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**NON-GOVERNMENTAL ORGANIZATIONS'
INVOLVEMENT IN CHILD DEVELOPMENT
IN DEVELOPING COUNTRIES**

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**Report Prepared for PPC/PDFR,
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EXECUTIVE SUMMARY

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Purpose

People are increasingly aware that, both domestically and internationally, not enough is being done to help children develop their human capacities and potential. Non-governmental organizations (NGOs) play a major role in delivering services to children. They are often the first to recognize how children's needs are tied to the needs of their families and communities; they know about the different interventions needed to foster development in various cultural contexts.

The purpose of this study was to identify and describe the work of primarily U.S.-based NGOs in child development in developing countries. Such activities are defined broadly to include activities for children 0-6 years, their families and communities. Of 47 NGOs contacted, 35 said they were directly involved in activities designed to address the needs of children. The NGOs include PVOs involved in relief and/or development, foundations, and the Consultative Group on Early Childhood Care and Development housed at UNICEF.

In a semi-structured interview, NGOs were asked to report on their current activities in child development, support modalities, evaluation efforts, collaboration, lessons learned, and future directions. All interviews were conducted from February-July 1991.

Findings

Activities: A few NGOs have an integrated approach to early childhood care and development; others focus on one aspect, such as child survival. The majority of NGOs, however, see child development in the context of family and community development. Thus, they describe child development activities in broad terms.

The 35 NGOs identified activities in 10 areas which they associate with child development. Health-related activities are most frequent (80% of the NGOs), followed by education (77%), economic development (54%), disaster relief (49%) and development education (46%). Forty percent of the NGOs are involved in basic care (for children living in the street and in orphanages), 34% in water/sanitation, 34% in food security, 25% in natural resource management and 19% in family planning. These activities take various forms: service delivery, educating caregivers, community development, strengthening natural resources, advocacy and research.

Program Support Modalities: NGOs use various modalities to support activities for children: public education and advocacy (97% of the NGOs), training (89%), technical assistance (86%) and program development/institutional building (86%) are most common. NGOs also use gifts-in-kind or commodities (49%), direct community service/development (40%), research (40%) and sponsorship (20%).

Collaboration: NGOs collaborate at all levels with many private organizations and public agencies. They say "collaboration" is essential to their work in child development. Such collaboration is designed to facilitate program implementation. They identify a need for more

collaboration around child development in order to exchange information, adapt to local conditions, and broaden their scope.

Monitoring and Evaluation: Some NGOs believe that on-going evaluation is intrinsic to their program goals; others do not. Evaluation criteria vary, depending on the type of activity. Many NGOs are interested in strengthening their evaluation procedures and broadening their criteria for program impact. However, they are constrained by program priorities and cost.

Lessons Learned: The majority of NGOs say that their experience has shown that a community development approach is the best approach to child development. They also argue that programs must adapt to local needs and build on local expertise. Some observe that programs in developing countries can benefit from the U.S. experience and vice versa. NGOs have learned lessons about the need for sustainable programs, leadership among donors, integration of services for children and families, and support for all aspects - psychosocial and spiritual - of the child's development.

Future Directions: The majority of NGOs say they will continue to address the needs of children through family and community development activities, and anticipate few changes. However, several have declared an explicit early childhood initiative. Programs for women will be a priority for nearly 25% of the NGOs; others intend to strengthen their evaluation and research components and/or advocacy efforts. Challenges to future involvement in child development include adequate funding, viable programming strategies, collaboration and leadership.

Recommendations

- I. **Support Child Development Through NGOs:** New child development initiatives should build on the work of NGOs and their existing infrastructure at the community level.
- II. **Increase Support:** To promote child development, donors should provide additional financial and technical support to existing institutions and programs at the field level.
- III. **Build a Coalition:** To strengthen NGOs' work in child development, A.I.D.. should foster collaboration by helping to develop an NGO coalition.

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GLOSSARY AND ABBREVIATIONS

A.I.D.	UNITED STATES AGENCY FOR INTERNATIONAL DEVELOPMENT
ADRA	AVENTIST DEVELOPMENT AND RELIEF AGENCY
AFSC	AMERICAN FRIENDS SERVICE COMMITTEE
AKF	AGA KHAN FOUNDATION
ATD	ATD FOURTH WORLD MOVEMENT
C.D.I.E.	CENTER FOR DEVELOPMENT INFORMATION AND EVALUATION
C.I.D.A.	CANADIAN INTERNATIONAL DEVELOPMENT AGENCY
CRS	CATHOLIC RELIEF SERVICES
CWS&W	CHURCH WORLD SERVICE AND WITNESS UNIT
D.A.N.I.D.A.	DANISH AID AND DEVELOPMENT AGENCY
EIL	EXPERIMENT IN INTERNATIONAL LIVING
FHI	FOOD FOR THE HUNGRY INTERNATIONAL
HKI	HELEN KELLER INTERNATIONAL
ICCE	INTERNATIONAL CATHOLIC CHILD BUREAU
IRC	INTERNATIONAL RESCUE COMMITTEE
NGO	NON-GOVERNMENTAL ORGANIZATION
PLAN	FOSTER PARENTS PLAN INTERNATIONAL
PSI	POPULATION SERVICES INTERNATIONAL
PVO	PRIVATE VOLUNTARY ORGANIZATION
S.I.D.A.	SWEDISH INTERNATIONAL DEVELOPMENT AGENCY
SIL	SUMMER INSTITUTE OF LINGUISTICS
WVRD	WORLD VISION RELIEF AND DEVELOPMENT AGENCY

I. OVERVIEW

Unfortunately, most surviving children continue to live in the same conditions of poverty and stress that previously endangered their lives. (Myers, 1991, p. 12)

People are increasingly aware that both domestically and internationally not enough is being done to help children develop their human capacities and potential. Current child survival programs indicate that in 1990, at least 12 out of 13 children in the world will live to see their first birthday, compared to 1960, when only five out of six survived (Myers, 1991). Important advances are being made daily in child survival, but these advances do not guarantee that children will thrive and develop their human potential and capacities.

Children throughout the world are living in refugee camps, in the streets and in conditions of extreme poverty, family discord, and violence. Like their elders, many children are concerned with daily survival. In both rich and poor countries, many do not enjoy the conditions -- stimulation, play, loving relationships -- which make healthy development possible.

International interest and concern for the importance of early childhood development is increasing. In March, 1990, representatives from many nations at the World Conference on Education for All recognized the importance of early childhood development programming. In September 1990, 70 nations attended the World Summit for Children held in New York, which urged ratification of the Convention on the Rights of the Child.

During the World Conference on Education for All and the World Summit, non-governmental organizations (NGOs)

played a major role in mobilizing international attention on early childhood development. Many NGOs which work at the grassroots level recognize that the needs of children are tied to the needs of families, and the needs of families to communities. Because NGOs have been trying to improve the lives of children for more than a century, they have concrete experiences and knowledge to share about what it means to foster early childhood development in many different cultural contexts and situations.

The purpose of this study is to describe and document the work of a number of NGOs, primarily U.S.-based, in child development in developing countries. The study looks at 35 NGOs and describes their experiences and activities to benefit children from 0-6 years. A broad definition of early childhood development was used and NGOs identified an even wider range of activities as benefitting children, including:

- health care and health education
- family planning
- water development and sanitation
- education
- care
- food security
- natural resource management
- disaster relief
- economic development
- development education

We discuss these in the "Activities" section of this report.

The study also looks at the various modalities NGOs use to fund child development activities and programs. In the "Program Support Modalities" section, we describe eight modalities reported by NGOs:

- direct service and community development
- direct sponsorship
- program development and institutional capacity building
- technical assistance
- training
- research and experimentation
- commodity supplies and gifts-in-kind
- education and advocacy.

This section also describes the advantages and disadvantages of different modalities as discussed by the NGOs.

In the "Collaboration" section of the report, we discuss NGOs' experiences in collaborating with other U.S.-based NGOs, indigenous NGOs, governments, and international organizations. Most NGOs believe that collaboration is an essential part of their work because one organization alone cannot meet the diversity of needs required to sustain child development. NGOs also comment on ways to strengthen collaboration in the U.S. and at regional levels.

Many NGOs argue that evaluation is an essential part of their child development programming, while others do almost no formal evaluation. In the "Monitoring and Evaluation" section, we discuss how different NGOs monitor progress in child

development and the different criteria used to assess impact.

In the "Lessons Learned" section of the report, we summarize how NGOs' approach to child development has changed over time in response to lessons learned. NGOs universally agree that activities must be adapted to the needs of particular countries and locales, but have varied understandings of how adaptations occur. In general, most argue for a community development approach, but what community development means varies by NGO and the particular communities involved.

Next, we report on the NGOs' plans for future involvement in child development activities and the challenges to their future work in this area. While most NGOs face institutional and financial challenges, they are already engaged in a wide range of activities in child development which they hope to expand and extend, as we show in "Future Directions".

In the final section, "Findings and Recommendations," we present three sets of findings which are then followed by specific recommendations. Taken together, they suggest ways in which A.I.D. can support and strengthen the NGOs' efforts in child development.

II. METHODOLOGY

Data for this report are derived from a semi-structured survey of 35 primarily U.S.-based NGOs (see Appendix A). The NGOs include Private Voluntary Organizations (PVOs) involved in relief and development, foundations, and the Consultative Group on Early Childhood Care and Development, housed at UNICEF in New York. We identi-

fied NGOs to interview from several sources:

- a list of NGOs attending the NGO Consultation on Education for All: Making it Happen (Jan. 30-31, 1990, New York);

- an A.I.D. Center for Development Information and Evaluation (C.D.I.E.) literature search;
- NGO and early childhood development expert referrals.

We also obtained information on the NGOs' activities from written documents and reports, which they furnished, and from a preliminary literature search of A.I.D.-funded early childhood development activities.

In addition, we interviewed several individuals knowledgeable about NGO activities and attended three NGO meetings at UNICEF:

- NGO Working Committee on Education (March 13, 1991)
- the NGO Committee on UNICEF: Adult response to children in time of war: Intervention, theory, practices, and techniques (April 20, 1991)
- NGO Working Subcommittee on the Girl Child (June 18, 1991)

Our sample is by no means exhaustive or representative, in the strict sense, but captures the diversity and range of NGOs and their activities in child development.

In carrying out the survey, we contacted 47 NGOs (see Appendices B and C). Only two declined to be interviewed because they thought their activities were not relevant to even a broad definition of early child development. Nine NGOs had few, if any, on-going activities in child development, and/or referred us to other NGOs through whom they worked. One NGO was unable to respond to the survey in writing or by phone. The majority (35) were very willing to be interviewed and in many cases, arranged for us to speak or meet with several staff members from their organiza-

tions. Discussions with several individuals knowledgeable about NGO activities in developing countries furthered our understanding of the issues (see Appendix D).

