decisions on policy and implementation of development funds. The actual mix of strategy comes from analyzing each country separately. Usually, informal relationships play a major role in persuading leaders whose support is crucial. These contacts may be supplemented with training courses to reinforce understanding of the benefits and values of the CBIRD approach. If possible, important policy and implementing staff should be given actual working experiences with Save the Children programs so that they can see first hand how the CBIRD process works.

When people have successfully been able to come to grips with and manage change, as evidenced by a new generation of children having the opportunity for basic health, education and employment in their communities and with productivity increases providing more income, then Save the Children is ready to phase out of an area. Informal contact of an advisory nature may continue from time to time as circumstance warrants. However, a new indigenous supporting agency or group of agencies will take over the Save the Children role.

Phase-out relationships may include outright integration into a government agency, formation of a collaborative relationship with a local voluntary agency or, if the community committee is strong enough, letting it broker alone with local agencies for continued support.

COMPREHENSIVE PROGRAM MONITORING AND EVALUATION PLAN

(SAMPLE)

SAVE THE CHILDREN FEDERATION INC.

PHILIPPINES

Iloilo City
Philippines
January 1983

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INTRODUCTION

Save the Children's Country Program in the Philippines has been operational for the past few months. During this period the staff has spent a great deal of time in developing a monitoring and evaluation plan for the program. The need for such a plan was recognized at the time the program was being planned. A conscious effort has been made to meet that need. It has not been limited to quantitative evaluation. A qualitative component has been added to help assess the progress of the communities in terms of developing and utilizing "Processes" relevant to community development.

Oftentimes individuals will ask "why evaluate?" There are several answers that can be given in response to this:

- A. To know whether or not the objectives were met.
- B. To assess which strategies and/or activities work best.
- C. To identify problematic areas and program strengths.
- D. To provide input in the decision-making process.
- E. To provide to the community members, trainees, etc. about their progress.

Ultimately, evaluation is a means of focusing on the quality of our work. Through evaluation we can know at a given point in time how well the program is succeeding and we can also learn valuable lessons that will be helpful in improving the program. This is true whether it is an ongoing program or one to be replicated in another area. This has been one of the major considerations in developing this plan. It is believed that our implementation of a monitoring and evaluation plan will lead to a better and more complete program.

Three general assumptions were made when initiating the development of the plan: First, that the program and the communities we are working in would ultimately benefit from the effort put into monitoring and evaluating the various aspects of our program by resulting in a program that better meets the communities' needs as time progresses; second, that adequate time and other "Resources" would be available to implement properly the plan on a continuous basis; third, that the community members in the Impact Area would support our work and not feel threatened by the evaluation process. Now that the plan is completed, it is believed that these general assumptions were reasonable. Our appreciation for the potential benefits arising from the implementation of the plan has increased. It also appears that there will be adequate time and resources to implement it. Based on our initial work in collecting information in the Impact Area for the evaluation plan, the communities also are supportive of our work.

The evaluation plan presented here is comprehensive in the sense that it has been developed to cover not only program evaluation as traditionally looked upon in terms of quantitative impact but also process evaluation at

the program level and internal office evaluation. These components are best presented in the following diagram.

Diagram I

Monitoring and Evaluation Plan by Components

(Quantita- tive) Prog. Evaluation	(Qualita- tive) Prog. Evaluation	Individual Proj./Train- ing Evalua- tion	Administra- tive Evalua- tion	Staff Eval.
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Component I

Program Monitoring and
Evaluation

Component II

Internal Office Monitoring
and Evaluation

Component I includes the details on program monitoring and evaluation. While a great deal of material refers to quantitative indicators (intermediate and impact), a conscious effort has been made to include qualitative indicators also known as "Process Factors" in the plan. While quantitative indicators are objectively verifiable resulting in their being relied upon in most evaluations, it is believed that the evaluation plan can benefit by the inclusion of the qualitative process factors (Table II) that will help assess the community's progress as a whole within the development process. This is especially important when dealing with community development programs that have an emphasis on training and skills transfer. It also allows for greater input in the evaluation by the residents of the communities where the program is being implemented.

The plans and materials discussed in the section covering Component I will be refined as the program progresses. It is expected that, as we gain more experience with the implementation of the evaluation plan, adjustments and improvements will be made on what already has been developed. Also, as the projects within the Impact Area are planned, specific project level indicators relevant to projects will be identified and monitored. This is discussed further in a later section.

Component II of the plan covers the evaluation of the administrative area of the program and staff. Although this is the smaller of the two components, it is not considered of less value or importance. Often staff evaluations are inadequate and poorly handled. Rarely are the administrative aspects of a program monitored on a regular basis. This component helps us cover these two aspects more completely and methodically. The underlying belief concerning the value of this

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component is that an organized and efficient field office will be best able to meet the needs and support the program activities in the Impact Area resulting in greater program impact in the communities. These rather simple and easily implemented evaluation tools will help us monitor our internal office operations and indirectly help us meet the programs' objectives.

The remaining portion of the paper is composed of sections covering the Program Evaluation Component (I) and the Internal Office Evaluation Component (II) in greater detail. Several diagrams and tables are presented to present more clearly the information in each component. Please review these carefully since their content is important information concerning each component. The tables are presented throughout each section.

Several appendices are also attached containing copies of all the measuring tools, monitoring forms, baseline survey, and additional data tables.

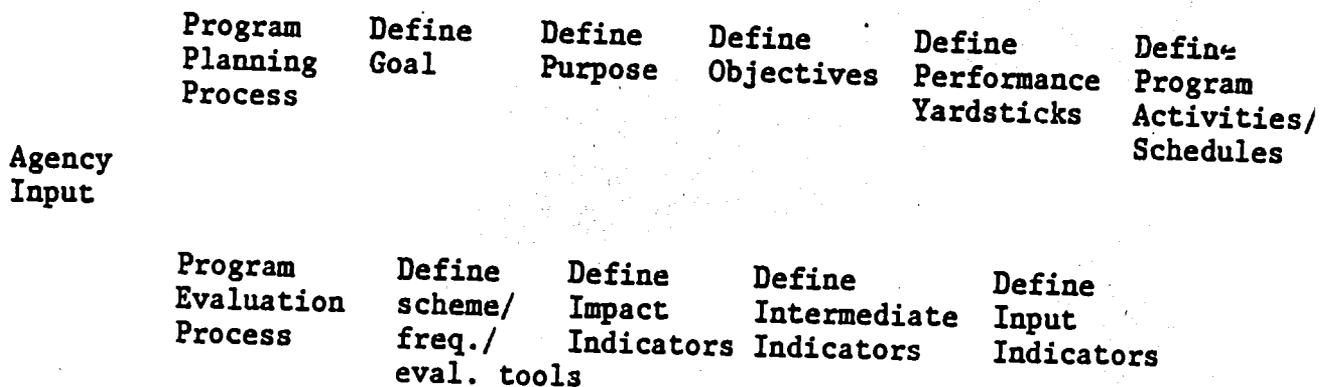
COMPONENT I
PROGRAM EVALUATION

A. Overview

This is the major section of the monitoring and evaluation plan. Appropriately the greatest amount of staff time was spent on developing the material presented in this section. Initially, emphasis was placed on identifying further specific objectives and relating intermediate and impact indicators to these objectives. The definition of the evaluation scheme and development of measuring tools and monitoring forms was our second field of emphasis. This process utilized (defining this part of the evaluation plan) is a component of the regular planning/evaluation process used in program planning. The component and process we followed are represented in the following diagram.

Diagram II

Program Planning/Evaluation Process



The following parts of this section cover more specific information concerning the year I and III evaluations, specific objectives, indicators, targets by year, measuring tools and monitoring forms. Thereafter, a general outline of the evaluation design scheme and the activities schedule is presented.

B. Details on Year I and III Formal Evaluation

Year I

By contract we are obligated as part of our responsibilities under USAID Co-Financing Grant to have two formal evaluations during the three year period of the grant. The first evaluation is scheduled for August 1983 after the completion of the first year of the grant. The main focus will be on the Impact Area trainings, the primary concern of first-year activities. The evaluation will review not only indicators relating to the trainings, but also other indicators relevant at this time in the development of the program. Process evaluation in the form of qualitative indicators will also be assessed along with a review of all the separate individual evaluations kept on each training and project.

Since this is one of the two formal evaluations to be held, it is planned that SCF Staff, a USAID FFP/PVC Staff member, the Nueva Valencia Municipal Development Coordinator and members of the Barangay Development Committees (Councils) will participate at some point during the month of August 1983.

During that one-month period the monthly monitoring reports will be reviewed and the data relating to the relevant indicators will be collated. A survey will be conducted to collect data related to the relevant Indirect Impact Indicators. The Staff and Barangay Development Committee Members will complete the appropriate questionnaires related to process evaluation. The evaluations of the individual trainings and sectoral projects will be reviewed and collated.

The analysis of this data will be made during September 1983. Data will be arranged in tables in the form of raw data, percentages and rates where appropriate. All data will be presented as Barangay and Impact Area totals.

The evaluation report for year I will be submitted to USAID and SCF Home Office by the end of October 1983 in the form of a descriptive and analytical report. The report will compare the Baseline/Benchmark data with the data collected and summarized during the year I evaluation period and comment on the overall progress made toward meeting the program objectives.

Year II

An informal evaluation is planned for the completion of year II (August 1984) of the program. It will be conducted by SCF Staff and will be similar to the year I evaluation with a focus more on the sectoral projects, in order for SCF Staff to assess the progress made in quantitative and qualitative terms during year II. Monitoring forms, individual project evaluations, process factor questionnaires, etc., will be reviewed, the data collated and organized in tables. A formal evaluation report is not planned for this phase in the evaluation process.

Year III

The final evaluation will take place during August 1985 and will focus on progress made during year III and the general impact the program has had in the Impact Area. The participants, data review and presentation, etc., will be the same as presented earlier in reference to year I. Participants from SCF, USAID and Nueva Valencia will take part in the evaluation as is the case in year I. It is hoped that the same individuals who have taken part in the first evaluation will be a part of this final one. The analysis of the data and writing of the report will take place during the months of September and October 1985. The final report will review the degree in which the program objectives were achieved and compare the baseline/benchmark data with the final data collected to determine the program impact. The submission of the report to USAID and others will take place at the end of October 1985.

C. Specific Objectives/Indicators

Specific objectives and the appropriate indicators have been defined and are presented in Table I: Specific Objectives and their Indicators and Table II: Indicators, Means of Verification and Assumptions. Table I lists several program objectives and indicators that will be followed during the three-year period. Table II classifies the indicators under input, intermediate, direct impact, and indirect impact. Each category contains comments concerning the means of verification and assumptions concerning the respective indicators in that category.

The classification of the indicators into intermediate, short-term impact, and long-term impact was found to be appropriate in identifying and organizing the indicators. The intermediate indicators refer to actual outputs, such as participants completing trainings. Impact indicators are delineated in a manner to emphasize what direct effects will result from the community development aspect of the program and what indirect effects may occur in the community as a secondary result of the community development approach of the program.

The short-term Impact Indicators are further categorized into quantitative and qualitative indicators. The quantitative indicators are objectively measurable. The qualitative indicators are composed of seven process factors: needs assessment/diagnosis, consciousness, programmatic involvement, organization, comprehensiveness, finances and linkages. The objective of including these process factors is to assess over a period of time the ability of the communities to be self-sustaining. It is felt that while the procedure to be utilized in assessing the level of the communities in terms of these process factors will be subjective in nature, valuable information can be gathered in reference to a community's overall ability to be self-sustaining. Community development programs deal with these process factors, and they must be included to evaluate appropriately a C.D.-oriented program.

D. Specific Targets

Table III: Intermediate Indicators and Targets

Table IV: Indirect Impact Indicators and Targets

Table V: Direct Impact Indicator and Targets

TABLE I

SPECIFIC OBJECTIVES AND INDICATORS

OBJECTIVES	INDICATORS
By the end of year three:	
1. One hundred and fifty barangay residents will have completed the <u>Barangay Leadership Training</u> in the Impact Area.	- Number of participants/barangay residents completing a training.
2. Three hundred and twenty five barangay residents will have completed the <u>Community Team Building</u> training in the Impact Area.	- Number of participants/barangay residents completing a training.
3. Three hundred barangay residents will have completed the <u>Project Development</u> training in the Impact Area.	- Number of participants/barangay residents completing a training.
4. Four hundred barangay residents will have completed training in some social or skill area related to the economic, social, or infrastructure projects to be implemented in the Impact Area.	- Number of participants/barangay residents completing a training.
5. Five Barangay Development Committees (Councils) will have been organized in the Impact Area.	- Number of Barangay Development Committees.
6. Five information/data banks will have been established in the Impact Area.	- Number of information/data banks established.
7. Fifty percent of the training graduates will practice skills obtained in the trainings by actively participating in meetings/projects and other activities.	- Percent of graduates having practiced skills obtained in training by actively participating in meetings/projects and other activities.
8. Five Barangay Development Councils will be actively developing and organizing community projects in the Impact Area.	- Number of BDCs actively developing and organizing community projects.
9. Twenty subcommittees will be formed and functioning in the Impact Area.	- Number of functioning subcommittees formed (functioning, holding regular meetings)
10. The average membership of the BDCs will be 15 per committee for minimum total of 75 BDC members in the Impact Area.	- Number of members of the BDCs.

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TABLE I
SPECIFIC OBJECTIVES AND INDICATORS

OBJECTIVES	INDICATORS
11. Twenty-eight community projects will have been conducted or be ongoing in the Impact Area.	- Number of completed, ongoing projects.
12. Thirty mini-lectures/seminars will have been conducted by graduates of the Impact Area trainings.	- Number of mini-lectures/seminars conducted by graduates of the Impact Area trainings.
13. The average community contribution for third year initiated projects will be 40 percent of the total project cost.	- Percent of community contributions for projects (SCF).
14. The Impact Area will have a capability/awareness level of 3 (moderate) based on the <u>Process Factor Scale</u> .	- Capability/awareness level based on the process factor scale.

TABLE II
INDICATORS, MEANS OF VERIFICATION AND ASSUMPTIONS
INDICATORS

<u>Input</u>	<u>Intermediate (output)</u>	<u>Short Term Impact</u>	<u>Project Achievement</u>	<u>Long Term Impact</u>
<ul style="list-style-type: none"> - No. of community trainings - Amt. of funds (SCF/USAID) - Amt. type of community contribution - No. of Staff 	<ul style="list-style-type: none"> - No. of participants completing trainings - No. of Barangay Development Committees organized - No. of information data banks and systems established 	<p>Percent of (graduates) practicing skills obtained in training/getting actively involved with projects and other activities:</p> <ul style="list-style-type: none"> - meetings - projects - social activities - school activities 	<p>Individual sectoral projects and trainings will be planned with specific objectives and indicators. Information concerning this will be included in the FORS,3 document developed for each project.</p>	<ul style="list-style-type: none"> - Crude birth rate - Infant mortality rate - Average annual family income
		<p>No. of active Barangay Development Committees (developing/organizing projects)</p> <p>No. of functioning sub-committees formed</p> <p>No. of members in individual BDCs</p> <p>No. of completed/ongoing community projects (economic, social, infrastructure)</p> <p>No. of lectures/seminars conducted by graduates of the impact area trainings</p>		
		<p>Percent of community contributions for projects (SCF)</p>		
		<p><u>Process</u></p> <ul style="list-style-type: none"> -needs assessment/diagnosis -consciousness -programmatic involvement -organization -comprehensiveness -finances -linkages 		

Quantitative

Qualitative

Means of verification
 - Training designs/schedules
 - Annual budgets
 - SCF reporting system (FORS)
 - Staff chart

Means of verification
 -Training participants list
 -Monthly monitoring forms
 -Yearly evaluation forms
 -Logbook records

Means of verification
 -Monthly monitoring forms
 -Yearly evaluation form/ records
 -Process

Means of verification
 -Project monitoring forms
 -Yearly record forms
 -Logbook entries

Means of verification
 -Municipal records and statistics
 -Barangay survey and/or monthly monitoring form

Assumptions

- Trainings design properly and acceptable to community members.
- Funds are available.
- Communities will contribute.
- Locally qualified staff are available.
- SCF staff, local communities, and government officials work well together.

Assumptions

- Community residents will participate in and complete the various community trainings.
- Communities will desire BDCs to be formed or present development committees strengthened.
- Relevant information concerning the community is obtainable.
- Community residents support SCF's work in the impact area.

Assumptions

- Information for these indicators is available.
- Staff will complete monitoring forms.
- Possible to assess process factors within the community.
- Community residents will participate in projects and other activities.
- Community will contribute to the projects either in cash or in kind.

Assumptions

- Projects will be implemented in the impact area as part of the program.
- Staff will collect the appropriate data.
- Information for the indicators is available.

Assumptions

- No long term impact is expected in 3 years.
- Records are available.
- Data/statistics reasonably accurate.
- Residents will cooperate in any survey that is necessary.
- Data for these long term impact indicators will be gathered for comparison to the data collected in future years.

Benchmark data is presented in each of these tables along with specific yearly targets for each indicator. Note that Year II targets are also listed in these tables even though there will not be a formal evaluation. This is for SCF's internal planning purposes. Where appropriate, totals for the three-year period are given. For the indicators listed in Tables III and IV two figures are noted for each year. The figures centrally located in the box are the actual target figures. The figure in brackets () is the "performance yardstick," which in most cases is 80 percent of the target figure. The performance yardstick figure is the minimum acceptable level in determining whether the objectives have been satisfactorily met.

Please refer to Table V where the long term indicators are listed. Note that the crude birth rate and infant mortality are listed along with average family income. Vital statistics, especially infant mortality are frequently utilized to assess levels of development. While it is believed that changes in long-term indicators, such as these, will not be apparent in the relatively short time period of three years, it is felt that attempting to keep data on those indicators for future use would be valuable. Data such as this would be useful for future evaluations.

E. Benchmark Data

A baseline survey (see Appendix A) was conducted in all five barangays in the Impact Area. Data from this survey was used to compute the 1983 childbirth and infant mortality rates and average annual family income. The survey was conducted by interviewers in Ilonggo. (The survey form presented in Appendix A is the English translation.)

The quantitative benchmark data for the Intermediate and Short Term Impact Indicators was derived through discussions with SCF Staff and Municipal Development Officials. The benchmark data for the process factors listed under the Short Term Impact Indicators was computed by the SCF Staff. Please note the footnote referring to this in Table IV.

F. Measuring Tools and Monitoring/Evaluation Forms

Copies of the measuring tools and monitoring forms are contained in the attached appendices (see Appendix C). The various measuring tools and forms are listed in Table VI. This table contains the names of the documents, who will complete them, when they are to be completed, and what language they are written in. (Note that only English copies of the Ilonggo items are provided in the appropriate appendices). Table VI lists the measuring tools and monthly monitoring forms. Data concerning the quantitative indicators is collected on a monthly basis with the exception of the data required for the Long Term Impact Indicators (annual family income, etc.) which is collected through a survey. The process factors are assessed yearly through the use of the Process Factor Questionnaire (PFQ). This is supported with input from the Barangay Development Committee members who will complete the Barangay Development Committee questionnaire (BDCQ) at the same time. Questions in the BDCQ are correlated with the PFQ to allow for direct comparison.

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TABLE III
INTERMEDIATE (OUTPUT) INDICATORS AND TARGETS

TRAINING/ORGANIZING PHASE	INDICATORS	BENCHMARK	YEAR I	YEAR II	YEAR III	TOTAL
Training Phase I:						
Barangay Leadership Training	No. of residents completing the Barangay Leadership Training in the impact area	0	100 (80)	50 (40)	-	150 (120)
Training Phase II:						
Community Team Building Training	No. of residents completing the community team building training in the impact area	0	200 (160)	125 (100)	-	325 (260)
Training Phase III:						
Project Development Training	No. of residents completing the project development training in the impact area	0	200 (160)	100 (80)	-	300 (240)
Training Phase IV:						
Special Areas Training (Project education component)	No. of residents completing special areas trainings in the impact area	0	50 (40)	150 (120)	200 (160)	400 (320)
Training Subtotals		0	550 (440)	425 (340)	200 (160)	1175 (940)
Organizing: Barangay Development Committees	No. of barangay development committees organized/strengthened	0	5 (5)	-	-	5 active BDCs
Organizing: Information and Data Bank	No. of data banks established in the impact area	0	5 (5)	-	-	5 (5)

TABLE IV

SHORT TERM IMPACT INDICATORS AND TARGETS

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Q U A N T I T A T I V E

INDICATORS	BENCHMARK	YEAR I	YEAR II	YEAR III	TOTAL
Percent of residents (graduates) practicing skills obtained in training by participating in meetings/projects and activities.*	0	25% (20%)	35% (28%)	50% (40%)	-
No. of BDCs organized and active.	0	5 (5)	-	-	5 (active) (5)
No. of functioning subcommittees of the BDCs in the impact area.	0	10 (8)	10 (8)		20 (active) (16)
No. of members of the BDCs.	0	40 (32)	20 (18)	15 (12)	75 (62)
No. of completed/ongoing community projects (economic, social, infrastructure) in the impact area.	3	3 <u>additional</u> (3)	10 <u>additional</u> (8)	15 <u>additional</u> (12)	28 (23)
No. of lectures/seminars conducted by graduates of the impact area trainings.	0	5 (4)	10 (8)	15 (12)	30 (24)
Percent of community contribution for the projects (SCF).	0	25% (25)	35% (30)	40% (35)	-

*Refers to meetings, projects, and other activities related to the SCF Program.

