

A.I.D. EVALUATION SUMMARY - PART I

1. BEFORE FILLING OUT THIS FORM, READ THE ATTACHED INSTRUCTIONS.
2. USE LETTER QUALITY TYPE, NOT "DOT MATRIX" TYPE.

IDENTIFICATION DATA

<p>A. Reporting A.I.D. Unit: Health and Human Resources</p> <p>Mission or AID/W Office <u>USAID/B</u> (ES# <u>DP-011/94</u>)</p>	<p>B. Was Evaluation Scheduled In Current FY Annual Evaluation Plan?</p> <p>Yes <input type="checkbox"/> Slipped <input checked="" type="checkbox"/> Ad Hoc <input type="checkbox"/></p> <p>Evaluation Plan Submission Date: FY _____ Q _____</p>	<p>C. Evaluation Timing</p> <p>Interim <input type="checkbox"/> Final <input checked="" type="checkbox"/></p> <p>ExPost <input type="checkbox"/> Other <input type="checkbox"/></p>
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D. Activity or Activities Evaluated (List the following information for project(s) or program(s) evaluated; If not applicable, list title and date of the evaluation report.)

Project - No.	Project/Program Title	First PROAG or Equivalent (FY)	Most Recent PACD (Mo / Yr)	Planned LOP Cost (000)	Amount Obligated To Date (000)
511-0624	Displaced Children PASA	1991	9/94	\$460	\$460

ACTIONS

E. Action Decisions Approved By Mission or AID/W Office Director	Name of Officer Responsible for Action	Date Action to be Completed
<p>Action(s) Required</p>		
<p>- Peace Corps to submit proposal for FY95 funds for continuation of Youth Program activities</p>	Peace Corps Director	August 94
<p>- Approval by USAID/B of proposal, request funds from AID/W Displaced Children Fund and establish mode of financing</p>	Elba Mercado	September 94

APPROVALS

F. Date Of Mission Or AID/W Office review Of Evaluation: _____ (Month) _____ (Day) _____ (Year)

G. Approvals of Evaluation Summary And Action Decisions:

	Project Program Officer	Representative of Borrower/Grantee	Evaluation Officer	Mission or AID/W Office Director
Name (Typed)	Elba Mercado	Diane Hibino	Anne Beasley	Carl Leonard
Signature	<i>Elba R. Mercado</i>	<i>Diane Hibino</i>	<i>Anne Beasley</i>	<i>Carl Leonard</i>
Date	8/29/94	9/6/94	9/6/94	9/6/94

A B S T R A C T

H. Evaluation Abstract (Do not exceed the space provided)

The purpose of the evaluation (6/13-30/94) was to assess the impact of project activities and the effectiveness of implementation processes and strategies. The project (511-0624) created a new Youth Program within Peace Corps/Bolivia to support Bolivian institutions that work with displaced children and to help them implement income-generating vocational workshops or agricultural projects. The project utilized a Participating Agency Service Agreement (PASA), negotiated in-country between USAID Bolivia and Peace Corps Bolivia to channel Displaced Children's earmarked funds into these institutional projects.

The four-person evaluation team, consisting of two Bolivian psychologists, and two former Peace Corps Volunteers used interviews of Peace Corps staff, volunteers, institutional personnel and institutionalized children, following a questionnaire developed for that purpose. The questionnaire was piloted and protocols were developed. In addition, project documents were used to track the implementation and impact of project activities.

The evaluation report documents the history of a unique collaboration between USAID Bolivia and Peace Corps Bolivia which has resulted in the development of 16 vocational training and employment projects which have impacted over 1,100 children and youth.

• The evaluation team recommended that Peace Corps Bolivia consider the formalization of the Youth Program with the following two programmatic objectives:

- 1) Vocational/Life Skills Training and
- 2) Institution Building.

These have already been suggested in the 1995 Youth Program Proposal.

• The evaluation also suggested the financing structure for the projects be reconsidered.

C O S T S

I. Evaluation Costs

Name	1. Evaluation Team	Affiliation	Contract Number OR TDY Person Days	Contract Cost OR TDY Cost (U.S.\$)	Source of Funds
David Janssen		Independent Consultant	PC-194-1220	\$5,476	Peace Corps/W
Ximena Rada		Independent Consultant	-94-511-7060	\$ 763	Project Funds
Martha Cadima		Independent Consultant	-94-511-7059	\$ 763	"
Margarita Riley		Independent Consultant	-511-94-7061	\$1,040	"
Travel within country				\$1,470	"
2. Mission/Office Professional Staff Person-Days (Estimate) 28 person days			3. Borrower / Grantee Professional Staff Person-Days (Estimate) 35 person days		

A.I.D. EVALUATION SUMMARY - PART II

SUMMARY

J. Summary of Evaluation Findings, Conclusions and Recommendations (Try not to exceed the three (3) pages provided)

Address the following items:

- | | |
|--|--|
| <ul style="list-style-type: none"> . Purpose of evaluation and methodology used . Purpose of activity(ies) evaluated . Findings and conclusions (relate to questions) | <ul style="list-style-type: none"> . Principal recommendations . Lessons learned |
|--|--|

Mission or Office :
USAID/Bolivia/HHR

Date This Summary Prepared :
22 August 1994

Title and Date Of Full Evaluation Report:

1. Purpose of the Activity Evaluated.

The purpose of the evaluation is to assess the impact of project activities and the effectiveness of implementation processes and strategies. The evaluation has the following objectives:

- A. To assess whether or not project activities have fulfilled the goal and purpose of the project,
- B. To assess the extent to which the project is meeting Peace Corps and USAID programmatic and strategic objectives;
- C. To assess the effectiveness of the project implementation process and to recommend how this could be approved;
- D. To determine the impact of project activities on its beneficiaries.

2. Purpose of the Evaluation and Methodology.

Methodology:

The methodology used in this evaluation was based upon the identification of the main stakeholders in this program and the values that motivated them to participate in the various project activities. A set of questions (and their English translations) was developed. The evaluation team followed separate itineraries, visiting 16 of the 17 project institutions. The questionnaires were used to maintain uniformity when interviewing institutional personnel, Peace Corps Volunteers and children related to each project site. In some cases, when the children were not available, the institutional personnel and volunteers were asked questions as proxies for the children. The evaluation team took time before their visits to agree on interview protocol and also piloted the questionnaire on the first two visits with all team members asking all questions and then comparing notes to develop inter-rater consistency. The evaluation team coded each questionnaire item to the questions asked in the scope of work. This codification was then checked for comprehensiveness. Lacking questions related to the two areas of children's health and replicability, these items were added to the interview protocol as non-formal observations, as mentioned above. In both cases, it was difficult to gain information through direct questioning.

Purpose of activities evaluated:

- To support Bolivian institutions that work with displaced children to help them implement income-generating vocational workshops or agricultural projects.
- To build the necessary infrastructure, equip the workshop and cover the initial cost of starting up and operating these projects.
- Support Bolivian institutions with a sensitive approach,
- Help to locate children in family or community based settings, as culturally appropriate,
- Help the children to become more self sufficient.

3. Findings and Conclusions.

The displaced children's program has assisted children in at least seven of the 16 sites visited, to achieve personal goals in their lives through increased vocational and life skills. Nine of the 16 sites are teaching vocational skills and seven of these sites evaluate the students by means of the quantity and quality of tangible objects produced.

Half of the sites (8) have assisted the students to achieve gainful employment. The approximate gain in value of the students work time has varied by location and by trade. The following wages illustrate the value added through training:

Career	Wage/day before training	Wage/day after training
Herval Horticulture	1 Boliviano	4 Bolivianos
Bricks/Room Tiles	1 Boliviano	6 Bolivianos
Shoe Making	5 Bolivianos	20 Bolivianos
Artesan/Crafts	5 Bolivianos	20 Bolivianos
Carpenter	5 Bolivianos	20 Bolivianos

The institutions hosting these projects have become more self-financing, although this is not always attributable to the project itself. Ten of the 16 institutions have increased their financial autonomy by 1-5%, sometimes because of inputs from the projects. This relationship is difficult to document because of little or no access and control of the evaluators to the financial accounting in the institutions. These estimates are voluntary and approximate. Two of the institutions have increase financial autonomy by approximately 30%, but not because of project inputs.

S U M M A R Y (Continued)

The evaluation team is in complete agreement that the Peace Corps Bolivia Youth Program has established its ability to improve the personal, social and economic well being of a high risk population in Bolivia, the displaced children now residing in public and private institutions and recommends that Peace Corps Bolivia consider the formalization of the Youth Program.

A. Programmatic Objectives/Evaluation Criteria

Two objectives that should be considered in formalizing the Youth Program, are 1) Vocational/Life Skills Training and 2) Institution Building. These have already been suggested in the 1995 Youth Program Proposal.

B. Administrative Development

At the present time, the administration of the Peace Corps Bolivia Youth Program is currently subsidized by USAID Bolivia. The formalization of the Youth Program with a Peace Corps APCD and a niche in the Peace Corps Bolivia structure would improve the support, supervision, focus and effectiveness.

C. Recruitment Criteria

Based upon the interviews with institutions, PCV's and Peace Corps Bolivia personnel, as well as the findings of the evaluation team, the primary requirement for this program should be practical experience in youth activities/programs. Secondary skills that are extremely useful in Bolivia youth activities are small business, agriculture, health education and organizational development.

D. Training Objectives

There is strong agreement that PCVs working in youth activities need technical training in Developmental Psychology of Institutionalized Youth, during their initial training period. Technical training for new Youth Program volunteers should also include general concepts of Organizational Development such as strategic planning, policy development and facilitation skills. The trainees should be given training in how to build and use networks. During training, some time should be dedicated to interaction between current PCVs and trainees regarding the subject of personal mental health and proximity to high need youth. A number of very good suggestions has been collected from the PCVs attending Service Training (IST) sessions, as well as a memo from two PCVs (4/12/94), and should all be taken into consideration when designing IST's.

E. Project Financing Strategy

Three funding alternatives are readily obvious to the team.

- 1) Continue to use USAID PASA funds as a sole source for youth project activities.
- 2) Use both USAID PASA funds and conventional AID/Peace Corps SPA funds.
- 3) A third alternative is to use only the conventional SPA funds for a formalized Youth Program. It also became quite clear to the evaluation team that the volunteer must be empowered to decide when, how, if and with whom funds would be used.

S U M M A R Y (Continued)

F. Financial Analysis and Management.

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A T T A C H M E N T S

K. Attachments (List attachments submitted with this Evaluation Summary, allways attach copy of full evaluation report, even if one was submitted earlier; attach studies, surveys, etc., from "on-going" evaluation, if relevant to the evaluation report.)

EVALUATION REPORT PEACE CORPS BOLIVIA DISPLACED CHILDREN'S PROGRAM, JULY 1, 1994

C O M M E N T S

L. Comments By Mission, AID/W Office and Borrower/Grantee On Full Report :

No comments

XD-ABJ-222-A

EVALUATION REPORT
PEACE CORPS BOLIVIA
DISPLACED CHILDREN'S PROGRAM

July 1, 1994

EVALUATION TEAM MEMBERS

Lic. Martha Cadima Balcazar

Lic. Ximena Rada Cuadros

Lic. Margarita Villar-Riley

David J. Hansen, Ph.D., Team Leader

Executive Summary

The purpose of this Peace Corps Bolivia Youth Project was to:

- support Bolivian institutions that work with displaced children
- help them implement income-generating vocational workshops or agricultural projects.
- build the necessary infrastructure
- help the children to become more self sufficient.

The purpose of the evaluation was to assess the impact of project activities and the effectiveness of implementation processes and strategies.

The methodology used in this evaluation was a structured interview, visiting 16 of the 17 project institutions. A questionnaire was used to maintain uniformity when interviewing institutional personnel, Peace Corps Volunteers and children related to each project site.

The Peace Corps Youth Project has assisted children in at least seven of the 16 sites visited, to achieve personal goals in their lives through increased vocational and life skills. Nine of the 16 sites are teaching vocational skills and seven of these sites evaluate the students by means of the quantity and quality of tangible objects produced. Half of the sites (8) have assisted the students to achieve gainful employment. The approximate gain in value of the students work time has varied by location and by trade.

The institutions hosting these projects have become more self-financing, although this is not always attributable to the project itself. Ten of the 16 institutions have increased their financial autonomy by 1-5%, sometimes because of inputs from the projects.

The evaluation team is in complete agreement that the Peace Corps Bolivia Youth Program has established its ability to improve the personal, social and economic well being of a high risk population in Bolivia, the displaced children now residing in public and private institutions and recommends that Peace Corps Bolivia considers the formalization of the Youth Program.

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I - USAID Family Health Action Plan 1995-96	
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L - Peace Corps Bolivia Youth Proposal 1995	
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Background

Through the availability of AID funds (1991 and 1992 Displaced Children's Earmarks) Peace Corps entered into a Participating Agency Service Agreement (PASA) with USAID/Bolivia to support Bolivian institutions that work with displaced children to help them implement income-generating vocational workshops or agricultural projects. USAID funds were to be used to build the necessary infrastructure, equip the workshops and cover the initial costs of starting up and operating these projects. Peace Corps complimented the projects by assigning Peace Corps Volunteers from the Small Business Enterprise and Agricultural Extension Programs to provide technical assistance. Thus a new Youth Program was created within the Peace Corps structure. The assistance was geared toward Bolivian institutions with a sensitive approach, evaluating with preference programs which helped to locate children in family or community based settings, as culturally appropriate, and help them to become more self sufficient.

PROJECT DATA

Project Title:	Displaced Children PASA
Project Number:	511-0624
Date of Obligation:	Original 09/30/91 Amended 05/03/92
PACD original:	09/29/92 Amended 09/30/94
Implementing Agency:	Peace Corps
Major Grantees:	ENDA, ONAMFA, AMANECER, SAN MARTIN, CIUDAD DEL NIÑO, YANAPACUNA, ANET, CETEP, UCE, ETC.
Authorized funds:	\$210,000
Amended:	\$460,000

PURPOSE AND OBJECTIVES OF THE EVALUATION

The purpose of the evaluation is to assess the impact of project activities and the effectiveness of implementation processes and strategies. The evaluation has the following objectives:

- A. To assess whether or not project activities have fulfilled the goal and purpose of the project;
- B. To assess the extent to which the project is meeting Peace Corps and USAID programmatic and strategic objectives;
- C. To assess the effectiveness of the project implementation process and to recommend how this could be approved;
- D. To determine the impact of project activities on its beneficiaries.

Specific questions related to the preceding objectives which should be answered in the evaluation will include the following:

FINDINGS

GOAL AND PURPOSE

The purpose of the project is to teach marketable trades and life skills to institutionalized and working children to help them achieve gainful employment and to develop the means by which these institutions can generate funds internally, thus becoming less dependent on outside financing. It supports the goal of encouraging increased economic opportunities for the disadvantaged.

The displaced children's program has assisted children in at least seven of the 16 sites visited, to achieve personal goals in their lives through increased vocational and life skills. Nine of the 16 sites are teaching vocational skills and seven of these sites evaluate the students by means of the quantity and quality of tangible objects produced.