The researchers gave NGOs the option of meeting directly with one or more members of the team, being interviewed by phone, or responding in writing to the survey. Of the 35 NGO interviews, 20 were conducted in person, 12 by telephone, and 4 in writing. The majority of the telephone interviews were conducted with NGOs outside of the New York or Washington, D.C. area. Interviews on site lasted from forty-five minutes to several hours (depending on NGO staff time constraints and level of involvement). Phone interviews generally lasted forty-five minutes to an hour. A survey schedule (see Appendix A) formed the basis for discussion, but the discussions were often open-ended and covered a wide range of issues and concerns reflecting the NGOs' own experiences and interests in child development. In the majority of cases, we provided a copy of the survey schedule prior to the interview. Most NGOs also gave us permission to tape the interviews for purposes of review and analysis.

The qualitative survey methodology has strengths and limitations. One of the main strengths of our approach was that issues were not predetermined, but arose over the course of the interviews. According to staff from several NGOs, the interview process was very helpful to their own organizations' thinking by bringing a number of people together to reflect on current and future directions in early childhood development. The quality of the interviews reflects the considerable interest and enthusiasm among NGOs for child development.

In-depth interviews, however, are very time-consuming. Given the level of most NGOs' involvement in child development,

no one NGO could possibly cover every question in detail, despite the relative brevity of the survey instrument. Within realistic time constraints, we tried to focus the discussion on those questions which seemed particularly relevant to individual NGO's work.

Responses on "Program Support Modalities" were unusually brief. NGOs often provided information on support modalities while describing their activities. Most NGOs have well-established support modalities based on their traditional sources of support and various institutional histories. Other questions, however, elicited lengthy discussion and a few NGOs decided to focus all their attention on "Lessons Learned" and "Future Directions".

In this study, we elicited staffs' knowledge and understanding at the headquarters' and/or U.S.-office level. We could not discuss in detail how programs are actually implemented in the field (although in a few cases, NGOs provided extensive evaluations of particular programs and activities). Since almost all NGOs are highly decentralized, a complete understanding of their operations would require interviewing staff at regional, country, and local levels and observing participants of actual programs on the ground.

Furthermore, many NGOs work through and/or with indigenous partners. A.I.D.'s own work in child survival and in many other child development-related activities has also depended on collaboration with local counterparts and indigenous NGOs. To get a complete understanding of NGOs' operations and activities in child development, there is a need to interview both international and indigenous NGOs in the field. Since child development encompasses many levels of knowledge and experience, we believe that ultimately all levels should be considered and

incorporated in defining early childhood development.

Characteristics of NGOs Interviewed

The 35 NGOs interviewed are a diverse group. In creating a typology of characteristics, we find that NGOs vary by:

- years of operation
- affiliation and ties
- focus
- magnitude of operations
- approach

In what follows, we provide some examples of how different NGOs fit within this schema.

Years of Operation

Some NGOs have been working in relief and development for years. Three NGOs, the Adventist Development and Relief Agency (ADRA), the Salesian Missions of Don Bosco (Salesians), and the Salvation Army, were founded in the early or mid-19th century. Others, such as the Experiment in International Living (EIL), and Oxfam America are relatively new and began working in child development in the 1970's or 1980's.

Affiliation and Ties

Many NGOs, such as the Baha'i International Community, Church World Service and Witness Unit of the National Council of Churches (CWS&W), and Catholic Relief Services (CRS) are backed by religious organizations. Others, such as the Pearl S. Buck Foundation, the Ford Foundation, Africare, and Save the Children Federation are nonsectarian. A few NGOs depend largely on A.I.D. funding, or funding from one or two sources, and closely identify their goals, objectives, and agenda with their primary donor(s). Others have diverse

constituencies and funding sources. A few NGOs have had little or no contact with A.I.D. and wonder, whether given their own mandates, they could work with A.I.D.

Focus

NGOs also vary widely in their focus. World Vision Relief and Development (WVRD), Adventist Development and Relief Agency (ADRA), CARE, CWS&W are involved in a wide range of relief and development activities across many sectors. Several NGOs promote "inter-disciplinary, multi-sectoral self-help projects." Others, such as Population Services International (PSI) or Helen Keller International (HKI) direct or target their activities to specific sectors or activities. HKI is primarily involved in activities to prevent blindness (vitamin A therapy) or, to a lesser extent, rehabilitation.

Magnitude

NGOs range from large organizations which have many different partners or affiliates worldwide to those which are relatively small and work primarily through collaboration with other NGOs (both international and domestic). Many of the sectarian NGOs have an extensive volunteer or membership network worldwide, as well. Most NGOs are highly decentralized, and in the case of large NGOs, their U.S. office is often one of many regional or national offices.

Approach

Many NGOs, including the Baha'i International Community, CWS&W, Foster Parents Plan International (PLAN), and ADRA, believe that a community development approach is essential. From that perspective, they and others, such as CARE or CRS, argue that any initiatives must come from the field. In the words of one NGO staff person, "We are interested in child development as a starting point for community development." A few NGOs focus their work primarily on relief activities, e.g. International Rescue Committee (IRC), and/or on refugee populations e.g., International Catholic Child Bureau (ICCB). Several NGOs are also working with children living in the streets. Four NGOs -- PLAN, ATD Fourth World Movement (ATD), Food for the Hungry International (FHI), and Salvation Army -- explicitly target the poorest of the poor; in the words of ATD, "the fourth world", or of Salvation Army, "the submerged one tenth". One NGO, the Bernard van Leer Foundation, focuses on programs benefitting "young children in at risk situations." Some NGOs, including the Population Council and foundations sponsor research and dissemination efforts. NGOs also speak of three generations of NGOs -- moving from direct services to training of local counterparts to support for indigenous partners. Many U.S. staff identify their work in second or third generation terms.

III. ACTIVITIES

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We asked the NGOs surveyed to describe their involvement in child development activities. The prevailing view of many NGOs is that activities for children are connected to the larger needs of families and their communities. Thus, activities

which address a community's needs (such as family planning or water and soil conservation interventions) are perceived to contribute to children's development. As their physical and social environment improves, children have a better chance to

develop their capacities and potential.

Based on our survey, we developed a typology of ten NGO activities (TABLE 1), which NGOs said benefited children:

- Health care and health education: child survival, maternal-child care, disease treatment, training of health workers, nutritional education, infant stimulation, social marketing of health products, etc.
- Family planning: purchase and distribution of commodity supplies, social marketing, advocacy, etc.
- Water development and sanitation: building latrines, wells, pumps, irrigation, water development systems, etc.
- Education: child care and schooling (0-6 year olds), training teachers, vocational training for parents, literacy training, special education, bilingual education, advocating children's rights, building schools, media development, etc.
- Care: programs for children living in the streets or orphanages, providing clothing, etc.
- Food security: agricultural and gardening projects, supplemental feeding, school feeding, etc.
- Natural resource management: pest management, reforestation, environmental education, etc.
- Disaster relief: provision of supplies, programs in refugee camps, advocating for children of war, etc.
- Economic development: income generating activities, vocational training, microenterprise development, loan funds, community organizing, etc.
- Development education: lobbying, media campaigns, advocating ratification of the Convention on the Rights of Children, research, etc.

TABLE 1
ACTIVITIES BENEFITTING CHILDREN

NGO	Health Care & Health Education	Family Planning	Water Development & Sanitation	Education	Care	Food Security	Natural Resource Management	Disaster Relief	Economic Development	Development Education
Adventist Development & Relief Agency	1, 2, 3, 4, 6	1, 2, 3	1, 3	1, 3	1	1, 3	1, 3	1, 2, 4	1, 3	4, 5, 6
Africare	1, 2, 3, 4									
American Friends Service Committee	1		1, 3	1, 2		1, 3			1, 3	
ATD Fourth World Movement	1, 3			1, 3	1, 2	1, 3			1, 3	
Baha'i Int'l Community	2		3	1, 2, 3	1, 3	5			1, 3	XX
CARE	1, 2, 3	1	1, 3	1, 2		1, 3	1, 2, 3	1, 2, 3	1, 3	XX
Catholic Relief Services	1, 2, 3, 4, 5		3	1, 2, 4	XX	XX	XX	1	XX	XX
Church World Service & Witness	1		XX	1, 2, 3, 4, 5	1, 3, 5	XX	1, 3	1, 5	3	1, 5
Consultative Group	5			2, 4, 5						5, 6
Experiment in International Living	1, 2, 3, 4, 5									
Food for the Hungry	1, 2, 3		1, 2, 3			1, 2, 3		1, 2	1, 2, 3	
Hellen Keller International	1, 2, 3, 4, 5			2, 4				6		
InterAction										2, 4, 6

Key to Activities: 1 = Service Delivery
 2 = Educating Caregivers
 3 = Community Development
 4 = Strengthening National Resources and Capacities
 5 = Advocacy
 6 = Research and Experimentation

NGO	Health Care & Health Education	Family Planning	Water Development & Sanitation	Education	Care	Food Security	Natural Resource Management	Disaster Relief	Economic Development	Development Education
International Catholic Child Bureau	1, 2			1, 2	1, 4, 5			5, 6		4, 5
International Child Resource Institute				1, 2, 4, 5	XX					
International Rescue Committee	2, 4		1, 2	1, 2				1, 2, 5		
Oxfam America	1		XX	XX	1, 3	1, 3	XX	XX	1, 3	1
Pearl S. Buck Foundation					1				1, 3	
Plan International	1, 2, 3		1, 2, 3	1, 2, 3	1	XX	XX	1	1, 2, 3	
Planned Parenthood Federation		1, 2, 3, 4, 5, 6								
Population Council	5, 6	5, 6		5, 6					5, 6	
Population Services International	1	1, 6								
Salesian Brothers	1, 3			1, 3	1				1, 3	
Salvation Army	1, 2, 3			1, 2, 3	1			1	1, 3	
Save the Children	1, 3			1, 2, 3	1, 3	XX		1, 3	1, 3	
Summer Institute of Linguistics				1, 2, 3, 4, 5, 6						
Women's Int'l League for Peace & Freedom				5						5

Key to Activities: 1 = Service Delivery
2 = Educating Caregivers
3 = Community Development
4 = Strengthening National Resources and Capacities
5 = Advocacy
6 = Research and Experimentation

NGO	Health Care & Health Education	Family Planning	Water Development & Sanitation	Education	Care	Food Security	Natural Resource Management	Disaster Relief	Economic Development	Development Education
World Education	2			1, 2, 3, 4, 5			1, 2, 3	4, 6	1, 3	
World Neighbors	1, 2, 3	1, 2, 3	XX	XX		1, 2, 3	1, 2, 3		XX	5
World Vision and Relief Development	1, 2, 3, 4, 5		1, 2, 3, 4, 5	XX		1, 2, 3, 4, 5, 6	1, 2, 3	1, 2, 3	1, 2, 3	1
FOUNDATIONS										
Aga Kahn Foundation				1, 2, 3, 4, 5, 6						XX
Bernard van Leer Foundation	1, 3			1, 2, 3, 4, 5, 6						6
Carnegie Corp of New York	2, 3									6
The Ford Foundation	XX	XX		1, 2, 4, 5, 6				6	1, 2, 4, 6	XX
Pew Charitable Trusts	1, 5			XX	1, 6			4, 5, 6		

Key to Activities: 1 = Service Delivery
2 = Educating Caregivers
3 = Community Development
4 = Strengthening National Resources and Capacities
5 = Advocacy
6 = Research and Experimentation

A few NGOs focus on a single intervention. However, the majority are involved in a variety of interventions. NGOs often diversify their activities to reflect the particular needs of a community. For example, a large NGO may sponsor a mother/child health clinic in Peru and disaster relief in Bangladesh. Many NGOs advocate an integrated approach to development, which means bringing together a variety of activities under one project. Thus, a women's income generating project may include a literacy or child care component, while a community health care project is likely to teach clients about safe water and family planning. Many NGOs link their overseas activities to development education and advocacy in the U.S.