SHORT TERM IMPACT INDICATORS AND TARGETS
(Page 2)

QUALITATIVE PROCESS FACTORS	INDICATORS	BENCHMARK	YEAR I	YEAR II	YEAR III	TOTAL
	Needs Assessment/Diagnosis	1.4	2.0	2.5	3.0	-
			(1.6)		(2.4)	
	Consciousness	1.2	2.0	2.5	3.0	-
			(1.6)		(2.4)	
	Programmatic Involvement	1.2	2.0	2.5	3.0	-
			(1.6)		(2.4)	
	Organization	1.0	2.0	2.5	3.0	-
			(1.6)	(2.0)	(2.4)	
	Comprehensiveness	1.0	2.0	2.5	3.0	-
		(1.6)	(2.0)	(2.4)		
Finances	1.2	2.0	2.5	3.0	-	
		(1.6)	(2.0)	(2.4)		
Linkages	1.0	2.0	2.5	3.0	-	
		(1.6)	(2.0)	(2.4)		

These qualitative process indicators are the basis of the process evaluation questionnaire (PFQ). For this questionnaire a score for each process indicator is derived for each barangay and then an average score for each P.E. for the impact area is computed. These composite scores for the benchmark data were computed by the staff after their initial barangay assembly meetings (10/82).

Scale: 0 - none 4 - considerable Capability awareness level
 1 - slight 5 - full
 2 - some
 3 - moderate

TABLE V
LONG TERM IMPACT INDICATORS

INDICATORS		BENCHMARK*	YEAR I-III	YEAR IV ONWARD
1.	<u>Crude birth rate in the Impact Area</u>	$\frac{\text{Number of deaths during the Year}}{\text{Average Population}} \times 1000$	26.49/ per 1000 pop.	** ***
2.	<u>Infant mortality rate in Impact Area</u>	$\frac{\text{Number of deaths in a year of children less than 1 year of age}}{\text{Number of live births in the same year}}$	32.78/ per 1000 live births	** ***
3.	<u>Percent increase in Impact Area annual family income</u>		\$286.00/ family	** ***

*Benchmark: Data gathered during the baseline survey (November 1981). Rates and average(s) were computed from this data.

**Year I-III: No changes in these indicators are expected in the short term.

***Year IV onward: Decreases in the birth and infant mortality rates and also an increase in annual family income may be evident after the initial years of work in the community.

TABLE 71
MEASURING TOOLS AND MONITORING FORMS

TITLE	TO BE COMPLETED BY	WHEN TO BE COMPLETED	WRITTEN IN
<u>Program Monitoring/Evaluation</u>			
<u>A. Quantitative</u>			
1. Community Trainings Monitoring Form	Program Staff	Monthly	English
2. Monthly Meeting Monitoring Sheet	Program Staff	Monthly	English
3. Monthly Meeting Attendance Sheet	Program Staff	Monthly	English
4. FDC Members Monthly Assessment Form	Program Staff	Monthly	English
5. Mini-Lectures/Seminars Monitoring Form	Program Staff	Monthly	English
6. Monthly Individual Project Monitoring Form	Program Staff	Monthly	English
7. Consolidated Monthly Individual Project Monitoring Form	Program Staff	Monthly	English
<u>B. Qualitative</u>			
1. Process Factor Questionnaire (PFQ)	Program Staff	Yearly	English
2. Barangay Development Council Questionnaire (BDCQ)	BDC Members (Possibly other interest groups)	Yearly	Ilonggo

G. Program Evaluation Design Scheme

Diagram III provides a visual representation of the general scheme of SCF's program evaluation plan. Two formal evaluation periods are shown as previously discussed. The informal second-year evaluation is also represented here. These evaluation activities are supported by regular monitoring activities that will occur every month. Additional process monitoring occurs every six months.

H. Program Evaluation Activities Schedules:

Below is a table listing the normal monitoring and evaluation activities. The frequency of each activity is also noted.

Table VII

Program Monitoring and Evaluation Activities

<u>Monitoring Activities</u>		<u>Frequency</u>
1.	<u>Completion of Monitoring Form For Intermediate, Direct and Indirect Indicators</u>	Every month
2.	<u>Submission of Monitoring Forms to the Field Office</u>	Every month
3.	<u>Logbook Entries</u>	Every month
	- Activity notes	
	- Participants (Total Number)	
	- Process used	
	- Problems/Recommendations	
	- Comments and other relevant information	
	- Special Visitors (if any)	
	- Births/Deaths (if any)	
	- Sectoral Project Expenditures	
4.	<u>Review of Logbook Entries</u>	Every month
5.	<u>Process Monitoring</u>	Every year
6.	<u>Training Monitoring</u>	As appropriate
7.	<u>Sectoral Project Monitoring</u>	Every month
<u>Evaluation Activities</u>		<u>Frequency</u>
1.	Collection of Baseline/Benchmark	Initial weeks
2.	Review all Monthly Monitoring Sheets	Yearly

Table VII

(Continued)

<u>Evaluation Activities</u>	<u>Frequency</u>
3. Review Process Evaluation Data	Yearly
4. Record Data for the Specific Indicators	Yearly
5. Review Logbooks	Yearly
6. Review Individual Training/Sectoral Process Evaluations	As completed and yearly
7. Review Total Project and Training Expenditures	Yearly
8. Write Evaluation Report	I/III
I. <u>Integration of Individual Training/Project Evaluation</u>	

Each individual training and sectoral program will be separately evaluated upon its completion. Evaluation tools for the three phases of impact area trainings (Barangay Leadership, Community Team Building, and Project Development) have been written and are now being tested. The training evaluations will be done on a pre- and post-test basis. Individual sectoral project mini-evaluation plans will be written during the planning phase of each project. They will be simple and contain two to three indicators per project. While it is not feasible to develop these separate "mini-evaluations" at this time, a short paper entitled "Individual Project Evaluation Guidelines" has been developed for the program staff. The report for each formal evaluation will include a summary containing each individual project's objective(s), indicators, and the results of the project in reference to the original objective(s). While it is difficult to truly integrate the individual project evaluations with the overall program evaluation, the inclusion of this information in a summarized form will add valuable information on a major component of SCF's program.

COMPONENT II

INTERNAL OFFICE EVALUATION

A. Overview

There are two main objectives for this evaluation component.

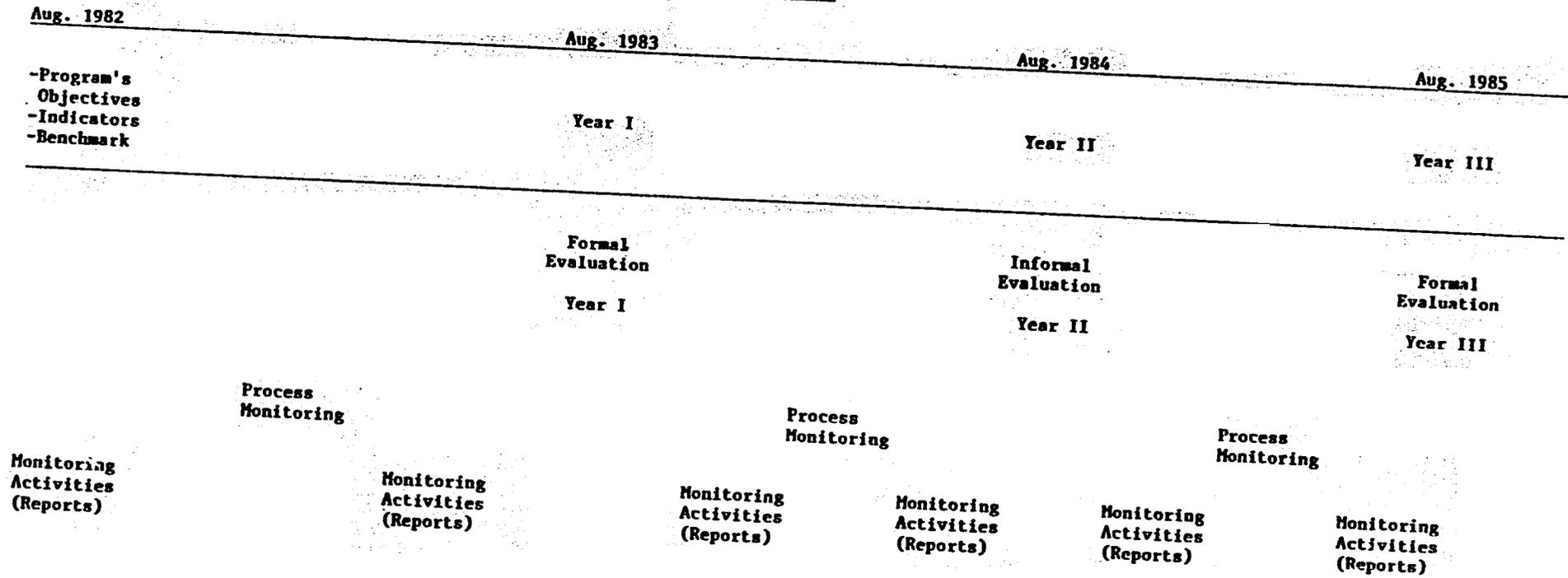
1. To obtain information relevant to the administrative functions of the program in order to identify its strengths and weaknesses leading to improving the overall administrative support to the program.
2. To assess the Staff's individual work performance and provide a means for providing constructive feedback to staff concerning their work performance.

There are two sections listed under Internal Office Evaluation. The first, Administrative Evaluation, can be a very useful process in

TABLE VIII
MEASURING TOOLS AND DATA SHEETS

TITLE	TO BE COMPLETED BY	WHEN TO BE COMPLETED	WRITTEN IN
Administrative Evaluation:			
1. Administrative Performance Criteria Checklist (Admin. Staff)	Administrative Staff	Every six months	English
2. Administrative Performance Criteria Checklist (Program Staff)	Program Staff	Every six months	English
3. Administrative Performance Criteria Checklist Data Sheet	Director/Office Manager	Every six months	English
Staff Evaluation:			
1. Employee Performance Report	Director/Office Manager	Upon completion of probationary period and yearly	English
2. Management Feedback Sheet	Admin./Program Staff	Every six months	English

DIAGRAM III
PROGRAM EVALUATION DESIGN
SCHEME



supplying information on the Administrative component of any program. Information obtained can lead to quick improvements in areas identified as weak and in need of attention. Surprisingly, Administrative Evaluation is often overlooked and rarely implemented even in a semi-formal manner. The second, Staff Evaluation, is done more frequently but with varying degrees of quality. It is useful in ensuring feedback and improvements in a staff member's work performance. The end result is higher quality work by staff members. The basic assumption behind both Administrative and Staff Evaluation is that program effectiveness and quality will increase with a greater effort on assessing periodically the administrative aspects of a program and the program staff.

The following section reviews the methodology and measuring tools for these two areas of evaluation. The procedures are simple and easily followed.

B. Administrative Evaluation

Please refer to Table VIII which contains a list of the measuring tools and data sheets for Administrative and Staff Evaluation. The Administrative Performance Criteria Checklist (Appendix C) is a series of statements concerning various administrative functions. Next to each statement are five possible response categories (never, sometimes, usually, always, do not know). The staff member completing the form need only to check one of the responses that best fits his/her feeling toward the statement. An example of one performance criteria statement is: "Payroll is prepared and distributed on time." There are two versions of the checklist. One contains 44 statements and is for Administrative Staff. It is comprehensive and contains statements covering numerous administrative functions. The second version contains 19 statements found in the first version that concern Administrative functions that program Staff would know about from their daily work. The checklists should be completed by all staff members every six months. The information can be easily summarized on a data sheet and the results presented to the staff during the next general staff meeting. Any areas that receive negative responses from the staff can be reviewed, and corrective action can be taken when appropriate. This evaluation requires little effort on the part of the manager and can be very helpful in analyzing how well the administrative needs of the program are being met.

C. Staff Evaluation

Two measuring tools are utilized for Staff Evaluation. The first is the Employee Performance Report that covers several areas of performance from quantity and quality of work to planning and organizing skills. To be used effectively though, it is important that the performance report be completed for each employee on a regular basis. The performance report is submitted after the three-month probationary period, the end of the first year of employment, and once yearly after that. It should be written in pencil with special emphasis on the comments section; it should then be discussed with the employee. At this time any changes that are mutually agreeable can be made. If the employee disagrees with the supervisor's comments and no mutual agreement is reached, a section at the end of the

performance report is available for the employee to enter his/her comments. After meeting with the employee, the comments can be inked in. Lastly, both the supervisor and employee sign the report to indicate that it was reviewed and discussed by both of them.

The second form is a two-page Management Feedback Sheet containing seven questions concerning the management and its support of the staff. Completed by non-management staff every six months, this form provides feedback on the perceptions of the non-management staff concerning the management aspect of the program.

The results are presented at the next general staff meeting.

Samples of the Administrative Performance Criteria Checklist, Employee Performance Report, and the Management Feedback Sheet are contained in Appendix C.

SUMMARY

With this plan, an attempt has been made to develop a more comprehensive program evaluation than has been usually prepared. Process (qualitative) evaluation tools help shed light on the progress made in the communities in terms of the community development process and so support and complement the more traditional intermediate and impact indicators. Also included is a short but important component on Administrative and Staff evaluation which is often neglected and usually not included in program evaluation plans.

The plan presented here will quite possibly be refined as Year I and II of our program are completed. This is not viewed as an "end" product. It is expected that improvements will be made in the future as the staff become more familiar with implementing and understanding the program and community needs.

APPENDIX A
SURVEY FORM

SURVEY QUESTIONNAIRE

Respondent: _____

Age: _____ Sex: _____ Birthdate: _____

Barangay: _____

Occupation: _____ Religion: _____

Husband/Wife: _____ Age: _____

Educational Background: _____

Household Members:

Birthdate: _____ Occupation: _____ Religion: _____

Relation to Respondent

Name

Age

Birthdate

Educational Background

Relation to Respondent	Name	Age	Birthdate	Educational Background
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____

Average: individual income per annum: ₱ _____

Average: family income per annum: _____

If Farmer:

Land owned: _____ Yes _____ No

No. of hectares _____

Major crops planted _____

Others: _____

Has ever made an agricultural loan: _____ Yes _____ No

If yes, how much: _____

Terms of payment: _____

Marketing outlets: _____

If Fisherman:

Boat owned: _____ Yes _____ No

Type of fishing used: _____

Kinds of fish caught: _____

Has ever made a fishing loan: _____ Yes _____ No

If yes, how much: _____

Terms of payment: _____

Marketing outlets: _____

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Livestock

Kind: _____

Number: _____

Loan: _____ Yes _____ No

If yes, terms of payment: _____

Marketing Outlets: _____

Membership in organizations: _____

Other sources of income: _____

Particulars: _____

Major Water Source: _____

Garbage disposal: _____

Other Sources: _____

Waste disposal (Type): _____

Treated _____ Boiled _____ None _____

Family Planning practices:
(Check as many used) _____ Rhythm
_____ Pills
_____ Condom
_____ Suppositories
_____ Diaphragm
_____ IUD

_____ Jelly
_____ Others (specify)

Pre-Natal Services: _____

Special Foods eaten during/after pregnancy: _____

Types of Immunizations received (children included):

_____ DPT
_____ Anti-cholera
_____ Anti-polio
_____ BCG
_____ Anti-tetanus
_____ Others (specify)

Common Illness: _____

Family history of disease: _____
(e.g. cardio-vascular diseases, allergies, diabetes, hepatitis)

Whom do you consult in case of illness: _____ doctor _____ others (specify)
_____ herbolario _____

In case of emergency: _____

Type of House: _____

Brief Description (Include lighting facilities and other appliances used) _____

Kitchen Facilities (type of cooking used, fuel, etc.) _____

No. of Meals eaten per day: _____ Major foods eaten: _____

Has had Non-formal Education: _____

Skills training (Specify): _____

Over-all questions (for all respondents)

1. What are the 2 most urgent problems facing your family?
2. Is the over-all welfare of your barangay better, worse, or the same as it was 5 years ago?
3. What are 2 of the urgent problems facing your barangay?
4. Who do you think is responsible for solving these problems?
5. Would you like to be involved in a program to help improve your barangay and your family?
6. When you have a problem, to whom do you go for help?

Interviewer

Date Interviewed

Note: - Live Birth occurs when a baby is born alive regardless whether it dies after a few minutes/hours.

A still birth occurs when a baby is born dead

Deaths

B. Has anyone in this household died between January and now of 1982 (this year)

_____ No _____ Yes (go to B.1.)

B.1. If yes, please complete the following information for each death. (Indicate the number to the reasons below.

	<u>Name</u>	<u>Sex</u>	<u>Age</u>	<u>Birth date</u> (day/month/year)	<u>Date Died</u>
1.	_____	_____	_____	_____	_____
2.	_____	_____	_____	_____	_____
3.	_____	_____	_____	_____	_____
4.	_____	_____	_____	_____	_____

Give the reasons for death: Please check

_____ Due to complication during pregnancy/child birth/after giving birth

_____ Still birth (born dead)

_____ Malnutrition

_____ Others (specify)

ADDITIONAL DATA SHEET - BARANGAY SURVEY

Date: _____

VITAL STATISTICS

Interviewer: Please ask the following questions concerning births and deaths that may have occurred in household during January-November 1982. after you have finished the main portion of the survey. Please be as accurate as possible. This is very important! Lastly, this additional sheet should be completed for every household.

BIRTHS:

A. Did any live births occur in this household between January 1 up to the present of this year 1982?

No _____ Yes _____ (go to A.1.)

A.1. If yes, please complete the following information for each live birth.

<u>Name</u>	<u>Sex</u>	<u>Birth date</u> (month/day/year)
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

A.A. Is there any member of the household expecting a child to be delivered between now and December 31 of this year (1982)?

No. _____ Yes _____ (go to A.A.1.)

A.A.1. If yes, give the name of the mother, the age, number of pregnancies and the expected delivery date.

<u>Name of Mother</u>	<u>Age</u>	<u>No. of previous pregnancies</u>	<u>Expected Delivery Date</u>
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

APPENDIX B

BASELINE DATA

FOR

LONG TERM INDICATORS

ANNUAL FAMILY INCOME DATA (1982)

BY BARANGAY AND IMPACT AREA*

BARANGAY (Impact Area)	Aggregate Annual Family Income (Pesos)	Number Household Respondents	Avg. Annual Family Income/Family**	
			Pesos (rounded)	U.S. Dollars (rounded)
Lanipe	P 402,064	173	P 2,324	\$ 266
Canhawan	P 387,384	124	P 3,124	\$ 358
Igdarapdap	P 466,003	125	P 3,339	\$ 382
Cabalagnan	P 466,003	246	P 1,894	\$217
IMPACT AREA (TOTALS)	P 1,672,909	668	P 2,504	\$287

* Does not include Barangay San Antonio

** Rate of pesos to dollars : 8.73/1

POPULATION DATA (1982)
BY BARANGAY AND IMPACT AREA

1982 Population Items	Barangays					Total for Impact Area
	Lanipe	Canhawan	Igdarapdap	San Antonio	Cabalagnan	
Population (Male)	503	338	359	513	590	2,303
Population (Female)	464	357	351	506	623	2,301
Population (Total)	967	695	710	1,019	1,213	4,604
Births and Expected Deliveries	19	19	22	37	25	122
Total Deaths	1	9	6	3	8	27
Deaths: 0-1 years old	0	2	0	0	2	4
Deaths: Maternal	0	0	0	0	0	0
Deaths: 1-4 years old	0	1	0	1	2	4

APPENDIX C

MEASURING TOOLS AND MONITORING FORMS

MONTHLY MONITORING FORM
FOR
COMMUNITY TRAININGS*

Date: _____
Barangay: _____

Type of Training	No. of participants Completing Training	Dates of Training
Barangay Leadership Training		
Community Team Building Training		
Project Development Training		
Special Areas Trainings (Pls. list each)	No. of participants Completing Training	Dates of Training
1.		
2.		
3.		

Submitted by _____

(*Please attach lists of participants' names implementing the trainings)

FORM FOR MONITORING MONTHLY MEETINGS

Date: _____
Barangay: _____
Barangay Development Committee: _____
Barangay Council: _____
Other (Specify): _____

1. Number of meetings held:

Type of meeting (please check)

A. Regular _____ Date _____
B. Special _____ Date _____
C. Emergency _____ Date _____

2. Number of Participants*

Total: _____

Number of participants: 1. Regular _____
2. Special _____
3. Emergency _____

3. Financial Input: (if any)

Type of Expense: P _____
Amount Expended: P _____

4. Number of Hours Spent:

Please fill up if rescheduled:

Original date and time _____

Actual date and time held _____

Reason/s for reschedule: _____

Submitted by _____

* Attach monthly attendance sheet
monthly minutes of meeting

MONTHLY MEETING ATTENDANCE SHEET

Submitted by: _____

Date: _____

Barangay: _____

Type of Meeting: _____

Presiding Officer: _____

<u>Name</u>	<u>Position in the BDC</u>	<u>Sitio</u>	<u>Signature</u>
1.			
2.			
3.			
4.			
5.			
6.			
7.			
8.			
9.			
10.			
11.			
12.			
13.			
14.			
15.			
16.			
17.			
18.			
19.			
20.			
21.			
22.			
23.			
24.			
25.			