Half of the sites (8) have assisted the students to achieve gainful employment. The approximate gain in value of the students work time has varied by location and by trade. The following wages illustrate the value added through training:

Career	Wage/day	
	before training	after training
Herbal Horticulture	1 Boliviano	4 B
Bricks/Roof Tiles	1 B	6 B
Shoe Making	5 B	20 B
Artisan/Crafts	5 B	20 B
Carpenter	5 B	20 B

The institutions hosting these projects have become more self-financing, although this is not always attributable to the project itself. Ten of the 16 institutions have increased their financial autonomy by 1-5%, sometimes because of inputs from the projects. This relationship is difficult to document because of little or no access and control of the evaluation to the financial accounting in the institutions. These estimates are voluntary and approximate. Two of the institutions have increased financial autonomy by approximately 30%, but not because of project inputs.

1. Which institutions have been assisted under the project and have they become less dependent on outside funding? What are the constraints as these institutions carry out their income generating strategies?

Of the 16 sites, one or two have seen some small impact on the financial dependence through the project

activities. In general, the lack of continuity in many institutions and the newness of the activity has made this type of impact negligible.

2. How effective has the Youth Program assistance been to these institutions?

At this point, Youth Program assistance has not had enough time to impact the financial status of the institutions. The organizational development of the institutions is currently beyond the reach of most volunteers at this point, and is also handicapped by lack of continuity in the institutions.

The most that one can observe in financial impact on the institutions is about 0-3% of their incomes. The productive ability of the workshops will most likely have an impact on finances if the institutions' organizational problems do not intervene first.

3. Is the program an appropriate strategy to help these institutions begin meaningful vocational education which helps beneficiaries acquire sound economic skills.

In general, this program seems to be an effective strategy to help these institutions begin meaningful vocational education. However, it is the opinion of the evaluation team that specific changes (Appendix D) would improve program effectiveness.

4. What alternative strategies could be used by institutions to generate income?

Institutional continuity is necessary to base economic strategies on. If the institution is constantly threatened by political appointments or high turnover rates, it will most likely face a continued history of earnings followed by loss through graft and/or mismanagement.

The evaluation team does not see alternatives to vocational training, in order to help these institutions generate income. This does not mean however, that the same method of financing is necessary to develop these training programs (see Appendix D).

5. Determine the feasibility of the three new project objectives proposed for FY95: scholarship fund, institution building and socialization.

The scholarship fund seems to be 1) threatening to the role and nature of the Peace Corps, 2) confusing to the identity of the volunteer and 3) a nightmare to manage. The argument could surely be made that an institution such as AID has

more experience in scholarships and would be more likely to manage them well than the Peace Corps would.

The socialization goals could be very effective if they are managed well to avoid creating dependence. Suggestions to improve its success are the following:

- 1) the quantities in the indicators seem random and not meaningful (why ten?)
- 2) be sure to limit the quantities of money for these activities lessen the dependence
- 3) develop a manageable system within Peace Corps for dealing with PCV requests that is cost/beneficial.

The institution building objective seems to be very sound. The institutions that were visited are desperately in need of these types of organizational inputs. It should be kept in mind, however, that lack of continuity in the participating institutions will wipe out all gains by this programs. Requiring a demonstration of stability and continuity in the institutions prior to working with the Peace Corps, would greatly enhance the effectiveness of this objective.

USAID and PEACE CORPS strategic and programmatic objectives

This project contributes to USAID's Family Health Strategic Objective of improving family health in Bolivia by investing in displaced children to improve their health and productivity, to enhance their skills, and to help them to be full participants in society.

In nine of the 16 sites, the health (social, physical, psychological) of the child has improved as a result of their stay at the institution. In half of the sites the productivity of the children (performing work in the area of training) has increased, as indicated by the increased value of a day's labor (table of earning capacity, above). Six of the 16 institutions are productive (realization of earnings through production), as indicated by the number of institutions which have developed their projects.

The productivity of the children at these sites has improved, as demonstrated by performance evaluation in seven of the 16 sites. By demonstrating their ability, through their products, they are participating and being accepted more as participants in their local communities.

In seven of the 16 sites, the children perceived their participation in the projects as an aid in achieving their personal objectives in life. The increased value of their economic life was recognized by themselves and the institutions. The Peace Corps Volunteers have been able to impart non formal lessons to the children in their time outside of the project activity. These lessons assisted the children to participate more fully in their homework, improving their health, speaking English, personal organization, friendships and sports such as basketball and baseball.

A measure of increased participation in society can also be seen through the social support/acceptance by the community in 11 of the 16 sites and economic support from the community in 6 of the sites.

1. How have project activities improved the health of project beneficiaries?

The social, physical and psychological health of the children was improved in at least nine of the 16 sites through their attendance at these institutions. Examples of this were the gradual lessening of anxiety caused by chronic abuse and neglect, elimination of some chronic intestinal parasites, stabilized personal health, increased interaction within and outside of the institution. The effect of the Peace Corps Volunteer on this process is marginal, but positive.

2. Has the productivity of children assisted under this project improved and how do they participate in society.

The productivity of the children has increased in at least half of the institutions, as demonstrated in their increased value per day in the labor market. This increase is preparing them for self-reliance in their future social/economic environment. This increase should be viewed in conjunction with the fact that 14 of the 16 sites have reached a productive level, but not necessarily sales and profit activity. As market activity is reached in more sites, there should be a more broad representation of increased labor market value among the children participating in the projects.

From the perspective of the children, in at least seven of the 16 sites, the children's perceptions were positive that the projects were helping them attain personal objectives. When asked what they wanted to do for a living when they were older, the following responses were given:

teacher	computer specialist
shoemaker	carpenter
horticulturist	baker
farmer	greeting card maker
electrician	metal worker
livestock breeder	mechanic
artisan	

In some of the sites where the projects were closely connected with the community and the general population were farmers, there was an emphasis on teaching the value of farming to the children. This value was reflected in the discussions between the evaluation team and the children. The goal in these cases was to increase the number of youth who were interested in staying in the community to work the land, slowing the trend toward urban migration.

Finally, increased participation in society can be seen through the indicators that were noted before, such as tangible products of social and economic value already being produced in half of the projects, increased value in the labor market and increased social and economic support within the community.

3. What Peace Corps programmatic objectives are supported under this project and have they been effectively supported? (Business courses, improve organization & administration, crop production, transfer of knowledge, etc.)

This program supports the Peace Corps Bolivia objectives of agriculture, small business and strengthening relations

between the United states and Bolivia through the transfer of knowledge and institution building (see Appendix E).

These objectives have been effectively supported. The objective of institution building could be greatly assisted by implementing the Youth Proposal for 1995 (Appendix I) and the evaluation team's suggestions relating to the evaluation of that objective.

4. Are using Business and Agricultural Volunteers the best background or are other professional qualifications better suited to work in these displaced youth programs

Both of these backgrounds seem well-suited to the tasks presented in this program. However, the recruitment of volunteers should be reexamined in view of the suggestions listed in Appendix D.

Project Implementation

This project is implemented through a PASA (Participating Agency Service Agreement) between USAID and Peace Corps.

1. Is the use of small grants targeted at specific institutions the most effective implementation strategy?

Small grants are effective if the volunteer is empowered to suggest when, how and in what manner the subject of financial support is raised. The type of grant now being used may not be the most effective way to offer financial support (see Appendix D).

If one is asking the question, "Are small grants effective, as compared to large grants?," this is a moot point. Peace Corps is not very compatible with volunteers requesting large grants. This change in operations would cause a major rethinking of Peace Corps' role.

2. Do these grants have sufficient impact on the targeted population?

With no operational definition of "sufficient," this question is not very useful.

3. What are some constraints a Volunteer might face while implementing these grants?

Peace Corps Volunteers working with youth projects have encountered some constraints in their work. The following list of personal/professional challenges was gathered from interviews with volunteers:

- institutional disorder (political, financial and organizational)
- adapting personal/professional abilities and expectations
- difficulty understanding their role
- their relationship with the institution
- inappropriate assignment
- culture
- language
- lack of preparation in project design and market studies

Institutional personnel at these sites identified the following problems that they encounter when working with the Peace Corps as an organization or as volunteers:

- volunteer's training doesn't correspond to work assignment
- specific gender request, not honored

- no language training for specific minority populations (ex: Mataco Indians) which generates problems in trying to relate

When asked what would have been different without a Peace Corps volunteer, eight of these 16 institutions stated that the existence and success of the project was a direct result of the placement and the work of the volunteer.

In spite of these difficulties named above, the following is a list of things that volunteers said that they have learned from the institutions where they have worked:

- good organizational structure allows improved productivity
- appreciating quality of life
- patience
- problems inherent in bureaucracies
- both sides of funding (giving and receiving)
- how to work with religious and political institutions

4. Should the current operational procedures be modified to facilitate the activities of the Volunteers and the achievement of programmatic objectives? What alternative implementation procedures might be used?

The suggestions in Appendix D address changes in operational procedures that could facilitate volunteer activities. Along with these, are some suggestions from volunteers about training. The volunteers were asked what things should be changed or adjusted in their training programs to assist them in their work as youth project volunteers. The following suggestions were given:

- cultural training with more detail
- early notice of site assignments to assist them in adaptation/planning
- characteristics of institutionalized children
- variety of language training methods that use more practice and practical application
- more technical training
- psychology and sociology of working with children in general
- more women in development (WIL) training
- more Quechua language training
- more volunteers speaking to trainees
- more pedagogical (teaching) skills
- child development training
- more indigenous language training
- more training in local realities
- small business skills

5. How are the activities in this project monitored and evaluated? What monitoring indicators are used and are they adequate? Has the financial monitoring been adequate?

The general procedure for applying for youth activity funds is as follows:

- the volunteer must be at their site for at least 6 months before applying for funds
- there must be an active project at the site
- a draft proposal must be submitted to the youth coordinator
- proposals are reviewed by a committee, monthly
- after approval, release of funds takes two months

The general procedure for monitoring activities includes the five forms as follows:

- three month reports presented by institutions based on Peace Corps format
- final reports based on Peace Corps format
- interviews with institution directors
- interviews with PCVs and their three month progress reports
- visits by Youth Coordinator and APCDs to institutions

The specific guidelines for writing a grant application can be found in Appendix H.

Financial monitoring of the project seems to be very well done. This is based upon consultation with the Youth Coordinator and the Financial Officer and superficial examination of the accounting system/records.

Project Impact

1. Is project impact currently measured, and if so, how? Are impact data collected on a regular basis and is it desegregated by gender?

The project impacts are currently measured by the following indicators:

- displaced children employed
- workshops 50% self-financing
- institutional maintenance costs lowered by 10%
- vocational workshops constructed and operating
- children trained in vocational skills
- children trained in self-management and business skills
- accounting and management skills improved

Although these indicators seem at first glance to be sound, they present great difficulties in their use. First, they are not operationalized. This discredits them, as it is difficult to know how "employed," "trained" and "skills improved" are observed and counted. Second, the accounting procedures and personnel are not well defined. This potential miscounting is another validity threat. Third, These indicators do not seem to be balanced and representative of the range of relevant change in volunteer activity.

The indicators are not aggregated based on gender-sensitive statistics. They could be, if that is a value in this program.

2. How many institutions and beneficiaries have been assisted under the project and what specific activities (workshops, training programs, etc.) have been carried out? What has been the impact of these activities on the well-being of the beneficiaries?

Of the 17 sites in the Displaced Youth Program, the evaluation team visited 16, 15 of which had projects (see Appendix C). There are approximately 1,157 beneficiaries in those 15 sites. The activities being carried out consist of vocational and life skills training related to:

- | | |
|-----------------------|-----------------------|
| -ceramics | -motorcycle washing |
| -greeting card making | -child care |
| -carpentry | -shoemaking |
| -agronomy | -baking |
| -metalwork | -textiles |
| -horticulture | -agriculture |
| -livestock raising | -artisan/craftwork |
| -seamstress/tailoring | -decorative iron work |

The project activities of the volunteers seem to have had an impact on the children in both formal and non formal ways. Besides the formal training received in the workshops, the children have vocational aspirations (listed earlier in this report) and see their participation as an assistance in achieving their personal life goals. This represents a very important step in the child's re-entry to the economic and social system.

3. Are the Peace Corps Volunteers making a measurable impact on improving the organization's administrative and organizational structure.

At this time, only a few volunteers are able to impact the institutional administrative and organizational structures. Even in these cases, the effect may not be long-lasting. If the Peace Corps Youth Proposal's new objectives in institution building are adopted, they could have a major impact on administration and organization. That is, if the institutions must show organizational stability and continuity first.

Appendices

- A - Evaluation Scope of Work
- B - Methodology
- C - Site Visit Summaries
- D - Conclusions and Recommendations
- E - Summary of Recommendations
- F - USAID Bolivia Response to Eval. Report Draft
- G - AID Form 1330-5
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- L - Peace Corps Bolivia Youth Proposal 1995
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- N - Evaluation Team Credentials
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Appendix A - Evaluation Scope of Work

SCOPE OF WORK

STATEMENT OF WORK

Background

Through the availability of AID funds (1991 and 1992 Displaced Children's Earmarks) Peace Corps entered into a Participating Agency Service Agreement (PASA) with USAID/Bolivia to support Bolivian institutions that work with displaced children to help them implement income-generating vocational workshops or agricultural projects. USAID funds were to be used to build the necessary infrastructure, equip the workshops and cover the initial costs of starting up and operating these projects. Peace Corps complimented the projects by assigning Peace Corps Volunteers from the Small Business Enterprise and Agricultural Extension Programs to provide technical assistance. Thus a new Youth Program was created within the Peace Corps structure. The assistance was geared toward Bolivian institutions with a sensitive approach, evaluating with preference programs which helped to locate children in family or community based settings, as culturally appropriate, and help them to become more self sufficient.

PROJECT DATA

Project Title:	Displaced Children PASA
Project Number:	511-0624
Date of Obligation:	Original 09/30/91 Amended 05/03/92
PACD original:	09/29/92 Amended 09/30/94
Implementing Agency:	Peace Corps
Major Grantees:	ENDA, ONAMFA, AMANECER, SAN MARTIN, CIUDAD DEL NIÑO, YANAPACUNA, ANET, CETEP, UCE, ETC.
Authorized funds:	\$210,000
Amended:	\$460,000

PURPOSE AND OBJECTIVES OF THE EVALUATION

The purpose of the evaluation is to assess the impact of project activities and the effectiveness of implementation processes and strategies. The evaluation has the following objectives:

- A. To assess whether or not project activities have fulfilled the goal and purpose of the project;
- B. To assess the extent to which the project is meeting Peace Corps and USAID programmatic and strategic objectives;
- C. To assess the effectiveness of the project implementation process and to recommend how this could be approved;

D. To determine the impact of project activities on its beneficiaries.

Specific questions related to the preceding objectives which should be answered in the evaluation will include the following:

GOAL AND PURPOSE

The purpose of the project is to teach marketable trades and life skills to institutionalized and working children to help them achieve gainful employment and to develop the means by which these institutions can generate funds internally, thus becoming less dependent on outside financing. It supports the goal of encouraging increased economic opportunities for the disadvantaged.

1. Which institutions have been assisted under the project and have they become less dependent on outside funding? What are the constraints as these institutions carry out their income generating strategies?
2. How effective has the Youth Program assistance been to these institutions?
3. Is the program an appropriate strategy to help these institutions begin meaningful vocational education which helps beneficiaries acquire sound economic skills.
4. What alternative strategies could be used by institutions to generate income?
5. Determine the feasibility of the three new project objectives proposed for FY95: scholarship fund, institution building and socialization.

USAID and PEACE CORPS strategic and programmatic objectives

This project contributes to USAID's Family Health Strategic Objective of improving family health in Bolivia by investing in displaced children to improve their health and productivity, to enhance their skills, and to help them to be full participants in society.