The categories in TABLE 2 suggest the range NGO activities to benefit children. The subscripts (1-6) under each activity type describe their approach toward implementation:

- 1) service delivery;
- 2) educating caregivers (teachers, parents);
- 3) community development;
- 4) strengthening national resources and capacity;
- 5) advocacy;
- 6) research and experimentation;
- XX) probable.

Categories 1-5 are derived from R. Myers and C. Landers, the Consultative Group on Early Childhood Care and Development (1989). An XX is used to indicate probable NGO involvement in an activity (that was not explicitly reported).

Because most NGOs are involved in many activity areas and use a variety of approaches, the data in TABLE 1 and 2 underestimate the extent of NGOs' activities in child development. Twenty four of the 35 NGOs (69%, including the "probables") are involved in at least three different activities related to child development. Eight of the NGOs (23%) support eight to 10 activity areas, while eleven

(31%) are involved in only one or two activities. NGO involvement by activity is, as follows:

TABLE 2
NGO ACTIVITIES
(N=35)

<u>ACTIVITY</u>	<u>NO. NGOs</u>	<u>PCT TOTAL</u>
Health care and health education	28	80%
Education	27	77%
Economic development	19	54%
Disaster relief	17	49%
Development education*	16	46%
*including 4 of 5 foundations		
Care	14	40%
Water development and sanitation	12	34%
Food security	12	34%
Natural resource mgmt.	9	26%
Family planning	7	20%

Health Care and Health Education Activities

Eighty percent of the NGOs describe their child development activities as health-related. Many NGOs support community-based health programs, such as village clinics. NGOs also support health efforts to benefit children at the national level.

Child survival programs are a priority for many NGOs, such as CRS, ADRA, CARE, and PLAN. Most of Africare's development activities are specifically targeted to child survival, such as their efforts at the national level to mobilize communities. ICCB has adopted UNICEF's Child-to-Child approach in its child survival efforts in West Africa. HKI provides Vitamin A therapy, promotes breast feeding, and encourages children's consumption of green leafy vegetables. PSI undertakes social marketing of health products, such as oral rehydration salts. ADRA

has established children's hospitals in several developing countries.

A majority of NGOs define child health primarily in terms of physical welfare. Many child survival efforts are aimed at reducing infant mortality and morbidity. The Consultative Group, however, argues for promoting psychosocial development:

...improvements in the social and psychological condition of caregiver and child can affect survival and physical development (Myers, 1991, p.26).

Save the Children is redefining its health goals to encompass children's emotional and psychological well-being. For example, helping children of war and trauma achieve optimal functioning is now one of their health goals. As child survival activities broaden to include addressing the health needs of the "whole child", the link between health and child development will be strengthened.

Many NGOs also address the health needs of women in order to benefit their children. As an NGO staff person observes, "The fate of women impacts on their children." WVRD sponsors mother-child clinics that offer health and nutrition information to expecting and lactating mothers along with services for young children. World Neighbors has declared women's reproductive health a programming priority, including the reduction of maternal mortality and complications. The Population Council conducts and funds policy research on women's reproductive issues. Africare funds a support group for women with AIDS in the Central African Republic.

Some programs address the health needs of a specific population. For example, ADRA runs leprosy centers and IRC supports an infant stimulation program for Cambodian refugees.

A primary focus for many NGOs in the health area is to train local health workers who serve in clinics or travel to villages. World

Education and CARE are involved in such efforts. A few NGOs train health specialists. HKI has pioneered the notion of a cataract free zone in Latin America and trains indigenous doctors to perform low cost cataract operations. ADRA also supports public health research through its association with Loma Linda University.

BOX III.1

WVRD: Child Survival

In Bangladesh, WVRD is involved in child survival following its emergency relief and rehabilitation efforts after the 1988 floods. In Dhaka, where the infant mortality rate is one of the highest in the world, WVRD health specialists are stepping up more than a decade of child survival activities with the new goal of immunizing almost 13,000 children and another 13,500 mothers of child-bearing age. Growth-monitoring, oral rehydration therapy, and breast-feeding education are important components of its child survival program. The NGO is also distributing almost 14,000 Vitamin A capsules to children who suffer from night blindness and other ocular signs of Vitamin A deficiency.

WVRD also supports the training of 100 community health volunteers in Dhaka. The backbone of this urban-based health system consists of trained Community Volunteers actively supported by Neighborhood Health Committees and supervised by Community Health Workers. The ratio is one CHW to five CVs.

Family Planning Activities

Some NGOs focus their early childhood efforts in family planning activities. A staff member at Family Planning International, the International Division of Planned Parenthood Federation of America observes, "The biggest factor in child survival is family planning." Planned Parenthood provides financial assistance to support three basic types of projects that:

- provide contraceptive services (equipment and supplies)
- train family planning program personnel
- provide family planning/responsive information and education leading to contraceptive service.

Some projects emphasize only family planning services, others offer family planning in integrated programs which may include income generation or maternal/child health activities. Advocating on behalf of family planning efforts in the U.S. and abroad is a priority of Planned Parenthood as well as the Population Council.

Other NGOs also support family planning. ADRA and World Neighbors provide commodities; PSI is involved in social marketing and communication activities on birth spacing. In 1990, CARE created a Population Unit to coordinate and expand its efforts in family planning (coupled with AIDS prevention). As stated in its 1990 Annual Report, "Many other CARE projects indirectly reduce population pressure by improving women's health, education, income and social status" (p. 20).

Water Development and Sanitation Activities

Several NGOs observe that improving water and sanitation is essential to the well-being of children. Almost every WVRD project starts with ensuring a safe water supply and more than one quarter of the agency's total projects now feature water and sanitation upgrading. An example is the Africa Water Development Project which will provide safe water for 300,000 people in four nations and equip indigenous leaders with the technical know-how to address their future water crises. CARE, ADRA, American Friends Service Committee (AFSC), and CRS support the digging of latrines and wells in villages, while IRC supports water and sanitation programs in refugee camps.

Education Activities

After child survival, education is the most frequent activity, mentioned by 77% of the NGOs. The range of activities is broad, focusing on the educational needs of children, parents (especially mothers), and teachers, as well as on strengthening educational systems.

Some NGOs provide formal educational opportunities for young children. The Salesian Sisters and the Baha'is sometimes include preschools or kindergartens in their elementary school programs. However, most NGO support goes to small-scale or demonstration education projects. For example, the Salvation Army, IRC, and Save the Children collaborated to build, staff and run a preschool program in Islamabad for about 100 two to six year olds, including Afghan refugees. IRC has developed a home-based Infant Stimulation Program for approximately 200 children, 0-5 years old, in the Cambodian refugee camps. AFSC has established 14 kindergartens in the Gaza. The International Child Resource Institute has helped develop model child care centers in a housing complex in Malaysia and on rural plantations in Kenya. CRS developed a model day care center in Egypt (highlighted in Box V.1). The Pearl S. Buck Foundation sponsors Filipino Amerasian's nursery school attendance. Some NGOs, including AKF and ICCB, support Child-to-Child programs.

The education of special needs children is addressed by several NGOs. IRC has developed Special School Programs in Cambodian braille and sign for young refugees. HKI promotes the education of blind children to integrate them into family and community life.

Several foundations support preschool programs in developing countries. The Aga Khan Foundation (AKF) has developed preschool curriculum models which are being adopted nationally in India and is working on new models for younger children, 0-3 years

old. They are also considering innovative ways to link programs for mothers and children.

Parent education is an important component of many NGO early childhood education programs. Through programs which offer medical and nutritional services to children, parents learn about basic care. Training mothers in home-based school readiness activities for their four year olds, is the goal of AFSC's MUMS (Mothers Understanding Methods of Schooling) in the Gaza. Programs targeted for special needs children help parents support their children's development. In an effort to educate Thai parents and family members who have a visually impaired preschooler, HKI (in conjunction with other organizations) has developed a series of booklets about household safety and self-help skills, such as helping the child learn to eat and dress.

The van Leer Foundation has been committed to a project-based approach with education as the strategy to enable children to reach their potential. Over the last 30 years, the Foundation's approach has shifted from a 'compensatory' model (where projects aimed to compensate for children's disadvantage in social or cultural backgrounds) to one emphasizing development of the 'whole' child in the context of family and community. As stated in its 1991 report:

This is based on the belief that the home is the most important environment affecting human development...They [projects] work with adults in their own homes and in the community in order to create understanding and awareness of children's developmental needs...The involvement of parents and other adults helps to build up their own skills and self-confidence and this, in turn, leads to other improvements in the social and physical structure and the self-assurance of the community as a whole. (p.4)

Goals for parents are diverse, from understanding the value of play and the importance of nutrition and health to making toys and equipment from scrap materials and

the natural environment. Parents are often trained to work as para-professional staff in the Foundation's educational projects.

BOX III.2

Intermedia: Books for the Rights of Children

Working through Intermedia, the Committee on Christian Literature for Women and Children (CCLWC) of the National Council of Churches has launched a five year priority program: Books for the Rights of Children 1988-1992. This program assists in the creation, publication, and distribution costs of books that:

- speak out on the needs of children
- give comfort to children coping with war, poverty, and oppression
- show children the need for a caring community and some ways they can be part of one
- address the rights of female children
- give children the chance to become and remain literate in their own language and to take pride in their own identity.

CCLWC supports a number of projects related to children's books. It has assisted in the printing costs of the first alphabet book with local content to be printed in Zambia. It supports projects that develop cloth books, including "Kanga that is a Book", produced by the Children's Literature Association of Kenya.

NGOs develop educational media to benefit children. CWS&W sponsors radio programs for children on nutritional foods and helps in the creation, publication and dissemination of indigenous books that address the rights of children (see Box III.2). The International Linguistics Center of the Summer Institute of Linguistics (SIL) translates texts and scripts into maternal languages. Radio Baha'i Ecuador broadcasts in both Quechua and Spanish and promotes education and the involvement of women in their children's education. ATD established a library for children who live on a landfill in Guatemala.

Many NGOs believe the needs of children are also addressed through educational and economic development programs for older girls and women. Program participants learn skills to increase their income-earning capacity, thereby benefiting their families. Save the Children, the Salvation Army, Oxfam, and PLAN are among the NGOs that support women's development activities. Sometimes, these programs offer child care to enable women to attend meetings or work. The benefits to children are many, because mothers become stronger advocates for their children's well-being. As a staff member of World Education observes:

An illiterate mother may be embarrassed to help her children who are going to school. But if a mother knows some words and literacy is demystified, she's more likely to get her children off to school and show interest in what they do there.