MONITORING FORM FOR
MINI-LECTURES/TRAININGS/SEMINARS

1. Type of Training/Mini-Lecture: _____ Date: _____
2. Number of Participants: _____ Training/Seminar Site: _____
(Attendance Sheet Attached)
3. Number of hours/days conducted: _____
4. Resource persons/facilitators:

<u>Name:</u>	<u>Agency/Designation</u>	<u>Topic/Content:</u>
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

5. Materials Used:

6. Financial Expenditures:

_____	P. _____
_____	_____
_____	_____
_____	_____
_____	P. _____

Total

Submitted by: _____

(If provided, syllabus/design of training/lecture attached)

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SCF Phil. Field Office
Evaluation Form #07

BARANGAY DEVELOPMENT COUNCIL

Members Assessment/Participation

Monthly Assessment Form

Date: _____

Barangay: _____

Submitted By: _____

Name of Participants	No. of Hours Spent in Meet-	No. of Projects/ Activities Ongoing	Financial Contribution	Personal Contribution (manpower, involvement in project development/ management)
----------------------	-----------------------------	-------------------------------------	------------------------	--

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.
- 9.
- 10.

Name of Participants	No. of Hours Spent in Meet-	No. of Projects/ Activities Ongoing	Financial Contribution	Personal Contribution (manpower, involvement in project development, management)
11.				
12.				
13.				
14.				
15.				
16.				
17.				
18.				
19.				
20.				
21.				
22.				
23.				
24.				
25.				
26.				
27.				
28.				
29.				
30.				

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MONTHLY INDIVIDUAL PROJECT MONITORING FORM

FOR THE MONTH OF _____ 19 _____

Barangay: _____

Classification: _____
(Economic, Social,
Infrastructure)

Project Title: _____

I. PARTICIPATION:
Number of People Actually Involved:

<u>Area (Names of Residents)</u>	<u>Type of Services Activities</u>	<u>Number of Hours Spent</u>	<u>Number of Man-days</u>	<u>Financial Contribution</u>
I. Planning				
1.				
2.				
3.				
4.				
5.				
6.				
7.				
8.				
9.				
10.				
II. Implementation				
1.				
2.				
3.				
4.				
5.				
6.				
7.				
8.				
9.				
10.				
III. Management				
1.				
2.				
3.				
4.				
5.				
6.				
7.				
8.				
9.				
10.				

II. FINANCIAL INPUT:

A. SCF Budget:

- 1. Total Financial Assistance
- 2. Amount Expended for the Month
- 3. Balance

P _____
 P _____
 P _____

B. Community Contribution:

1. Local Contribution

P _____

a. Others:

Type/Amount

_____	P	_____
_____	P	_____
_____	P	_____

Total

2. Amount Expended for the Month

3. Balance

III. Problems/Constraints Identified

IV. Suggestions/Recommendations:

Monitoring Staff _____ Date _____

*Consolidated Monthly Individual Project Monitoring Form
 for the Month of _____ 19 _____

Barangay _____

Project Classification:	Number of Ongoing Projects
Economic:	_____
Social:	_____
Infrastructure:	_____
Total	_____

I. PARTICIPATION: Total number of people participating/involved _____

No. of Manday(**)	Cost per Manday	Total Value
_____	_____	_____
_____	_____	_____
	Total Value	_____

II. FINANCIAL INPUT:

- A. SCF BUDGET:
1. Total financial assistance..... P _____
 (Add total cost all projects)
 2. Total amount expended..... P _____
 (Add total amount expended all projects)
 3. Balance..... P _____
- B. COMMUNITY CONTRIBUTION
1. Total community contribution..... P _____
 (Add total contribution all projects)
 2. Total amount expended..... P _____
 (Add total amount expended all projects)
 3. Balance..... P _____
 (Add total unexpended amount all projects)

Note: * Attach monthly individual project monitoring form.
 ** One manday is equal to eight hours.

Barangay: _____

PROCESS FACTOR QUESTIONNAIRE

Date: _____

Evaluation period: _____

Questionnaire No.: _____

Instruction: Please read carefully the attached sheet containing definitions and possible indicators for each of the seven process factors listed here. After familiarizing yourself with this information on the process factors proceed to complete this questionnaire. Place a check in the box best representing the status of the barangay in reference to each specific process factor. Only one box should be checked for each process factor. Complete one of these questionnaires for each barangay.

Process Factors

1. Needs assessment/
Diagnosis

<u>0</u>	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>
No capacity to diagnose development needs	Slight capacity to diagnose development needs	Some capacity to diagnose development needs	Moderate capacity to diagnose development needs	Considerable capacity to diagnose development needs	Fully capable to diagnose development needs

2. Consciousness
(understanding/
comprehension)

<u>0</u>	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>
Completely unaware of roles and responsibilities	Slight consciousness and awareness	Some consciousness and awareness	Moderate consciousness and awareness	Considerable consciousness and orientation	Full consciousness oriented in the development process

Barangay: _____

Questionnaire No.: _____

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Process Factors

3. Programmatic Involvement

<u>0</u>	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>
Completely devoid of programming capacity	Slight programming capacity	Some programming capacity	Moderate programming capacity	Considerable programming capacity	Fully capable of planning, implementing, evaluating community based projects

4. Organization

<u>0</u>	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>
No organizational capacity	Minimal organizational capacity	Some organizational capacity	Moderate organizational capacity	Considerable organizational capacity	Fully capable of running a viable organization

5. Comprehensiveness

<u>0</u>	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>
Exclusively elite male dominated	Minimal equity in distribution participation	Some equity in distribution participation	Moderate equity in distribution/participation	Considerable equity in distribution/participation	Fully equitable in distribution/participation

Barangay: _____

Questionnaire No.: _____

Process Factors

6. Finances
(Self-help)

<u>0</u>	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>
No community financing capacity	Minimal community financing capacity	Some community financing capacity	Moderate level financing capacity	Considerable financing capacity	Fully self-supporting

7. Linkages

<u>0</u>	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>
No linkages established	Minimal linkages established	Some linkages established	Moderate level linkages established	Considerable linkages	Linkages fully established

PROCESS FACTOR QUESTIONNAIRE ADDENDUM

DEFINITIONS AND POSSIBLE INDICATORS

FOR

PROCESS FACTORS

1. Needs Assessment/Diagnosis: The community's ability to identify needs and to collect and analyze data upon which problem identification is based. The community's ability to identify its problems.

Possible Indicators

- A demonstrated ability to identify problems
- A demonstrated ability to verbalize or explain the causes and effects of these problems
- A demonstrated ability to prioritize problems and to provide a rationale for these priorities
- The level of participation in assessing needs
- The type of activities or methods that are used for needs assessment: intuition, informal agreement, informal information collection, discussion, data collection, etc.

2. Consciousness: Alternative terms for this component are orientation, understanding and comprehension. The community's appreciation of its roles and responsibilities as well as rights, not only in the program but in the development process in general.

Possible Indicators

- Zero-Sum Mentality: Do the wealthy/elite believe that they must give up something if the poor are to have more benefit? Do they believe they must compete with the poor for limited resources?
- Self-Sufficiency: Is the concept of self-sufficiency and self-reliance prevalent or do people exhibit a welfare/dependency mentality?
- Future Orientation/Marginality: Is the mentality of future planning common so that looking for future benefits and surplus is accepted or is the expectation only a continued marginal existence?
- Fatalism: Do people look to outside forces as controlling their lives or do they believe they can have a significant effect on the outcome of their lives by their activities?
- Orientation to Change: Is the attitude one of openness to change or rigid adherence to past ways? Is there a desire for change?
- Cooperation and Sense of Community: Is the social structure conducive to cooperation and the right of all groups to participate and benefit? Or, is it a rigid social structure hierarchy?

3. Programmatic Involvement: Refers to the willingness and ability of the community to be involved in all aspects of development programming from planning to implementation to evaluation to reformulation of program and projects.

Possible Indicators

- A demonstrated ability to identify objectives and their time frame realistically.

- A demonstrated ability to identify resources.
- A demonstrated ability to detail steps in sequence to achieve objectives.
- A demonstrated ability to identify indicators that mark progress and link them to objectives.
- A demonstrated ability to select and supervise workers for implementation of projects.
- A demonstrated ability to allocate responsibility and follow through on project effectively.
- A demonstrated ability to understand and produce evaluation indicators.
- A demonstrated ability to collect indicator related data; to evaluate and analyze performance on the basis of data; and to disseminate evaluation results.

4. Organization: Refers to the process of establishing strong community leadership and viable support systems. This process includes the acceptability of the leadership, the transfer of power, and the evolution of a broad-based, actively involved power structure.

Possible Indicators

- Existence of community committees or local committee

Organizations:

- Number of membership
- Percentage of community involved
- Composition of membership (women, influentials, poor, etc.)
- Selection of membership, if any
- Existence of subcommittees
- Selection of members of subcommittees

Leadership:

- Selection of leaders
- Responsiveness of leadership
- Openness of leadership to new ideas
- Amount of information shared with member-committee.

Functions:

- Mandate of committee
- Degree to which mandate reflects community support.
- Extent to which mandate is carried out.
- Ability of organization to administer funds, collect debts, keep accounts, etc.
- Level of altruism/self-interest of leadership and organization.
- Amount of cohesiveness and cooperation vs. divisiveness and infighting.

5. Comprehensiveness: Basically it refers to breadth of participation in the community's development effort and the equity in the distribution of program benefits.

Possible Indicators:

Participation in meetings:

- Composition according to SES categories
- Attendance records
- Active vs. passive participants
- Individuals/groups who ask questions
- Individuals/groups who make demands

- Individuals/groups who make decisions

Participation in community-wide activities:

- Distribution of benefits
- Involvement of lower SES groups in projects
- Amount of benefits received by lower SES groups

6. Finances (self-help): In CBIRD this process factor is referred to as self-help. Here it is given a slightly broader definition, including cost recovery and community's desire and ability to contribute resources to its development process.

Possible Indicators

- Amount of community contributions in various sectors.
- Activities/projects maintained without labor, land, produce, in-kind contributions, cash, and other resources available in the community.
- Proportion of cost of activities/projects contributed locally.

7. Linkages: The identification and utilization of existing outside resources and the capability of the community to make demands for these services.

Possible Indicators

- Amount of outside inputs
- Demonstrated ability to ascertain possible organizations and resources.
- Level of awareness on the part of the community of these resources.
- Resources currently used and to what extent.
- Level of capability: contact sources, present proposals, record of demands met.
- Government and agencies' perceptions of community.

SCF Phil. Field Office
Evaluation Form # 11

Barangay: _____
Questionnaire No.: _____

Dear Barangay Development Committee Members:

Save the Children is making a conscious effort to assess the progress of its program in Nueva Valencia. It is important for our Staff to know how the program is progressing. We believe that the community can provide important comments on the development of the communities' skills and overall program progress. Attached is a questionnaire containing 21 questions. As part of our assessment activities we are asking the BDC members to fill out this questionnaire. The information gained from this will be very helpful in planning our future activities. Please take the time to read and answer each question. If you have any question, please ask the Field Coordinator(s) for clarification. Thank you for your help with this and the support that everyone has shown.

Sincerely,

MICHAEL K. NOVELL
Director

Date: _____

Evaluation period: _____

Questionnaire No.: _____

Barangay: _____

Committee Member's Name: _____

BARANGAY DEVELOPMENT COMMITTEE QUESTIONNAIRE (BDCQ)

Please read carefully each of the following questions: Check the response that most correctly reflects your feelings towards each question. Please remember there should be only one checked response to each question. If you have any questions, please feel free to ask the Save the Children Field Coordinators.

- 1) Has the Barangay demonstrated the ability to identify its problems?
 - Never
 - Sometimes
 - Usually
 - Always
- 2) Is the Barangay able to explain the causes and effects of these problems?
 - Not able
 - Sometimes able
 - Usually able
 - Always Able
- 3) Has the Barangay demonstrated the ability to prioritize these problems?
 - Never
 - Sometimes
 - Usually
 - Always
- 4) Does the Barangay understand the idea/concept of being self-sufficient and self-reliant?
 - No understanding
 - Some understanding
 - Considerable understanding
 - Fully understanding
- 5) Is the Barangay aware of the need for future planning and for working for future benefits to the community?
 - No awareness
 - Some awareness
 - Considerable awareness
 - Fully aware
- 6) Do the members of the Barangay feel they can affect the outcome of their lives through their own efforts and activities?
 - Never
 - Sometimes
 - Usually
 - Always
- 7) Do you feel the Barangay is open to and desires "Change"?
 - Never
 - Sometimes
 - Usually
 - Always

- 8) Is there a feeling of cooperation among the members of the Barangay?
- Never
 - Sometimes
 - Usually
 - Always
- 9) Is the Barangay capable of identifying objectives?
- Not capable
 - Sometimes capable
 - Usually capable
 - Always capable
- 10) Are they able to plan steps to achieve objectives?
- Not able
 - Sometimes able
 - Usually able
 - Always able
- 11) Are the members of the Barangay able to supervise the implementation of their project plans?
- Not able
 - Sometimes able
 - Usually able
 - Always able
- 12) Are they able to evaluate and analyze their progress?
- Not able
 - Sometimes able
 - Usually able
 - Always able
- 13) Do you feel the Barangay is capable of organizing itself effectively?
- Not capable
 - Sometimes capable
 - Usually capable
 - Always capable
- 14) Is there an openness to new ideas among the leaders of the Barangay?
- No openness
 - Some openness
 - Considerable openness
 - Fully open to new ideas
- 15) Is there a large amount of cohesiveness and cooperation among Barangay Dev. Committee Members?
- Never
 - Sometimes
 - Usually
 - Always
- 16) How would you characterize the participation in the Barangay Development Committee's meeting of its members?
- Passive
 - Sometimes active
 - Usually active
 - Always active
- 17) How would you characterize the general Barangay involvement with the BDC meetings and work?
- Not actively involved
 - Sometimes actively involved
 - Usually actively involved
 - Always actively involved

18) Do you feel the benefits of the development activities are distributed equitably throughout the community?

- Never
- Sometimes
- Usually
- Always

19) Do the Barangay members show a willingness to increase the communities' contribution to future activities and projects?

- Never
- Sometimes
- Usually
- Always

20) Is the Barangay capable of identifying local resource individuals and organizations?

- Not capable
- Sometimes capable
- Usually capable
- Always capable

21) Is the Barangay aware of these local resources?

- No awareness
- Some awareness
- Considerable awareness
- Fully aware

Thank you!

BARANGAY DEVELOPMENT COMMITTEE QUESTIONNAIRE

KEY

<u>Process Factors</u>	<u>Questions relating to process factor</u>
1. <u>Needs assessment/diagnosis</u>	Questions 1-3
2. <u>Consciousness</u>	Questions 4-8
3. <u>Programmatic Involvement</u>	Questions 9-12
4. <u>Organization</u>	Questions 13-15
5. <u>Comprehensiveness</u>	Questions 16-18
6. <u>Finances</u>	Question 19
7. <u>Linkages</u>	Questions 20-21

To: All Administrative Staff

Checklist No.: _____

ADMINISTRATIVE
PERFORMANCE CRITERIA CHECKLIST

Attached is the performance criteria checklist for Administration. It is comprised of specific Administrative Activities in the form of performance statements with five columns: Never, Sometimes, Usually, Always, Do not know. Please complete the following checklist by placing a check in the column next to each statement. The column you choose should best represent your impression of the Administration's overall performance of the activity noted in the corresponding statement. Please take your time in completing this checklist. It would be appreciated if you would complete the checklist for all the performance criteria listed.

The results of the checklist will be shared with all Administrative and Program staff at the regular staff meeting immediately following the completion of this checklist.

This is a valuable tool that can help the Administration identify areas of strength and weakness. Areas in need of improvement will be reviewed over the first few weeks following the completion of the checklist and steps to improve the Administration's performance in those areas will be taken.

Thank you for your help and cooperation

Checklist No.: _____

Date: _____

Evaluation period: _____

**ADMINISTRATION
PERFORMANCE CRITERIA CHECKLIST**

No.	Performance Criteria	Never	Sometimes	Usually	Always	Do not know
1.	All files are correctly labeled and filed.					
2.	Telex/cables/letters and other forms of communication are sent on time.					
3.	Communications are numbered correctly.					
4.	Information in the files is not easily obtainable.					
5.	Purchase order forms are filled out correctly and submitted ahead of time.					
6.	Ordered materials/supplies/equipment are purchased on time					
7.	Communications (in-coming/out-going) are not filed correctly and are lost.					
8.	Administrative personnel produce above average amount of work and function adequately when under pressure.					
9.	Administrative staff complete work assignments with accuracy and precision.					
10.	Payroll is prepared and distributed on time.					
11.	Payslips are completed accurately and specific deductions are noted.					
12.	Administrative staff perform assignments and task showing initiative, flexibility and good judgement.					
13.	Vouchers are filled out incorrectly.					
14.	Cash advances are not settled within 24 hours.					
15.	All payments and receipts are entered in the journals accurately using the appropriate code numbers.					
16.	Payment of bills are made on time.					
17.	Reimbursements for expenses incurred by staff are made quickly.					
18.	The office is clean and tidy including the bathroom/kitchen.					
19.	Financial reports are accurate and submitted to Home Office on time.					
20.	Office equipment does not function well and repairs are delayed.					
21.	Program relations are good with the various agencies (gov./private) in Iloilo and Guimaras.					
22.	Vehicles are well maintained at the field office.					
23.	All accidents are reported immediately to the field office.					

Checklist No.: _____

Date: _____

Evaluation period: _____

**ADMINISTRATION
PERFORMANCE CRITERIA CHECKLIST**

No.	Performance Criteria	Never	Sometimes	Usually	Always	Do not know
24.	Front lawn (field office) is well maintained and plants are watered daily.					
25.	The gate/doors are properly locked at the end of the day.					
26.	The use of the vehicle log book is not followed.					
27.	Vehicles are registered and insured.					
28.	Weekly reports about the vehicles (Nueva Valencia) are submitted on time.					
29.	Bank statements are picked up the beginning of each month.					
30.	Transfers and cashing of checks are accomplished quickly.					
31.	During the last day of the month the exchange rate to be used for the following month is identified.					
32.	Necessary materials/supplies for use in the office are not distributed in a timely fashion and to the right staff member.					
33.	All reports are submitted to Home Office as scheduled.					
34.	Materials needed by program staff are distributed within an adequate time period.					
35.	Program equipment furnishings are correctly classified under either capital or non-capital assets in the respective inventory ledgers.					
36.	The inventory labels and asset numbers are correctly placed on the items listed in the inventory ledgers.					
37.	The inventories are reviewed periodically.					
38.	Capital asset reports are submitted when necessary.					
39.	It takes time for the administration to request repairs for utilities that are malfunctioning.					
40.	Owners of the buildings SCF occupies are informed quickly of repairs needed.					
41.	Rents are paid at the beginning of each month on the date agreed upon with the owners.					
42.	Depreciation on capital assets is reported quarterly to Home Office.					
43.	General staff morale is high.					
44.	Administrative staff show a willingness to give and receive feedback.					
45.	Please elaborate on any performance criteria noted here. (Note the performance criteria no.)					
46.	Please comment on any other Administrative points you feel were not covered.					

TO: All Program Staff

Checklist No.: _____

ADMINISTRATION
PERFORMANCE CRITERIA CHECKLIST

Attached is the performance criteria checklist for Administration. It is comprised of specific Administrative Activities in the form of performance statements with five columns: Never, Sometimes, Usually, Always, Do not know. Please complete the following checklist by placing a check in the column next to each statement. The column you choose should best represent your impression of the Administration's overall performance of the activity noted in the corresponding statement. Please take your time in completing the checklist. It would be appreciated if you would complete the checklist for all the performance criteria listed.

The results of the checklist will be shared with all Administrative and Program staff at the regular staff meeting immediately following the completion of this checklist.

This is a valuable tool that can help the Administration identify areas of strength and weakness. Areas in need of improvement will be reviewed over the first few weeks following the completion of the checklist and steps to improve the Administration's performance in those areas will be taken.

Thank you for your help and cooperation

MKN/rml

Checklist No.: _____

Date: _____
Evaluation Period: _____

ADMINISTRATION
PERFORMANCE CRITERIA CHECKLIST

No.	Performance Criteria	Never	Sometimes	Usually	Always	Do not know
1.	Ordered materials/supplies/equipment are purchased on time.					
2.	Administrative personnel produce on above average amount of work and function adequately under pressure.					
3.	Administrative staff complete work assignments with accuracy and precision.					
4.	Payroll is prepared and distributed on time.					
5.	Payslips are completed accurately and specific deductions are noted.					
6.	Administrative staff perform assignments and tasks showing initiative, flexibility and good judgement.					
7.	Reimbursements for expenses incurred by staff are made quickly.					
8.	The office is clean and tidy including the bathrooms/kitchen.					
9.	Office equipment does <u>not</u> function well and repairs are delayed.					
10.	Program relations are good with the various agencies (Gov./private) in Iloilo and Guimaras.					
11.	The vehicles are well maintained and repaired as needed.					
12.	All accidents are reported immediately to the field office.					
13.	Front lawn (Field Office) is well maintained.					
14.	Use of the vehicle log book is not followed.					
15.	Materials and supplies needed by program staff are within an adequate time period.					
16.	General staff morale is high.					
17.	Administrative staff show a willingness to give and receive feedback.					
18.	Please elaborate on any performance criteria note here: (note the performance criteria no.)					
19.	Please comment on any other Administrative points you feel were not covered.					

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EMPLOYEE PERFORMANCE REPORT

Evaluation Period

3 month:

Annual:

Name:

Position title:

Date:

Section I: To be completed for all employees

In reviewing the staff member's performance, please keep in mind the responsibilities and duties for the position filled by the staff member so as not to judge him/her by inappropriate standards or personality traits unrelated to his/her work.

Ratings: A: outstanding; B: good; C: adequate; D: somewhat below standards; E: poor; N.A.: not applicable. Enter in the column below the rating which most nearly describes the staff member's performance.

Quality of work accomplished.

(Accuracy, quality of completed, precision, neatness, creativity.)

Comments

Rating

Quality of work accomplished.

(Volume of useful work/output per day.)