1. How have project activities improved the health of project beneficiaries?
2. Has the productivity of children assisted under this project improved and how do they participate in society.
3. What Peace Corps programmatic objectives are supported under this project and have they been effectively supported? (Business courses, improve organization & administration, crop production, transfer of knowledge, etc.)

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4. Are using Business and Agricultural Volunteer the best background or are other professional qualifications better suited to work in these displaced youth programs

Project Implementation

This project is implemented through a PASA (Participating Agency Service Agreement) between USAID and Peace Corps.

1. Is the use of small grants targeted at specific institutions the most effective implementation strategy?
2. Do these grants have sufficient impact on the targeted population?
3. What are some constraints a Volunteer might face while implementing these grants?
4. Should the current operational procedures be modified to facilitate the activities of the Volunteers and the achievement of programmatic objectives? What alternative implementation procedures might be used?
5. How are the activities in this project monitored and evaluated? What monitoring indicators are used and are they adequate? Has the financial monitoring been adequate?

Project Impact

1. Is project impact currently measured, and if so, how? Are impact data collected on a regular basis and is it desegregated by gender?
2. How many institutions and beneficiaries have been assisted under the project and what specific activities (workshops, training programs, etc.) have been carried out? What has been the impact of these activities on the well-being of the beneficiaries?
3. Are the Peace Corps Volunteers making a measurable impact on improving the organization's administrative and organizational structure.

EVALUATION STRATEGY

A team planning meeting will be held as the evaluation activities begin to review the SOW, define reporting guidelines, identify team member responsibilities and to set up a schedule of meetings and interviews. Peace Corps and USAID/HHR representatives will participate in this meeting to brief the team on their expectations.

Basic background documentation which should be reviewed includes the PASA and its amendments, quarterly reports by the Youth Coordinator, USAID Semi-annual Reports, individual grant agreements and reports from specific grantee institutions.

The team will conduct interviews and assess the opinion of staff members of the grantee institutions, volunteers working in the field, beneficiaries who have received assistance, and the central office staff of both USAID/Bolivia and Peace Corps. There will be field visits to selected institutions throughout Bolivia so that information can be collected. The team may conduct additional interviews at its discretion.

REPORTS

1. Format

The team will submit a written report which should contain the following:

- a. AID Evaluation Summary Form 1330-5 (parts H & J)
- b. an executive summary
- c. a discussion of findings, conclusions and recommendations each of the four areas evaluated;
- d. an Appendices section which will include at a minimum the following:
 - a description of the methodology used in the evaluation;
 - a bibliography of documents consulted'
 - a list of institutions and individuals consulted;
 - summary recommendations

2. Presentation

An oral presentation will be given to USAID/B and Peace Corps at the end of the third week of the evaluation. At the time three copies of a draft report will be distributed to USAID/HHR, P and the USAID evaluation Officer which will have three days to make suggestions for revisions and give feedback. Once the draft report has been reviewed, the team will have two weeks to incorporate revisions and feedback into the final report. Ten copies in English of the final report should be prepared and submitted, five copies to the Director of Health and Human Resources in USAID/Bolivia and five to the Peace Corps Director.

PERSONNEL QUALIFICATIONS

The Displaced Children's PASA evaluation team will be composed of three members. The team should include, at a minimum, (1) a specialist in displaced children programs. This person should act as team leader. (2) a member designated by USAID/Bolivia who is outside the HHR office; (3) another member designated by Peace Corps.

The Team Leader will have the responsibility for the general direction of the evaluation and for writing and presenting the final report. He/she should have extensive evaluation experience in social fields, be fluent in Spanish,

and have thorough knowledge of social programs which target the reintegration of children in difficult circumstances back into families and society. Familiarity with public sector social programs, income generating projects and/or institutional development activities will be particularly useful.

Appendix B - Methodology

Methodology

The methodology used in this evaluation was based upon the identification of the main stakeholders in this program and the values that motivated them to participate in the various project activities. The stakeholders (and their respective values) that were identified were the following:

- Government of Bolivia
 - Small business development
 - Agricultural Extension
- USAID/Bolivia
 - Family Health
- Peace Corps/Bolivia
 - Technical Skills Training
 - Inter cultural exchange and understanding
 - Peace Corps' role understood in Bolivia
- Peace Corps/Washington
 - Program replication in other countries
- Children's Homes (Institutions)
 - Training programs for children
 - Children's personal earning capacity
 - Sustainability of the institutions
- Peace Corps Volunteers
 - Feel useful as a positive change agent
 - Have others understand the volunteer's role
- Children in the institutional homes
 - Personal life goals
 - Personal earnings

In addition to these seven stakeholders, the evaluation team also recognized two other groups that lie outside the limits of the project activities, but are closely related to the success of these activities. The first is the local community that must demonstrate social and economic support for the children to be successfully reintegrated as full participants in society. Second, are the employers and clients, who must wish to establish business relationships with the children as they become adults.

Following this narrative is a set of questions (and their English translations) that were developed by the evaluation team. These questions were designed to verify whether the project activities met the criteria expressed in the list of stakeholder values. In addition to these questions, the evaluation team also made non-formal observations concerning 1) the improvement in health (social, physical and psychological) of the children and 2) factors that might affect the success of this type of project in another Peace Corps country setting.

The evaluation team followed separate itineraries, visiting 16 of the 17 project institutions. The questionnaires were used to maintain uniformity when interviewing institutional personnel, Peace Corps Volunteers and children related to each project site. In some cases, when the children were not

available, the institutional personnel and volunteers were asked questions as proxies for the children. The evaluation team took time before their visits to agree on interview protocol and also piloted the questionnaire on the first two visits with all team members asking all questions and then comparing notes to develop inter-rater consistency.

The evaluation team coded each questionnaire item to the questions asked in the scope of work. This codification was then checked for comprehensiveness. Lacking questions related to the two areas of children's health and replicability, these items were added to the interview protocol as non-formal observations, as mentioned above. In both cases, it was difficult to gain information through direct questioning.

CIUDAD/ CITY:
HOGAR/ INSTITUTION:
FECHA/ DATE:

1.- NIÑOS/CHILDREN:

a) MOTIVACION PERSONAL:/ PERSONAL MOTIVATION:

a.a. Razones por las que se encuentra en este taller y en este hogar/ Reasons why you are in this workshop and in this institution:

(Qué es lo que te agrada de este hogar o que te incentiva a quedarte en este hogar? / What do you like about this institution and what gives you incentive to stay in this institution?)

a.b. Como es que el menor se imagina que va a ser en 10 años?/ Where does the child see himself in ten years?

a.c. La actividad que hoy está desarrollando le ayuda a lograr sus objetivos personales? y por qué/ Does the activity you are developing today help you achieve your personal objectives? and why?

a.d. Que es lo que el (la) voluntario(a) te está enseñando aparte de los talleres? (de su país, de su persona, de sus experiencias?)/ What is the volunteer teaching you outside of the workshops? (about his country, his person, his experiences?)

2. VOLUNTARIO/ VOLUNTEER:

a.- SER AGENTE DE CAMBIO POSITIVO/ BEING AN AGENT OF POSITIVE CHANGE:

a.a.- Se siente útil? si ___ no ___
Do you feel useful? Yes ___ No ___

a.b.- Porqué y como?/ Why and how?

b.- ENTENDIMIENTO DE SU PAPEL/ UNDERSTANDING HIS/ HER ROLE:

b.a.- Que es y para que es el Cuerpo de Paz?/ What is the Peace

Corps and what is it for?

b.b.- Relación entre el voluntario con los fondos económicos/
Relationship between the volunteer and the funds:

b.c.- Dificultades que encuentra/ difficulties the volunteer
faces:

c.-INTERCAMBIO CULTURAL/ CULTURAL EXCHANGE:

c.a.- participación - compartir/ Participation- sharing:

c.b.- Que aprendió de los niños/ What have you learned from
the children:

c.c.- Que aprendió de la institución/ What have you learned
from the institution:

d.- OTROS / OTHERS:

d.a.- Campo del desarrollo juvenil y social/ In the area of
Youth development and social development:

d.b.- Programación en evaluación y diseño de proyectos/.
Programing in project evaluation and design :

d.c.- Qué elementos considera que debieran dar o cambiar
durante los tres meses de entrenamiento?/ What elements
do you consider should be included or change during the
three month training

3. INSTITUCIONES DE NIÑOS/ CHILDREN INSTITUTIONS

a.-CAPACITACION DE LOS NIÑOS/ CHILDREN´S TRAINING

a.a.) Número de proyectos y N# de estudiantes por proyecto/
Number of projects and number of beneficiaries per project:

a.b.) Evaluación por muestra de productos hechos/ Evaluation
thorough products made

b.-GANANCIA PERSONAL/ PERSONAL GAIN

b.a.) Valor diario de su trabajo antes y después de su capacitación/ Daily evaluation of the work before and after the training:

c.-SUSTENTACION DE LA INSTITUCION/ SUSTENTABILITY OF THE INSTITUTION:

c.a) Madurez de la institución/Maturity of the institution:

1) Continuidad/Continuity:

2) Evidencia del desarrollo de la base económica/
Evidence of the financial based development:

3) 92-93 junio/93-94 junio/ June 92 - 93 / June 93 - 94:

3.a) porcentaje de proyectos realizados/Percentage of projects developed.

4) Por qué están en el hogar / Why are the children in the institution:

4.a) porcentaje de fugas / Percentage of runaways:

c.b) intercambio cultural/ Cultural exchange:

1) Que han aprendido y compartido uno del otro/ What has the volunteer and the institution learned from one and the other:

c.c) Entendimiento de su papel/ Understanding his/her role:

1) Que es y para que es Cuerpo de Paz/ What is Peace Corps and what is it for:

2) Relación a fondos/ Relationship to funds:

3) Dificultades que se encuentran con Cuerpo de Paz y Voluntarios/ Difficulties found with the Peace Corps and the volunteers:

4) En caso de no haber voluntario en la institución, sería diferente? cómo sería? qué cambiaría?/ If there was not a volunteer in the institution, would the institution be different? How would it be? What would change:

c.d) Fuentes de empleo existentes o auto empleo/ Existing employment and self employment:

1) Si quiere o no/ Do you want employment or not:

2) Porque?/ Why

c.e) Comunidad local/ Local community

1) Social/ Social

2) Económico/ Economic:

Appendix C - Site Visit Summaries

AGENCIAS, TELEFONOS Y DIRECCIONES

VOI UNTEER	PROGRAM	DEPT.	Prim, Sec, Chan.	GROUP	EXTEN. o ET	PROJECT	Written by
Bill Smith	Ag. Ex	CBBA	Prim.	3	1 yr. ext	Cunicultura	PCV
Marie Akesson	Ag. Ex	CBBA	Prim	3	1 yr. ext	Centro Agropecuario	PCV
Chris Baily	SBD	Tarija	Secondary	4	in service	Artisanry	PCV
David Evret	SBD	Trinidad	Changed from Youth	4	Left Youth	Ceramic Factory	Agency
Heidi Haring	SBD	CBBA	Changed to Primary	4	COS	Cards & Bakery	PCV
Jennifer Guild	SBD	Chuquisaca	Prim.	4	3 month ex. COS	Carpenteria y huertos (2)	PCV
Marcelo Preser	SBD	Tarija	Secondary	4	COS	Carpinteria	PCV
Paula Brush	SBD	La Paz	Prim	4	6 month ext. COS	Panaderia	(2) PCV
Tamy Tyler	SBD	Chuquisaca	Secondary	4	COS	Agriculture	(2) PCV
Ana Rodriguez	SBD	CBBA	Change to Primary	6	in service	Artisanry	PCV
Beth Schira	SBD	La Paz	Prim.	6	in service	Carpinteria	Agency
Dan Foote	SBD	Chuquisaca	Secondary	6	in service	Medicinal Plants	PCV
Jane Schmidt	SBD	Potosi	Prim.	6	in service	NO	
Sean Yates	SBD	Tarija	Prim	6	in service	Casa Amistad	Agency
Susan Cheung	SBD	CBBA	Change to Prim.	6	in service	Greenhouse	PCV
Andrew Bush	Ag. Ex	CBBA	Secondary	7	in service	NO	
Dorry Johnson	Ag. Ex	La Paz	Prim	7	in service	NO	
Suzanne Willis	Ag. Ex	CBBA	Secondary	7	in service	Agriculture	PCV
André Joyner	SBD	Chuquisaca	Prim	8	in service	NO	
Bret Creech	SBD	Tarija	Secondary (R)	8	in service	Continue Previous Proj	Previous PCV
Marc Griego	SBD	La Paz	Change to Primary (R)	8	in service	Continue Previous Proj	Previous PCV
Cesar Romero	Ag. Ex	CBBA	Prim. (R)	9	in service	Continue Previous Proj	Previous PCV
Kathleen Dowd	Ag. Ex	CBBA	Prim.	9	in service	NO	
Debra Rash	Ag. Ex	Chuquisaca	Prim. (R)	9	in service	Continue Previous Proj	Previous PCV
San Martin	Independant	CBBA				Metal Mechanics	Agency
Amanecer	Independant	CBBA		#3 - 2		Metal Mechanics	Agency
				#4 - 7			
24 PCVs	8 Ag. Ex.	S.P. 5	Primary 13	#5 - 0	In Serv. 18	Agriculture 7	Agency - 5
	16 SBD	JLA 9	Secondary 7	#6 - 6	COS 5	Workshops 10	PCV - 13
		R.A. 10	Change to prim 4	#7 - 3	leave 1	Artisanry 2	
			Replacements 4	#8 - 3	Extend. 4		
				#9 - 3	E.T. 0		

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Interaction PCV

#	INST.	PLACE	PROJECT	Stage in Development			Interaction PCV					
				N	I	D P	In Project		Out Project		Out work	
1	Betania	Tiraque	Irrigation		X		yes	no	yes	yes	no	no
2	San Martín	Cbba	Rab.raising- Metal			X	yes	yes	no	no	no	no
3	Amanecer	Cbba	Metal - Agricult			X	yes	yes	yes	yes	yes	no
4	Mosoj Yan	Cbba	Bakery-cards			X	NO	PCV				
5	S. Sebastián	Mizque	Horticulture			X	yes	yes	yes	no	no	no
6	José Flores	Aiquile	Charangos factory		X		yes	no	yes	yes	no	no
7	Zelada	Oruro	Bakery			X	yes	yes	yes	yes	yes	yes
8	Paria	Oruro	Solar greenhouses		X		yes	yes	yes	yes	yes	yes
9	COSV	Pam.Sucre	Medicinals Plants			X	yes	yes	yes	yes	yes	yes
10	Yanapacuna	Sucre	Carpenter	X			no	no	no	no	S.ti	mes
11	Granja Sucre	Sucre	-----	X			no	no	no	no	S.ti	mes
12	ANET	Tarija	Life skills			X	yes	yes	yes	yes	S.ti	mes
13	N. Esperanza	Tarija	Carpenter		X		yes	yes	yes	yes	yes	yes
14	FUNDESIB	Villamon	Woodcarding			X	yes	yes	no	no	no	no
15	Tam - ENDA	Trinidad	Ceramic			X	NO	PCV				
16	Ciudad niño	La Paz	Carpenter			X	yes	yes	yes	yes	no	no

Site Visit Summaries

1.-Institution: Hogar Betania-Tiraque (Cochabamba)
Volunteer: Suzanne Willes

- 1.- Present was the volunteer, the administrator, the children and family members. Conversations were held with all four.
- 2.- The volunteer's and administrator's attitudes was very open and receptive
- 3.- The project is in the initial stage
- 4.- Is there an inter relationship between the volunteer, the institution, and the children ?
 - a) Within the project = Yes, with the Institution
 - b) Within the home but outside of the project = Yes, with the institution and the children
 - c) Outside of work = No

2.- Institution: Hogar San Martín de Porrés - Cochabamba -
Volunteer: Jill Smith

- 1.- Present were the volunteer, the administrator, the children and one professor. Conversations were held with all four.
- 2.- The volunteer's attitude was very open and receptive. The administrator's attitude was reserved and cautious.
- 3.- The project is in the development stage
- 4.- Is there an inter relationship between the volunteer, the institution, and the children ?
 - a) Within the project = Yes, with the Institution and the children
 - b) Within the home but outside of the project = Yes, with the children
 - c) Outside of work = No

3.- Institution: Amanecer - Cochabamba - Volunteer: Marie Akesson and Cesar Romero (New)

- 1.- Present were the volunteers, the Director and the children. Conversations were held with one volunteer, with the Director and with the children.
- 2.- The volunteer's and the Director's attitudes was excellent open and receptive

3.- The project is in the productive stage

4.- Is there an inter relationship between the volunteer, the institution, and the children ?

a) Within the project = Yes, with the Institution and the children

b) Within the home but outside of the project = Yes, with the children and the institution

c) Outside of work = Yes, with the institution

4.- Institution: Centro Mosoj Yan - Cochabamba - No volunteer

1.- Present were the Director, the administrator and the young girls. .
Conversations were held with all three

2.- The Director's, the administrator's and the young girls attitudes were excellent open and receptive

3.- The project is in the productive stage

4.- Is there an inter relationship between the volunteer, the institution, and the children ?

a) Within the project = There is no volunteer at the present time. There was a volunteer who started the project but has already left.

b) Within the home but outside of the project = Not applicable

c) Outside of work = Not applicable

5.- Institution: Hogar Paria - Oruro - Volunteer: Dorry Johnson

1.- Present were the administrator and the volunteer. . Conversations were held with both .