Some NGOs support the training of teachers or specialists to work with young children. Their efforts take place at varying levels, ranging from community-based to institutional approaches. At the Baha'i Ruhi Institute in Colombia, the education of children is a course of study. Instruction includes how to create and sustain a small village kindergarten and how to manage a community learning center which offers classes to various age groups. Early childhood programs for refugee children train staff, who are usually mothers, thus educating parents as well as enhancing their income. Save the Children has trained day care and preschool staff in Colombia and Zimbabwe. CRS collaborates with a teacher training institute in Egypt, and HKI with one in Thailand.

Several foundations are trying to strengthen the institutional basis of early childhood in developing countries. In Kenya, AKF sponsors urban and rural training centers for community-based preschool programs. The van Leer Foundation has established three regional training centers to bring together early childhood specialists. AKF participates

in a national task force to promote early childhood care and education in India.

Foundations' activities often include research and evaluation to expand the knowledge base in child development. For example, Ford supported a cross-cultural study of early education and care in 14 countries; five are from the developing world (Olmsted and Weikart, 1990). According to a Ford report:

...the research from these studies has great potential for future understanding of the differences between cultures on issues such as child rearing, parental involvement, and early care and education. (Bartlett, 1989, p. 34)

AKF, Ford, and van Leer along with other organizations support the Consultative Group, which gathers, synthesizes and disseminates information about projects and programs for 0-6 year olds in the developing world. The Consultative Group provides technical assistance through the Coordinator's Notebook and plans conferences and seminars with an early childhood focus. It has advocated strongly to include psychosocial as well as physical goals in early childhood projects and for programming that integrates health, nutrition, psychology, and education.

Care

Some NGOs direct their efforts to reaching the neediest and most vulnerable of children and providing them with basic care, which may mean a place to live, food, education and access to health care. Sponsoring impoverished children or families is one way that Save the Children, PLAN and The Pearl S. Buck Foundation provide assistance. PLAN has established economic goals for its Foster Families that include achieving a sustainable level of income above the locally defined poverty level adequate to meet the basic needs of their children. In all sponsorship programs, sponsors and children and their families exchange letters. In this way,

development education is also fostered.

Addressing the needs of children living in orphanages and the streets is an urgent priority for many NGOs, including ADRA and the Salesians. Programs often include educational and vocational training. In Burkina Faso, ATD helps children living in the streets develop artisan economic activities. The Pearl S. Buck Foundation works with the Government of Vietnam to provide children living in the streets with food, clothing, lodging, tutoring, and job training. CWS&W and ICCB sponsor advocacy efforts - such as conferences and media campaigns - about the plight of children living in the streets. ADRA and the Salvation Army distribute used clothing to needy children.

The Pew Charitable Trusts fund a U.S. university to develop and evaluate a model program for children living in the streets in Honduras. The program delivers basic health and social services to the children and their families.

BOX III.3

Oxfam: Nyala Youth Rehabilitation Project

Oxfam supports the Nyala Youth Rehabilitation Project in Sudan which reaches 300 children each year with a comprehensive array of social services. It also performs a preventive role by offering community education campaigns and counseling for parents and children about the dangers of street life. The project brings together local authorities, volunteers, and international agencies to break new ground in addressing the problem of vagrancy.

With Oxfam's help, the project will establish a small fruit and vegetable farm. In addition to generating income to help support the project, the farm will provide educational training for some of the older children and a much needed source of fresh produce. Some single parents will act as retail vendors of the produce and increase their family incomes as well.

Food Security

NGOs view programs to enhance food productivity and ensure the availability of healthy food as supporting child development. A child survival project in Bolivia, supported by Food for the Hungry International (FHI), promotes vegetable gardens on communal land. Many HKI, AFSC, and World Neighbors projects promote home gardening as one way to reduce chronic child malnutrition. CARE teaches Filipino school children about gardening, hoping they will transfer these lessons to home. Women's development activities often promote food, poultry, or fish production for household consumption as well as for marketing.

Some NGOs provide nutritious meals to children attending preschool and primary school programs. Often, these efforts are linked to child survival goals. CARE supports programs which serve midday meals to children and to their mothers if they have a baby or are pregnant. As a CARE staff member says, "Food is used as an incentive to get children to come." In collaboration with a teacher's college, CRS created a day care center in Egypt with a nutritional component (see Box V.1).

Natural Resource Management

Linked to food security efforts are activities to manage water and land resources for the benefit of communities. ADRA, CARE, CWS&W and other NGOs are involved in agro-forestry. Some of WVRD's projects promote fuelwood-conserving irrigation methods and woodless housing and fencing construction. Many NGOs support environmental education programs. CARE, for example, is involved in the production of *Pied Crow*, an environmental magazine for school children and learning packets for teachers on environmental issues.

World Education uses a learner-centered, community-oriented approach in its activities. Its Indonesian project promotes the reduction

of pesticide use (which is costly and harmful to children). Farmers are taught instead how to capture bugs in their fields and identify pests and predators. A staff member involved in World Education's project suggests that experiential learning has far-reaching implications:

The farmers are excited because the curriculum is their very own rice fields. We ask the farmers, "Why is this training so good?" They ask, "Why can't school learning be like this?"

One of the potential outcomes of this project is that parents will advocate for improving the educational experiences of their children.

Disaster Relief

The van Leer Foundation and IRC sponsor educational programs to benefit young children in refugee camps. In keeping with the Foundation's mission, its project also works to strengthen the mothers' role as prime educators. CWS&W supports creches for Afghan refugee children.

Several relief and disaster NGOs sponsor income generation activities for refugee groups in protracted emergency situations. Save the Children and IRC, for example, are involved in the production and marketing of handicrafts made by Afghan women.

Some NGOs are involved in advocacy efforts for refugee and displaced children. ICCB helped organize a UNICEF-NGO conference on children of war; it is also developing three action research projects focusing on the mental health needs of refugee mothers and children at the community level. Another ICCB project documents refugee programs; this project will facilitate the exchange of information among refugee workers. Ford and Pew have also supported applied research on refugee children. In addition, Pew works to raise public awareness on refugee problems and to promote coordinated efforts among refugee organizations.

BOX III.4

IRC: Refugee Mother Child Center

The goals of IRC's Mother-Child Center program are "...to stimulate Afghan child development and to support Afghan women involved in child-development projects in urban and rural areas" (IRC, 1991, p. 37). One such project is the Early Childhood Training Project in Peshawar. This project, because it is staffed entirely by women, allows many Afghan women to attend who could not otherwise participate due to religious prohibitions. The women learn how to organize and manage child care/preschool programs, pedagogy, child psychology, and preschool subjects. During work-study they act as aides and teachers in a model preschool and learn administrative skills in an office.

In its first year, four graduates of the project found employment in preschools. Others plan to utilize their training in their homes now and/or when they return to Afghanistan. For the second session, the project received over 150 applicants for spaces. IRC decided to expand its efforts by compiling and translating its material for use by other agencies.

Economic Development

Many NGOs implement their child development activities through economic development projects. These programs have multiple goals, including income generation, training of leaders, and community organizing. Many, but not all, projects are targeted at women. Oxfam, for example, supports women's projects, including the formation of handicraft and dairy cooperatives, credit and literacy programs, and food and poultry production projects. Although economic development projects do not serve children directly, NGOs believe that strengthening families and communities promotes the well-being of their children.

With these goals in mind, the Ford Foundation has supported income generating

projects for urban and rural women in developing countries. Sometimes, the projects have trained women as child care providers, thereby increasing their earnings as well as providing much-needed care for other women who are in training programs or who want to enter the labor market.

Many NGOs associate income generating activities with food production. ADRA, WVRD, World Neighbors, Save the Children, and CWS&W assist in the production of cash crops. Some Baha'i communities include rural cooperatives.

BOX III.5

Baha'i International Community: Faizi Vocational Institute

The Faizi Vocational Institute for Rural Women is a residential learning environment guided and supported by the Baha'i council of India and funded partially by the state of Madhya Pradesh and the government of India. Here, tribal women can develop their intellectual capabilities, strengthen their commitment to their communities and learn useful crafts. Trainees must be below the poverty level according to local criteria. Residential programs last two weeks to four months and include training in literacy, health, child rearing, and useful village technologies. Vocational skills taught at the Institute include weaving, beadwork, and candle making. Graduates are assisted in selling their products, although marketing is a challenge for the Institute.

One goal of the Institute is promoting equality of the sexes. Thus, one aspect of the Institute's program is an effort to foster in male family members, a desire for women's advancement. According to the Survey of Baha'i Educational Programs (1990), "The Institute sees success not merely in the ability of graduates to generate income, but in the emergence of a new consciousness of unity ..." (p. 20). This spirit of human solidarity is seen by the staff as an important contribution to the development of the region.

Many NGOs, such as CARE, PLAN, WVRD, and EIL, support small business development projects. Often they include training in business skills and offering credit services. For the past 12 years, World Education helped support Tototo Home Industries in Kenya's Coast Province. Together, World Education and Tototo produced a Small Business Training Manual (in English and French). The Tototo women also assisted women's groups in Swaziland and Mali to develop economic opportunities.

Annapurna Mahila Mandal (AMM), an organization supported by Oxfam, illustrates the impact economic development programs can have on communities. This program provides a multi-purpose facility with paid staff to support loan services, a medical clinic, legal counseling and vocational skills training for Bombay women who supply meals for industrial workers. According to Oxfam,

...thousands of AMM members have borrowed millions of dollars from a revolving loan fund which boasts an almost perfect repayment record. Joined in this credit cooperative and liberated from exploitative moneylenders, their catering businesses are more secure, freeing the women to begin to tackle new challenges: campaigning against dowries, domestic violence, and other discriminatory laws and practices. (1990, p. 9)

The goal of most NGOs' microenterprise activities is to improve the lives of individuals and their families and thereby, their societies.

Development Education

Many NGOs work to create an awareness of the needs of people in developing countries and advocate for responsive domestic policies. In most cases, indigenous organizations conduct development education in their countries. However, as many U.S.-based NGOs point out, their collaboration with national governments and their ministries is a form of advocating services for poor people and community-building.

A few organizations undertake media campaigns as part of their international development education efforts. CWS&W supports the publication and dissemination of books promoting the rights of children; through its newsletters, ICCB offers sample letters that can be sent to national leaders advocating signing the Convention on the Rights of Children. Other NGOs, such as ADRA, WVRD, and Women's International League for Peace and Freedom, are undertaking efforts to ratify the Convention. InterAction (the American Council for Voluntary International Action) coordinates some 25 NGOs' efforts in this regard. As a CWS&W staff person observes, "Our foreign policies directly affect children in developing countries."

Funding policy work is one way some organizations promote development education. InterAction fosters contact between domestic grass root organizations and international NGOs. The Consultative Group plays an important role in advocating

child development with UNICEF, NGOs, and governments.