Professional/Technical Competence

(Knowledge/skills and experience the staff member possesses in his/her field of work.)

Speed of work

(Ability to meet schedules and deadline)

Dependability

(Ability to perform assignments and tasks consistently; ability to grasp a situation; degree of supervision needed; ability to inspire trust.)

<u>Cooperation/Team work</u> (Enthusiasm toward job; inter actions with co-workers; willingness to give and accept feedback; capacity for team work.)	<u>Comments</u>	<u>Rating</u>
<u>Initiative</u> (Ability to think independently; evidence of self-reliance; aptitude to produce new ideas; performance with minimum supervision.)		
<u>Judgment</u> (Correctness of decisions in absence of detailed instructions; capacity to determine relative importance of possible lines of action; judgment relative to when and from whom to seek advice.)		
<u>Adaptability</u> (Ability to adjust to situations and changes; flexibility; ability to blend old and new.)		
<u>Learning Capacity</u> (Ability to understand new ideas and job procedures, instructions, explanations; speed and retention of learning; ability to profit from past mistakes.)		
<u>Personality</u> (Effect on others of disposition, mannerisms, sense of humor; ease and naturalness with group process; honesty and self-confidence; respect and acceptance accorded by others.)		

<u>Communication Skills</u>	<u>Comments</u>	<u>Rating</u>
(Ability to communicate in a clear, concise and effective manner; ability to listen carefully and respond accordingly.)		

Punctuality as regards to working hours

Section II: Complete for Program and Supervisor Staff.

Planning
 (Consider ability to establish priorities, develop objectives and goals.)

Organizing
 (Consider how well he/she allocates resources, assigns responsibilities, delegates authority, coordinates the effort.)

Directing
 (Ability to establish procedures, motivate and train staff, make operating decisions.)

Controlling
 (Ability to measure and evaluate results against the plan and ability to take corrective action when required.)

Section III: Overall Performance

A. Check one rating

_____ Performance in many important respects fails to meet requirements.

_____ Performance meets most requirements but is deficient in several aspects.

_____ Performance clearly meets all requirements and has no major weakness in any area.

_____ Performance in every important aspect is good and there is no weakness in any area.

_____ Performance in every respect is outstanding.

B. Aspects to focus on:

Section IV: Employee Comments

_____ This evaluation has been discussed with me:

Signature of evaluator Date

Signature of staff member Date

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Date: _____

Sheet No.: _____

MANAGEMENT FEEDBACK SHEET

Please write your responses to the open-ended questions listed below. The answers given will be of value to the management in understanding better your needs and feelings concerning the management's role in the program. It would be appreciated if you write a detailed response to each question. Please feel totally free to express your thoughts concerning these points or on any other issue concerning the management. Remember that the management needs feedback also from the staff in order to improve.

1. Do you feel that the management supports the staff in the area of logistical support?

1.a If not, please recommend how the logistical support can be strengthened.

2. Has the management provided sufficient program direction enabling staff to understand how the program is developing and sufficient assistance in the technical planning aspect?

2.a If not, please suggest ways in which this can be strengthened.

3. Has enough personal support been provided by the management when necessary?

3.a If not, please describe how better personal support can be provided to the staff.

4. Do you feel comfortable in communicating with the management especially in reference to problems, etc.?

4.a If not, why?

5. Do you feel that the management has been open and fair with you as a staff member in this program?

5.a If not, what are your reasons?

6. Do you feel that you can depend on the management staff for help when problems arise?

6.a If not, why?

7. How else can the management better help the staff in this program?

A CHILD-CENTERED STRATEGY IN COMMUNITY DEVELOPMENT:

CONCEPTUAL FRAMEWORK AND METHODOLOGY

Jairo Arboleda
Shelley Dobyus
April, 1981

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I. INTRODUCTION

1. Background

The primary concern of Save the Children as a development agency, is the well-being of children in poor communities around the world. Because the agency believes that children cannot be helped in isolation but rather in the context of their families, communities and their socio-economic environment, it relies on a community based development approach to improve the living conditions of children and other community members.

This commitment of Save the Children has been consistent throughout its history. However, the historical shift in approach from direct child aid to family and community based development, has implied changes of emphasis with respect to the target groups to be affected by the agency's intervention. As a result, it might appear that by concentrating on the needs of the community at large we may have lost track of the child in the process. The child has continued to benefit as a member of the community, but a coherent, integrated development planning at the community level focusing on the needs of children is generally not being used. The absence of an explicit child focus may obscure the fact that Save the Children is a child-oriented agency and makes it difficult to precisely assess how children are affected by our development efforts.

In the past two years, the agency has increasingly recognized the need to bring the child into a more central position in the CBIRD process. This concern has been expressed in various forms by the President and the program Vice-President. Their concerns, in turn, have been incorporated in the Matching Grant by proposing the development of a child-youth strategy, and in the three year plan in which the regions attempt to move towards more child-centered development efforts.

In response to the above commitments, and based on our experience and interest in the role of children in development, we have attempted in the last four months to design a child-centered strategy in community development.

This approach is directed to complement our current efforts in CBIRD by providing a systematic data gathering and planning process that focuses on the integrated needs of children in development activities. In particular, this strategy:

- a. Helps to provide a child focus to the current project activity in the field.
- b. Offers an opportunity to identify additional activities that strengthen the development process, and
- c. Emphasizes the potential of children as active participants in community development.

In the process of doing this, we have shared our concepts with the program department staff and have received and incorporated valuable ideas and suggestions. The present document summarizes the arguments to justify a systematic planning process based on the needs of children, presents a conceptual framework and instruments that operationalize it, and indicate the future steps in this project.

2. Rationale for Focusing on Children

In addition to a serious commitment to children since its creation in 1932, following are other reasons to justify a conscious effort of Save the Children to keep the child in the center of its community development activities.

- a. The most valuable resource of any country or community is its own people, the means and the end of economic advance.
- b. Eighty percent (80%) of all children in the world live in underdeveloped countries, where the majority of SCF programs exist. And children under 15 years of age constitute between 40 and 50% of the population of the impact areas.
- c. The development of human potential has been increasingly recognized as a major area of concentration, if poverty in the world is to be reduced. The most recent World Bank Development Report (August 1980) recognizes this when it states that growth is vital for poverty reduction but it is not enough. "Human development - better health and nutrition, education and training, and fertility reduction - is shown to be important not only in alleviating poverty directly, but also in increasing the incomes of the poor, and GNP growth as well" (Foreword by Robert McNamara). Investing in human development has been found to make economic sense.
- d. An early intervention in the development of the human potential has also been recognized by research and experience as having the greatest impact. The young generations are more dynamic, change oriented, energetic, and are in the growth period when mental and physical make up, attitudes, values and behaviors are in the process of formation.
- e. Concentrating on this half of the population in the impact areas contributes to developing human resources that become active agents in the community development process. It helps to multiply the effect of development.

The emphasis on children's needs in the planning process does not preclude the community at large from benefiting in the development activities. The issue here, is one of development strategy, in which the allocation of scarce resources be where the impact might be greatest. In general, projects and

activities that address fundamental needs of children such as more and cleaner water, more and better food, increasing educational opportunities have also an impact on the adult population and the community at large.

3. Steps in the Design of a Framework

The first step was to review the international literature dealing with children, in order to gain an understanding of child related issues and of the approaches that have been used with respect to children in development. The literature reviewed included policy and planning documents, conference deliberations, health and nutrition manuals, many UNICEF documents, program evaluations and a variety of information developed for the International Year of the Child.

We found that different strategies and approaches have been tried over years. And that consistently, the conclusion of planners, doctors, health/nutrition experts, evaluators, and child development specialists was, that if one wanted to develop a strategy focusing on children it should:

- a. Be clear, coherent and systematic in order to maximize the benefit of the intervention, and
- b. Should have children's basic needs as its central focus, to guarantee that resources are targeted where they are needed most critically and capable of having the greatest impact.

Therefore, in order to develop a coherent, systematic program plan that focuses on children's needs, one must clearly understand the essential growth and development needs of children

and the level at which these needs are not being met adequately; and then plan accordingly.

With these guidelines in mind, we then reviewed the present program activity of the agency as represented in documents describing the CBIRD methodology, several Operational Program Grants, one and three year country plans, implementation plans and the various documents of the Field Offices Reporting System. We also reviewed a paper on the subject prepared for the agency by Christine Hobbie, and have used some of her ideas. In those documents we examined the expressed understanding of children's needs, the extent to which a systematic planning process with a child focus is utilized and how the direct effect of program activity on children is reported.

After doing this review we came to the following conclusions:

- a. There is a considerable amount of project activity that directly or indirectly seems to benefit children.
- b. The degree or the quality of the benefit is not directly assessed and it will be difficult to do so given the kind of information available.
- c. The focus on the child lacks depth and it is more casual than systematic. In effect, we observed that frequently children are not reported as beneficiaries in projects such as potable water systems, bridge or road construction, food production and the like.
- d. Finally, it is clear that coherent, integrated development planning at the community or impact area level, focusing on the priority needs of children is not generally being done.

The third step was to compare the recommendations of the international literature with the findings about the state of the art in the agency regarding program planning based on priority needs of children. We realized that there was room for improvement if a child-centered community development strategy was to be promoted; and that a conceptual framework and specific tools for its implementation should be defined.

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This framework and the tools are designed to complement the current CBIRD activities and to close the gaps for a more coherent program planning process, addressing the basic needs of children at the community level. We call this a Needs Framework Approach.

The basic rationale for this approach is that the Needs Framework facilitates for those involved in development activities, the formation of a clear, systematic, and conscious effort to guarantee that the young generations are the center of their concern. Essentially what the Needs Framework does is highlight and prioritize the basic critical needs for children in each developmental stage.

II. THE NEEDS FRAMEWORK APPROACH

In what follows we present some basic concepts of this approach and a series of instruments to operationalize it, namely the Needs Framework, the Problem/Action charts, and the Baseline charts.

1. Description of Needs Framework

The Needs Framework (See Needs Framework Chart on next page) is a way to understand the priority areas of intervention that must be addressed if the full potential of the child is to be developed and utilized. The minimum requirements for that potential to be developed and utilized are what we call basic needs.

Needs Framework

Priority Needs of Children of Different Age Groups

Age Group	No. of Children in community	Priority	Need
Pre-natal, Birth Early Infancy 0-6 months		1	Health Protection of Infant Health Protection of Mother Institutional Support
		2	
		3	
Weaning 6 months-2 years		1	Nutrition Health Education-Early Stimulation Institutional Support
		2	
		3	
		4	
Preschool 2-6 years		1	Nutrition Health Education-Early Stimulation Institutional Support
		2	
		3	
		4	
School Age 7-12 years		1	Education Health Nutrition Institutional Service & Support
		2	
		3	
		4	
Adolescence 13-18 years		1	Institutional Service & Support Skill training and further preparation for adult life Health, Nutrition
		2	
		3	

Such needs are what biological and psychological research and experience have identified as critical elements for survival.

If at different stages in the development of the child the basic needs are not met, serious problems arise with various negative consequences for the physical, psychological and social growth of the child. The degree of the damage depends on the level of unmet need and deprivation.

The critical needs are complementary and interrelated, not exclusive. Consequently, all of them should be met simultaneously, requiring the integration of various other sectors. Priorities are assigned to their needs only to indicate the most sensitive areas, so that if scarce resources exist they can be allocated where the impact is most essential and will be greatest.

To be most effective, such an approach should be used from the initial stages of a program; that is, at the information gathering stage. But it can also be used as an instrument to assess the present status of programs in terms of how effective they are in addressing the basic needs of children and to suggest additional areas of intervention so that a child-centered approach is developed.

In what follows, we offer a series of instruments that operationalize a child-focus using the Needs Framework approach. We believe that these instruments help to focus the needs assessment process, provide some planning and assessment tools,

and later may help to generate project/program alternatives. In addition, these instruments could be used to facilitate a systematic community and staff awareness exercise during the data collection phase, and throughout the project in the design of appropriate and related training activities

The Needs Framework Chart

The first in the series is the general Needs Framework Chart.

What It Is:

This chart presents an overview of the universal needs of children everywhere, in underdeveloped or developed countries. The order of priorities indicates what the literature identifies as the priority areas of intervention in the development of the child. (This chart does not necessarily have programmatic implications).

The specific priorities to be addressed in a program through project activity should be the result of the information collected about the target population, ideally bearing in mind the fundamental and priority importance of the needs children have as identified by the Needs Framework.

In different countries and communities around the world, these needs are met in varying degrees. Understanding these priorities gives the basis for determining where the meeting of children's critical developmental needs is being done and where it requires attention.

Use:

To be used as an overview of the needs a child has at different developmental stages, (represented by age groups on the chart), so one can bear in mind the parameters and criticality of children's needs and where potential intervention may be needed according to the nature of existing deprivation.

This overall Needs Chart deals with four (4) basic sectors that define four (4) priority areas: Health, Nutrition, Education and Institutional support. In addition, the chart describes the five (5) developmental stages of the child defined by age.

These four (4) sectors can be viewed as those that represent or encompass the problems children face which, if not dealt with, inhibit their potential growth and development. In determining or identifying solutions for these sector-related problems, we need to rely on other sectors, such as agriculture appropriate technology, water, energy, income generating, etc., which can respond to these needs. For instance, in providing a solution for a high incidence of young child death resulting from diarrhea and water-borne diseases, we need to rely on the sectors of appropriate technology and water as sectors offering solutions. Though the critical problems that face children tend to be associated with sectors such as Health, Nutrition, Education and Institutional Support, that does not imply that those are the only sectors which are able to respond with solutions. The above example should emphasize the need and fundamental importance of integration. Problems are not born in isolation nor solutions viable and effective in isolation.

A brief description of the four (4) sectors and the needs they represent follows. (To understand the sector-related problems associated with each age group, see the attached Problem/Action Charts).

Health, Nutrition

Though we deal with these two (2) sectors or priority areas separately in the Needs Framework, they are interrelated in terms of the problems that arise as a result of inadequate meeting of the needs associated with them. What is conceived here in the sectors of health and nutrition is, that which is required to promote the potential growth and development of a child in terms of health care and food needs. Generally speaking, for the developing world this means strategies that increase food production, increase quality and quantity of food consumption, increase and improve availability of health care, increase and improve water supply, improve sanitary environment, and provide basic health and nutrition education and training to mothers and families. These strategies represent the general areas in which an impact needs to be made in order to respond to the major problems associated with health and nutrition that exist in the developing world and which significantly contribute to inhibiting the potential growth and development of children.

Education

Education is conceived here as a basic need which consists in the preparation of the individual for social life through the acquisition of values and forms of behavior, his/her capacitation

to control the present and future situations of life, the attainment of skills to participate in the production of changes and how to draw benefits from them and the formation of a reflective and critical spirit to cooperate in the achievement of better living conditions for self, family and community.

In this sense it includes early stimulation, exploration of the environment, plays and games, learning of behaviors, attitudes, beliefs, formal schooling, non-formal and informal educational experiences, skills training and the like.

Institutional Support

Although not a need in the same sense of health, nutrition and education, this general area brings to our attention the importance of an adequate functioning of social institutions such as the family, capable to support a normal development of the individual. An adequate family structure has been demonstrated to be of paramount importance for the health, physical, mental and emotional growth of the child.

Institutional support is also understood as all local, regional and national structures/entities that provide support mechanisms to assure that physical, economic, social and cultural needs of families and communities are satisfied. This sector comprises government services of all kinds including job opportunities, non-governmental institutions and services, local organizations such as community councils/committees, cooperatives, credit unions and other formal and non-formal groups.

The importance of this sector stems from the fact that many of the ills of societies are associated with lack of institutional response from family, community and state. For this reason, institution building is one of the central concerns of Save the Children.

The following set of charts are an elaboration and further specification of the overall Needs Framework. They are called Problem/Action charts, and demonstrate the various critical problems of different age groups, associated with the four (4) sector areas.

2. Description of Problem/Action Charts (See Charts on Next Page)

These charts have been developed from the Needs Framework, with particular reference to the developing world in terms of their content. These charts are useful as one of the tools to operationalize a child-focus strategy in community development, especially in regard to facilitating a systematic planning and assessment process. As we mentioned previously the Needs Framework demonstrates the essential growth and development needs of a child at different ages. The Problem/Action Charts summarize and organize the general problems identified by experts as the major causes of infant and child morbidity, mortality and disability. In this connection they represent the main manifestations of deprivation and poor quality of life in children's environments. These problems are general and may not be the specific, most priority problems of every area. However, the large variety of international literature reviewed, written by doctors, health

Problem/Action Charts

JA/SD/4/81

Age group: Pranatal, Birth, Early
Infancy 0-6 months
 Country: _____
 Community: _____

No. of Children: _____
 Total Population: _____
 Children as what percentage of pop: _____

Indicators of situation	Sector	Problem/Areas	Action Areas	
-Number and % of child mortality. -Number and % of children afflicted with acute diseases. (Which ones.) -Number and % of children afflicted with chronic diseases. (Which ones.) -National average birth weight of healthy child. -Average birth weight of children in community. -Number of pregnancies per year in community. -Number of maternal deaths associated with pregnancy and/or delivery per year.	Health	-inadequate care of mother during pregnancy -poor delivery techniques -inadequate health protection of mother and infant from malnutrition and disease	-improve mother's diet -improve hygiene habits -improve access to clean water -increase availability of health services -provide adequate shelter -health/nutrition/parenting education -improve delivery techniques	
	Nutrition	-inadequate nutritional intake of mother during pregnancy -low birth weight of child	-increase food intake of mother -increase nutritional knowledge of mother (promote breast feeding) -increase parenting knowledge -increase quantity and quality of food production	
	Education	-lack of awareness of nutritional and health needs of pregnant, and lactating women and young infant -lack of awareness of adequate delivery needs and techniques	-provide learning opportunities to improve nutrition/health knowledge and family and child nutrition -increase awareness of child-birth needs and methods	
	Institutional Support	-lack of support structures to aid pregnant mothers -lack of adequate delivery services -lack of support services to aid post-delivery mother and infant	-provide support structures and services for mother and infant needs -provide mechanisms and structure to support and strengthen family	

Age definitions:
Pre-natal: child who is not yet born.
Neo-natal: first 28 days of life.
Post-neo-natal: 1 month - 12 months.

Problem/Action Charts

JA/ED/4/81

Age group: Weaning 6 months -
2 years
 Country: _____
 Community: _____

No. of Children: _____
 Total Population: _____
 Children as what percentage of pop: _____

Indicators of situation	Sector	Problem Areas	Action Areas	
-Number and % of child mortality. -Number and % of children afflicted with acute diseases. (Which ones.) -Number and % of children afflicted with chronic diseases. (Which ones.) -Number of children with 1st, 2nd, and 3rd degree malnutrition. (Use nutritional measurements indicated in the instructions.) <u>Nutrition measurements:</u> 1. height/weight curves 2. arm circumference 3. age/weight curves	Health	-diarrhoeas and other diseases related to unsanitary environment -malnutrition/undernutrition -communicable childhood diseases -respiratory diseases	-improve sanitary environment of family and community -increase food intake (quality and quantity) -health/nutrition education (especially weaning needs and foods) -eradicate/reduce communicable diseases -improve hygienic habits -improve shelter -improve access to clean water	
	Nutrition	-inadequate weaning foods given child -malnutrition/undernutrition	-improve and increase food intake of child -increase protein consumption -increase mother's knowledge of nutrition, food preparation, and weaning -increase food production -improve access to clean water	
	Education	-lack of awareness of nutritional needs of child -lack of awareness of stimulation needs of child -lack of stimulating environment for child -lack of safe, healthy environment for child	-provide learning situations to improve family and child's diet -provide learning situations to increase parent's and older children's understanding of need for early stimulation and methods and activities for stimulating child -develop awareness in parent's and older children of importance of safe, healthy environment for all	
	Institutional Support	-lack of knowledge in weaning practices and access to services which aid mother and weaning child -lack of nutrition surveillance -lack of health care services and basic health knowledge -lack of nutrition support services	-provide learning opportunities for early childhood nutritional needs -provide services for nutrition monitoring -provide primary health care services -provide nutrition/feeding support services -provide mechanisms and structures which strengthen and support family parenting education	

Problem/Action Charts

JA/SD/4/81

Age group: Preschool 2 - 4 years

Country: _____

Community: _____

No. of Children: _____

Total Population: _____

Children as what percentage of pop: _____

Indicators of situation	Sector	Problem/Areas	Action Areas
-Number and % of child mortality. -Number and % of children afflicted with acute diseases. (Which ones.) -Number and % of children afflicted with chronic diseases. (Which ones.) -Number and % of children involved in day care or preschool services. -Major causes of death. -Major handicaps and causes of accidents.	Health	-communicable diseases -respiratory and intestinal diseases -malnutrition/undernutrition -accidents	-improve sanitary environment -improve access to clean water -improve shelter -increase and improve food intake -diminish safety hazards -health/nutrition education of child and parent -access to health facilities -eradicate/reduce communicable disease
	Nutrition	-inadequate diet: malnutrition/undernutrition	-improve and increase food intake of child (protein/caloric/vitamin, mineral) -increase mother's awareness of nutritional needs (better food preparation) -develop nutritional awareness in child -access to clean water -increase food production
	Education	-lack of safe, healthy, systematic stimulation activities and environments for child -lack of nonformal educational opportunity -lack of formal educational opportunity -lack of cognitive/psycho-social/motor skill development activities	-provide formal and nonformal stimulation opportunities for child which emphasize developing cognitive, psycho-social and motor skills -provide learning opportunities for parents and older children in learning stimulation activities and importance of them for child's development
	Institutional Support	-lack of structures and services to ensure safe, healthy environment for children -lack of nutrition surveillance/support services -lack of educational services and opportunities for child and mother	-provide services which promote safe environment in community -provide nutrition/health awareness and care services (primary health care) -support development of structures which promote and provide nonformal learning and participatory environment for children and agencies -develop mechanisms and structures which help to strengthen and support family -parenting-education