2.- The administrator's attitude was cautious The volunteer's attitude was excellent.

3.- The project is in the initial stage

4.- Is there an inter relationship between the volunteer, the institution, and the children ?

a) Within the project = Yes, with the institution and the children

b) Within the home but outside of the project = Yes, with the children and the institution

c) Outside of work = Yes, with the institution and the children.

6.- Institution: Hogar Zelada - Oruro - Volunteer: Marc Griego

1.- Present was the Administrator of ONAMFA, the Institution's administrator, and the children. Conversations were held with the Administrator of ONAMFA and the Institution's Administrator

2.- The administrator's of ONAMFA and the Institution administrator's attitudes were open and receptive

3.- The project is in the productive stage

4.- Is there an inter relationship between the volunteer, the institution, and the children ?

a) Within the project = There is a volunteer, but he's on vacation.

b) Within the home but outside of the project = Yes, with the children and the institution.

c) Outside of work= Yes, with the institution.

7.- Institution: COSV - Pampas del Carmen (Sucre)- Volunteer: Daniel Foote -

1.- Present were the Director, the children, the parents and the volunteer. Conversations were held with all four

2.- The Director's and the volunteer's attitudes was fabulous, open and receptive, the parent's and the children's attitudes was open and receptive

3.- The project is in the development stage

4.- Is there an inter relationship between the volunteer, the institution, and the children ?

a) Within the project = Yes

b) Within the home but outside of the project = Yes

c) Outside of work= Yes

8.- Institution: San Sebastián - Mizque (Cochabamba) - Volunteer: Susan Cheung -

1.- Present were the House mother, the volunteer, the professors and the children.. Conversations were held with all four

2.- The House mother's, the volunteer's, the professor's and the children's attitudes was open and receptive

3.- The project is in the development stage

4.- Is there an inter relationship between the volunteer, the institution, and the children ?

a) Within the project = Yes.

b) Within the home but outside of the project = Yes, with the institution

c) Outside of work= No

9.- Institution: Hogar José Flores - Aiquile (Cochabamba) -
Volunteer: Ana Rodriguez

1.- Present were the Director, the administrator, the tutors, the pastor, the volunteer and the children. Conversations were held with all six

2.- The Director's, the administrator's, the pastor's, the tutor's, the volunteer's and the children's attitudes was receptive. The volunteer attitude was excellent, open and receptive

3.- The project is in the initial stage

4.- Is there an inter relationship between the volunteer, the institution, and the children ?

a) Within the project = Yes.

b) Within the home but outside of the project = Yes, with the children and the institution

c) Outside of work= No.

10.- Institution: Hogar Yanapacuna - Sucre- Volunteer: Andrés Joyner

1.- Present were the acting Director, the Institution's administrator, the volunteer, the tutor and the children. Conversations were held with all five

2.- The acting Director's, the Institution administrator's, the tutor's, the volunteer's and the children's attitudes were extremely cautious.

3.- The project is stagnant

4.- Is there an inter relationship between the volunteer, the institution, and the children ?

a) Within the project = No

b) Within the home but outside of the project = No

c) Outside of work= Yes

11.- Institution: ENDA - Trinidad- No volunteer

1.- Present were the Director, the professor and the children. Conversations were held with all three

2.- The Director's, the professor's and the children's attitudes was fabulous

3.- The project is in the productive stage

4.- Is there an inter relationship between the volunteer, the institution, and the children ?

a) Within the project = There is no volunteer at the present time. There was a volunteer who started the project but has already left.

b) Within the home but outside of the project = Not applicable

c) Outside of work = Not applicable

12.- Institution: ANET - Tarija- Volunteer: Sean Yates

1.- Present were the Director ,the administrators ,the professors, the psychologist and the volunteer . Conversations were held with all five.

2.- The Director's, the administrator's, the professor's, the psychologist's and the volunteer's attitude's were excellent open and receptive

3.- The project is in the development stage

4.- Is there an inter relationship between the volunteer, the institution, and the children ?

a) Within the project = Yes

b) Within the home but outside of the project = Yes

c) Outside of work = Sometimes

13.- Institution FUNDESIB- Villamontes (Tarija) - Volunteer: Brett Creech-

1.- Present were the Director, the administrator, the marketing specialist, and the volunteer. Conversations were held with all four

2.- The Director's, the marketing specialist's and the volunteer's attitudes were very open and receptive The administrator's attitude was cautious.

3.- The project is in the productive stage

4.- Is there an inter relationship between the volunteer, the institution, and the children ?

a) Within the project = Yes.

b) Within the home but outside of the project = No

c) Outside of work = No

14.- Institution: Hogar Ciudad del Niño Jesús - La Paz - Volunteer: Elizabeth Schira

- 1.- Present were the Director, the assistant Director, the children, the professors and the volunteer. Conversations were held with all five
- 2.- Everyone's attitudes were open and receptive
- 3.- The project is in the productive stage
- 4.- Is there an inter relationship between the volunteer, the institution, and the children ?
 - a) Within the project = Yes
 - b) Within the home but outside of the project = Yes
 - c) Outside of work = No

15.- Institution: Nueva Esperanza- Tarija -Volunteer: Sean Yates

- 1.- Present were the Director, the administrator, the psychologist, the professors, the children and the volunteer. Conversations were held with all six
 - 2.- Everyone's attitudes were excellent, open and receptive
 - 3.- The project is in the initial stage
 - 4.- Is there an inter relationship between the volunteer, the institution, and the children ?
 - a) Within the project = Yes
 - b) Within the home but outside of the project = Yes
 - c) Outside of work = Yes
-
- 3.- The project is in the initial stage
 - 4.- Is there an inter relationship between the volunteer, the institution, and the children ?
 - a) Within the project = Yes, with the Institution
 - b) Within the home but outside of the project = Yes, with the institution and the children
 - c) Outside of work = Non

Appendix D - Conclusions and Recommendations

Summary of Recommendations

The evaluation team is in complete agreement that the Peace Corps Bolivia Youth Program has established its ability to improve the personal, social and economic well being of a high risk population in Bolivia, the displaced children now residing in public and private institutions. The program has grown to the point where its needs are no longer met by the current programmatic structure. Because of this, we recommend that Peace Corps Bolivia considers the formalization of the Youth Program, including, programmatic objectives/evaluation criteria, administrative development, recruitment criteria, training objectives, and financing strategy.

A. Programmatic Objectives/Evaluation Criteria

Two objectives that should be considered in formalizing the Youth Program, are 1) Vocational/Life Skills Training and 2) Institution Building. These have already been suggested in the 1995 Youth Program Proposal.

Youth Development (Vocational/Life Skills Training)

1) Indicators should differentiate between various vocational training situations as milestones. For example, organization and installation of the training site; entry of new trainees and ability levels evaluated by performance of increasingly complex technical tasks.

2) Indicators should differentiate between employment and employability. Employment indicators that can be useful are things such as sale of first product(s); regular earnings; part time (10-25 hrs. per week) employment and full time employment (25 hours or more per week. These indicators would assume that the work activity is in the area in which training was given, of course, if any connection to training is to be made. If not, they become simple employment indicators. Employability indicators deal with such things as human relations skills, work site behavioral expectations (punctuality, neatness, honesty, recognition of authority, etc.), job-finding skills (personal presentation, soliciting references, presentation of technical abilities, etc.). In addition to personal skills, employability indicators can refer to personal potential in the labor market. An example of this would be to say that before training, a youth has a labor market value of five Bolivianos per day in earning potential as a common laborer. After training as a carpenter, the same youth may have an earning potential of 25 Bolivianos per day. This indicator suggests both a quantitative and qualitative improvement in employability status. Not only

may she/he be able to earn more per day, but the new skill may allow occupational choice and/or job security.

3) There is a need for these youth to learn more business skills. This is true whether the vocational trainee starts a small business or is employed in an existing firm. Training systems are very culturally sensitive. Until World War II, the apprenticeship system brought to Latin America was the dominant training system. Since then, many foreign systems have been initiated, some with success. The system brought by the Spanish was not a highly developed Apprenticeship system (formal levels of apprentice, journeyman and master) since that did not develop in Spain until after colonial independence. The current Latin American apprenticeship system is highly subjective. This lack of objectivity contributes to the difficulty encountered when trying to apply small business skills. Nonetheless, there are a few indicators that are very useful in observing the impact of small business skills transfer to technical trainees. A basic level of techno-entrepreneurial skill can be observed when a technician who is given a well-defined problem, solves that problem within her/his technological area (ex.: problem = books, solution = bookcase). A higher level of techno-entrepreneurial skill can be observed when that technician is presented with a social/economic value and proceeds to 1) identify/define a problem and 2) solves that problem with an appropriate product (ex.: social/economic value = health, problem = flies on the clean dishes, solution = cabinet with screen door. The highest level is when the individual can identify the value, the problem and the solution. Successful small businesses are started by those who can either do all three things or who can assemble a team that do them. Clusters of new graduates from training programs often form those teams if supported and not discouraged. Their history together often binds them together in successful small business units with a clear recognition of complementary roles in the larger process.

4) Life Skills training should include attention to psychological, social and physical health indicators. Many of the youth in these programs have suffered abuse, neglect and illnesses that have long term impacts on their lives. These indicators should be developed to observe stabilization and development in all three of these areas of personal health/well being.

Institution Building (Continuity, Stability and Growth)

An institutional requirement worth considering when placing a volunteer is continuity/stability. For the good of the youth and the productive effectiveness of the project, these are essential institutional characteristics.

1) Indicators of organizational continuity/stability can be as simple as the number of months or years under the same director or administration, the existence of operational policies related to management, personnel, etc., or organizational planning mechanisms. The existence of some of these may indicate that the volunteer stands a chance of building on them. Having none of these is a good indicator of frustration and failure. A sincere willingness to develop them may be enough to begin a project.

2) Indicators of institutional growth demonstrate the impact of institution building activities. They reflect progress in the same areas that were mentioned above. When the youth institution shows progress in regularity of administration, the existence or development of self-defined operational policies and mission-driven planning and evaluation policies, institution building is taking place. These activities do not have to be traumatic to have an effect. They are, however, essential to the well being of the institutionalized youth who will either grow or suffer by them.

B. Administrative Development

At the present time, the administration of the Peace Corps Bolivia Youth Program is currently subsidized by USAID Bolivia. This arrangement has served a very important purpose. Through the support of USAID Bolivia, the Peace Corps has been able to firmly establish an effective Youth Program in less than three years. The program has also experimented with various levels of financial input into the youth projects. This experimentation has resulted in a current agreed upon ceiling of \$10,000 per grant.

The programmatic challenges facing the Youth Program are complicated by the fact that it is a secondary activity and not a formal program in Bolivia. This is true, in spite of the fact that there are 17 volunteers involved with sizable youth projects throughout Bolivia. In many of these cases, the secondary project has become a primary activity.

[An additional issue here is that even though the youth projects are clearly needed and effective, they may be drawing volunteers away from other primary activities in other sectors. For example, it may be much more personally gratifying to work with children and see quick returns than to push on "forever" with the development of a rural agricultural, sanitation or cooperative activity. Keeping in mind that volunteers have a two year "life" in the Peace Corps, this is a very real issue. Nonetheless, the youth activities have no problem justifying their purpose and effectiveness as a program.]

The formalization of the Youth Program with a Peace Corps APCD and a niche in the Peace Corps

Bolivia structure would improve the support, supervision, focus and effectiveness

C. Recruitment Criteria

Based upon the interviews with institutions, PCVs, and Peace Corps Bolivia personnel, as well as the findings of the evaluation team, there are some suggestions regarding recruitment of volunteers for a formalized Youth Program.

1) The primary requirement for this program should be practical experience in youth activities/programs. This would include things such as house parent, camp counselor, girls or boys club, park and recreation counselor, half-way houses, etc.

2) Secondary skills that are extremely useful in Bolivia youth activities are small business agriculture, health education and organizational development.

A suggestion was made to the evaluation team that there be at least 30 - 45 days overlap of old/new volunteers when the project requires continuity. The evaluation team recognizes, however, that too much overlap can handicap the new volunteer from establishing credibility.

D. PCV Training Objectives

Youth Theory and Practice

There is strong agreement that PCVs working in youth activities need technical training in Developmental Psychology of Institutionalized Youth, during their initial training period. This should be continued, of course, during the In Service Training.

Institution Building and Networking

Technical training for new Youth Program volunteers should include general concepts of Organizational Development such as strategic planning, policy development and facilitation skills. The trainees should also be given training in how to build and use networks.

Personal and Gender Specific Needs

The stress of living in or near a children's home is very tangible. The evaluation team concluded that a volunteer should probably avoid living in the site itself. During training, some time should be dedicated to interaction between current PCVs and trainees regarding the subject of personal mental health and proximity to high need youth.

In addition to this stress, the team discovered what may be only a coincidence. The PCVs were nearly perfectly divided by

gender on the question of non-formal (outside of work) interaction with the youth at their site. Male PCVs demonstrated a high level of non-formal interaction, whereas, female PCVs showed little or no non-formal interaction. This is certainly not conclusive of anything, but it should be enough to initiate Peace Corps interest in the personal needs of female PCVs in relation to youth activity and non-formal interaction.

PCV In Service Training Suggestions

A number of very good suggestions have been collected from the PCVs attending In Service Training (IST) sessions, as well as a memo from two PCVs (4/12/94). These suggestions should all be taken into consideration when designing IST's.