Summary

The needs of young children are addressed through a range of NGO activities. The majority of the 35 NGOs serve young children directly, providing them with health care and educational opportunities. Many NGOs are also involved in programs to promote economic development of families and communities; some are committed to providing supplies of water and food and protecting the environment. A number of NGOs target relief programs to children and families in dire circumstances. Other NGO efforts are directed at the global community. The variety of activities indicates how committed NGOs are to providing safer, healthier, and more productive lives for children. Collectively, the NGOs represent a global presence and provide a base of experience to build on for further child development initiatives.

IV. PROGRAM SUPPORT MODALITIES

NGOs use a variety of program support modalities. In some cases, they provide financial support for individual children, their families or programs. In others, NGO staff or members take part in community development work or institutional capacity building or provide technical assistance and training. Programmatic support also includes research and experimentation, advocacy, or commodity supplies. Most NGOs provide support in numerous ways.

Direct Community Service/Development

Fourteen of the 35 NGOs (40%) have staff who are involved in direct service and/or

community development activities. Many of these NGOs have a religious affiliation. For example, the Salesians state:

One of the great strengths of Salesian work over 130 years is the hands-on supervision of their young charges by the Salesians and Salesian Sisters...While Salesians take the vow of poverty and work only for modest living support in their communities, the fact is their works are so extensive they must use thousands of paid lay persons and volunteers to help them in their work with the most needy.

Similarly, ATD Fourth Movement provides direct service by sending volunteers to live and work directly with the "fourth world"

communities. The volunteers do not presuppose communities' needs, but work with children and their families to address their most immediate needs and concerns.

The Summer Institute of Linguistics (SIL) sponsors a literacy/community development project in Andhra Pradesh, India. Seventeen years of linguistic research, language development, and project planning culminated in a literacy program that reaches 345 villages. The project has introduced a range of development activities: a tribal cultural society was formed as a legal entity; local leadership was strengthened to manage the project; several income-generating projects were initiated. Such programs benefit children by improving the whole community's socio-economic welfare.

Direct Sponsorship

One-fifth (20%) of the NGOs employ a direct sponsorship modality. Direct sponsorship means that individual donors provide funds to support individual children. Most NGOs which use sponsorship fund not only individual children, but also their families and communities.

PLAN, for example, depends on child sponsorship for 86% of its total income. By the end of FY 1990, PLAN supported more than 567,000 foster children in 25 developing countries. Where necessary, PLAN provides funding through its Direct Family Assistance sector to meet critical needs such as housing, emergency medical care and educational costs for thousands of families each year. They also use funds to improve communities' basic infrastructure. In Bolivar, Ecuador, for example, 190 families from six communities joined together to build a bridge over the Sicoto River. In just 70 days, with material support from PLAN, and technical advice from the local government, the families secured safe and ready access to markets for their crops of wheat, beans, and maize.

Many NGOs cite benefits and drawbacks to sponsorship. One frequently mentioned benefit is that sponsorship provides a ready and stable source of funds. Sponsorship also allows NGOs to be independent of government funding, which is considered "not-so-dependable." The major drawback is that sponsorship programs are expensive, particularly since they often require providing for on-going communication between sponsors and sponsored children.

Many NGOs worry whether sponsorship creates long-term dependency because countries' resources are often so limited that they cannot sustain program services if funding is withdrawn. ADRA points out, for example, that many of their sponsorship programs in Bangladesh support schools which otherwise would not exist.

BOX IV.1

Pearl S. Buck Foundation: Child and School Sponsorship

The Pearl S. Buck Foundation has a sponsorship program for about 6,000 Amerasian children. The Foundation has 15 offices in five countries - Japan, Korea, Philippines, Taiwan, and Thailand - staffed by 170 people. Since 1989, the sponsorship program has been assisting Vietnamese children in shelters and orphanages. A sponsor's monthly contribution of \$24 provides food, medical attention and an education while Foundation staff work to move the child into a family environment in a Vietnamese foster home. A child is eligible for sponsorship until high school graduation or age 18.

In addition, the Foundation supports an "Adopt-a-School Program" whereby an American school or class will serve as a group sponsor of a Vietnamese counterpart. A commitment of at least \$300 provides books, teaching aids, support for language or drama clubs, field trips, and meals. Students are encouraged to exchange information including maps, music, videotapes, drawings, and letters.

Program Development and Institutional Capacity Building

A majority of NGOs (86%) engage in program development and institutional capacity building in developing countries. In some cases, an NGO will use its own staff or members for this purpose. The Salesian Society, a Catholic order of 40,000 priests, brothers, sisters, and lay volunteers working in over 100 countries, uses its own members to create and staff institutions to serve the people in a community.

In other cases, U.S.-based NGOs provide funds to a local counterpart or indigenous NGO to implement a project. For example, Oxfam America works through two indigenous NGOs which began the Nyala Youth Rehabilitation Project in Sudan (see Box III.3). In western India, Oxfam supports DISHA, a grassroots NGO with a small, mostly indigenous staff. The project assists exploited workers (mostly women) to unionize and takes legal action to win improvements in their wages and working conditions.

Technical Assistance and Training

Almost every NGO provides technical assistance (86%) and training (89%). In some instances, they train their own field staff; they also train local service providers, community workers or leaders, and government officials. Food for the Hungry, for example, has a Child Survival Project in Bolivia which will train 4,000 women in mothers' centers and provide extensive technical assistance and training to project directors.

EIL has implemented a Maternal-Child Health Support project which provides substantial technical assistance. EIL staff help local projects develop proposals. Once approved, grantees' accountants and project directors receive on-going technical assistance, training, and supervision in administrative aspects of project management. In addition, the project helps train local health providers,

many of whom are affiliated with the Ministry of Health. Project staff have also prepared a packet of reference material for physicians. The material presents factors which contribute to malnutrition and provides educational messages and remedial actions appropriate to local conditions. The Guatemalan Pediatrics Association has approved the material for continuing-education credits. The material has also proven useful as a "self-study" component for nurses, and as the basis for providing technical training to other health workers at the project level.

At another level, Save the Children has begun to provide technical assistance to its field offices in management consulting and audit compliance. The goals are to facilitate organizational development. A staff person explains:

[We are looking at] how leaders become capable of organizational development, change when the setting does, and become more effective partners.

Other NGOs acknowledge how important it is to provide technical assistance to field staff, especially around implementation and evaluation issues.

Research and Experimentation

Forty percent of the NGOs are involved in research and experimentation. These tend to be very large organizations or foundations. Carnegie Corporation of New York, for example, funds the Columbia University School of Public Health to run programs in Nigeria, Ghana, and Sierra Leone to reduce maternal mortality at childbirth. The project has a well-developed evaluation system. Van Leer and AKF have been involved in research in early child development for many years. Some of their research has been conducted at the program level, some at the policy level. ICCB supports three action research projects on refugee children. The initial studies assessed the mental health and psychosocial problems of mothers and children and will be

followed by community-based interventions. PSI funds market research and "policy ethnographies" related to its family planning efforts. The Population Council funds a wide range of research, including biomedical research on contraceptives as well as policy research on family planning and gender issues.

Gifts-In-Kind or Commodities

Forty-nine percent of the NGOs use gifts-in-kind or commodities to support their programs in developing countries. Defined as non-cash contributions, except for real estate and trust-related properties, gifts-in-kind provide commodities crucial to project operations and free up finances previously earmarked for commodities for other development activities. WVRD receives and disburses more than \$50 million in commodities ranging from clothing and pharmaceuticals to vegetable seed and farm equipment. To help strengthen partnerships with other private voluntary organizations and to support their work, WVRD often makes gifts-in-kind available to other groups.

Many NGOs support relief and development activities through food aid provided by the

Education and Advocacy

Finally, most NGOs (97%) see education and advocacy as a support modality. The goal is to help inform others about the importance of long-term development. According to WVRD:

...by educating people about the causes of poverty in the developing world and disseminating measures that promote self-sufficiency, we strive to help cultivate a population of informed allies – partners not only in quick response to disaster, but also in the process of development.

U.S. government and other donors. Food aid commodities are either supplied directly or monetized (i.e. sold and the proceeds are then used for relief and development.)

BOX IV.2

Food Aid for Child Development

Food aid may be used to support maternal child health, preschool feeding programs, and nutrition centers. Although many NGOs use food aid, they fear that U.S. regulations and requirements make food aid programs difficult to administer. Some NGOs are cutting back on programs because they find it difficult to prove "impact" in federal audits.

Title II food aid legislation encourages NGOs to sell food and use the proceeds for development activities. Although this approach expands food aid resources for development activities, many NGO staff, including local counterparts, need training and support to take advantage of monetization. Several NGOs are instituting training to help their staff use food aid for development purposes. NGOs also see the need to share their experiences in managing and evaluating successful program models. Several NGOs observe that A.I.D.'s Food Aid Committee is providing a useful forum for them to share experiences and to develop new food aid strategies and programs.

Education and advocacy for most organizations is only one among many support modalities. However, for the Women's International League for Peace and Freedom, it is their only modality. They advocate for legislation to provide funds for child care centers, for improving the quality of child care, and for ratifying the Convention on the Rights of the Child.

TABLE 3
PROGRAM SUPPORT MODALITIES

NGO	Direct Community Service/Development	Direct Sponsorship	Program Development & Institution Capacity Building	Technical Assistance	Training	Research & Experimentation	Commodity Supplies & Gifts in Kind	Education & Advocacy
Adventist Development & Relief Agency	Y	Y	Y	Y	Y	Y	Y	Y
Africare			XX	Y	Y	Y	Y	XX
American Friends Service Committee			Y		Y		Y	Y
ATD Fourth World Movement	Y		Y	Y				Y
Baha'i Int'l Community	Y		Y		Y			Y
CARE	XX		Y	Y	Y		Y	XX
Catholic Relief Services	XX		Y	Y	Y	XX	Y	Y
Church World Service & Witness	XX		Y	Y	Y			Y
Consultative Group				Y	Y	Y		Y
Experiment in International Living				Y	Y			Y
Food for the Hungry	Y	Y	Y	Y	Y		Y	Y
Hellen Keller International				Y	Y	XX	Y	XX
InterAction			XX	Y coordination	Y			Y

KEY: Y = Yes, this modality is used

XX = This modality is probably used

NGO	Direct Community Service/Development	Direct Sponsorship	Program Development & Institution Capacity Building	Technical Assistance	Training	Research & Experimentation	Commodity Supplies & Gifts In Kind	Education & Advocacy
International Catholic Child Bureau			Y		Y	Y	Y	Y
International Child Resource Institute			Y	Y	Y			XX
International Rescue Committee			Y	Y	Y		Y	XX
Oxfam America	Y		Y	Y	Y		Y	Y
Pearl S. Buck Foundation	XX	Y	Y	Y			XX	Y
Plan International	Y	Y	Y	Y	Y			Y
Planned Parenthood Federation			XX	Y	Y	XX	Y	Y
Population Council			Y	XX	Y	Y		Y
Population Services International			Y	Y	XX	Y	Y	XX
Salesian Brothers	Y		Y	Y	Y			XX
Salvation Army	Y		Y	Y	Y		Y	XX
Save the Children		Y	Y	Y	Y		XX	Y
Summer Institute of Linguistics	Y		Y	Y	Y			Y
Women's Int'l League for Peace & Freedom								Y