Problem/Action Charts

JA/SD/4/81

Age group: School Age 7 - 12
years
 Country: _____
 Community: _____

No. of Children: _____
 Total Population: _____
 Children as what percentage of pop: _____

Indicators of situation	Sector	Problem/Area	Action Areas	
-Number and % of children afflicted with acute diseases. (Which ones.) -Number and % of children afflicted with chronic diseases. (Which ones.) -Major handicaps and causes of accidents. -Number and % of children enrolled in formal education (boys, girls). -Number and % of children involved in nonformal educational activities (i.e. clubs) Literacy rate -Number and % of drop-outs by grades. -Student/teacher ratio -Enrollment capacity of school. -Grades per school.	Health	-communicable, intestinal, respiratory diseases -malnutrition -accidents -overall or general inadequate state of health (i.e. stunted growth)	-improve sanitary environment -improve access to clean water -health/nutrition education -access to health facilities -improve and increase food consumption -diminish safety hazards	
	Nutrition	-inadequate diet: malnutrition/undernutrition	-improve and increase food intake of child (protein, caloric, vitamin, mineral) -nutrition education for child (cause/effect) -access to clean water -increase food production	
	Education	-lack of access to formal education opportunities -lack of access to nonformal learning activities which develop and strengthen cognitive, psycho-social, and motor skills -lack of involvement in learning opportunities within community development process	-improve access to formal education opportunities -provide nonformal learning opportunities by involving child in community development process as active agent, promoting development of cognitive, psycho-social, and motor skills -facilitate improvement of formal education system -develop skill training activities to help meet community needs	
	Institutional Support	-lack of support structures for family and child which promote educational services and needs of child -lack of health/nutrition monitoring services which promote education and awareness of these issues	-provide child and family support services which promote and facilitate meeting of child's educational, health and nutrition needs -develop mechanisms and structures which strengthen and support family -parenting education	

Problem/Action Charts

JAN/SD/4/81

Age group: Adolescence 13-18 years

Country: _____
 Community: _____

No. of Children: _____
 Total Population: _____
 Children as what percentage of pop: _____

Indicators of situation	Sector	Problem/ Areas	Action Areas
-Most common acute diseases afflicting youth. -Most common chronic diseases afflicting youth. -Number and % of youth enrolled in school (boys, girls). -Number and % of youth employed. -Kinds of employment opportunities available.	Health	-overall inadequate state of health	-access to health facilities -improve health/nutrition knowledge -increase and improve food intake -improve hygienic habits -improve access to clean water
	Nutrition	-inadequate diet	-increase awareness of nutritional needs -increase food production -increase knowledge of food preparation -increase food consumption (quality and quantity)
	Education	-lack of access to formal and nonformal learning activities which develop skills and strengthen ability and self-confidence	-provide skill training to involve youth as active agents in community development process -provide skill training to involve in providing social services for community
		-lack of activities and opportunities to learn and employ skills to meet community needs	-involve youth as advocates and paraprofessionals for community needs
		-lack of appropriate learning opportunities which help prepare youth for adult life	
	Institutional Support	-lack of services and activities which involve youth in developing skills	-develop structures which aim to capacitate youth in a variety of skills which could meet some social service needs of community
-lack of social services to meet needs		-develop mechanisms/ways to employ youth more actively in community development process	
-lack of structures which seek to involve youth in activities to meet personal and community needs		-provide youth with skills and opportunities to be advocates -develop mechanisms and structures which support and strengthen family	

and nutrition professionals, child development experts, planning specialists, managers, and policy makers, all indicate the problems organized and identified in the Problem/Action charts, as being those which are most widespread and critical and which need to be confronted first. Two main reasons for this are,

- a. The immense magnitude of children affected by these problems, and
- b. The tragic consequences of not adequately dealing with these basic problems (as they are essential to growth), both in humanitarian and economic terms.

In operationalizing this child-focus strategy, ideally one would first go through a needs assessment or baseline data gathering process (using the Baseline Charts), and apply the information found in that exercise as the content for the Problem/Action charts. The Baseline Charts, which are presented and described in a later section, form a series of questions that have been developed from the problems found to be most urgently affecting children.

Once the content of the Problem/Action Charts is defined (either specifically through a needs assessment process, or as given in the Problem/Action Charts) a more coherent, systematic and relevant program planning process can take place, ensuring a much higher degree of project and process benefit to the child, the family and the community. Why? Because these instruments facilitate a way of organizing and prioritizing information that is critical to know if relevant and responsive action is to take place that improves the lives of children. Action

through this kind of systematic process is more cost-effective, beneficial and worthwhile to everyone.

Another use for the charts is in project assessment and evaluation. The attachment page to these charts, entitled Project Assessment, is for this purpose. This attachment offers spaces where specific projects can be written horizontally across the page, and the project assessment determined vertically down the page. By using these Problem/Action and Project Assessment charts as a summary representation for a yearly plan, for instance, the one can assess how well the project activity is meeting the defined need. If the Problem/Action charts do not represent the specific needs of the area, but rather a general picture of a given situation, then one can use the charts to evaluate how and where the project activity is having an impact on these general problems. Once some assessing is done then it becomes possible to identify the gaps or areas where the activity is not addressing problems one wishes to address, and plan accordingly.

In summary, these charts organize information which has been determined to be most critical in dealing with children. By using the information in these charts to understand a situation, and then analyzing that information against the priority needs identified in the Needs Framework, you have a framework within which to develop a plan of action which could guarantee a stronger and more direct project and process benefit to children. The charts can be useful just as they are currently written, or

can be applied to a more specific context, requiring some adaptation of the content. In either case, they can be useful as planning and project assessment tools in operationalizing a coherent, systematic strategy with a child-focus in community development efforts.

Problem/Action Charts - Design and Use

Design

Each one of these five (5) Problem/Action Charts represents an age group: Prenatal, Birth, Early Infancy; Weaning; Preschool; School Age; and Adolescence. The charts all have the same design consisting of four (4) major columns across the page, entitled: Indicators of Situation; Sector; Problem Areas; and Action Areas. The top portion of the charts have several lines for identification purposes: on the left -- Age Group; Country and Community; in the middle -- the title of the chart, Problem/Action Chart; and on the far right -- Number of Children (in Community); Total Population of (Community); and Children as what percentage of population in (Community); These charts present the most critical problems inhibiting the development potential of children in developing countries at each developmental stage, and suggest some areas for action.

Use

These charts can be used to help you develop an awareness of the kinds of problems to look for so that you can have a more explicit understanding of the vital issues that need to be confronted in regards to children.

Columns

Indicators of Situation

These are the basic indicators used internationally to assess the general state of being and environment of a child population. The analysis required by the various indicators should be determined for each age group so that you can have a more explicit idea of where major problems exist. For instance, let us pretend that in community X, in the age group of Prenatal, Birth, Early Infancy, it was found that there existed a high incidence of infant mortality at birth and a high incidence of maternal mortality associated with birth. This should indicate that you need to examine the Problem Areas for that age group chart. It may be that the mother does not take adequate care of herself during pregnancy, or that delivery techniques are poor. When you find a statistic that presents concern or is alarming, look at the Problem Areas of the chart to determine areas that need to be examined in order to find the factors contributing to the problem. Throughout this process you should keep in mind the hierarchy of needs that the child has for each developmental stage, as described in the Needs Framework. Remember that the purpose of these tools is to help you understand the essential or critical priorities and the hierarchy of children's developmental needs, so that you can channel your scarce resources where they are needed most (in terms of quantity of children affected and the importance of the need). Once you have examined the indicators for all age groups, you should be able to determine what age groups face the most developmentally critical problems, and channel resources accordingly.

Obviously, in this assessment you need to take into consideration the feasibility of addressing the problems identified.

Sector

This column is divided by the four (4) sector areas of Health, Nutrition, Education, and Institutional Support. This column corresponds to the Problem and Action Area columns, in that the problems and actions stated fall into one of these four (4) sectors. For instance, in the age group Prenatal, Birth, Early Infancy, the problem of "inadequate care of mother during pregnancy," is a health-related problem, which is why it falls under the sector division of health. The Action Areas of these charts also fall under the four (4) basic sector divisions as the actions suggested respond to a Health, Nutrition, Education, or Institutional Support problem. However, the project solutions developed from these suggested actions will not necessarily fall into these four (4) basic sector areas. For instance, improving the mother's diet, may require an agricultural project, and improving access to clean water may require an appropriate technology or water project. It is evident that to respond to the problems identified by the four (4) sector areas, an integration of many other sector areas is desirable.

Problem Areas

This column illustrates the various problem areas identified in the literature on children's development as the general problems that afflict children in developing countries. These general problems are identified as the major causes of mortality, morbidity, disability and deprivation and represent the more

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serious obstacles to achieving the development potential of the child. As we mentioned, these are the general, overall problems and might not be the particular problems in your situation. You may find it more appropriate to modify the chart and make it more specifically related to your context. Extra lines have been provided within each sector division to add to or change the content to a more specific situation. If you wish to develop the charts to a more specific situation the identified problem areas could be useful as a guide in helping you determine where to begin searching for those problems inhibiting development at a particular age. A point to bear in mind, is that these problems are based in the Needs Framework and therefore demonstrate the critical areas which should be addressed if the essential needs of children are to be met so that their development potential is safeguarded and ensured.

Action Areas

This column identifies potential interventions which could have an impact on the problem. Again, these Action Areas may not correspond precisely to your specific context. However, this may give you ideas of how to specify Action Areas once you have identified the problems of your community. The specific Action Area statements described do not necessarily have a line to line correlation with the specific problems mentioned in the Problem Areas. Rather, the Action Areas suggest several ideas which might be appropriate in responding to one or more of the Problems in the Problem Areas.

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3. Project Assessment Chart Attachment (See Chart on Next Page)

This chart serves as an attachment to the Problem/Action charts for the purpose of doing program and project assessment. If the Problem/Action charts represent the problems inhibiting the proper development of the child and the areas of intervention to alleviate the problems, then the Project Assessment chart offers a method of assessing how well a given project is responding to the suggested action areas of interventions, and therefore, having an impact on the problem.

The chart has been designed with a series of vertical columns, each representing a place for a project to be written. There are horizontal lines that run across the page which correspond to the line items of the Action Areas. This graph-like configuration facilitates a way to check off exactly where a project is having an impact and therefore, you will be able to determine where you are not having an impact that may be needed, and plan accordingly.

Just next to where the project is written, there is a space to write the number of children who benefit from the project impact. To better explain and illustrate the point let us look at the first subcolumn in the Project column, entitled "latrines". The first item of information you would want to determine is how many children benefitted from the latrine project. If all the homes in the community now have a latrine then all the children benefitted. You want to know how many children benefitted per age group.

The next step, assessing where an impact has occurred, has to be done by someone who is relatively familiar with the community problems and the scope of the project. This assessment is noted

For District: Yamalo, Nentso, Ukhik, Lents
 Number of Child: 20
 Total Population: 1000
 Children as what percentage of total: 4%

Project/Action Goals

DATE: 1/1/71

Project Assessment Attachment Chart

P - Projects
 C - Number of Child Beneficiaries

Indicators of situation

- Number and % of child mortality.
- Number and % of children afflicted with acute diseases. (Which ones?)
- Number and % of children afflicted with chronic diseases. (Which ones?)
- National average birth weight of healthy child.
- Average birth weight of children in community.
- Number of pregnancies per year in community.
- Number of maternal deaths associated with pregnancy and/or delivery per year.
- Age distribution
- % of child who do not yet have.
- % of child who die 20 days of life.
- % of maternal deaths - 11 months.

Project/Action	Action Area	Project Assessment Attachment Chart																			
		P	C	P	C	P	C	P	C	P	C	P	C	P	C	P	C	P	C	P	C
Health	- Inadequate care of mother during pregnancy - Acute delivery, tetanus - Inadequate health protection of mother and infant from malnutrition and disease	20	10	20																	
Nutrition	- Inadequate nutritional intake of mother during pregnancy - Low birth weight of child																				
Education	- Lack of awareness of nutritional and health needs of pregnant and lactating women and young infants - Lack of awareness of correct delivery needs and techniques																				
Maternal Health Support	- Lack of correct structures to aid pregnant mothers - Lack of adequate delivery services - Lack of correct techniques to aid post-natal health of child																				

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Age group: Prenatal, I
Infancy 0-

Country:

Community:

Indicators of situatio

- Number and % of child mortality.
- Number and % of children afflicted with acute diseases. (Whi ones.)
- Number and % of children afflicted with chronic diseases. (Which ones.)
- National average birth weight of healthy chi
- Average birth weight of children in commu- nity.
- Number of pregnancies per year in community
- Number of maternal deaths associated with pregnancy and/ or delivery per year.

Age definitions:

Pre-natal: child who is not yet born.

Neo-natal: first 28 days of life.

Post-neo-natal: 1 month - 12 months.

vertically under the latrine column with a check mark demonstrating where the project impacts. By the scope of the project we are referring to its component pieces. For instance, in the case of this latrine project, the community sought to have an impact on a variety of community problems. The project was not merely a construction project building latrines. Rather, it might have had various component pieces such as: a community awareness aspect whereby the community became aware of the health implications that the use of latrines represented for their children and families; it also had a youth skill training and employment component, as the young adults of the community learned the necessary skills to assist in the building of the latrines and thereby helping accelerate the construction process. The school aged children were made aware of the importance of using latrines and the health options it provided for them and became involved as advocates. As you can see, the scope of the project is what enables you to have a multisectoral impact. It is important to be objective and realistic when assessing the impact and not assume, for example, that because you are building latrines, people's awareness is automatically raised, or that the latrines are being used. You need to assess the impact and the effectiveness of the various component pieces before determining the overall benefit to the community.

Once you have assessed the impact of your project activity on children's needs, you may be able to observe whether there are critical needs that are not being met. Identifying those gaps allows you to determine additional project activity, change of

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priorities, redirection of projects, or at least brings to your attention the present state of affairs so that you can make decisions in the future if you are interested in a child focus in your development activities

4. Description of Baseline Charts

The instruments presented in the previous section summarize the general problems that afflict children and their families in underdeveloped areas of the world. They help to gain an understanding of the major problems and the areas of emphasis for potential intervention, if such problems are to be solved.

However, you may not know or may not be familiar with the particular nature of the problems in the area of the world in which you work or intend to work. Where do you start? We have designed a set of charts to help you in the assessment of the situation that you face; they assist you in the data collection and the exploration of the problems whose solution will assure an adequate development of the young generations in your impact areas. We call this set the baseline or assessment charts.

Chart Design and Use (See Baseline Charts on Next Pages)

The central feature of these charts refers to the information required or the areas to observe to gain an understanding of the situation regarding the needs of children where you work. They are designed by age groups, according to the groupings described before and by the sectors that define the priority areas of intervention for adequate child development to take place. Each of the five charts

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Baseline Charts

JA/SD/4/81

Age group: Prenatal, Birth, Early
Infancy Age 0-6 months
 Country: _____
 Community: _____

No. of Children: _____
 Total Population: _____
 Children as what percentage of pop: _____

Indicators of situation	Sector	Information Required/Areas to Observe	Additional Areas to Observe
-Number and % of child mortality. -Number and % of children afflicted with acute diseases. (Which ones.) -Number and % of children afflicted with chronic diseases. (Which ones.) -National average birth weight of healthy child. -Average birth weight of children in community. -Number of pregnancies per year in community. -Number of maternal deaths associated with pregnancy and/or delivery per year.	Health	1. What is the care of mother during pregnancy? (Foods consumed, care practices.) 2. What are delivery techniques? 3. What is neo-natal and post neo-natal care of mother and child? (In this case post neo-natal until 6 months.) 4. What is the average spacing tendencies between children? 5. What is the sanitary environment like? 6. What is the living situation like? (i.e. shelter, clothing in relation to climate).	
Age definitions: <u>Pra-natal:</u> child who is not yet born. <u>Neo-natal:</u> first 28 days of life. <u>Post-neo-natal:</u> 1 month - 12 months	Nutrition	1. What is mother's diet during pregnancy? (Kinds of foods and quantity) 2. What is mother's diet after birth and during lactation? (Kinds of foods consumed and quantity) 3. What are breast feeding practices? (When does mother begin and terminate breast feeding?) 4. What is the infant's diet? (breastmilk, foodstuffs)	
	Education	1. What are traditional beliefs and patterns of behavior for pregnant and lactating women? 2. What kinds of delivery methods are practiced and believed? 3. Does a desire exist to know more and perhaps better methods of maternal/child care? 4. What are traditional beliefs and practices of caring for young infant?	
	Institutional Support	1. What kinds of community or local government services exist to aid pregnant women and mother? 2. What kinds of delivery services exist for mother's? 3. What kinds of learning situations and opportunities exist for mother's and expectant mother's? 4. What kind of health services exist in community or that are accessible to community people?	

Baseline Charts

JA/SD/4/81

Age group: Weaning 6 months -
2 years
 Country: _____
 Community: _____

No. of Children: _____
 Total Population: _____
 Children as what percentage of pop: _____

Indicators of situation	Sector	Information Required/Areas to Observe	Additional Areas to Observe
-Number and % of child mortality. -Number and % of children afflicted with acute diseases. (Which ones.) -Number and % of children afflicted with chronic diseases. (Which ones.) -Number of children with 1st, 2nd, and 3rd degree malnutrition. (Use nutritional measurements indicated in the instructions.)	Health	1. What are more prevalent diseases and illnesses afflicting this age group of children? 2. What is the availability of clean water like? 3. What is the average spacing tendencies between children? 4. What is the sanitary environment like?	
<u>Nutrition measurements</u> 1. height/weight curves 2. arm circumference 3. age/weight curves	Nutrition	1. What are the traditional weaning practices? 2. What are the kinds of weaning food given to the child? 3. What is the child's diet once or for the most part of, breast milk? (Kinds of food, quantity.)	
	Education	1. What is the mother's understanding of an adequate, proper diet for the child? 2. What is the mother's understanding of the educational, stimulation needs of child? 3. What is the mother's understanding of a safe, healthy, stimulating environment for child? 4. What is mother's understanding of the health needs and potential health problems of the child?	
	Institutional Support	1. What kinds of support services (formal and informal) exist to aid mothers in weaning? 2. What kinds of learning situations exist for mother to learn better parenting practices? (Nutrition, education, health, early stimulation needs, etc.) 3. What kinds of health services exist (informal, formal, vaccination), and how accessible? 4. What kinds of learning situations exist for children?	

Baseline Charts

JA/SD/4/81

Age group: Preschool 2 - 6 years

No. of Children: _____

Country: _____

Total Population: _____

Community: _____

Children as what percentage of pop: _____

Indicators of situation	Sector	Information Required/Areas to Observe	Additional Areas to Observe
-Number and % of child mortality. -Number and % of children afflicted with acute diseases. (Which ones.) -Number and % of children afflicted with chronic diseases. (Which ones.) -Number and % of children involved in day care or preschool services.	Health	1. What are more prevalent diseases and illnesses afflicting children at this age? 2. What is sanitary and physical environment like? 3. What is child's play environment like? 4. What is living environment like? 5. What are hygienic habits? 6. What is availability of clean water?	
	Nutrition	1. What kind of diet does child eat? 2. What is family's diet? 3. Does diet change at different times of year?	
-Major causes of death. -Major handicaps and causes of accidents.	Education	1. Do children have access to any formal learning situations which focus on development of skills? 2. What is parents understanding of child's educational needs? (Physical/social/cognitive.) 3. What are traditional ways of occupying children of this age group? (Work/play activities) 4. Who cares for these children and dominantly?	
	Institutional Support	1. What types of educational structures exist? (Formal, nonformal) 2. What kinds of health services exist? (Formal/nonformal) 3. What kinds of learning and information services exist for parents to strengthen their support of the child? (Formal, informal)	

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Baseline Charts

Age group: School Age 7 - 12 years

JA/SD/4/81

Country: _____
 Community: _____

No. of Children: _____
 Total Population: _____
 Children as what percentage of pop: _____

Indicators of situation	Sector	Information Required/Areas to Observe	Additional Areas to Observe
-Number and % of children afflicted with acute diseases (Which ones.) -Number and % of children afflicted with chronic diseases. (Which ones.) -Major handicaps and causes of accidents. -Number and % of children enrolled in formal education (boys, girls).	Health	1. What are most common diseases? 2. What is availability of clean water? 3. What is sanitary environment like? 4. What is availability and acceptance of immunization programs? 5. What are major causes of accidents which afflict children? 6. What are hygienic habits?	
-Number and % of children involved in non-formal educational activities (i.e. clubs). Literacy rate -Number and % of drop-outs by grades.	Nutrition	1. What is child's diet? 2. What is family's diet? 3. Is meal or food provided in school? 4. What are favorite foods?	
-Student/teacher ratio -Enrollment capacity of school -Grades per school	Education	1. What kind of formal education opportunities exist? 2. What is formal education curriculum? 3. What kind of nonformal educational opportunities and opportunities exist for children? 4. How and in what way are children involved in work and social activities of community?	
	Institutional Support	1. What kinds of health services exist in community? (Formal, nonformal) 2. What kinds of educational structures and opportunities exist to meet children's various needs? 3. What kinds of formal or nonformal learning opportunities exist for children and parents?	