E. Project Financing Strategy

PASA vs. SPA Funds

Projects have been financed for up to \$70,000. This ceiling quickly dropped to \$20,000+ and now to \$10,000. These amounts refer only to USAID PASA funds. SPA funds have a limit of \$5,000 and can only be used as support for secondary activity. Three alternatives are readily obvious to the team.

1) Continue to use USAID PASA funds as a sole source for youth project activities. This would require continued involvement of USAID Bolivia and also the continued existence of Displaced Children's funds from Congress.

2) Use both USAID PASA funds and conventional AID/Peace Corps SPA funds. This would probably require some sort of guidelines as to when one should apply for one versus the other. At this time, all youth project applications for either source are channeled to PASA funding. Also, if SPA funds are only for secondary projects, then they cannot be used for a formalized Youth Program (Catch-22).

3) A third alternative is to use only the conventional SPA funds for a formalized Youth Program. Once again, we encounter the primary/secondary distinction with SPA funds.

Volunteer Discretion

It became quite clear to the evaluation team that the volunteer must be empowered to decide when, how, if and with whom those funds would be used. Not abiding by this guideline was one of the single most deadly mistakes encountered. Without this ability, the volunteer is reduced to a frustrated and non-productive courier for funds.

Appendix E - Summary of Recommendations

Summary of Recommendations

The evaluation team is in complete agreement that the Peace Corps Bolivia Youth Program has established its ability to improve the personal, social and economic well being of a high risk population in Bolivia, the displaced children now residing in public and private institutions and recommends that Peace Corps Bolivia considers the formalization of the Youth Program.

A. Programmatic Objectives/Evaluation Criteria

Two objectives that should be considered in formalizing the Youth Program, are 1) Vocational/Life Skills Training and 2) Institution Building. These have already been suggested in the 1995 Youth Program Proposal.

B. Administrative Development

At the present time, the administration of the Peace Corps Bolivia Youth Program is currently subsidized by USAID Bolivia. The formalization of the Youth Program with a Peace Corps APCD and a niche in the Peace Corps Bolivia structure would improve the support, supervision, focus and effectiveness

C. Recruitment Criteria

Based upon the interviews with institutions, PCVs, and Peace Corps Bolivia personnel, as well as the findings of the evaluation team, the primary requirement for this program should be practical experience in youth activities/programs. Secondary skills that are extremely useful in Bolivia youth activities are small business, agriculture, health education and organizational development.

D. Training Objectives

There is strong agreement that PCVs working in youth activities need technical training in Developmental Psychology of Institutionalized Youth, during their initial training period. Technical training for new Youth Program volunteers should also include general concepts of Organizational Development such as strategic planning, policy development and facilitation skills. The trainees should be given training in how to build and use networks. During training, some time should be dedicated to interaction between current PCVs and trainees regarding the subject of personal mental health and proximity to high need youth. A number of very good suggestions have been collected from the PCVs attending In Service Training (IST) sessions, as well as a memo from two PCVs (4/12/94), that should all be taken into consideration when designing IST's.

E. Project Financing Strategy

Three alternatives are readily obvious to the team. 1) Continue to use USAID PASA funds as a sole source for youth project activities 2) Use both USAID PASA funds and conventional AID/Peace Corps SPA funds. 3) A third alternative is to use only the conventional SPA funds for a formalized Youth Program. It also became quite clear to the evaluation team that the volunteer must be empowered to decide when, how, if and with who that funds would be used.

Appendix F - USAID Bolivia Response to Evaluation Report Draft

UNITED STATES GOVERNMENT
memorandum

DATE: June 28, 1994

PDI-288/94

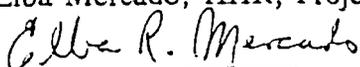
REPLY TO

ATTN OF: Mahlon Barash, A/PD&I, USAID/Bolivia 

SUBJECT: Evaluation Report, Displaced Children's Program (Peace Corps Bolivia) -
Programmatic Suggestions

TO: David Hansen, Team Leader

Through: Elba Mercado, HHR, Project Manager, USAID/Bolivia



I have some general programmatic suggestions related to the evaluation based on yesterday's presentation and the draft portions of the report we were given.

- 1) I fully agree that there is a need to formalize the youth program as an additional area of Peace Corps programs. This implies that an APCD should also be assigned full-time to this activity.
- 2) In addition to the IST sessions which as I understand are rather formal and infrequent, there should be, particularly in the youth program, frequent less formal local meetings of youth PCV support groups where experiences, problems and solutions could be shared among PCVs on a regular basis. This allows PCVs to be aware that they are not alone in confronting certain common problems and has the benefit of mutual reinforcement.
- 3) In addition to recruiting PCVs with primary backgrounds in youth programs, there should be in-country training in the cultural aspects/problems of Bolivian youth and ways to deal with these.
- 4) During training, it would be beneficial to have PCVs living with families that have children about the same ages as those they will be working with in their assignments.
- 5) Some consideration should be given to two aspects of vertical integration:
 - a) first stage - when children are being brought to centers

right off the streets. PCVs with experience in working with children at this level should be recruited. As you mentioned, perhaps the best PCVs would be those who were formerly street children themselves. In this case a formal education would be less important than the relevant experience.

b) last stage - when youth have reached the age and level of training sufficient to find jobs outside the centers. More effort should be directed to making contact with private sector enterprises to make them aware of the trained youth available and to encourage them to hire these youth.

6) PCVs could work with families to develop a more stable situation ideally to which children could eventually return.

7) A final stage of training for youth PCVs could involve role playing in Spanish which would bring together all the skills developed in training plus their previous experience with youth programs.

8) Not all children have the aptitude to be entrepreneurs. Some children are more adept at developing manual labor skills. The two complement each other and this complementarity should be stressed in the projects. Such complementarity of entrepreneurial and technical skills are what make for a successful enterprise and this should be stressed more in the projects.

Appendix G - AID FORM 1330-5

The purpose of the evaluation (6/13-30/94) was to assess the impact of project activities and the effectiveness of implementation processes and strategies. The project (511-0624) created a new Youth Program within Peace Corps/Bolivia to support Bolivian institutions that work with displaced children and to help them implement income-generating vocational workshops or agricultural projects. The project utilized a Participating Agency Service Agreement (PASA), negotiated in-country between USAID Bolivia and Peace Corps Bolivia to channel Displaced Children's earmarked funds into these institutional projects.

The four-person evaluation team, consisting of two Bolivian psychologists, and two former Peace Corps Volunteers used interviews of Peace Corps staff, volunteers, institutional personnel and institutionalized children, following a questionnaire developed for that purpose. The questionnaire was piloted and protocols were developed. In addition, project documents were used to track the implementation and impact of project activities.

The evaluation report documents the history of a unique collaboration between USAID Bolivia and Peace Corps Bolivia which has resulted in the development of 16 vocational training and employment projects which have impacted over 1,100 children and youth

*The evaluation team recommended that Peace Corps Bolivia considers the formalization of the Youth Program with the following two programmatic objectives:

- 1) Vocational/Life Skills Training and
- 2) Institution Building. These have already been suggested in the 1995 Youth Program Proposal.

* The evaluation also suggested the financing structure for the projects be reconsidered

COSTS

I. Evaluation Costs

1. Evaluation Team		Contract Number OR TDY Person Days	Contract Cost OR TDY Cost (U.S. \$)	Source of
Name	Affiliation			
2. Mission/Office Professional Staff Person-Days (Estimate) _____		3. Borrower/Grantee Professional Staff Person-Days (Estimate) _____		

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A.I.D. EVALUATION SUMMARY - PART II

SUMMARY

J. Summary of Evaluation Findings, Conclusions and Recommendations (Try not to exceed the three (3) pages provided)

Address the following items:

- Purpose of evaluation and methodology used
- Purpose of activity(ies) evaluated
- Findings and conclusions (relate to questions)
- Principal recommendations
- Lessons learned

Mission or Office:

Date This Summary Prepared:

Title And Date Of Full Evaluation Report:

Purpose of the Evaluation

The purpose of the evaluation is to assess the impact of project activities and the effectiveness of implementation processes and strategies. The evaluation has the following objectives:

- A. To assess whether or not project activities have fulfilled the goal and purpose of the project;
- B. To assess the extent to which the project is meeting Peace Corps and USAID programmatic and strategic objectives;
- C. To assess the effectiveness of the project implementation process and to recommend how this could be improved;
- D. To determine the impact of project activities on its beneficiaries.

Methodology

The methodology used in this evaluation was based upon the identification of the main stakeholders in this program and the values that motivated them to participate in the various project activities. A set of questions (and their English translations) was developed. The evaluation team followed separate itineraries, visiting 16 of the 17 project institutions. The questionnaires were used to maintain uniformity when interviewing institutional personnel, Peace Corps Volunteers and children related to each project site. In some cases, when the children were not available, the institutional personnel and volunteers were asked questions as proxies for the children. The evaluation team took time before their visits to agree on interview protocol and also piloted the questionnaire on the first two visits with all team members asking all questions and then comparing notes to develop inter-rater consistency. The evaluation team coded each questionnaire item to the questions asked in the scope of work. This codification was then checked for comprehensiveness. Lacking questions related to the two areas of children's health and replicability, these items were added to the interview protocol as non-formal observations, as mentioned above. In both cases, it was difficult to gain information through direct questioning.

Purpose of activities evaluated

- To support Bolivian institutions that work with displaced children to help them implement income-generating vocational workshops or agricultural projects.

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- To build the necessary infrastructure, equip the workshops and cover the initial costs of starting up and operating these projects.
- Support Bolivian institutions with a sensitive approach,
- Help to locate children in family or community based settings, as culturally appropriate,
- Help the children to become more self sufficient.

Findings and Conclusions

The displaced children's program has assisted children in at least seven of the 16 sites visited, to achieve personal goals in their lives through increased vocational and life skills. Nine of the 16 sites are teaching vocational skills and seven of these sites evaluate the students by means of the quantity and quality of tangible objects produced.

Half of the sites (8) have assisted the students to achieve gainful employment. The approximate gain in value of the students work-time has varied by location and by trade. The following wages illustrate the value added through training:

Career	Wage/day	
	before training	after training
Herbal Horticulture	1 Boliviano	4 B
Bricks/Roof Tiles	1 B	6 B
Shoe Making	5 B	20 B
Artesan/Crafts	5 B	20 B
Carpenter	5 B	20 B

The institutions hosting these projects have become more self-financing, although this is not always attributable to the project itself. Ten of the 16 institutions have increased their financial autonomy by 1-5%, sometimes because of inputs from the projects. This relationship is difficult to document because of little or no access and control of the evaluation to the financial accounting in the institutions. These estimates are voluntary and approximate. Two of the institutions have increased financial autonomy by approximately 30%, but not because of project inputs.

Summary of Recommendations

The evaluation team is in complete agreement that the Peace Corps Bolivia Youth Program has established its ability to improve the personal, social and economic well being of a high risk population in Bolivia. The displaced children now residing in public and private institutions and recommends that Peace

Corps Bolivia considers the formalization of the Youth Program.

A. Programmatic Objectives/Evaluation Criteria

Two objectives that should be considered in formalizing the Youth Program, are 1) Vocational/Life Skills Training and 2) Institution Building. These have already been suggested in the 1995 Youth Program Proposal.

B. Administrative Development

At the present time, the administration of the Peace Corps Bolivia Youth Program is currently subsidized by USAID Bolivia. The formalization of the Youth Program with a Peace Corps APCD and a niche in the Peace Corps Bolivia structure would improve the support, supervision, focus and effectiveness

C. Recruitment Criteria

Based upon the interviews with institutions, PCV's, and Peace Corps Bolivia personnel, as well as the findings of the evaluation team, the primary requirement for this program should be practical experience in youth activities/programs. Secondary skills that are extremely useful in Bolivia youth activities are small business, agriculture, health education and organizational development.

D. Training Objectives

There is strong agreement that PCV's working in youth activities need technical training in Developmental Psychology of Institutionalized Youth, during their initial training period. Technical training for new Youth Program volunteers should also include general concepts of Organizational Development such as strategic planning, policy development and facilitation skills. The trainees should be given training in how to build and use networks. During training, some time should be dedicated to interaction between current PCV's and trainees regarding the subject of personal mental health and proximity to high need youth. A number of very good suggestions have been collected from the PCV's attending In Service Training (IST) sessions, as well as a memo from two PCV's (4/12/94), that should all be taken into consideration when designing IST's.

E. Project Financing Strategy

Three alternatives are readily obvious to the team. 1) Continue to use USAID PASA funds as a sole source for youth project activities. 2) Use both USAID PASA funds and conventional AID/Peace Corps SPA funds. 3) A third alternative is to use only the conventional SPA funds for a formalized Youth Program. It also became quite clear to the evaluation team that the volunteer must be empowered to decide when, how, if and with who that funds would be used.

Appendix H - Government of Bolivia/Peace Corps Objectives

La Paz, 15 de Noviembre de 1989

POSIBLE RETORNO DEL CUERPO DE PAZ A BOLIVIA

El Gobierno de Bolivia formalizó una solicitud para el envío de voluntarios del Cuerpo de Paz en Julio de 1988, después de 18 años que esta organización estuvo ausente del país.

Los objetivos del Cuerpo de Paz se pueden resumir como sigue:

- Proporcionar asistencia técnica a programas locales en áreas prioritarias determinadas por el gobierno del país anfitrión.
- Establecer un mejor entendimiento y fortalecer vínculos de amistad entre los Estados Unidos y el país anfitrión.

La solicitud del Gobierno de Bolivia abarca los siguientes campos:

- Agroforestación y Conservación de Suelos
- Microempresas y Cooperativas
- Extensión Agrícola
- Piscicultura

En este contexto, el programa enviaría a Bolivia, en principio, diez voluntarios con experiencia de dos o más años en otros países de América Latina. De este modo, el país se beneficiaría con la presencia de técnicos familiarizados con la cultura latinoamericana y con un adecuado conocimiento del idioma español, lo cual aseguraría una mayor productividad a su cooperación.

Para el año 1990, se ha previsto contar con dos grupos de 15 voluntarios cada uno; de modo que, hacia fines de ese año, se contaría con 40 voluntarios trabajando en Bolivia. Ese número se puede elevar en los próximos dos años, según las solicitudes que recibamos.

El periodo de servicio de los voluntarios se establece por lo general en dos años y previamente reciben una capacitación de 12 semanas, que se realiza usualmente en el país al que han sido destinados.

Los voluntarios trabajan a nivel local y en áreas rurales con organizaciones del medio y una contraparte del lugar de su residencia; viven en la comunidad al mismo nivel económico que las personas con las cuales trabajan; no reemplazan a trabajadores locales que podrían realizar la misma tarea pues es política del Cuerpo de Paz no competir con los nacionales en el mercado laboral.

Embassy of the United States of America

La Paz, 15 de noviembre de 1989

Excmo. Señor
Carlos Iturza
Ministro de Relaciones Exteriores
y Culto
Presente

Excmo. señor Ministro:

Adjunto a la presente una breve descripción de los objetivos y propósitos generales del envío de una nueva misión del Cuerpo de Paz a Bolivia, de acuerdo a lo convenido en la reunión que sostuvimos en días pasados. Asimismo, remito a usted cartas de organizaciones nacionales e internacionales solicitando el establecimiento de la misión del Cuerpo de Paz en Bolivia.

Con este motivo, saludo a usted muy atentamente.