KEY: Y = Yes, this modality is used

XX = This modality is probably used

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NGO	Direct Community Service/Development	Direct Sponsorship	Program Development & Institution Capacity Building	Technical Assistance	Training	Research & Experimentation	Commodity Supplies & Gifts in Kind	Education & Advocacy
World Education				Y	Y			XX
World Neighbors		Y	Y	Y	Y		Y	XX
World Vision and Relief Development	Y	Y	Y	Y	Y		Y	Y
FOUNDATIONS								
Aga Kahn Foundation			Y	Y	XX	Y		Y
Bernard van Leer Foundation			Y	Y	Y	Y		Y
Carnegie Corp of New York			Y			Y		
The Ford Foundation			Y	Y	Y	Y		Y
Pew Charitable Trusts			Y	XX	XX	Y		Y

KEY: Y = Yes, this modality is used

XX = This modality is probably used

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V. COLLABORATION

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NGOs collaborate on activities related to child development in a number of ways and at all levels of their work – local, national, regional, and international levels and with donors. Collaboration includes sharing knowledge and resources, co-funding or parallel funding of activities, and coordinating efforts to meet common goals and objectives. Collaboration for most NGOs is essential to meet the multiple needs of children and to ensure the integration of services. An AFSC staff member reflects the majority view when she writes that collaboration is necessary "to get the work done, to honor local skills, capacities, and expectations."

Local Level

At the local level, NGOs report collaborating with local counterparts, indigenous NGOs, service providers, other international NGOs, and local government officials. They often create formal or informal structures to ensure collaboration. Several NGOs, for example, belong to an NGO coordinating committee. Those involved in refugee programs often belong to a local camp or settlement Voluntary Agency (Volag) committee. Many NGOs – Baha'i International Community, CWS&W, Food for the Hungry, Oxfam and others – stress the importance of collaborating with local counterparts or offices on an equal basis. A staff member of Food for the Hungry, for example, observes:

In each community, we want to go beyond collaboration. We stress partnership and want communities to feel that they own the projects.

The U.S. offices of these same NGOs often define their roles in terms of supporting field activities. A staff member of Baha'i International Community reports:

We provide our national affiliates with information to support their efforts at the grassroots level and

to facilitate collaboration with other NGOs. We act as a clearinghouse to connect local groups that are interested with other NGOs.

NGOs working primarily at the local level, such as ATD, stress the importance of becoming members of local communities and engaging in relationships to foster community building.

National and Regional Levels

At national and regional levels, NGOs collaborate with indigenous NGOs, service providers, regional officials, national ministries, universities, private contractors, and other international NGOs. Child survival programs created many new kinds of collaboration. For child survival activities, NGOs collaborate on data collection, program implementation, and training activities with each other, Ministries of Health, local and regional service providers, private consulting groups, and others. An Africare staff member, for example, indicates that they collaborate with consulting firms, A.I.D., local NGOs, and Ministries of Health to implement child survival programs in West Africa. An ADRA staff member observes that A.I.D., by providing state of the art materials, fostered that child survival collaboration.

Many NGOs organize their own offices and activities by regions (e.g., Sub-Saharan Africa, Latin America, Middle East). NGOs, such as Baha'i International Community, van Leer, CARE and Ford, sponsor region-wide activities and conferences for their own members, counterparts, and/or other interested groups. The Consultative Group and the van Leer Foundation are particularly active in promoting child development exchanges and seminars. The Foundation has sponsored regional conferences and established three regional training centers in early childhood

development and education. The Foundation suggests that collaboration can be promoted when information is exchanged "in such a way that it does not 'overload' views." Ford and Pew intend to support women's reproductive health and child development activities, respectively, at regional levels.

World Education collaborates with the Government of Nepal to provide literacy training and education nationwide. A staff member, describing how such a collaboration works, comments:

It's best if governments and NGOs can accept what each other has to offer and can do well. The government has the economy of scale; for example, it can do teacher training materials which cuts costs for NGOs. NGOs are better at implementing, though they may change their minds as personnel and funding priorities shift.

The shifting of priorities described by the World Education staff member resonates with the views of many NGOs who see the forms of collaboration changing. For some, such as Oxfam, collaboration is among equals, with Oxfam USA being one of many partners. For others, the movement away from being a first to being a second or third generation NGO implies a different kind of relationship and collaboration.

International Levels

At international levels, NGOs collaborate with each other, international organizations, and donors. U.S. NGOs report collaborating with two European-based NGOs – Radda Barnen (Norway) and van Leer (Netherlands) on activities and programs directly related to child development. NGOs primarily report collaborating with UNICEF and UNESCO for

child development activities. They may also collaborate with World Health Organization (WHO), UN High Commissioner for Refugees (UNHCR), and the World Food Programme (WFP).

Several NGOs report using UNICEF's "Facts for Life" materials and/or receiving funding from UNICEF for child development activities. At least three NGOs have adopted UNICEF's Child-to-Child program. NGOs also report using UNESCO's literacy materials in female literacy initiatives.

Among the donors, NGOs report collaborating with and receiving funding for child development activities from A.I.D., Canadian International Development Agency (C.I.D.A.), Swedish International Development Agency (S.I.D.A.), and Danish Aid and Development Agency (D.A.N.I.D.A.). While such collaborations are extensive, a staff member from Ford argues that "There is a need for more collaboration and leadership from A.I.D. and UNICEF to foster child development." Several NGOs appreciate A.I.D.'s Food Aid Group/Symposia and recommend that such a model be extended to a child development and/or family initiative.

Another form of collaboration at the international level is with universities. For example, ADRA has established a relationship with Loma Linda University, which provides technical support and training for their development workers. In turn, students at Loma Linda may intern with ADRA projects. Through A.I.D.-sponsored colloquia, NGOs involved in child survival projects have also received technical support, materials and training from The Johns Hopkins University.

BOX V.1

CRS: University Collaboration

In 1987-1988, CRS provided support to improve the health and nutrition of children in two day care centers in Egypt. The project trained 17 day care teachers in health, nutrition, hygiene, curriculum development, and communication skills. The training included in-class lectures and practical on-the-job work. Teachers made home visits to families and held monthly parent meetings. A parent teacher association was formed. CRS also provided support to upgrade the day care facilities.

In spite of a short project span (15 months), an evaluation showed the project was successful in increasing the knowledge and awareness of teachers, mothers, and children about health, sanitation, and hygienic practices. Teachers also realized the importance of involving mothers in day care center activities. The evaluators recommended a shorter initial training period (two versus three months) and more refresher courses for teachers. They also recommended ways to involve fathers more directly in center activities.

Despite its limited scale, several activities evolved from the project. The Ministry of Social Affairs and several religious organizations asked CRS to introduce health and nutrition and training activities to more day care centers. CRS also worked with the University of Tanta to build a model day care center. The graduates of the University will use the model center for practical training and applied health/nutrition education curriculum. This university collaboration has enabled CRS to expand and institutionalize a promising model.

There are formal mechanisms to foster collaboration among NGOs. InterAction -- the U.S. equivalent of the International Council of Voluntary Agencies -- links 132 private voluntary organizations (PVOs) in international development and refugee assistance. InterAction is involved in two activities directly related to child development. First, they are organizing support for ratification of the Convention on the Rights of the Child. Second, they link their PVO

members to domestic grassroots organizations involved in issues which affect children.

Some NGOs also participate in various NGO working groups on education, the girl child and other issues related to children. They meet regularly at the UNICEF headquarters in New York to exchange information and hear guest speakers. A number of them participated in the conference, "Adult Response to Children in Time of War" on April 20, 1991 that was sponsored by the NGO Committee on UNICEF.

Future Collaboration Efforts

Although most NGOs provide several examples of collaboration, many see the need for more collaboration explicitly around issues of child development. A staff member reports that the Baha'i International Community is participating in the establishment of an Education for All Network that seeks to promote greater collaboration, particularly at the regional and national levels. A Ford staff member recommends that A.I.D. and UNICEF take the initiative on sponsoring regional conferences to address child development issues, perhaps, expanding on the work of van Leer. "Creativity doesn't always come out of foundations or NGOs," she explains. Several NGOs advocate more South-South and/or regional exchanges on this issue. Many NGOs recommended that A.I.D., along the lines of its child survival work, support and sponsor more collaboration through technical meetings and materials for an expanded child development initiative.

The majority of NGOs believe that collaboration is essential to expanding efforts in child development. For most, collaboration means first and foremost working with local counterparts to respond to their needs and concerns. For several, collaboration also means working together to provide better technical assistance and materials to foster child development activities and initiatives in the field. For specialized NGOs, expanding

their work to support a broader framework of child development inherently requires collaboration. As a PSI staff member observes, her organization could never individually take

on the stimulation of children, but "We could do a lot if we could fashion a coalition of organizations. It needs a central vision and then, how each component can contribute."

VI. MONITORING AND EVALUATION

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NGOs vary widely in their monitoring and evaluation efforts for child development activities. Some do very little, if any. Others believe that on-going evaluation is intrinsic to their program goals. Even those who say they do not evaluate provided us with detailed descriptions of their activities. The majority of NGOs also have a clear sense of what has worked and why.

Monitoring Progress

Most NGOs monitor progress at the local or regional level. For some, such as SIL and ATD, this is an informal process involving on-going feedback among project staff with minimal reporting requirements. Because most Baha'i projects are initiated in response to the needs of the community and supported at the local level, evaluation by the local governing council is continuous and represents the most demanding kind of evaluation. Consequently, formal evaluation procedures directed to the headquarter's level are not emphasized.

Some organizations make more formal efforts to monitor on-going programs. Some require frequent feedback, such as PSI which tracks its marketing campaigns on a monthly basis. Oxfam monitors about half of its projects (10-15 total) in any one region and then selects a few for in-depth evaluation. The regional offices of many NGOs send semi-annual or annual descriptive reports of their activities back to headquarters. Some

monitoring of programs is also done on field visits from headquarters staff.

This is the case with AKF child development projects which are monitored quarterly, or even more often, through a combination of professional visits. The Foundation sees value in monitoring:

...[it] provides an opportunity to identify issues early on and be sure grantees receive the support they need to make necessary changes to keep the project on-course. (Evans, n.d., p. 18).

When necessary, outside consultants are brought in to supplement the technical assistance of AKF staff.

Approaches to Evaluation

Some NGOs are committed to strong evaluation efforts at the end of a project. ADRA and Save the Children have evaluation units at headquarters. World Education says they are "willing to stretch the budget" to perform adequate evaluations. Many NGOs state their evaluation efforts are donor-driven by foundation and governmental requirements. Indeed, AKF and van Leer require an evaluation of every project, including child outcomes where possible.