Baseline Charts

AGE GROUP: Adolescence 12-19

JA/SD/4/81

Country: _____

No. of Children: _____

Community: _____

Total Population: _____

Children as what percentage of pop: _____

Indicators of situation	Sector	Information Required/Areas to Coserve	Additional Areas to Observe
-Most common acute diseases afflicting youth. -Most common chronic diseases afflicting youth. -Number and % of youth enrolled in school (boys, girls).	Health	1. What are most common illnesses facing adolescents? 2. What is sanitary environment like? 3. What is availability of clean water? 4. What kind of knowledge and awareness exists in relation to health problems? 5. What are hygienic habits?	
-Number and % of youth employed. -Kinds of employment opportunities available.	Nutrition	1. What is diet composed of? 2. What kind of understanding exists of nutritional needs?	
	Education	1. What kind of formal education opportunities exist? 2. What is curriculum? 3. What are perceived educational needs and desires? (girls, boys, parents) 4. What kinds of nonformal educational opportunities exist? (skill training) 5. What kinds of family and community work activities are youth trained to do?	
	Institutional Support	1. What kind of formal education services exist? 2. What kind of skill training exist? 3. What kind of health/nutrition education exists? 4. What kinds of services and structures exist to involve youth in activities which meet and develop personal skills and community needs?	

deals with one age group and the four-sectors.

If you look at each of the charts, you find on the top left hand side the corresponding age group for the table and a space to write the name of the community, or town or impact area, depending on your unit of analysis. On the top right hand side, you find space to write the number of children in the given age group living in the community or town or impact area that you have chosen as your target population. Just below there is another space to write the total number of people in the area of your target population; and below that, space to write the percent of the population of the area, represented by this age group.

In the main body of the chart, you find four (4) columns: indicators of situation, sector, information/areas to observe, additional areas to observe. Each one of the columns is briefly defined below.

Indicators of Situation: This column asks for statistics that quantify the problems in each of the sectors. These are generally accepted indicators of well being. These are the kind of indicators that your intervention wants to modify in the desired direction. For example, if in a given community the infant mortality rate of children in their early infancy is 35% per year, you may want to design an intervention to reduce it to 20% over a given period of time.

You need, first of all, to find this information. It leads you to the nature of the larger problems. This way, you may be able to focus on those problems that are the greatest. Once you have

an idea of the main problems, then you can use the more specific questions described in the third column. In this stage, you need to find all the sources of information that you can such as government records, reports, statistics, plans; information from reports of international organizations if they exist; interviews with government officials, community workers, community leaders or the potential beneficiaries themselves.

Sector

As explained in the previous section, health, nutrition, education and institutional support define the areas of priority needs.

Information Required/Areas to Observe

The questions listed in front of each sector summarize the type of data that you need to obtain to gain a better understanding of the kinds of factors that affect the major problems described in the indicator. By answering them you begin to have a better picture of the questions reflecting the kinds of problems that children and their families face in the underdeveloped countries. You have to judge how appropriate they are for your particular context.

Additional Areas of Observe

This column provides an opportunity for you to adapt the chart to your own situation. If the questions of the previous column are not entirely appropriate, you may want to complement, modify, or change the content of the chart. Our idea is to provide an adaptable guide rather than a fixed structure.

5. Survey Questions

We have also developed a series of more detailed questions, as an attachment to the baseline charts, for each problem expressed in them. These series of questions are meant to further illustrate the kind of information to look for when analyzing a problem area. Because we are not familiar with your particular context, these questions might not be appropriate as such. However, they may be able to help you as a guide in thinking of the kinds of questions that need to be asked to understand as fully as possible the situation, potential areas of interventions, and possible resources (See questions in Annex A).

Many of the general questions apply to several or all of the age categories. Instead of duplicating the specifics of each question in each age group, we frequently only mention a few items. In those cases, or in those general questions that appear throughout, you might want to refer to all the age groups where the question is mentioned to get an idea of how to look

We have not thought of or expressed all of the questions that need to be asked. Likewise, we may have expressed questions requiring more detail than you desire.

Essentially, the basic use of the questions is to give an idea of the amplitude of what is needed to clarify the picture of how adequately the needs of children are being met within their physical and mental environment and reality.

The diagnostic quality of the questions and answers to questions (which helps formulate further questions) will not only help to understand more fully the situation but also help to identify possible targets and resources for intervention. For instance, let us deal with the general question of "what is the diet composed of?" We ask the question in regard to the various age groups. Suppose that we find that during weaning children suffer from many chronic and acute diseases (i.e. malnutrition, diarrhoeal infections, respiratory infections). Previously we had identified some of the health problems through the health questions. Upon closer examination of the weaning child's diet, we find that children resist foods, so mother's only feed them broths. Women are very concerned and troubled with this problem but have little luck in dealing with it. They pray a lot and seek advice from the local wise women. By finding out what the local wise woman suggests we can learn the local remedy. Lets pretend she suggests a broth made from herbs that are believed to generate an appetite. And she also prescribes feeding the child corn that is chewed by the mother into a liquid and then given to the child. We then can find out if this remedy helps children accept food. Later, when we analyze the information we can be much more specific with trying to deal with the problem. We know from the information that weaning is a difficult time for mothers and children and a cause of malnutrition. We know the degree of suffering of the child. Our empirical data tells us the implications of this problem and general solutions. We know the wise woman is respected and that her cures help or are believed to help to some extent. Perhaps a strategy to help impact on this problem would be to train the village wise woman and help her learn how

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to be more effective with her cures. She can then train other women in the community.

This is the kind of information we should try to collect in the beginning to understand how effectively children's needs are being met, what aspects of fulfilling that need exists as adequate and which do not, and how an intervention could be placed by capitalizing on current traditional ways through modification and/or strengthening of them. This helps us realize what exists as good and effective and what exists as inhibiting and ineffective so we don't waste efforts by trying to implement ways of doing things that are already adequate, and instead try to facilitate a degree of change in practices that are not effective and helpful for meeting these critical basic needs.

By trying to understand the nutrition picture in weaning years more clearly we can see that an approach using the wise woman is probably better than sending in outside health/nutrition experts whom the people don't trust or respect necessarily. And the wise woman is not isolated or rejected either. Instead her status is improved as her cures are more effective. Our questions should elicit answers that help us understand the particular aspects of a problem area, as well as learn the local traditional capabilities of people in dealing with their problems and help them improve along those lines to the extent possible, in alleviating or impacting on the problem.

In gathering this information use as many different sources as are helpful and as are relatively reliable (i.e., hospital records, other agency's work, government studies, people from village, local wise people, village council, etc.)

III. CONCLUSION

The international development literature dealing with child related issues, indicates that any attempt to improve the lives of poor children in developing countries should be clear, systematic and based on priority needs. Save the Children, as a child-centered agency maintains a strong commitment to children's critical needs. However, despite a considerable amount of project activity that serves to benefit children, such benefits cannot be directly assessed at the present. A coherent, integrated development planning at the community level focusing on the needs of children generally not being used.

In this document, we have presented the basic concepts of a child-focused strategy in community development that is systematic and needs based. This strategy attempts to:

- a. Help to provide a child focus to the current CBIRD activity in the field.
- b. Offers an opportunity to identify additional activities that strengthen our efforts to meet the basic needs of young populations.
- c. Emphasizes the potential of children as active participants in community development.

In the following paragraphs, we share with you the current and future steps we are undertaking to fulfill the goal of developing a comprehensive child-focus approach to community development.

A component which does not appear in this paper, as we are still developing it, has to do with identifying ways to involve

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children and youth as active agents in the development process. Currently, children and youth primarily tend to be beneficiaries of development efforts, but share little if no active participation in the process. This is unfortunate since the planning and implementation of project activity can be a valuable and worthwhile learning experience that facilitates the development of many skills. The deprived environments where we work frequently offer few or no educational opportunities. We need to find ways to take advantage of this important resource. We are therefore looking into how children and youth could:

- a. Become more actively involved with project activity to help develop their cognitive, motor and social skills.
- b. Gain a deeper understanding of the various benefits resulting from project activity.
- c. Develop an awareness of the kind of options that a development process can bring to their lives.

We are also working in the development of a comprehensive list of project alternatives which could respond to the action areas suggested in the Problem/Action Charts. To accomplish this we are reviewing all the projects that have taken place in the agency during the last two (2) years. In addition, we will review implemented projects and project ideas from other agencies and from the international literature in general.

We hope to compile a list of projects and their descriptions which would suggest a variety of different applications and solutions to problems.

As part of this "projects menu" we are beginning to conceptualize special comprehensive projects such as community demonstration/learning centers. A community demonstration center could be conceived as an umbrella under which a wide array of projects and activities can take place. It can incorporate various appropriate technology applications that address specific needs, facilities for child care, youth group development, adult literacy, and skills training craft and other small industry development, employment information and the like.

The activities planned in a community demonstration center with the basic needs of children in mind can prove to be an effective way to facilitate an integrated development approach with measurable benefits for children and the community at large. This might be an opportunity to demonstrate an approach that begins by addressing critical needs of the young population of the impact area and radiates its benefits to other age groups and the community as a whole.

The appropriate technology applications could relate to potable water, agricultural production, energy production and conservation, that impact on children's critical needs; youth could become trained and employed in delivering child care services and act as advocates in the community; adult literacy could be taught using themes of health, nutrition, parenting and child development; craft and small industry development could be oriented to increasing family incomes. We have mentioned just

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a few possibilities here, and as you can see there are an infinite amount of creative and responsive activities that could take place in this kind of center which emphasize the meeting of child, family and community needs through an integrated learning fashion.

Throughout the development of this strategy we have been sharing our ideas and work with the various regions and will continue to do so, for their suggestions and concerns so that we can incorporate those ideas into the design of this strategy. In this process we have been exploring with them various applications of these concepts and instruments. There are various components of the strategy of which all or some could be applied as desired. For instance, some field offices, perhaps the older programs, may choose to only use the project assessment portion of the strategy in helping them better demonstrate how their project activity benefits children. The newer programs, on the other hand, may choose to use the entire approach beginning with the data-gathering stage. And when the other components are developed, some field offices may only choose to use, for instance, the component of involving children and youth as active agents. This approach is flexible and adaptable, and should be used only when it is seen as helpful and appropriate; otherwise, its usefulness as an opportunity for improvement might be jeopardized.

The framework and the instruments of this approach have also an application in our training strategy. We recognize the importance of an appropriate introduction of these conceptual instruments and we plan to develop training modules for

each of the components. We, then can offer training programs in areas such as needs assessment, data collection, data analysis, project design, monitoring and evaluation, all of which can revolve around integrated basic needs of children. In response to the commitment under the Matching Grant, we are offering this as an alternative for the training of child activity coordinators in the field offices. The possibilities that this strategy offers of community and staff awareness are immense.

The rationale for having begun this effort was to determine whether we could improve our methods in reaching the child through a community development process. The approach we suggest in this paper is what our research findings indicate to be the most appropriate and fruitful way of reaching the child. We believe that this strategy can complement and perhaps improve our current efforts in CBIIRD by offering a more systematic and coherent development process with a clear, tangible focus, facilitating the setting of more explicit, realistic and measurable objectives.

A N N E X A

Prenatal, Birth, Early Infancy, Age: 0-6 months

- 1) What is the care of mother during pregnancy?
 - a. Are there any traditional beliefs or habits that women do when they are pregnant?
 - b. Does pregnant woman's work load and/or responsibilities change?
 - c. What kind of social concern or stigma exists for pregnant women?
 - d. What kinds of trends exist in spacing pregnancies?
 - e. Describe as fully as possible the daily routine and care of a pregnant woman?

- 2) What are delivery techniques?
 - a. Is a traditional mid-wife used? Describe the delivery technique(s) used. (sanitary, unsanitary) What beliefs exist associated with delivery methods and techniques?
 - b. Are hospital or clinic deliveries available? If so, are they sought by women? Describe the service, the percentage of woman who use the service.
 - c. Do delivery techniques appear sanitary?
 - d. Do children die frequently before they are 1 month old? Percentage.
 - e. Do mother's die frequently within the first month after having given birth? Percentage.

- 3) What is neo-natal and post neo-natal care of mother and child?
 - a. Does mother rest for a period of time after giving birth?
 - b. What does mother (or birth attendant or neighbor) do to mother after birth and through first month? What kinds of practices are used. (In terms of physical care of mother and child).
 - c. What is the care given to the child just after birth and through first week of life?
 - d. What kinds of fears exist regarding the child's health safety during first month of life? During first 6 months?
 - e. What kinds of fears exist regarding the mother's health during first month after having given birth? (Are mother's weak for a long period of time, etc.)
 - f. What are the most commonly feared illnesses which afflict young infants and mothers?
 - g. Who cares for young infant during day?

- 4) What is sanitary environment like?
 - a. How is human waste disposal handled (latrines, rivers, etc.)
 - b. Where is clean water source? What is clean water source? How many people have accessible clean water? Do people use clean water?
 - c. How are animals kept? Are they fenced in? Do they roam anywhere?
 - d. What and where is child's most common living or play environment? Describe area.
 - e. How and where are children cared for during first 6 months of life?

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- 5) What is living situation like?
 - a. Do children sleep in beds? Elevated, or on floor?
 - b. Can animals walk in and out of house?
 - c. Does it get cold and drafty in house? In bedroom where children sleep?
 - d. Are children cold during cold times of year? Do they have enough to cover them to stay warm?
 - e. Describe the house and family living environment. Try to observe how current living environment might have negative consequences on child's and family's well-being.

- 6) What is the diet of mother during pregnancy?
 - a. What kinds of foods does the pregnant woman eat?
 - b. How much of these foods does she eat (how often (3 meals), big bowl/little bowl)?
 - c. Does mother eat more when she is pregnant?
 - d. Does the diet of a pregnant woman differ from a non-pregnant women? How?
 - e. Observe the kinds of foods available in the marketplace, and that are grown.

- 7) What is the diet of the mother after birth and during lactation?
 - a. What kinds of food does a mother eat if she is breast-feeding?
 - b. How does the diet of a lactating mother differ from a non-lactating, non-pregnant woman?
 - c. How often does a mother who is breast-feeding consume food? How much food?
 - d. Are there any food(s) a mother who is breast-feeding considers to be important to eat?

- 8) What are breast-feeding practices?
 - a. What are traditional beliefs and practices associated with breast-feeding?
 - b. When does mother begin breast-feeding child?
 - c. When does mother try to introduce other foods to infant? How old is infant?

- 9) What are traditional beliefs and patterns of behaviour for pregnant and lactating women?
 - a. Do pregnant women rest during 9th month?
 - b. Are children sent away during birth delivery?
 - c. Does neighbor or community help care for woman when she has just given birth?
 - d. Does a pregnant or lactating woman have a lot of status?
 - e. What kinds of things does a mother do to prepare for birth?
 - f. Do lactating women consume more food?
 - g. Do lactating women try to be more careful of their health?

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- 10) What kinds of beliefs are associated with delivery?
 - a. What do mother's consider to be an ideal delivery situation and method? What is usual situation?
 - b. What kinds of problems do mother's have during delivery? What fears do they have?

- 11) Does a desire exist to know better methods of maternal/child care?
 - a. If a person came to your community who had knowledge in maternal child care would you want to speak with her? About what kinds of things or problems?

- 12) What are traditional beliefs and practices of caring for young infants?
 - a. Is it good that a baby sleeps a lot?
 - b. Is it good that a baby is active? (Moves a lot?)
 - c. Is baby kept outside or inside during day?
 - d. Are many people allowed to see and touch baby during first few weeks of life?
 - e. Are people who cough or seem sick allowed to hold baby during first few weeks of life?
 - f. Is young infant bathed: When? How often? Where?

- 13) What kinds of community services exist to help or support pregnant woman, and mother who has just given birth?
 - a. Does a local woman's group exist that prepares meals of mother who has just given birth and helps care for children and household chores?
 - b. Does father traditionally assume woman's responsibilities during this period?
 - c. Does neighbor usually help and assume some of these responsibilities?
 - d. Does a local "wise-woman" exist who offers advice and care recommendations? What is this person's role and influence?

- 14) What kind of government services exist to help pregnant woman and mother who has recently given birth?
 - a. Is there a visiting nurse that checks mother and child?
 - b. Is there a health clinic which is accessible?
 - c. Describe government health service? How is it staffed? What are they equipped to do? What are the most common ailments which they handle?
 - d. Does government promote family planning practices? Which ones? (informal, formal). How do they support it.

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15) What kinds of delivery services exist for women?

- a. Hospitals or clinics?
- b. Traditional methods.

16) What kind of learning situations exist for expectant mother's and mother's?

- a. Formal/Informal?
- b. What kinds of things do they teach?
- c. What kind of information can they give?

Weaning Age: 6 months - 2 years

- 1) What are more prevalent diseases and illness afflicting children during this age?
 - a. What illnesses cause death? (If mother doesn't know name of illness have her describe symptoms). Percentage of deaths.
 - b. At what age do children begin to suffer from various diseases (what manifestations exist at what age, i.e. at 8 months children suffer a lot from diarrhoeas, etc.).
 - c. What appears to be general nutritional status of children between 1-1-1/2 years of age? What trends exist? (To measure nutritional status three kinds of measurements exist: height/weight, arm circumference, weight by age.

- 2) What is the availability of clean water?
 - a. Is there clean water in community?
 - b. Is there clean water in the home?
 - c. What is clean water source?
 - d. What is people's understanding of the need for clean water?
 - e. What is the commonly used water source? Do animals use this source? Do people bathe and wash in this source?
 - f. Amount of clean water available?
 - g. What is the distance of clean water?
 - h. What kind of energy is required for making clean water accessible?
 - i. If clean water is not available, what kinds of options exist for making it available?

- 3) What is the sanitary environment?
 - a. How is human waste disposed of?
 - b. Where are animals kept? Do they roam freely?
 - c. Where is garbage disposed of?
 - d. Where do children play? Describe area.
 - e. Are there many mud holes or damp areas where children play?
 - f. What aspects of the physical environment might be dangerous to children, (i.e. their health, physical safety), and the families.

- 4) What is spacing of children?

This question also appears in the prenatal age group of questions. The spacing of children is important in being able to see how it affects the children, their health, and the mother's health. A mother who becomes pregnant will stop breast feeding. A mother who breast feeds can't become pregnant. It is best that there be 2-3 years between pregnancies, both for the child's and mother's health).

 - a. How many children are in average family?
 - b. Are large families a status symbol for man or woman?
 - c. Do people have more children in accordance to how adequately they feel they can care for them.
 - d. What kind of economic asset are children considered to be?

5) What are weaning practices?

(This is very critical at this age. Improper weaning leads to malnutrition and disease and is the cause of many infant problems, deformities, and much mortality).

- a. When does mother stop breast-feeding? Why?
- b. Does mother stop breast-feeding gradually? How, explain process. (i.e. is it over several months in concurrence with introduction of foods).
- c. What kinds of weaning foods are given child? What kinds does mother start with and then graduate to?
- d. How are weaning foods prepared?
- e. How much (quantity) does mother give child of foods?
- f. If child resists weaning foods, what does mother do?
- g. What is child's diet once off breast milk? How often does he eat? What does he eat? How much? How is it prepared?

6) What is mother's understanding of an adequate diet, or proper diet for child?

- a. Does mother believe certain foods are good to ward off certain diseases, etc?
- b. Do beliefs exist about the remedies certain foods have and certain consumption habits?
- c. How frequently is child fed? What is child fed at various meals?
- d. If a child is ill and refuses to eat, what does mother do?

7) What is mother's understanding of educational, stimulation, play needs of child?

- a. What are traditional, common play activities of children at this age?
- b. How does mother occupy child?
- c. Who cares for child during the day?
- d. What is child's play environment?
- e. What kinds of toys (objects) does child play with?
- f. How does person who cares for child interact with them (do they play, leave them alone, etc.).
- g. What does mother believe to be good development steps of child? (Should child crawl or speak at certain age; is happy active, curious child considered good, etc.)
- h. What are considered to be good child rearing practices?

8. What is mother's understanding of a safe healthy stimulating environment for child?

- a. What dangers does mother feel exist for child? What kind of things in their surroundings does she see that might threaten or hurt child?

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- b. What does mother consider to be a happy and pleasant play environment for child? Describe.
- 9) What is mother's understanding of the health needs and potential health problems a child might face?
- a. Does mother try to keep child away from other sick children or adults?
 - b. Does mother try to seek out immunization programs for children?
 - c. Does mother understand how or where children contract certain diseases?
 - d. Do programs exist to help mother improve knowledge of health needs? If so, what do they deal with?
- 10) What kinds of services exist to aid mother in weaning?
- a. How does mother learn weaning practices?
 - b. Does a village wise-woman exist to help mother learn child care practices? If so, what kinds of things does she help mother's with?
 - c. Does any clinic or hospital exist to help mother understand health/weaning needs of child?
 - d. Do any visiting nurse services sponsored by the government or an outside agency exist?
- 11) What kind of formal or informal learning situations exist for mother's to learn about child's needs and parenting? (informal, formal; i.e. women's groups, government clubs, etc.).
- 12) What kinds of health services exist?
- a. Clinic? What is it equipped to do?
 - b. Immunization programs?
 - c. Formal/Informal?
- 13) What kind of learning situations exist for children?
- a. Day care?
 - b. Informal/Formal?
 - c. Would learning situations be desired by families or mother's for their children?

Several of the above questions are dealt with in all or some of the other age groups. Rather than duplicate the specific questions entirely, and drive myself crazy, I suggest you refer to the other age group if you desire further specificity or clarification of the particular kinds of issues to look at.