Robert S. Gelbard
Embajador

Anexos:

1. Documento sobre el posible retorno del Cuerpo de Paz a Bolivia
2. Carta de la Corporación Regional de Desarrollo de Tarija
3. Carta de la Corporación Regional de Desarrollo de Chuquisaca
4. Carta del Programa Ejecutivo de Rehabilitación de Tierras en el Departamento de Tarija.
5. Carta de la Federación Nacional de Cooperativas de Ahorro y Crédito de Bolivia
6. Carta de CARE Internacional de Bolivia.

Para el nuevo programa de Bolivia, se ha previsto asignar voluntarios a los Departamentos de Tarija, Chuquisaca, Oruro y Cochabamba. El primer grupo se establecería en los dos primeros departamentos, a fin de iniciar las operaciones de un modo progresivo y eficiente, facilitando la administración del programa desde su inicio.

La supervisión directa del voluntario estará a cargo de la organización en la que esté trabajando. El Cuerpo de Paz le proporcionará atención médica además de un salario mensual que cubra sus necesidades.

El Cuerpo de Paz tiene como Director para Bolivia al Ing. Donald B. Peterson, que ha prestado servicios en programas del Cuerpo de Paz en varios países. Actualmente es Director del Cuerpo de Paz en el Paraguay donde ha trabajado durante los últimos tres años.

Individual Goal Report
REPORTING FORM

Country/Office NAME: Bolivia
Country/Office CODE: 511
Goal's PRIORITY RANKING: 5

TYPE of GOAL:

Volunteer Support
 Proposed Project
 Management Support

1. State the overall Goal in measurable terms

Improve programming focus in each project and initiative by the end of FY 97.

2. List the OBJECTIVES and related TASKS which address this goal. Each objective must include a countable (measurable) event and the projected FY and Quarter it will be met.

Objective #1: Improve the focus of the Small Business Development Project by QTR I FY 96.

Task 1a: Identify and review project with major participants of Bolivia's small business sector.

Task 1b: Fully implement Small Business Development Project monitoring techniques.

Task 1c: Modify/update project to fully reflect the status and potential for the Small Business Development Project

Objective #2: Consolidate Peace Corps Bolivia's Youth Initiative by QTR III FY 95

Task 2a: Re-negotiate Peace Corps -USAID PASA.

Task 2b: Implement FY 95 Youth initiatives as agreed upon by appropriate USAID-Peace Corps staff.

Objective #3: Consolidate Women in Development Initiative by QTR I FY 95.

Task 3a: Define full scope of WID Coordinator job description.

Task 3b: Design and implement WID PST and IST components.

3. List the resources needed for this goal for FY 95 and FY 96.

FY 95

Obj. #3: Resources to be requested of WID and SPA/OTAPS

FY 96

No Level II resources requested at this time.

4. Briefly describe the evaluation methods/instruments to be used to substantiate that the above objectives have been met (also include the time frame during which each will occur).

Obj. #1: APCD/Project Director participation in Youth-Enterprise Conference in QTR III FY 94; Project Director visits to all regions during current reporting period; Project Director analysis of Volunteer workplans during current reporting period; Project Director interviews with organizations during current reporting period.

Obj. #2: Joint USAID-PC/B Youth Initiative Evaluation to be conducted by QTR IV FY 94.

Youth Coordinator participation in Youth-Enterprise Conference in QTR III FY 94; Joint USAID-PC/B analysis of FY 95 Youth Concept Paper by QTR I FY 95.

Obj. #3: Completed WID Coordinator job description by QTR I FY 95.

Conduct WID/OTAPS consultancy by end of QTR I FY 95.

Design WID TOT by QII FY 95.

Objs. #4-6: Appropriate APCDs' update of sector analysis document by QTR IV FY 95; update of project plans by QTR I FY 96

Standardize and implement project monitoring techniques, utilizing Agricultural Extension Project model by QTR IV FY 95.

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Appendix I - USAID Family Health Action Plan 1995-96

USAID Action Family Health Plan, 1995-96

USAID Bolivia adopted four goal areas for 1995-96. These are:

- Economic Development
- Family Health
- Democratic Initiatives
- Environment

This USAID Bolivia/Peace Corps Bolivia program supported the Family Health initiative. The "Strategic Objective Program Tree" that describes this logical model follows this narrative. This program was funded through special earmarked funds for "Displaced Children." It supported the Family Health initiative. Although it could quite logically be seen as supporting the Economic Development initiative also, it was not identified or treated in this manner.

TABLE 1: STRATEGIC OBJECTIVE PROGRAM "TREE"

Bolivia		
AGENCY GOAL: Stabilizing Population Growth and Protecting Health		
STRATEGIC OBJECTIVE: Improved Family Health Throughout Bolivia		
PROGRAM OUTCOME: Improved development and implementation of health policy	PROGRAM OUTCOME: Improved institutional capabilities within the public/private sectors to deliver preventative and curative health services	PROGRAM OUTCOME: Improved health knowledge, attitudes, and practices among Bolivians

Projects (Number\Title)	Projects (Number\Title)	Projects (Number\Title)
0616 Technical Support for Policy Reform	0607 Self-Financing Primary Health II	0568 Reproductive Health
0568 Reproductive Health	0608 HIV/STDs Prevention and Control	0594 Community and Child Health
0594 Community and Child Health	0620 PVO Child Survival II	0613 Drug Awareness
0607 Self-Financing Primary Health II	0568 Reproductive Health	0618 CARE Community Development
0608 HIV/STDs Prevention and Control	0594 Community and Child Health	0619 Interactive Radio Learning
936-3023 Macro/DHS	0613 Drug Awareness Control	Urban Development Initiative (PROA)
936-3031 Development Associates Int.	0618 CARE Community Development	0607 Self-Financing Primary Health II

936-3035 Population Policy Initiatives OPTIONS II	936-3030 Strategies for Improving Services Delivery	0608 HIV/STDs Prevention and Control
936-3054 International Population Fellows Program	936-3038 Family Planning Logistic Management	0620 PVO Child Survival
936-3062 Pathfinder Int.	936-3045 Training in Reproductive Health JHPIEGO	598-0786 Accelerated Immunization
936-3065 Expansion of Family Planning (IPPF/WHR)	936-3049 Association for Voluntary Surgical Contraception	936-3031 Family Planning Training for PAC IIB
936-5991 Data for Decision Making	936-3050 Population Council Program Grant	936-3046 Demographic Data Initiatives (RAPID IV)
	936-3055 Family Planning Management Development	936-3051 Contraceptive Social Marketing
	936-5122 Program to Eradicate Micronutrient OMNI	936-3052 Population Communication Services
	936-5600 Computer Aided Identification of American Sandflies	936-3057 Central Contraceptive Procurement
	936-5948 Vector Biology and Control	936-3061 Initiatives in Natural Family Planning
	936-5970 T.A. in AIDS and Child Survival (TAACS)	936-5966 Mothercare/JSI
	936-5991 Data for Decision Making	
	936-6006 Basic Support Inst. Child Survival (BASICS)	

Appendix J - USAID Bolivia/Peace Corps Bolivia PASA History

USAID Bolivia/Peace Corps Bolivia PASA History

The history of this Participating Agency Service Agreement (PASA) is documented on the following pages. This particular PASA is unique in that 1) it was initiated between USAID and PEACE Corps in-country, 2) it was related to a Peace Corps Youth Development Program, 3) it allowed Peace Corps Volunteers to become vehicles in the transfer of fairly large (by Peace Corps standards) amounts of money to project institutions and 4) it provided the funds necessary to support the administration of this program within Peace Corps as a secondary project activity for volunteers.

Included in this Appendix are the following documents:

- Announcement of earmarked funds for Displaced Children (2/1/91)
- Request by Peace Corps Bolivia Country Director for consideration in funding (2/28/91)
- PASA agreement to support program design (9/23/91)
- PASA agreement for Displaced Children's funds (9/30/91)
- Report to Congress on the Orphan's and Displaced Children's Fund (12/91)
- FAX in reference to amendment to Peace Corps youth program (2/18/92)
- Illustrative budget proposal for amended Peace Corps youth program (undated)
- Youth Development Program; Report by Grants (6/15/94)
- Youth and SPA Voucher Preparation Procedures (undated)

February 1, 1991

TO: Arnold Baker, PPC/PB

FROM: Allen Randlov, S&T/Health

SUBJECT: Congressional Earmark for Displaced Children and Possible Collaboration Between AID and the Peace Corps

S&T/H is coordinating the use of the \$5,000,000 earmark for assistance to children that have been displaced or orphaned as result of natural or man-made disasters. Although we hope to focus the majority of the funds on a relatively few countries where we can have a significant impact there is room for a number of smaller activities. One possibility is collaboration with the Peace Corps.

The Peace Corps is already involved with assisting orphans, displaced children, and street children in a number of countries. The AID Mission and Peace Corps in Bolivia are already interested in working together on assistance to these children. (I sent you a copy of the cable a few weeks ago.) Volunteers are already in place and some minimal funding from AID could make a major difference in what Volunteers could accomplish.

There are a number of obvious areas where we could work with Volunteers and I am sure that more could be identified. For example:

- a worldwide fund could be established to help individual Volunteers with small projects
- some specialized training for volunteers might be useful when Volunteers are to be assigned to projects where they will need to deal with social and emotional needs of displaced children
- technical assistance could be provided to efforts where a Volunteer is confronted with a particularly difficult problem such as the provision of vocational training and other activities intended to help older children move out of an institution and make it on their own, or help orphanages to develop agricultural, livestock and other enterprises that can provide training and generate income and produce for the orphanage.
- credit schemes could be established to assist children with good vocational skills to set up small enterprises and move on from the orphanage.

Groups working with these Volunteers might profit greatly from technical assistance, financial or specialized training assistance offered through a joint AID-Peace Corps effort.

There are also ways that the Peace Corps could help support AID initiatives. For example, Uganda is developing a new approach for the care of AIDS orphans, community based homes. USAID/Kampala is providing assistance to AIDS orphans, is expected to

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become more involved in the future and will probably be involved in this community approach. I just got back from Ethiopia where I was able to see how this approach has worked there. It is a wonderful idea, but has lots of problems relating to motivation of house mothers, integration of children into communities, dealing with children with emotional problems, etc., etc. Peace Corps Volunteers could play a tremendous role in making this approach work.

I'd appreciate your thoughts on how soon we can begin discussing a project of this sort with the Peace Corps. In the interim I will continue to investigate specific possibilities in Bolivia and Uganda.

cc:S&T/H, Ann Van Dusen
USAID/Bolivia, Paul Hartenberger
USAID/Uganda, Paul Cohn

CUERPO DE PAZ
BOLIVIA



MEMORANDUM

Date: February 28, 1991
To: Allen Randlov, S&T/Health
From: Donald B. Peterson, Country Director
Subject: USAID-Peace Corps/Bolivia Youth Development

I have been advised by Dr. Paul Hartenburger of USAID/Bolivia to contact you directly to initiate the Youth Development Program now being considered by AID.

After discussion with Dr. Hartenburger regarding the development of a joint youth project, we have tentatively agreed as to the approach to be taken to support individual Bolivian organizations.

Since the project will be new for these organizations, particularly the assignment of Peace Corps Volunteers, we believe it is appropriate to hire a short term consultant to work with the organizations. Peace Corps/Bolivia is considering employing ex-Peace Corps/Bolivia Volunteer Paul Trupo as the youth development consultant for a three month period. Mr. Trupo has 5 years Peace Corps experience, the last year being in Bolivia. He has worked in vocational rehabilitation and with displaced children.

It is my understanding that Dr. Hartenburger has faxed Mr. Trupo's curriculum vitae. Based on my experience with Paul as a Volunteer in Bolivia, I recommend him for the position. If you agree with the recommendation, please advise me as to the procedures necessary to contract him for this period.

We are proposing the following as a project development phase.

PROJECT PROPOSAL

Background:

USAID/Bolivia has requested and received funds destined for the rehabilitation of displaced children. These funds will support existing

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1. Initial Starting Date (Mo., Day, Yr.) 09/23/91	<p style="text-align: center;">PASA PARTICIPATING AGENCY SERVICE AGREEMENT BETWEEN THE AGENCY FOR INTERNATIONAL DEVELOPMENT USAID/BOLIVIA AND PEACE CORPS</p>	A. <input checked="" type="checkbox"/> PASA INITIAL <input type="checkbox"/> PASA AMENDMENT	
2. Projected Completion Date 09/23/92		7. PASA Number 511-0000-P-AP-1452	
3. Category <input checked="" type="checkbox"/> IND <input type="checkbox"/> ASSIGNED		4. Country/AID/CW Office USAID/BOLIVIA	9. Type <input type="checkbox"/> SH/A <input type="checkbox"/> LOAN <input type="checkbox"/> COUNTRY FINANCED
8. Duration of Funding <input checked="" type="checkbox"/> CURRENT YEAR <input type="checkbox"/> FORWARD FUNDING		5. Project Number and Title Support for the design of an expanded program.	10. Year FY 19 91

II. FUNDING

A. CHANGES	(1) Appropriation Number 72-1111021	(2) Allocation Number LONA-91-25511-RG13	(3) COM/obligation Number 511-0000.01-2-10120
B. FOR PARTICIPATING AGENCY	(1) Initial or Current	(2) Change (1 of 1)	(3) How Total
C. FOR AID OBJECT DISBURSEMENT FOR IN-COUNTRY SUPPORT	(1) Initial or Current	(2) Change (1 of 1)	(3) How Total
D. TOTAL AMOUNT OBLIGATED (Direct & Indirect)	(1) Initial or Current \$28,800.00	(2) Change (1 of 1)	(3) How Total
E. PRINCIPLE COST COMPONENTS OF (Block D)	(1) Salary Differential and Benefits \$24,000.00	(2) Transportation including Per Diem	(3) Miscellaneous \$4,800.00
(4) Overhead			

12. Statement of Purpose

The purpose of this PASA is to provide funding to Peace Corps in the amount of \$28,800.00 to contract a Peace Corps Coordinator to assist in the effective use of Peace Corps Volunteers in projects financed by USAID/Bolivia.

Specific programs to which he would assist in identifying and implementing Peace Corps participation would be in the Alternative Development Project, Youth Development Initiative, National Parks/Environmental Education, and Environmental Research using EPA technical assistance.

Since the department with the greatest number of PCs working in USAID projects is Cochabamba, it has been selected as the site of the regional office for the Coordinator but, the geographical focus will be Santa Cruz.

4 SET. 1991
Thomas J. Bucher
Signature

13. GOVERNMENT PROVISIONS Pursuant to the General Agreement dated _____ N/A _____ between AID and the _____

The Agency named above agrees to provide the services outlined in Block 12 as specified as needed by Appendix A, unless otherwise authorized by AID, of services that be of U.S. origin. Any specifications attached hereto are considered part of this PASA.