On the other hand, some NGOs admit that evaluation is not a priority. The Salesians say, "There is no generalized approach to evaluation of our programs." ICCB states that evaluation is a "weak component of our

overseas programs;" for example, they have never evaluated their Child-to-Child program in West Africa. In general, relief agencies do not conduct evaluations of their disaster relief operations. They see their role as delivering services to meet urgent needs. However, one relief NGO mentions the importance of evaluation for planning long-term aspects of relief work.

Evaluation criteria vary, depending on the type of child development activity the NGO is involved in. Some program outcomes are quantifiable. For example, child survival programs may employ specific, "measurable" indices that are premised on an epidemiological model, e.g., mortality and morbidity figures. CARE has asked mothers participating in a health program to recall information six months later; program diffusion was measured by testing the recall of the mothers' neighbors. Family planning programs keep track of the number of clients and the number of commodities distributed. Some of the literacy programs document the number of children entering and staying in school. The Pearl S. Buck Foundation traces the incidence of dental and health problems and school graduates among its sponsored children.

Some NGOs use qualitative approaches in their evaluations. Oxfam gathers anecdotal evidence from field staff and program participants about their projects. PSI, in possible conjunction with Pew, is developing an ethnographic policy evaluation to assess changes in governmental policies and legislation.

NGOs use a variety of measures to assess the impact of their child development programs. Children's outcomes, in terms of learning and improved health, are measured; parents' attitudes are also assessed. In some programs, changes in teachers' attitudes and performance have also been examined. When CRS evaluated a health/nutrition project in two day care centers in Egypt, one of the important outcomes was increased mother-teacher interaction. The evaluation report

concludes:

...[this outcome] is an important channel for the transfer of information and knowledge from teachers to parents. Teachers have realized the importance of involving mothers in the process of institutionalizing new behavioral patterns for children. (1988, p. 11)

Many NGOs observe that activities with a goal of community development are difficult to assess. Those committed to a long-term presence in a community share the concerns of ICCB: "You can't evaluate a change because it's so long-term and so widespread." Some NGOs have developed their own evaluation criteria which are often broad principles to guide their activities. For example, ATD Fourth World's projects must reach "the poorest of the poor", demonstrate volunteer commitment, and be fully integrated into the community.

NGOs have a range of reactions to A.I.D.'s reporting criteria and guidelines. Those receiving child survival funds from A.I.D. are bound to strict reporting requirements. As a result, the Salvation Army says it has come to value the importance of evaluation. However, one NGO refused to take A.I.D. child survival funding because their field staff did not want to accept the reporting mandate: "We would have needed a full-time worker [just] to get our reports back to Washington, D.C." Some NGOs view A.I.D. criteria as too inflexible and demanding. One NGO mentioned that requirements for auditing food programs make it difficult to turn programs over to local counterparts.

Many NGOs, including Food for the Hungry, ADRA and World Education, are likely to use outside evaluators to conduct final evaluations. They concur with a PSI staff member who explains, "An outside person is a neutral person for project staff." AKF finds that "external evaluation is often invaluable in making the project known to a much wider national and international audience." (Evans, n.d., p. 18).

Priorities and Concerns

Many NGOs are interested in strengthening their evaluation procedures. They may not yet have plans in place, but are interested in moving in this direction. As one relief agency observes, "We need to do more evaluations, even just bringing people together." Some NGOs have taken steps to provide more formal evaluation methods. PLAN has developed an extensive system to gather and analyze field data. CARE has received an \$8 million matching grant from A.I.D. for the Sustainable Impact Program which will help improve CARE's evaluation efforts. ADRA is emphasizing less formal, more participatory approaches to evaluation.

The impetus for improved evaluation strategies comes from several sources. First, many NGOs seek more information about their own programs in order to plan more effective activities and to further their dissemination efforts. Second, donors, including A.I.D., are asking for evaluation data in support of NGOs' program proposals. As one NGO explains, "Strong evaluations attract more funding."

NGOs cite a number of factors that impede their evaluation efforts. Some assert they do not have the time or money for extensive reporting and evaluation. They agree with the

NGO that observes, "Evaluations are costly and as budgets tighten, it becomes harder to include evaluations as a line item."

Some NGOs are dissatisfied with prevalent evaluation criteria. For example, an administrator at Food for the Hungry would like to "go beyond data like the number of roads built and find out about program sustainability." According to a staff member of Africare:

Impact evaluation is the weakest area because a lot of people don't know how to do it. There is a need for more guidance in terms of what is needed.

Other NGOs concur that assistance and training in assessing program impact would strengthen their evaluation efforts.

At present, most of the NGOs do not use measures of child development that emphasize an integrated view of the child (social/emotional/cognitive/physical functioning) in a cultural context. However, a number of them are committed to moving in this direction. The Consultative Group is currently involved in efforts to develop new child development instruments and to conceptualize a culturally valid "child readiness profile" and a "school readiness profile" to be used in program evaluations.

VII. LESSONS LEARNED

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It is also time to pay attention to what happens to those [children] who survive; the majority of whom live in circumstances that put them at risk of arrested or delayed development. (Evans, 1991, p. 13)

Community Development

Several NGOs say that their approach to child development has not changed over time.

These NGOs advocate a community development approach. According to an Oxfam staff member:

...hunger and poverty can only be overcome through a process of genuine, people-centered development that enables people to meet their essential needs.

Other NGOs have changed from their child-oriented approach to emphasize community development. WVRD, Save the Children, and Food for the Hungry, for example, have moved from child to community sponsorship by focusing on community development.

Within the context of community development, a CRS staff member observes, "You don't do anything unless the community wants it." She and others argue for the need to pay attention to children in the context of their families and they advocate parental involvement in programs. An ATD staff member likewise observes:

Why do we believe in early childhood? It is essential to community development. Where parents are more confident [i.e., believe in their community], as in France, 90% of the children go to school at three years. Schools are also being pushed by parents to do more.

In stressing community development, many NGOs see the child as part of a larger network of the family and the community.

Respect Local Needs and Expertise

Almost all NGOs agree that programs must be adapted to local needs. An Africare staff member cautions:

The type of activities that you can do in an organized village are very different from one that is not organized.

She believes that organizations can develop global protocols for reference, but that such protocols need to be followed up and adapted at local levels.

Several NGOs also argue that the technical know-how to institute child development strategies and initiatives is available at the local level and in other countries. A CWS&W staff member, for example, advises:

It is not necessary to send Western technical assistance. Partners have primary responsibility. We take partnership seriously.

Many NGOs increasingly see their function as strengthening indigenous NGOs and/or local counterparts. An AFSC staff member writes that activities in their organization arise "100%" from the field.

Apply U.S. Experience

Yet, others argue that there may also be lessons to be learned from U.S. domestic experience. A Ford Foundation staff member observes that many anti-poverty programs in the U.S. began with a child survival focus, but went on to expand to a child development focus. She further observes the U.S. community action programs in the 1960s made a positive difference, but that without an institutional base they were not sustained. Given the U.S. experience, she argues for sustained support, focus, and attention to child development. In concrete terms, she asserts, "The problem is that deaths don't go away -- babies are dying all the time."

A van Leer staff member also sees some lessons from the U.S. He says:

The U.S. has assets, [i.e.,] conditions similar to the Third World. It's a test bed of experience and know-how. But, despite these assets, there has to be a partnership. [Hence, the importance] of building up local institutions.

Ironically, another European NGO -- the French-based ATD Fourth World -- also observes that lessons from its work with fourth world peoples in New York City and New Orleans resonate elsewhere. Several NGO staff also observe that domestic programs could benefit from the work and knowledge gained in developing countries.

Many NGOs argue for domestic advocacy work. A CWS&W staff member, for example, suggests that NGOs need to look at how U.S. foreign policies and programs may be affecting the welfare of children in other countries. InterAction believes that pushing the U.S. to ratify the Convention on the Rights of the

Child is an essential part of promoting child development. What they have learned domestically is that "politicians will ignore issues until they become a political liability." A CARE staff member also advocates looking at our own domestic policies toward children. "How can we promote child development in other countries when we have no child welfare policy at home?" she asks.

Technical Lessons Learned

Several NGOs have technical "lessons learned" to share. A staff member of Planned Parenthood says that they provided services for free in the past, but they now believe projects work better if people pay for family planning products (even if highly subsidized). At the same time, both he and a staff member of van Leer observe that people, and countries, are often too poor to sustain projects. Nevertheless, most NGOs agree with a Food for the Hungry staff member's observation that the ultimate goal is for communities to take over projects.

Some NGOs have lessons to share about funding. While one NGO "piggy backs" its child development activities on existing programs, other NGOs argue that such an approach, as evidenced in child survival programs, may overload and compromise existing efforts. "If A.I.D. wants us to focus on child development, they are going to have to give more resources for it," warns one NGO. Another NGO observes that additional funding from the donor community sends a strong signal to the NGO community.

Other technical "lessons learned" come from NGOs directly targeting their efforts to child development. A staff member from AKF shares some generic lessons from the research. She attests to the importance of child development to basic education and

argues that such programs promote equity and school readiness. She also emphasizes unification of programs and recommends supporting programs which meet the intersecting needs of women and children.

Some NGOs recognize the dilemma of finding a balance between consistency and innovation in programming. Describing his organization, a staff person from the van Leer Foundation observes:

The strengths are related to a solid funding base, a clear mandate and accumulated experience. The weaknesses or rather risks relate to the often experimental, innovative character of many programs where ultimate success is not guaranteed beforehand. These features also provide the strength of our programmes!

Child Development

Most NGOs believe strongly in promoting child development. However, they recognize that how best to meet the needs of children will vary widely within different locales and communities. Any generic lessons must be adapted to local conditions. At the same time, as a Ford staff member observes:

We have good tools and a knowledge base. We don't have to reinvent. It is time to get on and implement programs.

Some NGOs also argue for supporting programs that promote not just the physical but also the social, emotional, cognitive, and spiritual well-being of the child. Noting the importance of the latter in the context of the needs of refugee children, an ICCB staff member observes:

...the spiritual growth of the child matters, too. When we first spoke of this in 1985, no one wanted to talk about it. Now, there is an awareness of the need to foster that ... the time is right for talking about it.

VIII. FUTURE DIRECTIONS

The directions NGOs are considering are as diverse as the organizations. The majority plan to continue their current programs. They say that they will continue to address the needs of children through community development activities. Many look to the field to suggest needed programs. Some NGOs expect to expand to reach more people or intend to emphasize new areas, including development education. Several themes are also evident: an increased interest in programs for women and communities; a move to integrate child survival and child development; and a concern for adequate funding, viable programming strategies, and strong leadership.

Diverse Priorities

Many NGOs intend to continue with their current activities and do not plan any change in direction. They believe that their present focus or mission is an effective and appropriate use of their resources. One NGO comments, "We will continue doing what we do well." ATD intends to continue to work with the "poorest of the poor" especially the children, families and communities in the streets. AFSC anticipates no major changes in the short-term: "Whenever possible, our programs are on the road to development." For some NGOs with decentralized programming, new initiatives tend to originate in the field; headquarters can not necessarily predict what these might be.