Preschool Age: 2-6 years

1. What are the more prevalent diseases and illnesses afflicting children of this age group?
 - a. What illnesses cause death. (If mother doesn't know she should describe symptoms).
 - b. What illnesses affect children at various ages (i.e. at 3 they usually suffer a lot of diarrhoeal diseases, at 6 mumps, etc.).
 - c. What are more prevalent chronic and acute diseases at various ages. (Percentage or number of children suffering from diseases at various ages would be excellent to know).
 - d. What appears to be the general nutritional status of children (especially age 2-4) (there are 3 basic methods to determine how to measure nutritional status.)

2. What is availability of clean water?
 - a. Is there clean water in the community?
 - b. Is there clean water in the home?
 - c. How much clean water is available? (Enough to meet family's needs?)
 - d. How far is clean water source from people's homes?
 - e. What is people's understanding of the need for clean water?
 - f. What is commonly used water source? Do animals drink and bathe from that source? Do people wash and bathe from source?
 - g. What is the source for delivering clean water? What energy is required to produce it?
 - h. If clean water is not available, what potential options exist?

3. What is sanitary environment?

(The same kinds of issues need to be looked at as identified in the other age groups. Essentially you want to observe the living environment and the ways in which people interact with it to determine what kinds of things exist that might pose some danger or threat to physical safety of children and/or families).

4. What is children's play environment?
 - a. Where do children play (in house, open field, stream-side, etc.)
 - b. What kinds of play activities (games) do children do. At what age? Describe as fully as possible the game (object of game, skills required, etc.).
 - c. Are older children responsible for younger children? (Describe ages-i.e. 6 years old responsible for 2 year old.) What are their responsibilities, i.e. all day, feed, nap, etc.).
 - d. What work or chore activities do children take on and at what ages? Describe activity (tools child might need, skills or faculties which are required, how much time of day is spend doing chores, etc.).

- e. What kinds of "toys" or objects do children play with? What kinds of objects are given to younger children to occupy them?
5. What is family living environment like?
 - a. Describe house (how many rooms, what rooms are used for, ventilation, etc.)
 - b. Where is cooking done? Describe area, methods (open fire, etc.)
 - c. Describe the kind of furniture (i.e. especially are the beds off the floor? Do children sleep off floor?)
 - d. Describe how adequately the shelter meets the needs of people given the physical climate (i.e. if climate is cold, are houses warm enough).
 - e. Do children have sufficient clothing to protect them from cold weather?
 - 6.a. What kinds of accidents afflict children? Try to identify cause agents in community.
6. What are hygienic habits?
 - a. Do people bathe often? What is bathing routine, especially for children? Where do they bathe?
 - b. Do people use latrines, open pits, open field? Describe human waste disposal (from young children (infants through to adults).
 - c. What kinds of customs exist regarding hygienic habits. (i.e. do they wash hands before eating?)
 - d. Do children eat dirt? Do parents think nothing of it if children eat dirt?
7. What kind of diet does child eat?
 - a. What kinds of foods does child eat?
 - b. How many times a day does child eat? How much at each meal? What at each meal? What kinds of snacks do children eat?
 - c. How are foods prepared?
 - d. What does child drink?
(Try to observe what is given the child. The mother might say she gives child stew, when in fact she gives him only the broth from the stew).
8. What is family's diet:
 - a. What kinds of foods does family eat?
 - b. What are common types of meals prepared (i.e. at breakfast, eggs and beans are eaten, at lunch fish and rice, etc.).

- c. What are quantities of food consumed and how often?
 - d. How is food prepared (do they use oil, water, etc.)
 - e. What is distributio of food like at meals (i.e. does rartner get most of the food, mother most, children most, or is it relatively evenly distributed.)
9. Does the family's diet change at different times of year?
- a. Are certain foods more readily available at certain times of the year? Which foods? Quantity available?
 - b. Is there a scarcity of foods (especially staple foods) at certain times of year? Which ones? How long is scarcity? Does the scarcity pose serious problems or sufferings in family?
10. What is mother's understanding of adequate diet for child and family?
(This question is also dealt with in weaning. Essentially, what needs to be determined is the kind of understanding or beliefs mother's have regarding the value of certain foods to growth and maintenance of health in child and family).
11. Do children have access to any formal learning situations?
- a. What kind of formal learning oppòrtunities exist?
 - b. How many children of age group are enrolled?
 - c. How is formal learning situtation structured (i.e. how many teachers, how many hours per day, all year/half year, etc.
 - d. Do parents desire formal learning situations (i.e. Day Care, primary school, skill training, etc.).
 - e. What kinds of activities are done in formal learning situation (i.e. curriculum). Explain activities. How children are involved. What aspects of their skills are being developed and used.
12. What is parents understanding of educational needs of child?
- a. What do parents desire for children in terms of education?
 - b. (Look at same kinds of questions as for weaning age).
 - c. Do parents desire education for girls and boys? What kind of social status exists for education?
 - d. Is a very active, curious, demanding child considered good or bad? A quiet, inactive, placid child?

13. What are traditional ways of occupying children of this age group?
 - a. What kinds of games do children play?
 - b. Who cares for children, at various ages?
 - c. What kinds of chores and responsibilities does society expect a child to take on at a particular age?
 - d. (Some of these issues were dealt with in weaning age group under question regarding children's play environment (8) and mother's understanding of recreational, play needs, (7).

14. Who cares for these children predominantly?
 - a. Who is responsible for young children (2-5) during day?
 - b. What are the responsibilities older children have for younger children?

15. What kind of informal learning activities exist?
 - a. Do children play predominantly in a group, with a group activity?
 - b. Do mothers take turns caring for children?
 - c. Are any informal learning activities taking place by learning chores or responsibilities (i.e., when a mother does clothes washing in the stream, does she show child how to scrub clothes also?)
 - d. Are there any informal learning/entertainment activities for children (i.e. a village elder who tells stories). If so, describe situation in as much detail as possible in terms of frequency, those involved, and content.

16. What type of educational structures or mechanisms exist?
 - a. Schools, adult learning, clubs with purposes, etc., (for parents and children). Describe their purpose and function.

17. What types of health services exist (formal or informal).
 - a. Describe what they are equipped to do, the staff, how well they are used by community, cost, how accessible, etc.
 - b. What kind of immunization programs exist.

18. What kinds of learning and information services exist for parents (informal, formal). Clubs, government programs, village councils.
 - a. What do they discuss, their purpose, do they deal with problems, etc.

School Age Age: 7-12 years

1. What are the most common diseases affecting children?
 - a. What appear to be the acute or chronic illnesses of children at various ages?
 - b. What epidemics (chronic or acute) (i.e. eye diseases) What times of year?
 - c. What appears to be general nutritional status of child? (The other age groups dealing with this issue can offer further clarification on the kinds of things to observe.)

2. What is availability of clean water?

(This question has been dealt with in the other age groups where the kind of information to look for has been demonstrated. The availability of clean water is critical to health. Throughout the survey, if that is kept in mind, then the necessary questions should evolve.)

3. What is sanitary environment like?

(This question has been dealt with in previous age group).

4. What is availability and acceptance of immunization programs?

- a. What kinds of immunizations are offered?
- b. Do people understand how immunizations ward off diseases?
- c. Do people accept immunizations?
- d. How in the immunization service offered (school, etc.)
- e. Is there any education component to immunization program?

5. What kinds of accidents afflict children?

- a. What are the predominant accidents? (Broken arms, burns, drownings, etc.)
- b. How many children have suffered permanent damage due to accidents?
- c. How many children, and at what age, suffer various accidents (i.e. 2 year olds frequently suffer bodily burns from playing near fire, etc.)
- d. What are predominant causes of accidents?

6. What are hygienic habits?

(This has been dealt with in other age categories).

7. What is child's diet and what is family's diet?
(This has been dealt with previously in other age groups).
8. Is a meal provided in school?
 - a. What kinds of food and quantity?
 - b. Is meal available to all?
 - c. If meal is not provided, do children bring food? If so, what? Do children go home for lunch?
 - d. Could parents provide a meal for children in school if not is not supplied?
9. What are the favorite foods children like to eat?
 - a. Are special treats given to children? What are they? Describe.
 - b. Do children usually receive a snack of some kind? What is it?
10. What kind of formal education opportunities exist?
 - a. How many children are enrolled in school? Girls? Boys?
 - b. Describe school (How many classrooms, grades, teachers, desks, chairs enough for all, etc.)
 - c. What is school curriculum: (i.e. subjects taught, any "hands on" learning, etc.)
 - d. What is teacher's relationship to community (are they from community, assigned for 1 year, is there a spirit of compassion, sensitivity, and eagerness to help community)?
 - e. Are teachers liked or respected by community? By children?
 - f. What kinds of extracurricular, (i.e. sports, home economics) opportunities exist?
 - g. What kinds of community service activities exist which are organized through school (i.e. planting gardens, cleaning up play areas, taking care of young children after school, etc.).
 - h. Does school curriculum and school materials have an "appropriateness" about them for the community people's needs?
 - i. Do teacher's take on a role of a community development worker? (Other than what is usually understood as role and responsibility of teacher).
11. What kind of nonformal educational activities exist for children?
 - a. What kinds of children's clubs exist? (i.e. Boy Scouts, etc.) What do they do?
 - b. (This issue has also been dealt with in other age groups).

12. What are the work and social activities children are involved in?
- a. How are they involved?
 - b. Are they involved in both family and community work or social responsibilities? Describe as fully as possible the nature of their responsibility and the skills required to fulfill it.

13. What kinds of health services exist in community?
- (This has been dealt with in previous age groups).

14. What kinds of educational structures exist to meet children's needs)?
- (This has been dealt with previously. The educational structures should respond to the needs as pointed out in the sector charts under the School Age category.)

15. What kinds of informal or formal learning opportunities exist for parents and children?

(This issue has been dealt with to an extent in other age groups. The idea is to try to identify activities which take place that have an impact on the quality of life (i.e. a father's club which discusses agricultural problems, a children's club which organizes sports activities). Keep your imagination and antennas very open and take note of anything that might have a learning aspect to it which could perhaps be strengthened or supported to provide better impact in developing skills.

Adolescence Age: 13-18 years

1. What are the most common illnesses that afflict adolescents?

(This issue has been dealt with several times in other age groups. In this age category chronic diseases may be most prevalent. Try to determine if any immunization has been given to these children.)

2. What is sanitary environment like?
3. What is availability of potable water?

4. What are hygienic habits?

(These questions have been dealt with enough previously to give an idea of the kinds of things to look for.)

3. What kind of knowledge and awareness exists in relation to health problems?
 - a. Of the most common diseases that people suffer from in this area, do people, adolescents, share a belief as to the "cause" of these diseases? Describe.
 - b. What is the awareness of clean water vs. contaminated water and the implications of either? (It is likely that this question can't be asked as such. Perhaps an approach could be: Do you take drinking water from that (muddy) hole: Bathing water? Why don't you take drinking water from the muddy hole? etc.)
 - c. What kind of awareness exists in regards to personal hygiene and a clean environment? (i.e. do people bury human waste? Why? Do people wash frequently? Why?)
4. What is diet composed of? (This question has been dealt with before).
5. What kind of understanding exists in regard to nutritional needs?
 - a. Do people feel some foods give more energy than others? Which ones? Why? Do people feel some foods protect or help ward off diseases? Which ones? Why?
 - b. Do people have an association between a child that shows obvious signs of malnutrition (either kwashiorkor or marasmus) and diet? If so, what kind of association?

(This question has been dealt with in other age groups and the ideas can be applied).

6. What kind of formal education opportunities exist? (These questions have been dealt with in other age groups).
What is curriculum?
7. What are perceived educational needs and desires?
 - a. What are they of adolescent girls, adolescent boys? Of their parents for them?
 - b. Are youth satisfied with educational opportunities in terms of how they meet needs and expectations? Describe, explain.
8. What kinds of nonformal educational opportunities exist?
 - a. Are there skill training opportunities? for girls, boys? What (informal or formal, i.e. the father teaching the son how to catch fish, the mother teaching the daughter how to make a cooking basket, etc.; or the government offering a carpentry class for boys, etc.)
 - b. What kinds of nonformal educational opportunities would adolescents like? Their parents for them? What needs do you see for this in terms of meeting community needs and what resources in the community exist which could be strengthened (i.e., if construction is needed, perhaps the more talented carpenters could be trained to offer skill training for youth, or if the community is in dire need of some kind of building, perhaps the skill training could be applied in the construction of this building.)
9. What kinds of family or community work and or social activities are youth trained or expected to do?
 - a. Help during harvest time; Babysit?
 - b. Is a social service expected of them?
10. What kind of formal education services exist? (These questions have been dealt with in previous questions and age groups).
What kind of skill training?
What kind of health/nutrition education (informal, formal)?
11. What kinds of structures exist to involve youth in activities which meet personal and community needs?
 - a. Does a club or committee exist which trains youth in a skill which they then use in the community (i.e. health worker, recreation organizer)?

- b. Could this kind of idea be developed? Could youth be trained in skills which could be implemented through some kind of organization or structure (be it informal or formal) to provide community with a service or help meet a need? Elaborate. Be as creative as you can.

APPENDIX - F

LETTER OF PROPOSAL APPROVAL
FROM THE GOVERNMENT OF MALAWI.

Our Ref. 3/2/6/21

Ministry of Community Services,
Private Bag 330,
Capital City,
Lilongwe 3.

28th July, 1983

The Representative,
United States Agency for
International Development
(USAID),
P.O. Box 30455,
Capital City,
Lilongwe 3.

RESPONSE BY: _____

DATE OF ACTION: _____

FILE: _____

MALAWI RURAL DEVELOPMENT LINKAGE PROGRAMME
BY SAVE THE CHILDREN OF UNITED STATES OF
AMERICA AND MALAWI

Dear Sir

Following further discussions with the officials of the US Save the Children, who are currently in the country, we are writing to confirm that the Malawi Government approved the proposal that the Malawi Rural Development Linkage Programme should be launched.

The proposed Malawi Rural Development Linkage Programme will be implemented jointly by Save the Children of the United States of America and Save the Children Fund of Malawi.

The programme will cover extension planning areas of Mbalachanda and Euthini of the National Rural Development Programme in Mzimba District.

Yours faithfully,

E. Kalyati (Mrs)
FOR: SECRETARY FOR COMMUNITY SERVICES

/rlk

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APPENDIX G

GRANT ADMINISTRATION PLAN

Appendix GGRANT ADMINISTRATION PLAN1. Organizational and Management Structure

Save the Children Federation (USA) and Save the Children Fund of Malawi have signed an agreement concerning cooperation and administration of the Malawi Rural Development Linkage Program. SCF/US shall be the grantee of the USAID funds, and will have fiscal and administrative responsibility for the grant. Actual field program financial management and implementation will be through the structures of SCF/M. SCF/US personnel assigned to the MRDLP will work within the framework and organizational structure of SCF/M, and will be mutually agreed upon by both agencies.

SCF/US has not established an independent status as a PVO in Malawi, but has agreed, within the bylaws and guidelines of the international Save the Children Alliance (of which both agencies are members), to work with SCF/M, which has an established PVO status, with specific rights, privileges and obligations, in Malawi.

SCF/US, as the grantee, will be responsible for grant execution, reporting and fiscal management to the grantor, USAID.

SCF/M will have the responsibility for all reporting and other obligations to the GOM.

All capital assets purchased under the program will be titled to SCF/M, with the exception of such goods financed by sub-project funds; these such goods will be titled to appropriate organizations within the project zone.

A copy of the Agreement between SCF/US and SCF/Malawi is attached to this Annex.

2. Financial Management

The grant will be executed through a Federal Reserve Letter of Credit to SCF/US, to their headquarters in Westport, CT, USA. Financial reporting schedules will adhere to standard requirements; for this grant that financing reporting schedule has been determined to be a 90-day (quarterly) cycle.

Draw down on the FRLC will be on a cash reimbursement basis, as detailed in the standard provisions, Section 7A, point (A), entitled "Payment-Federal Reserve Letter of Credit (FRLC) Advance." This is the practice SCF follows in financial administration of all its USAID OPC's.

SCF will submit its financial reports to USAID in formats using established line item categories. The applicable item headings will group the USAID budget lines (page 57 of the proposal) as noted below:

<u>SCF Line Item Category</u>	<u>Included (from p. 57)</u>	<u>Sub Total Amount</u>
1. Personnel	1. Administration: a. Personnel b. Housing	\$239,170
2. Travel Expenses	1. Administration: c. Travel	39,500
3. Other Expenses	1. Administration: d. Field Office Expenses	128,234
4. Direct Aid	2. Program Support (all Sub-categories)	594,075
5. Overhead	3. Overhead Costs	123,922
6. Capital Assets	4. Capital Assets	25,000
7. Contingency	5. Contingency	<u>100,099</u>
Grand Total:		\$1,250,000

The grant obligations will be on a two-step basis; the initial obligation for \$795,000 will be effective immediately, and the balance of \$455,000 will be obligated on the basis of approval of annual implementation plans for the community self-help activities component of the grant. The following is the breakdown of the budget figures used in the determination of the obligation amounts:

<u>SCF Line Item Category</u>	<u>Initial Obligation</u>	<u>Future Year Obligation (Annual Community Self-Help Activities)</u>
1. Personnel	\$239,170	
2. Travel Expenses	39,500	
3. Other Expenses	128,234	
4. Direct Aid		
a. Personnel	138,075	
b. Consultants	68,000	
c. Training	18,000	
d. Project Funds		\$370,000
5. Overhead	75,922	48,000
6. Capital Assets	25,000	
7. Contingency	62,099	37,000
Totals		\$455,000

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The Program Manager, using the Accounting Offices of SCF/M, will make monthly financial reports to SCF/US headquarters, which will in turn be responsible for semi-annual financial reports to USAID/Washington. Copies of that report will be sent to SCF/M, to confirm submissions of the financial report (which will in turn be forwarded to USAID/Malawi or to RRUO).

SCF is establishing a new bank account for external funds, entitled "Save the Children-Malawi Rural Development Linkage program," through which to channel and manage funding for the program. The account will be controlled by a double signature system of one SCF/M and one SCF/US representative in country, or by two SCF/US executive officers.

3. Reporting and Evaluation Schedule

SCF will produce an annual implementation plan that will detail operations for the coming year and designate specific funding for project activities. The first annual implementation plan is to be submitted within twelve months of the signing of the grant. Subsequent implementation plans are to be submitted in the eleventh month of the grant year. The annual implementation plans will include specificities of CIM participation and support obligations for indicated sub-project activities.

SCF requires all field offices to submit semi-annual reports. For this grant, that schedule will be adhered to, on a January/July basis. Those semi-annual reports will consist of both a progress report and six months work plan.

Two formal program evaluations are proposed. The first is scheduled between months 22-28, so as to be useful in the planning of Phase II (a second site). The second evaluation, of both sites, is scheduled between months 48-54.

Following is a summary of reporting and evaluation schedules, presuming grant initiation as of September 1, 1983.

TABLE G-1 - Reporting Schedule

Type of Report	Year I	Year II	Year III	Year IV	Year V
Financial Reports (for the period ending at the of the month of:)	1. Nov. 1933	5. Nov. 1934	9. Nov. 1935	13. Nov. 1936	17. Nov. 1937
	2. Feb. 1934	6. Feb. 1935	10. Feb. 1936	14. Feb. 1937	18. Feb. 1938
	3. May 1934	7. May 1935	11. May 1936	15. May 1937	19. May 1938
	4. Aug. 1934	8. Aug. 1935	12. Aug. 1936	16. Aug. 1937	20. Aug. 1938
Baseline Survey Report	1. Feb. 1934		2. July 1935		
	Processes				
Descriptions Report and Implementations Plan	1. July 1934				
	Annual Implementation Plans				
Evaluations Reports	1. July 1934		2. July 1935	3. July 1936	4. July 1937
	1. Sept.-Dec. 1935			2. Feb. 1938	
Semi-annual Reports (Progress, and Work Plans)	1. Jan. 1934	3. Jan. 1935	5. Jan. 1936	7. Jan. 1937	9. Jan. 1938
	2. July 1934	4. July 1935	6. July 1936	8. July 1937	10. July 1938
End of Project Summary Report					1. Dec. 1938

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SCF will include Individual Work Plans (for periods possibly extending beyond the specific year) for all essential project staff (expatriate and local) in the Annual Implementation Plan. These Work Plans will be process-oriented plans rather than responsibility and output specific job descriptions. This approach to Work Plans will be an innovation for SCF, and will perhaps be a tool useful in other SCF programs to better define project expectations and plans by putting the emphasis on processes (which are in fact the heart of CBTD methodology) rather than on project outputs and activities.

4. Commodity Procurement Plan

It is anticipated that the total commodity procurement element of this program, including all services for financing and offshore shipment, will be under \$250,000. Procurements will be conducted in accordance with Section 10A of the Standard Provisions applicable to the Grant Agreement.

Most capital assets planned within the program (vehicles, office equipment) are to be purchased with SCF funds.

AGREEMENT

SAVE THE CHILDREN/USA AND SAVE THE CHILDREN/MALAWI

Agreement is made as of the 27th day of May 1983, by and between Save the Children Federation, Inc., a nonprofit corporation organized under the laws of the State of Connecticut, USA, (hereinafter called Save the Children/USA and acting herein by David L. Guyer, its President, duly authorized; and Thandizani Ana, an indigenous private voluntary agency established and registered with the Ministry of Community Development, in Malawi (hereinafter called Save the Children/Malawi), acting herein by Peter W. Chimba, Executive Secretary, duly authorized.