14. Signatures

NAME <u>Daniel B. Peterson</u>	NAME <u>Clement J. Bucher</u>
TITLE/OFFICE <u>Country Dir, Peace Corps</u>	TITLE/OFFICE <u>Regional Contracting Officer</u>
DATE <u>Sept 29 1991</u>	DATE _____

15. Appendices

- APPENDIX A - SCOPE OF WORK
- APPENDIX B - BUDGET PLAN
- APPENDIX C - USE OF AID REASONABLE AGREEMENT
- APPENDIX D - SUBCONTRACTING
- OTHER REFERENCE _____

16. Requesting Office

att Clement J. Bucher
Agency USAID/Bolivia

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1. Effective/Completion Date September 10, 1991 <small>(Mo, Day, Yr)</small>	PARTICIPATING AGENCY SERVICE AGREEMENT BETWEEN THE AGENCY FOR INTERNATIONAL DEVELOPMENT USAID/Bolivia AND Peace Corps	<input type="checkbox"/> PASA AMENDMENT
2. PASA Number 511-0624-P-AP-1427		
3. Category September 29, 1992 <input type="checkbox"/> IDV <input checked="" type="checkbox"/> ASSIGNED	3. Project Number and Title Displaced Children's Earmark	4. Country/AID/CN Office USAID/Bolivia
4. Duration of Funding <input checked="" type="checkbox"/> CURRENT YEAR <input type="checkbox"/> FORWARD FUNDING		5. Type <input checked="" type="checkbox"/> GRANT <input type="checkbox"/> LOAN <input type="checkbox"/> COMMUNITY FINANCED
		6. Year FY 1991

11. FUNDING				
A. CITATIONS	(1) Appropriation Number 72-1111021	(2) Allotment Number LDSA-91-22511-IG13	(3) PIOT/Obligation Number 511-0624-2-1014	
B. FOR PARTICIPATING AGENCY	(1) Initial or Current	(2) Change (+ or -)	(3) New Total	
C. FOR AID DIRECT DISBURSEMENT FOR THE COUNTRY SUPPORT	(1) Initial or Current	(2) Change (+ or -)	(3) New Total	
D. TOTAL AMOUNT OBLIGATED (Block B+C)	(1) Initial or Current 210,000.00	(2) Change (+ or -)	(3) New Total 210,000.00	
E. PRINCIPLE COST COMPONENTS OF (Block B)	(1) Salaries Differential and Benefits N/A	(2) Transportation including Per Diem N/A	(3) Miscellaneous N/A	(4) Overhead N/A

12. Statement of Purpose

Through the availability of AID funds (1991 Displaced Children Earmark), Peace Corps and USAID/Bolivia will support Bolivian institutions that work with disabled children to help them implement incomes generated in vocational workshops or agricultural projects. USAID funds will be used during the first year to build the necessary infrastructure, equip the workshops and cover the initial costs of starting up and operating this project. Peace Corps will complement this project by assigning Peace Corps Volunteers from the Small Business Enterprise and Agricultural Extension Programs for approximately six years to provide technical assistance. This assistance will start with the selection of Bolivian institutions with a sensitive approach, evaluating with preference the programs which help to locate children in families or community based settings, as culturally appropriate, and help them to be more self sufficient.

13. GOVERNING PROVISIONS: Pursuant to the General Agreement dated _____ between AID and the Peace Corps, the Agency named above agrees to provide the services outlined in Block 12 amplified as needed by Appendix A, unless otherwise authorized by AID, or sanctions shall be null and void. Any specifications attached hereto are considered part of this PASA.

14. Signatures

NAME <u><i>David A. [Signature]</i></u>	NAME <u><i>Clement J. Bucher</i></u>
OFFICE <u>Country Director Peace Corps</u>	OFFICE <u>Regional Contracts Officer USAID/Bolivia</u>
DATE <u>Sept 29 1991</u>	DATE _____

15. Approaches
- APPENDIX A - SCOPE OF WORK
 - APPENDIX B - BUDGET PLAN
 - APPENDIX C - USE OF AID PERSONNEL/FACILITIES See App A
 - APPENDIX D - SUBCONTRACTING See App A
 - OTHER REFERENCE _____

16. Approving Officers

AID _____

AGENCY _____

AID 7-2 (A-91) R091126 PA 06241014

AB

REPORT TO CONGRESS ON THE ORPHANS' AND DISPLACED CHILDREN'S FUND

INTRODUCTION

In 1988, Congress created a fund to provide assistance to children displaced or orphaned as a result of man-made or natural disasters. This fund contains special language, similar to the language under which the Office of Foreign Disaster Assistance (OFDA) operates. This allows the fund to be used in countries and under circumstances which make it difficult for normal A.I.D. programs to operate.

From 1988 through 1991 this fund was managed by OFDA and PPC. In 1991 the Office of Health under the former Bureau for Science and Technology assumed responsibility for coordinating the Agency's activities in this area. The level of funding obligated under the "Orphans' and Displaced Children's Fund" has increased each year, with \$869,000 in 1988; \$ 1,630,000 in 1989; \$ 3,775,000 in 1990; and finally \$ 5,499,000 in 1991. (This amount includes approximately \$500,000 provided by OFDA in FY 1991 for emergency orphans assistance.)

Until recently, orphans and displaced children have not been designated as a target population for special A.I.D. programs, and consequently the Agency has not monitored or accounted for all activities reaching this specific population. Therefore, the above totals do not include activities which may have been carried out in support of displaced children under other A.I.D. funding sources. For example, the 1991 total does not reflect orphans' and displaced children's activities carried out in Cambodia or Romania, nor activities carried out under other program categories.

The agency firmly believes that the best way to serve the interests of these children is to prevent the dissolution of families. To that end, most of the agency's main line health, education, and agricultural programs have the maintenance of healthy and functional family systems as a major program objective.

In Fiscal Year 1991, the Orphans' and Displaced Children's Fund supported activities in twelve countries. These activities focused on all categories of "displaced children", children who have been socially displaced and are in need of protection and assistance to obtain basic food, shelter, clothing and education in order to become productive, psychologically sound and integrated members of their society. This includes true orphans with no parents, refugee children either orphaned or separated from their parents, children with only one parent, street children and children in such difficult economic situations that the dissolution of their family is likely.

These funds are for the most part channeled to PVOs with proven track records in the field. Local A.I.D. Missions provide oversight in the selection of collaborating organizations and in the management of program activities. Regional bureaus in A.I.D./Washington and the Office of Health participate in the development and review of proposals submitted from field missions. In FY 1991, the major portion of these funds was expended on direct project assistance. A limited amount, \$200,000 was set aside for assessments, design and evaluation and was used in Nepal, Colombia, Bolivia and Guatemala.

SCOPE OF THE PROBLEM

While there are no reliable figures or exact numbers of displaced children, representative estimates and projections justify concern and A.I.D. assistance in many countries.

In Uganda alone, there are well over one million children who have lost one or both parents to the HIV/AIDS epidemic, and reliable projections indicate that as many as five and a half million may be orphaned by the end of the century. In Latin America, estimates on the numbers of street children, range from 17 million to 40 million. The street children advocacy group, Childhope, estimates that there may be as many as 100 million street children in the developing world.

Two conclusions can be reached from these estimates without the costly collection and analysis of probably unobtainable data. First, displaced children represent a massive and important problem for many developing countries. Large scale displacement of children represents a basic humanitarian need which must be met. It represents a critical fragmentation of society, and the potential loss of a major portion of an entire generation. Second, it has become apparent that the logistical, technical and financial resources required to address the needs and problems of these children are monumental.

Two special groups of "displaced children", so-called "streetchildren" and "AIDS orphans" have only recently been recognized as displaced children with distinct problems and needs. Their numbers are increasing rapidly and the Agency is increasing its support this year for innovative approaches to providing appropriate and effective assistance for these children.

Many social scientists are beginning to look upon the emergence of large, noticeable populations of "streetchildren" as an early warning indicator or litmus test indicating the breakdown of minimal levels of basic family support as well as severe socio-economic failings within the larger, overall society.

The projections for AIDS orphans, especially in Africa, in the coming decade almost defies imagination. The best current estimate foresees between 3.5 to five million African children losing their mothers or their mothers and fathers to HIV/AIDS by the year 2000. WHO estimates that close to two million uninfected children have already been orphaned by the disease and of babies born HIV-infected, somewhat under half a million are still living, many of whom are also orphaned.

Major causal factors for the rapid increase in numbers of displaced children over the past decade include armed conflict and strife, natural disasters, the spread of HIV/AIDS, and deteriorating economic situations. These factors have forced families to fragment. The worsening world economic situation in the late 1980s and early 1990s, together with widespread poverty contribute to increased numbers of displaced children.

A.I.D. RESPONSE

Given the nature of the economic, political and social conditions that are resulting in these increased numbers of displaced children, A.I.D. employs a multi-faceted approach to address the problem. Most A.I.D. programs have a positive impact on families, for example, by helping couples limit their family size, by extending basic nutrition and health services to children and by providing greater access to education, information and other services.

Many of A.I.D.'s other long term, "main line" programs are also preventive in that support for democratic institutions, the development of economic opportunity and improvement in quality and access to health, educational and agricultural services help to strengthen family and community systems.

In addition to these indirect, preventive approaches, the creation of the Orphans' and Displaced Children's Fund has allowed the Agency to directly support children in serious need.

THE ORPHANS' AND DISPLACED CHILDREN'S FUND, FISCAL YEAR 1991

Funds for the following activities were obligated under The Orphans' and Displaced Children's Fund in FY 1991. These activities were all selected following the criteria established for 1991, detailed on page 7.

AFRICA BUREAU

Ethiopia	505,000
Madagascar	455,000
Mozambique	1,300,000
Uganda	500,000

AFRICA TOTAL	<u>2,760,000</u>
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ASIA BUREAU

Indonesia	450,000
Nepal	200,000
Sri Lanka	250,000
Thailand	290,000

ASIA TOTAL	<u>1,190,000</u>
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LATIN AMERICA AND CARIBBEAN BUREAU (LAC)

Bolivia	200,000
Colombia	140,000
Guatemala	300,000
Peru	150,000

LAC TOTAL	<u>790,000</u>
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R&D BUREAU (PLANNING AND EVALUATION)

Planning & Evaluation	200,000
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GRAND TOTAL	<u>4,940,000</u>
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This amount does not include \$499,000 of FY 1991 OFDA funds which were used to assist displaced children and orphans affected by war and other emergencies.

AFRICA

ETHIOPIA:

A grant of \$505,000 has been provided to the Christian Relief and Development Association in an umbrella-type grant to assist children affected by war and drought in Ethiopia. An umbrella grant funds one larger organization enabling that organization to provide modest sub-grants to small, frequently local NGOs. This grant will fund institutional as well as non-institutional interventions, including the provision of support for food, shelter, health, vocational education, family reunification and other needed activities to assist a wide spectrum of displaced children.

MADAGASCAR:

A grant of \$455,000 has been awarded to a local PVO to complete activities started under the fund in 1989. This grant focuses on moving street children to a residential center outside of the capital, with a further objective of placing them with adoptive parents.

MOZAMBIQUE:

A grant of \$1,300,000 has been provided in a continuing grant to the U.S. Save the Children Federation for family reunification and for counseling of traumatized children. FY 1991 funds will also be used for the expansion of reunification efforts into Malawi where there is a large refugee population.

UGANDA:

A grant of \$500,000 was provided to the Experiment for International Living for pilot projects in community care for children orphaned by the HIV/AIDS epidemic.

In September, at the request of the Government of Uganda, Displaced Children's and Orphans' funds were used to support an assessment of the HIV/AIDS orphans situation in Uganda. Their report included recommendations for government and NGO interventions.

ASIA

INDONESIA:

A grant of \$450,000 was made available to the Salesian Fathers in East Timor for the continuation of an earlier project, supporting vocational training for orphans in two institutions.

NEPAL:

A grant of \$200,000 was provided to establish a scholarship fund for secondary, post-secondary and vocational education for disadvantaged and displaced children. The fund is expected to provide educational opportunities for up to 100 children a year.

SRI LANKA:

A grant of \$250,000 was awarded to Terre Des Hommes, a French NGO, to provide immediate care, education and vocational training for Tamil children orphaned by the civil war.

THAILAND:

A grant of \$290,000 was provided to the U.S. NGO, PACT and a local NGO, The Foundation for a Better Life for Children, to expand a pilot project for street children into wider areas of Bangkok. Funds will also be used for sub-grants to other NGOs working with street children.

LATIN AMERICA AND THE CARIBBEAN

BOLIVIA:

A grant of \$200,000 will be used to establish and improve vocational training programs for displaced children. A second focus attempts to develop income generation elements in these programs, which will also be assisted by U.S. Peace Corps Volunteers.

COLOMBIA:

A grant of \$150,000 was awarded to a local NGO following a local assessment financed by this fund. This Salvation Army project will open two group homes to care for displaced children until re-integration into the family or extended family environment is possible.

GUATEMALA:

A grant of \$300,000 was provided for an umbrella grant to the U.S. NGO, SHARE. The funds will be used to support local NGO, refugee and street children activities. The Mission has contributed approximately \$ 100,000 of their funds for this program. This grant was awarded following an assessment requested by the Mission and funded from the Orphans and Displaced Children's fund.

PERU:

A grant of \$150,000 was provided to a local NGO working with substance abuse among street children. Funds will be used to establish facilities to provide temporary care, rehabilitation services and reintegration into the family or extended family environment.

R&D/HEALTH: DESIGN AND EVALUATION

Of the \$200,000 set aside for project design and evaluation, \$125,000 has been used for assessments in Nepal, Bolivia, Colombia, Uganda, and Guatemala. The remaining funds are available to the Regional Bureaus and to R&D for further design work and for evaluations during the current fiscal year.

OFDA ASSISTANCE

OFDA has been providing assistance to orphans and displaced children in emergency situations since 1988. In FY 1991, OFDA funds provided assistance for Ethiopia (\$200,000), Angola (\$189,000) and Haiti (\$110,000). In Ethiopia these funds are providing the basic necessities for children, displaced by war, who are in institutions and camps. OFDA funding in Angola provides basic necessities for 6,000 war orphans now in institutions in seven provinces and a tracing program that seeks reunification of families. In Haiti children orphaned by civil strife and drought are being provided basic necessities through a community based shelter project.

THE ORPHANS' AND DISPLACED CHILDREN'S FUND, FISCAL YEAR 1992

The criteria for funding projects are:

Action projects rather than research, advocacy and network development are the main focus.

Sustainable projects are favored as are approaches that foster the overall sustainability of national systems of care for disadvantaged children.

Community and family based programs are encouraged over institution based programs, although institutions may be necessary in some situations. Reintegration of the children into the broader society is a major objective of both approaches.

The approaches taken must be sensitive to local culture and society.

Training of care givers, social workers and managers is an important component of all projects.

Specific activities and programs that can be accomplished in a 2-3 year time frame, are given preference over open-ended budget support for on-going programs.

As a matter of program strategy, PVOs (international, U.S., and indigenous) are favored over governments or international organizations.

Most projects will be undertaken in countries where there is a USAID Mission, in order to assure adequate oversight of funds and implementation.

Resources will be concentrated in relatively few countries in order to have a significant impact.

Ongoing activities (as opposed to new projects) will receive support if they:

- * are receiving support from sources other than A.I.D.,
- * can continue after A.I.D. funds are finished,
- * are more cost effective than starting new projects,
- * are culturally appropriate.

The most important criteria will be the relative need of the children and the potential for positive impact on the lives of these children. Children affected by the AIDS epidemic and street children will be special targets in 1992; approximately \$ 1,500,000 will go to programs for street children. Finally, the integration of projects into other A.I.D. efforts (the preventive program mentioned in "The A.I.D. Response" above) will be encouraged in order to target A.I.D. funds at the most disadvantaged members of society.

Based on the above criteria A.I.D. will identify project possibilities in a number of countries and set possible funding levels for countries as well as ranges of funding for Regional Bureaus. Regional funding levels will be based on perceived need and the potential to develop projects within the guidelines outlined above. R&D/Health has sent a worldwide cable soliciting Mission interest in these funds and should be receiving Mission in-put in the near future. Informal interest has already been expressed by Missions in Mexico, Guátemala, Ethiopia, Mozambique, South Africa, Uganda, Indonesia, Nepal and the Philippines. As part of the initial humanitarian assistance program in Vietnam, it is anticipated that Displaced Children and Orphans Fund activities will be established in that country this year.