Many NGOs see a need to expand their services to reach more people. As the number of Amerasian children decline, the Pearl S. Buck Foundation is considering another target group. Some organizations think about expansion in terms of new geographical regions: Planned Parenthood will be going into the U.S.S.R. and IRC would like to open

programs in Liberia and with displaced persons in Cambodia.

Several NGOs intend to strengthen their research and evaluation efforts in the future. An HKI staff member explains:

We'd like to do more applied research, operations research. For example, to see if it's more cost effective to have people come to a clinic or have a health worker travel to them.

PLAN is implementing a new evaluation system in the field as well as emphasizing quality programming on a technical level. The goal is to ensure that programs can be sustained after funding is withdrawn.

Development education and advocacy remain priorities for many NGOs. CWS&W hopes to expand its efforts to end child prostitution in Asia. Ford will continue to advocate on behalf of children in the U.S. InterAction will continue to link international and domestic constituencies. World Neighbors identifies development education as a new priority for its work in child development:

If we are to adhere to our mission statement to alleviate hunger, disease, and poverty, we have to address the root causes on the village and on the macro scale. What happens here impacts developing countries.

There is increasing recognition by some NGOs that the needs of children, both domestic and abroad, are intertwined.

Programs for Women

Nearly 25% of the NGOs interviewed state that a future priority is programs for women. However, the specific program emphases vary. The Carnegie Corporation will focus on the

roles of mothers and adolescent girls in the development of developing countries. CARE is interested in doing more work on gender issues, "...especially working with people who have gender analysis tools and can factor gender into projects." Ford and World Neighbors intend to expand their reproductive health focus. Linked to these concerns will be efforts to help women have a greater voice in their communities, thereby promoting the welfare of young children.

Save the Children will soon launch a Woman/Child Impact Program (W/CI). This \$5 million dollar project will be funded over five years by A.I.D. The W/CI Program will be child focused, women will be primary participants, and activities will occur in key sectors (health, nutrition, productivity, agriculture/natural resource management). The W/CI Program will be implemented in six countries (Bangladesh, Indonesia, Bolivia, Haiti, Mali, and Sudan). The countries were selected on the basis of their level of socioeconomic need, commitment to women as a target population, experience in the key sectors, and geographical distribution.

Services for Children

A number of NGOs, including the Salvation Army and WVRD, are committed to expanding their direct services to children, especially in child survival. As WVRD says, "Thousands more children need aid...[given] the state of the world and the political and economic crises." ADRA would like to incorporate infant stimulation activities into its child survival efforts.

The NGOs involved in early childhood programming will continue their efforts. Baha'is maintain that their ultimate goal is to build world unity. They "see their early childhood work with women and families as fundamental to the development of strong and unified communities, which are the foundation for world unity." ADRA would like to expand its child development focus within

existing projects. AKF will continue to support complementary resource bases in developing and developed countries and research and evaluation of on-going projects. In the future, AKF intends to maintain its commitment to children and families by expanding its efforts to:

- experiment with models that link programming for young children and children in the primary grades;
- experiment with alternative integrated models of care for young children 0-6 and their families;
- continue to experiment with the Child-to-Child approach to learning;
- support programs which meet the intersecting needs of women and young children.

Other foundations are interested in supporting early childhood development. For example, the van Leer Foundation may collaborate with a private college in the U.S. to assist in the training of early childhood educators from Singapore. Pew is interested in becoming more involved in children's care and development in developing countries.

Several NGOs have declared an early childhood initiative. In the context of developing a family initiative, ADRA will work to incorporate early childhood development activities and goals in its on-going projects. Save the Children will be initiating new projects aimed at young children and hiring a Director of Early Childhood in August 1991. A recent proposal indicates the scope of Save the Children's initiative:

Save the Children seeks to develop the same level of expertise and programmatic focus in early childhood development that it currently enjoys in its health-based child survival efforts.

Child development activities are likely to build on NGOs' experience and expertise in

child survival. These efforts, along with a complementary focus on women's programs, suggest the possibility of integrated programming across sectors to foster the well-being of children.

Challenges

There are many challenges to NGOs' future work in child development. Funding becomes an issue for many NGOs because an explicit early childhood emphasis would require expansion. A staff person from Food for the Hungry observes:

We will be doing more of the same for a while. We are stretched thin financially. We must work harder at maintaining our [existing] infrastructure. We will consolidate rather than expand and professionalize.

One relief agency would like to expand its long-term development programs, but "The problem is that relief attracts the public's attention (and hence, their donations) and development doesn't." In the words of a Salvation Army officer:

Expansion will come from additional resources and finding support from others in this country with roots in developing countries and from corporations.

ADRA describes its challenges in early childhood as "money and staff development."

The Salesians state they are "open" to collaboration with A.I.D. and other donors for programs in early childhood development and would benefit from increased resources, access to new technology and technical assistance. Yet, there are obstacles:

There are only three constraints to our future work in this field: human resources, financial resources, and access to technology. The last is the most easily overcome...The Salesians can undertake programs only to the extent that they can believe they can support them from other resource flows, either from donors or through other programs which generate funds to support their activities.

Lack of donors' commitment and focus is also cited as an obstacle to future work in

early childhood. For example, a staff person at CARE observes:

We need support for early childhood initiatives because it doesn't garner money [from individual donations]. The PVOs need money in pilot activities or to strengthen existing ones.

Some NGOs voice concerns about programming strategies in child development. A staff member from Africare sees the possibilities for early childhood projects but warns:

There needs to be a clear delineation between programs. In one village, the community has a variety of resources which should not be fragmented between different services. Don't load the village in terms of more work.

Another NGO expresses concern that the mother's workload will increase if an early childhood program expects her "to stimulate her infant for two hours a day."

Translating a child development focus into programming options is a priority for some NGOs. Praising A.I.D.'s work and support in child survival, ADRA expresses a need for similar guidelines and technical assistance in developing early childhood activities in the field. Other NGOs do not foresee their programs having an explicit focus on early childhood, but are willing to integrate it with other activities. A staff person at World Education suggests:

...a booklet to help NGOs think about adding an early childhood dimension to their programs. This would be a way to sensitize people and enhance project resources.

For some NGOs with a long history of involvement in early childhood development projects, such as the van Leer Foundation, "going to scale" poses a challenge.

Collaboration and Leadership

NGOs emphasize the need for collaboration around early childhood issues. Collaboration needs to occur at all levels, from the international to the grassroots. NGOs which specialize in a few activity areas see the need

to collaborate and share their expertise. Given its experience in "family training programs" and social marketing of health products, PSI affirms that it could be a strong partner with experts in child development and education.

The Consultative Group, van Leer, and other NGOs believe there is an urgent need to disseminate what is already known about early childhood development in developing countries. They recommend a conference with international and indigenous NGOs and presentations of case studies as one way to "facilitate learning and build programs" for young children. As one funder observes, "The challenge is for us to think about implementation and not waste innovation."

Related to the need for collaboration, is the need for leadership. Several NGOs with a history of involvement in child development see the lack of support at UNICEF as an obstacle to intensive efforts in this area. They would like the child survival focus to broaden.

One foundation officer urges UNICEF to take "a holistic approach [to the child]."

Foundations and NGOs wonder how to sustain child development efforts. Some funders think it is time to move away from small demonstration projects and support systemic change. To this end, they urge linkages with government agencies and training institutions involved in health and education activities. Other NGOs take a community-based approach and prefer to deliver services directly to children, maybe by setting up a preschool. Meeting the needs, interests, and capacities of different NGOs will be a challenge for the future.

On the whole, NGOs are committed to continuing and expanding their work in child development. They are quite clear about the obstacles that stand in their way, and look to A.I.D. and other leaders addressing some of their concerns and assist them in their future efforts on behalf of young children.

IX. FINDINGS AND RECOMMENDATIONS

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Specific findings and recommendations for both the NGO community and A.I.D. on activities, program modalities, evaluation and collaboration. are interwoven throughout the report. At this point, we step back to reflect on the implications of our findings. We also provide recommendations for follow up activities to build on our findings. In this section, we present three sets of findings, which are then followed by specific recommendations.

Finding I: Child Development Linked to Community Development

NGOs are involved in a wide variety of activities to benefit children. Many feel strongly that these activities work best when integrated within a community development context.

Recommendation I: Support Child Development Through NGOs

New child development initiatives should build on the work of NGOs and their existing infrastructure at the community level. These initiatives should be conceived broadly enough to include activities that enable family and community organizations to support children's development and well-being.

Finding II: NGO and Local Resources

Although the institutions and structure exist to promote child development at local, regional, and national levels, NGOs and their programs -- especially those at the local level -- can become overburdened without additional resources and technical support.

Recommendation II: Increase Support

To promote child development, donors should provide additional financial and technical support to NGOs through existing institutions and programs at the field level.

Finding III: Need for More Collaboration

No one NGO addresses the entire spectrum of needs. Many NGOs see the need for leadership and greater collaboration to enhance children's development.

Recommendation III: Build A Coalition

To strengthen NGOs' work in child development, A.I.D. can help foster collaboration by encouraging development of an NGO coalition. To support such a coalition, A.I.D. and others could host conferences and technical meetings to disseminate relevant lessons and findings from the field.

Summary

These three sets of findings and recommendations reflect what we have heard and learned from NGO staff and experts in child development. Almost universally, we heard that there is strong support for child development and a willingness to take the next step to implement activities to support it. But, early childhood programming, including early childhood development, requires leadership. We believe that A.I.D., UNICEF, NGOs, foundations and experts in early childhood development, working together can provide the needed leadership, technical expertise, and support to make the early development needs of children and their families a priority.

APPENDIX A. Survey Schedule

**NGO Involvement in Early Childhood Activities
in Developing Countries**

Questions for Discussion

**Survey Conducted by Dr. Judy David and Dr. Lynellyn Long
for the Agency for International Development
under contract with the Academy for Educational Development**

I. Activities

- A. In what ways are you currently involved in early childhood development (or related efforts on behalf of women and families)?**
- B. Where are these activities located, whom do they serve, and how are they organized?**

II. Program Support

- A. Which modes of assistance do you use to support early childhood development activities (i.e., direct sponsorship, discrete inputs, technical assistance and training, support for research and experimentation, and/or commodity supplies to programs sponsored by others)?**
- B. What are the strengths and weaknesses of the different approaches?**

III. Collaboration

- A. In what areas and why do you collaborate with other organizations, agencies, and governments in early childhood activities?**
- B. How could that collaboration be strengthened or expanded?**

IV. Evaluation

- A. What criteria do you use to assess your early childhood development activities?**
- B. How do you monitor progress?**

V. Lessons Learned

- A. Has your approach to early child development changed over time and if so, how and why?**
- B. To what extent must activities be adapted to the needs of particular countries and locales?**

VI. Future Directions

- A. What are your plans for future involvement in early childhood activities?**
- B. What are the challenges to your future work in early childhood development?**

APPENDIX B. Non-Governmental Organizations Interviewed

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Global Issues & Programs;
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Coord. Asia/Pacific:
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