WITNESSETH:

WHEREAS, the parties hereto are nonprofit development agencies whose primary purpose is to improve the economic, social and physical wellbeing of children both in the Republic of Malawi and throughout the world, and

WHEREAS, the parties have sought funding from the USAID with the approval of the Government of Malawi to establish the Malawi Rural Development Linkage Program, and

WHEREAS, the parties will evolve additional programs and projects as stated in their purpose and

WHEREAS, the purpose of this agreement is to formalize the relationship between Save the Children/USA and Save the Children/Malawi,

Now, therefore, in consideration of the mutual agreements and covenants contained herein and for other valuable considerations, receipt of which is hereby acknowledged, it is mutually agreed between the parties to conserve this agreement as follows:

1. ADMINISTRATION

Save the Children/USA will be responsible for administering the Malawi Rural Development Linkage Program supported by the structure of Save the Children/Malawi:

Save the Children/USA will provide personnel, (initially a program manager and a field project coordinator,) to train and increasingly delegate responsibility to Save the Children/Malawi and Government of Malawi counterparts in planning, management and evaluation of this Rural Development Linkage Program.

In addition, Save the Children/USA will provide the salary and fringe benefits for an administrative assistant in the Office in Blantyre for the duration of this program.

Save the Children/Malawi will be responsible for providing administrative and program support to the Malawi Rural Development Linkage Program through the Executive Secretary of Save the Children/Malawi. Specifically, Save the Children/Malawi will provide full financial support for the operation of the office in Blantyre including: office space and facilities, clerical and other subordinate staff, vehicle support, and other support as appropriate.

Further to the above, the Malawi Rural Linkage Program will be implemented in accordance with the programmatic and administrative parameters as detailed in the Malawi Rural Linkage Program Proposal to the United States Agency for International Development for an Operational Program Grant.

Save the Children/USA and Save the Children/Malawi will participate in all decisions of policy nature which significantly change or amend this program.

2. RESOURCES AND EQUIPMENT

All resources and equipment purchased under the Malawi Rural Linkage Program agreement will be administered by Save the Children/USA with title held by Save the Children/Malawi, with full respect to contractual agreement with USAID for an OPG.

3. ANNUAL PLAN AND BUDGET

Save the Children/USA and Save the Children/Malawi will agree on annual programs and budgets, with appropriate narrative and fiscal reports on a regular basis as decided by the two agencies for the duration of budgetary support from Save the Children/USA.

4. SPONSORSHIP ADMINISTRATION AND FINANCING

Save the Children/USA and Save the Children/Malawi agree to initiate a sponsorship program within the first year of the Malawi Rural Linkage Program. Save the Children/Malawi agrees that Save the Children/USA will use its standard sponsorship mechanism for its funding.

5. ACCOUNTABILITY

The Program Manager of the Malawi Rural Linkage Program will be responsible within the Save the Children/Malawi structure for establishing accounting and financial reporting systems that fully comply with USAID and Save the Children/USA accounting and financial procedures for funds received from Save the Children/USA and AID. All funds received from Save the Children/USA and AID may be audited by internationally recognized accountants as mutually arranged. Save the Children/Malawi will continue to be

responsible for reporting to its constituency and the Government of Malawi for the Malawi Rural Linkage Program.

6. OPERATIONS AND FUND RAISING

Save the Children/USA will provide to Save the Children/Malawi such support, administrative backing and technical assistance as based on the Malawi Rural Linkage Program proposal and as may be agreed upon in annual implementation plans, annual budgets and other planning documents. Save the Children/USA may assist Save the Children/Malawi in efforts to obtain additional sources of funds to fulfill program objectives that are compatible with the goals of the two agencies. It is further understood that both parties will mutually agree in advance prior to any solicitation of funds from outside their respective constituents for the Malawi Rural Linkage Program or other mutual projects.

7. LIAISON OFFICER - SAVE THE CHILDREN

Any staff, expatriate or local, hired to work in the Malawi Rural Linkage Program will be selected by mutual agreement of the parties hereto.

8. ALLIANCE

Save the Children/USA is a full member and Save the Children/Malawi is an associate member of the Save the Children Alliance and, as such, the relationship will be, for all activities in Malawi, in compliance with the Alliance guidelines and bylaws.

9. DUTY FREE RIGHTS

Within the terms of USAID grants, all materials and services are duty-free. Further, Save the Children/USA will require duty-free import rights for its expatriate staff for personal supplies and household effects. Any rights presently accorded Save the Children/Malawi by the Government of Malawi will be accorded to these employees with reference to Save the Children/USA Country Agreement with the Government of Malawi. Save the Children/Malawi will be responsible for obtaining any such necessary duty-free privileges which are not already accorded by the Government of Malawi.

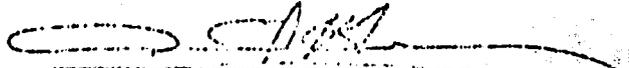
10. TERM

The term of this agreement shall be in effect from the date of the signature of the Malawi Rural Linkage Program and may be extended upon mutual agreement of the parties.

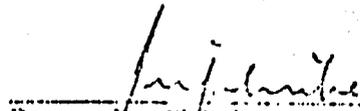
11. TERMINATION

Either party shall have the right to terminate this agreement by so notifying the other party in writing, ninety (90) days prior to the effective date of termination.

In witness whereof, the parties hereto have hereunto set their hands and seals the first above written.



L.S.
David L. Gayer
President
Save the Children Federation, Inc.
U.S.A.



Peter M. Chimba
Executive Secretary
Save the Children/Malawi

Best Available Document

PROJECT TITLE: MALAYSIAN COMMUNITY DEVELOPMENT LEADERSHIP PROGRAM

1. PROJECT PURPOSE - To develop and promote a series of processes within local communities and through governmental facilities that will increase community self-help capacities to maximize use of limited local physical and human resources, and that will improve effective outreach of government services, to meet mutually agreed upon needs.

- ii. Program Goal - To improve and promote children, their families and the communities' social, economic and environmental quality of life.

- iii. OBJECTIVE - To provide overall leadership and direction to the MCLP at the SDF/W National office level.

Verifiable Activities

1. Develop an organizational structure within SDF/W to plan and implement community development programs.
2. Work closely with the Ministry of Community Services, the National Coordinator of the Rural Growth Center Program, and other government agencies to strengthen understanding of community - based integrated development and to further integrate SDF/W - sponsored methodologies into government development policies.
3. Develop organizational, operational and financial structures for the administration of MCLP.
4. Coordinate training and instruction of SDF/W staff in expanded roles relating to community development.
5. Define and establish responsibilities/commitment and develop a work plan for the MCLP and other community development activities.

6. Become knowledgeable of SCF/M existing program and advise and assist SCF/M in evaluation, and further expansion of the ongoing projects.

7. Advise and assist SCF/M on institutionalization of fundraising mechanisms, including introduction of SCF/US sponsorship in Malawi.

8. Responsible for overall grant administration including:
 - Final preparation of implementation plans, semi-annual reports, monitoring and evaluation systems and monthly financial reporting through SCF/M infrastructure.
 - Selection and supervision of program staff including consultants
 - Coordination and documentation of commodity purchases and their source of origin
 - Coordination with SCF/M and development of secondary proposals and projects.
 - Coordination of reporting to USAID with Executive Secretary of SCF/Malawi.

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PROJECT TITLE: MALAMI RURAL DEVELOPMENT LINKAGE PROGRAM

I. PROJECT PURPOSE - To develop and promote a series of processes within local communities and through government facilities that will increase community self-help capacities to maximize use of limited local physical and human resources, and that will improve effective outreach of government services, to meet mutually agreed upon needs.

II. PROGRAM GOAL - To improve and promote children, their families and the communities' social, economic and environmental quality of life.

III. OBJECTIVE - To provide overall leadership and direction for all facets of the program at the impact area level.

Verifiable Activities

1. Develop an organizational structure within the Rural Growth Center composed of RGC staff and community authorities which will provide direction and coordination for improved delivery of community services.
2. Develop organizational structures within rural communities in the catchment area which will promote more effective community participation in resource management, utilization of government services and implementation of community development activities.
3. Define and oversee the processes of interaction between the RGC staff outreach and community participation vis a vis the utilization of services and resources.
 - determining development needs
 - definition of roles and responsibilities
 - sharing/allocation of available resources
4. Define an evaluation method for monitoring, assessment and progressive documentation of all phases of these processes

5. Responsible for impact area level of Grant Administration to include:

- Program planning and implementation, monitoring and evaluation.
- Development of implementation plans and multi-year strategies.
- Supervision of direct staff (SCF employees).
- Administrative communication including all major reports to Program Manager, USAID, EOM and regional development agencies.
- Liaison between SCF and governmental development services, MCP and regional development agencies.
- Financial administration and fiscal accountability.
- commodity procurement.
- coordination of equipment use and vehicles (maintenance, parts inventory and deployment).
- collaboration with Program Manager in writing of proposals and program grants.

6. Coordinate and supervise all facets of Training to include:

- Project counterpart and replacement
- Training workshops for SCF personnel and government community development staff.
- community education and skill acquisition workshops.
- collaborate with Project Manager in selection of consultants and technical expertise for training needs.

7. Responsible for impact area level institutionalization of SCF/M

- Training and supervision of SCF/M personnel in project area.
- Coordination with SCF/M staff in the establishment of a sponsorship program (fund raising mechanism).
- Coordinate with SCF/M staff in establishing maintenance system for sponsorship program
- Providing technical and advisory assistance to SCF/M personnel in other development program areas.

APPENDIX II

PID Approval Cable

(State 174680)

-- (D) IT IS UNDERSTANDING OF ECPR COMMITTEE THAT THE SPECIFIC PROJECT ACTIVITIES (I.E., BRIDGE CONSTRUCTION) ARE ILLUSTRATIVE OF POTENTIAL PROJECT INTERVENTIONS. THE PROPOSALS SHOULD INDICATE WHAT CRITERIA HAVE BEEN AND WILL BE USED IN THE SELECTION OF SPECIFIC PROJECT INTERVENTIONS. ECPR SUGGESTS THAT THE PROPOSAL SHOW MORE DEFINITELY THAT ALL SPECIFIC ACTIVITIES UNDER THE PROJECT, AT A MINIMUM ARE:

*project
criteria
at
project
max point*

(1) --- SUPPORTIVE OF INSTITUTIONALIZATION OF SCF'S DEVELOPMENT MODEL;

(2) --- TECHNICALLY AND FINANCIALLY SOUND (PARTICULARLY BRIDGE CONSTRUCTION PROJECT);

(3) --- IN COMPLIANCE WITH ALL AID ENVIRONMENTAL REQUIREMENTS; AND

(4) --- SOCIALLY ACCEPTABLE.

--- (E) SINCE PROPOSAL INDICATES THAT A BRIDGE WILL BE CONSTRUCTED BUT DOES NOT PROVIDE FURTHER ENGINEERING PLANS OR COST ESTIMATES FOR THIS ACTIVITY. SCF PROPOSAL MUST PROVIDE AN ENGINEERING PLAN AND REASONABLE COST ESTIMATES FOR CONSTRUCTING THE BRIDGE. ECPR ALSO INDICATED THAT A CONDITION PRECEDENT (CP) TO DISBURSEMENT OF FUNDS FOR CONSTRUCTION OF THE BRIDGE MAY BE REQUIRED. SUGGEST THAT AID ENGINEER, IN CONSULTATION WITH PLA/NAI/CEI, DETERMINE IF A CP MUST BE INSERED INTO AGREEMENT BETWEEN AID AND SCF/USA ONCE PLANS AND SPECIFICATIONS HAVE BEEN REVIEWED.

CP in OPG?

--- (F) ECPR CONCURRED IN REVISION OF PROPOSAL'S IMPLEMENTATION PLAN. ALTHOUGH SCF/USA SUBMITTED A REVISED IMPLEMENTATION PLAN PRIOR TO THE ECPR MEETING, ECPR DID NOT REVIEW THIS REVISION. THEREFORE REVISED IMPLEMENTATION PLAN MUST BE INCLUDED IN REVISED PROPOSAL AND BE REVIEWED BY MISSION AND SEDSO PRIOR TO AUTHORIZATION OF THIS ACTIVITY.

Revised implementation plan

--- (G) REVISED PROPOSAL SHOULD CONTAIN A SECTION ON SCCIC-CULTURAL SETTING AND IMPACT OF THIS ACTIVITY ON THE COUNTRY.

--- (H) THE INITIAL ENVIRONMENTAL EXAMINATION (IEE) WAS SUBMITTED BY SCF/USA ON JUNE 7, 1983; HOWEVER, THE IEE WILL BE USEFUL IF MINOR REVISIONS BEFORE AIR BUREAU ENVIRONMENTAL ADVISOR CAN DETERMINE IF SCF'S NEGATIVE DETERMINATION IS WARRANTED.

Minor Revisions before

BT
#4680

MMH
#E

WAC, NAIROBI FOR REDSO/EA

4. CN FOR SUBJECT ACTIVITY NOW BEING PREPARED AID/W.
WILL ADVISE WHEN CN HAS BEEN SUBMITTED AND WHEN 15-DAY
WAITING PERIOD EXPIRES. PROJECT CAN NOT BE AUTHORIZED
NOR FUNDS OBLIGATED UNTIL MISSION IS NOTIFIED THAT FUNDS
HAVE BEEN ALLOTTED AND CN WAITING PERIOD HAS EXPIRED.

5. AID/W ASSUMES THAT AGREEMENT BETWEEN AID AND SCF
WILL BE NEGOTIATED AND SIGNED IN THE FIMLC BY
REDSO/PCO. PLEASE ADVISE IF THIS ASSUMPTION IS
INCORRECT. SHULTZ

BT

#4690

NNNN

APPENDIX I - USAID GRANT AGREEMENT

Grant No. 612-0220-G-00-3012

August 25, 1983

UNITED STATES OF AMERICA
AGENCY FOR INTERNATIONAL DEVELOPMENT
P.O. Box 30455 Lilongwe, Malawi

TEL: 731 032
731 093

RICO HOUSE
SECOND FLOOR

August 25, 1983

Mr. Donald Kurtz
Program Manager
Save the Children Federation/USA
54 Wilton Road
Westport, CN 06880

Subject: Grant No. 612-0220-G-00-5012

Dear Mr. Kurtz:

Pursuant to the authority contained in the Foreign Assistance Act of 1961, as amended, the Agency for International Development (hereinafter referred to as "A.I.D." or "Grantor") hereby grants to Save the Children Federation (also referred to herein as "Recipient" and "Grantee"), the sum of \$ 795,000 to provide support for a program in Malawi as described in the Schedule of this grant and in Attachment 2, entitled "Program Description."

It is anticipated that additional funds in the amounts of \$ 227,000 will be granted to Save the Children Federation/USA for application to the project. The actual granting of additional monies will, however, depend upon the availability of funds and continuation of the project. The financial plan and grant budget are based on the assumption that \$1,022,000 will ultimately be granted by AID to the Recipient.

This Grant is effective and obligation is made as of the date of this letter and shall apply to commitments made by the Grantee in furtherance of program objectives during the period beginning with the effective date and ending August 31, 1988.

This Grant is made to Save the Children Federation/USA on condition that the funds will be administered in accordance with the terms and conditions as set forth in Attachment 1, the Schedule, Attachment 2, entitled "Program Description", Attachment 3, "Financial Plan", and Attachment 4 entitled "Standard Provisions", which have been agreed to by your organization.

Please sign the original and four (4) copies of this letter to acknowledge your receipt of the Grant, and return the original and three (3) copies to me.

Sincerely yours,

James A. Anderson
James A. Anderson
Grant Officer

Attachments:

1. Schedule
2. Program Description
3. Financial Plan
4. Standard Provisions

ACKNOWLEDGED:

Save the Children Federation ZUS

By: [Signature]
Donald Kurtz

Title: Program Manager

Date: 8/25/1983

FISCAL DATA

Appropriation	72-1151021
Budget Plan Code	GDAA-83-21612-AG13
PIO/T No.	01-0230-5-50004
Reservation Control	M350009
Total Estimated Amount	\$ 1,012,000
Total Obligated Amount	\$ 795,000
IRS Employer Identification Number	
Funding Source	AID/W 77 USADB 737

Best Available Document

ATTACHMENT NO. 1

SCHEDULE GRANT NO. 612/0220-G-00-3012

SAVE THE CHILDREN FEDERATION/USA

2205

SCF

SCHEDULE

A. Purpose of Grant

The purpose of this Grant is to provide support to Save The Children Federation/USA for the implementation of its project known as "Rural Development Linkages" in Malawi. This project is fully described in Attachment 2 to this Grant entitled "Program Description".

B. Period of Grant

The effective date of this Grant is August 25, 1983. The expiration date is August 31, 1988.

C. Amount of Grant and Payment

1. The total estimated amount of this Grant for the anticipated five year life of the Project is \$1,022,000. At the time, however, only \$795,000 is obligated and granted to the Recipient. Depending upon the availability of funds and continuation of the Project, AID anticipates granting additional funds in the amount of \$227,000 at some time in the future. Additional funds granted will be evidenced by written amendment to this Grant.

2. Payment shall be made to the Grantee in accordance with procedures set forth in Attachment 4, Standard Provision 7A entitled "Payment-Federal Reserve Letter of Credit (FRIC) Advance."

3. The financial plan for implementing the project is reflected (in summary form) in Attachment No. 3. The plan reflected in Attachment No. 3 differs from the detailed plan contained in Section V of SCF's revised program proposal submitted in August, 1983. It is the intent of SCF and AID to revise the detailed financial plan early in FY 84. The revised plan will reflect AID's actual anticipated contribution to the project.

D. Reporting and Evaluation

1. One copy of all reports shall be submitted to the Project Officer, USAID/Malawi.

2. One copy of all reports, other than those required by Standard Provision No. 7A, will be submitted to the Government of Malawi, Principal Secretary of Community Services.

3. One copy of all financial reports shall be submitted to Regional Financial Management Center (RFMC), Nairobi

4. The following reports are required:

(a) Within the first twelve months of the Grant, SCF shall submit to USAID/Malawi a report which describes processes to be established, multi-year objectives of the Grant and the schedule or implementation plan which is intended for the duration of the project.

(b) Annual detailed implementation work plans, schedules and cost estimates.

(c) Semi-annual reports of project activities and updates of the annual work plans.

(d) Sub-project proposals as they are developed.

(e) Financial reports as required by Standard Provision 7A.

(f) In addition to (e) above, quarterly financial reports that relate project expenditures to date, and projected expenditures for the next quarter, to the Financial Plan will be submitted.

(g) Special reports as reasonably requested by the Project Officer, USAID/Malawi.

5. Evaluations of the Project will be undertaken as described elsewhere herein (see Appendix G of Attachment 2, Program Description).

B. Overhead Rate

Pursuant to terms of Standard Provision 5B - "Negotiated Overhead Rates - Nonprofit Organizations other than Educational Institutions", a provisional rate for indirect cost is established as follows:

<u>Rate</u>	<u>Base</u>
12.58% - - - of - - -	Total direct cost, excluding equipment and commodities.

Period

8/25/85 until amended.

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The Grantee may draw from its FRLC indirect cost at the above rate until such time as this Grant is amended in writing to change the rate.

F. Special Provisions

1. Prior to disbursement of funds under this Grant, Save the Children Federation/USA shall enter into an agreement with the Government of Malawi that clearly describes.

(a) Relationships and responsibilities between SCF/USA, SCF/Malawi and the Government of Malawi.

(b) Confirms the Government of Malawi agreement with the objectives specified in the Grant Proposal.

(c) A commitment from the Government of Malawi concerning its level of planned support to the Project.

The agreement between SCF/USA and the GOM shall be submitted to USAID Malawi for review and acceptance. The Recipient shall draw no funds until written acceptance of the agreement is obtained from USAID Malawi.

2. Before AID will obligate funds to the Grant to finance sub-projects, SCF/USA will submit plans, studies and cost estimates for each proposed subproject and clearly indicate the portion of funding for each that is being sought from AID.

G. Standard Provisions

The Standard Provisions, contained in Attachment 4, AID Form 1420-52 (2-82), are applicable to this Agreement, and are amended as follows:

1. Alterations to the Standard Provisions contained in the July, 1982 Attachment to AID Form 1420-52 (2-82) are made a part of Attachment No. 4. This Attachment contains 9 alterations to the Standard Provisions.

2. The following Standard Provisions are deleted:
5A; 7B; 7C; 10B; 13B; 13C; and 20.

3. Add Standard Provision No. 55 entitled "Subrecipient Audit and Records".

4. Add Standard Provision No. 36, entitled "Patent Rights (Small Business Firms and Nonprofit Organizations) (March 1982) (OMB Circular A-124).

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ATTACHMENT NO. 2, PROGRAM DESCRIPTION

GRANT No. 612-0220-G-00-3012

SAVE THE CHILDREN FOUNDATION

Best Available Document

ATTACHMENT NO. 3, FINANCIAL PLAN
GRANT NO. 612-0220-G-00-5012
SAVE THE CHILDREN FEDERATION/USA

SUMMARY FINANCIAL PLAN

BUDGETED AMOUNT

A. AID Grant to SCF/USA	
1. Personnel	\$ 239,170
2. Travel	39,500
3. Other Direct Costs	128,234
4. Direct aid	396,355
5. Overhead	109,738
6. Capital Assets	25,000
7. Contingency	84,003
Total AID Funding	<u>\$1,022,000</u>
B. Non-AID Sources of Project Assistance	
1. SCF/USA matching funds	\$ 256,000
2. SCF/Malawi matching contributions	129,000
3. Government of Malawi contributions	207,000
Total estimated value of assistance to the Project from non-AID sources	<u>\$ 592,000</u>

It is the intent of SCF and AID to amend the Financial Plan early in FY 84. The amended plan will contain considerable detail and will be set out in a format similar to that contained in Section V of SFC's revised Program Proposal submitted in August, 1983 (See Section commencing on page 55 of the proposal).