FY 1992 program requirements for Africa are being explored and a final determination will be made based upon site visits, project evaluations and a review of funding proposals from NGOs. In some cases, program planning may be affected by uncertain political conditions.

Plans are underway to evaluate activities funded during the first four years of this program, in order to learn more about the range of possible activities, their feasibility, and impact. These evaluations will help R&D/Health to assess the effectiveness of various approaches so that funds are used for projects that will most directly impact on the lives of displaced children.

FAX MEMORANDUM

TO: Paul Hartenberger, USAID/La Paz/HPN
FROM: Lloyd Feinberg, R&D/H/RSCU
RE: EXPRESSION OF INTEREST IN DISPLACED CHILDREN AND ORPHANS
FUNDS IN FY 1992
REF: a) 91 La Paz 01317
b) Your Valentines Day FAX
DATE: 18 Feb 1992

Paul;

Our apologies for not answering your cable. Problem is that it never reached us. (Part of a greater problem which we are trying to catch up with now...seems that for a brief stretch there, our in-comings got lost somewhere. We're now trying to ensure that it doesn't happen again and also to figure out which cables we didn't receive.)

Regarding your interest in \$250,000 of FY 1992 Displaced Children and Orphans Funding for expansion of current activities under the Peace Corps PASA, without having had any discussions with LAC/DR, I would have no problem in reserving that amount for you, contingent upon:

- i) LAC Bureau concurrence;
- ii) the submission of a brief proposal and illustrative budget which would suggest that the program is proceeding well and that additional funds are justified at this time; and
- iii) the return of the book, Disabled Village Children, which Neil Woodroff, who is working with a spinal cord injured kid in Mali, has asked to borrow. (Allen's "contingency"!)

Glad to hear that the PASA activities are working out so well. I would really like to consider similar collaborative activities with Peace Corps in other countries, so any documentation on what you've been doing in Bolivia will be greatly appreciated.

Stay in touch.



cc: Allen Randlov

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ILLUSTRATIVE BUDGET

	PREVIOUS	THIS CHANGE	CURRENT BUDGET
1. SALARIES	66,000.00	20,000.00	86,000.00
Youth Coordinator	36,000.00	-13,300.00	49,300.00
Admin. Assistant	30,000.00	6,700.00	36,700.00
2. TRAVEL	13,000.00	5,000.00	18,000.00
Peace Corps Staff Travel	13,000.00	5,000.00	18,000.00
3. TRAINING	40,000.00	-6,500.00	33,500.00
Training in country	20,000.00	-1,500.00	18,500.00
Training in USA	20,000.00	-5,000.00	15,000.00
4. ADMINISTRATIVE	46,000.00	-3,500.00	42,500.00
Tech. assistance & Publications	31,000.00	-16,000.00	15,000.00
Set up office	5,000.00	0.00	5,000.00
Administrative Expenses	0.00	12,500.00	12,500.00
Evaluation	10,000.00	0.00	10,000.00
5. SUBCONTRACTS/GRANTS	295,000.00	-15,000.00	280,000.00
TOTAL	460,000.00	0.00	460,000.00

**YOUTH DEVELOPMENT PROGRAM
REPORT BY GRANTS**

PROJECT NAME	AUTHORIZED AMOUNT	OBLIGATED AMOUNT/92	LIQUIDATED AMOUNT/92	OBLIGATED AMOUNT/93	LIQUIDATED AMOUNT/93	OBLIGATED AMOUNT/94	LIQUIDATED AMOUNT/94	REPORTED BY GRANTEES	UNOBLIGATED BALANCE	STATUS
ENDA/92-93/Trinidad	70,500.00	20,000.00	20,000.00	45,500.00	45,500.00	0.00	0.00	40,000.00	5,000.00	Pending
SAN MARTIN/92/Cba.	17,431.48	17,431.48	17,431.48	0.00	0.00	0.00	0.00	17,431.48	0.00	Final
AMANECER/92/Cba.	38,969.31	30,000.00	30,000.00	8,969.31	8,969.31	0.00	0.00	38,969.31	0.00	Final
CIUDAD DE NIÑO/92-93/Lpz.	9,288.79	1,600.00	1,600.00	7,000.00	7,000.00	688.79	688.79	9,288.79	0.00	Final
YANAPACUNA/93/Sucre	5,950.00	0.00	0.00	5,950.00	5,950.00	0.00	0.00	5,950.00	0.00	Final
ANET/93/Tja.	21,697.00	0.00	0.00	13,000.00	13,000.00	3,697.00	0.00	9,643.29	5,000.00	Pending
CETEP/93/Huacareta	1,135.25	0.00	0.00	1,135.25	1,135.25	0.00	0.00	1,135.25	0.00	Final
CENTRO SAN SEBASTIAN/Mizque	6,046.72	0.00	0.00	4,431.30	4,431.30	1,615.02	1,615.02	1,842.63	0.40	Pending
AMANECER/93/Cba	9,885.57	0.00	0.00	9,885.57	9,885.57	0.00	0.00	0.00	0.00	Pending
SAN MARTIN/93/Cba.	9,239.00	0.00	0.00	9,239.00	9,239.00	0.00	0.00	8,900.43	0.00	Pending
HOGAR ZELADA/93/Oruro	4,766.66	0.00	0.00	4,766.66	4,766.66	0.00	0.00	4,766.66	0.00	Final
MOSOJ YAN/93/Cba.	9,800.00	0.00	0.00	8,800.00	8,800.00	1,000.00	1,000.00	4,800.00	0.00	Pending
INTERNADO-HUACARTA/93	9,986.07	0.00	0.00	9,986.07	9,986.07	0.00	0.00	7,276.55	0.00	Pending
*CASA TUTELAR/93/Sucre	3,722.13	0.00	0.00	0.00	0.00	0.00	0.00	0.00	3,722.13	*
JUVENTUD WENHAYEK/93/Tja.	8,349.07	0.00	0.00	8,349.07	8,349.07	0.00	0.00	0.00	0.00	Pending
HOGAR ZELADA 2*/93/Oruro	4,754.90	0.00	0.00	4,254.90	4,254.90	0.00	0.00	0.00	500.00	Pending
CENTRO JOSE FLORES/Aiqle.	10,000.00	0.00	0.00	4,000.00	4,000.00	4,000.00	0.00	0.00	2,000.00	Pending
CENTRO NUEVA ESPERANZA/94	8,726.55	0.00	0.00	0.00	0.00	8,726.55	8,726.55	4,410.95	0.00	Pending
YANAPACUNA /94	2,701.07	0.00	0.00	0.00	0.00	2,701.07	2,701.07	0.00	0.00	Pending
HOGAR BETANIA/94	4,916.69	0.00	0.00	0.00	0.00	4,916.69	4,916.69	0.00	0.00	Pending
COSV/94	9,982.72	0.00	0.00	0.00	0.00	9,982.72	8,000.00	0.00	0.00	Pending
REMAINING FOR OTHER GRANTS	12,151.02	0.00	0.00	0.00	0.00	0.00	0.00	0.00	12,151.02	
TOTAL	280,000.00	69,031.48	69,031.48	145,267.13	145,267.13	37,327.84	27,648.12	154,415.34	28,373.55	

*Funds obligated and decreased.

Dated: 06/15/94
Luis Cruz Rioja

Matilde Arce Muñoz
JEFE ADMINISTRATIVO

DISPLACED CHILDREN PROGRAM

PASA Agreement No. 511-0624-P-AP-1439

Life of Project Funding: \$460,000.00

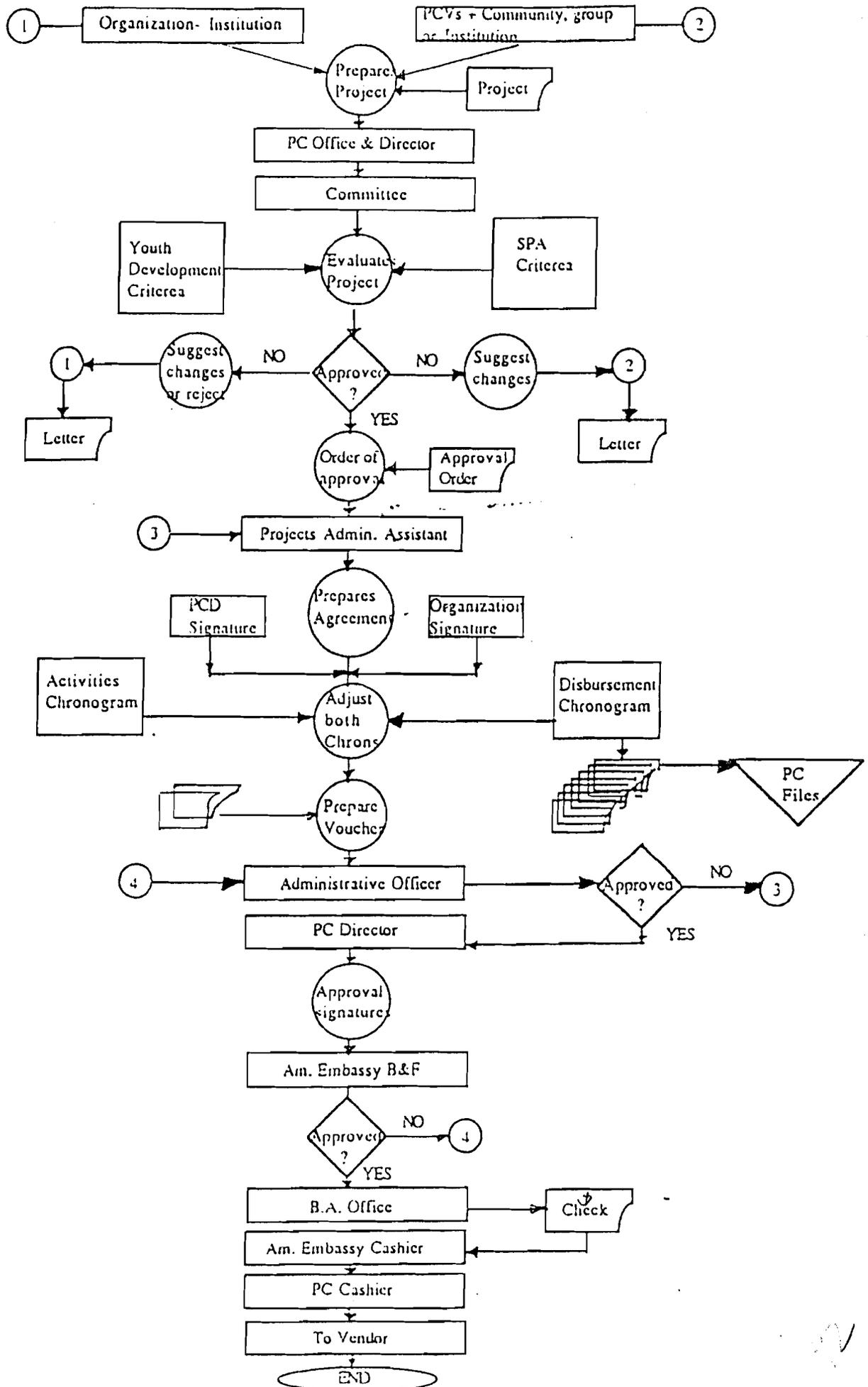
PROJECT ELEMENT	AUTHORIZED BY USAID	OBLIGATED FY 92	LIQUIDATED FY 92	OBLIGATED FY 93	LIQUIDATED FY 93	OBLIGATED FY 94	LIQUIDATED FY 94	TOTAL OBLIGATIONS	TOTAL LIQUIDATIONS	UN-OBLIGATED BALANCE
2. Salaries	86,000.00	8,282.77	8,282.77	47,225.13	45,935.99	27,050.00	8,840.95	82,557.90	63,059.71	3,442.10
3. Travel PC/ Staff	18,000.00	4,948.41	4,948.41	6,051.37	6,051.37	2,240.00	1,004.96	13,239.78	12,004.74	4,760.22
4. Sub Grants	280,000.00	69,031.48	69,031.48	145,267.13	145,267.13	37,327.84	27,648.12	251,626.45	241,946.73	26,373.55
5. Administrative	47,500.00	6,091.08	6,091.08	6,486.55	6,486.55	17,218.24	6,435.21	29,795.87	19,012.84	17,704.13
6. Training	28,500.00	0.00	0.00	2,954.63	2,954.63	7,538.10	7,511.28	10,492.73	10,465.91	18,007.27
TOTAL	460,000.00	88,353.74	88,353.74	207,984.81	206,695.67	91,374.18	51,440.52	387,712.73	346,489.93	72,287.27

Luis Cruz Rioja
Dated: 06/15/94

Matilde Arce Muñoz
GERENTE ADMINISTRATIVO

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YOUTH AND SPA PROJECT PREPARATION PROCEDURE



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Appendix K - Peace Corps Bolivia Youth Grant Guidelines



MEMORANDUM

Date: Oct 30, 1992

To: Clement Bucher, Contracting Officer, USAID/Bolivia

From: Donald B. Peterson, Country Director

Subject: **Procedures for Approving Youth Grants under USAID PASA**

In my discussions with you and Paul Hartenberger of Health and Human Resources, regarding the administration of the Youth PASA, it has been my understanding that the review of grant proposals funded by the Youth PASA will be essentially the responsibility of Peace Corps. In reviewing the Standard Provisions accompanying the PASA Amendment, I see potential disagreements with what we have discussed and what is stated in the provisions. Specifically, under "Contracting Under a PASA/RSSA", which also includes grants, the issuance of grants must be specifically authorized by the AID agreement officer.

The grants to be given under the Youth PASA, however, will be very small and should range in amount from \$1,000 to \$10,000. By design they are expected to be low since they are assumed to be developed by community organizations and the Volunteer working in that community. Therefore with \$100,000 set aside for grants, we expect to have between 20 and 30 grants during the 21 month period of the PASA. Given the nature of the grants program, I believe it may be more administratively effective to consider alternate methods to approve the grants, which will give the majority of the review authority to Peace Corps.

At this time Peace Corps/Bolivia has a grants program, Special Project Assistance (SPA), which has set procedures developed by Peace Corps Washington and AID/Washington. While the individual posts develop more detailed procedures for their particular needs, there are specific criteria that have been approved by Peace Corps and AID Washington and are used throughout the world. In addition, Peace Corps/Bolivia has developed a manual for potential grantees to use in the preparation of their Youth grant proposals.

I, therefore, propose that the following procedures be used for all grant review and approval under the Youth PASA:

1. Development of proposal

The guide for developing grant proposals "Guía Para Presentación de Proyectos" be used by Volunteers and their community organizations in the preparation of their proposal. (Attachment #1)

2. Grant Proposal Review

a. Preliminary Plan review

The preliminary plan which is developed by the Volunteer and his/her community is reviewed by the Volunteer's Associate Peace Corps Director (APCD). Once the APCD approves the proposal, it is then sent to the Peace Corps Office in La Paz for review by the Grant Review Committee.

b. Grant Committee Review

A committee made of the following representatives:

- Program and Training Officer of Peace Corps/Bolivia
- Representative designated by USAID/Bolivia
- The three Associate Peace Corps Directors from the three Regional Offices
- One of the Volunteer Coordinators assigned to the regional offices

reviews the final proposals and recommends to the Peace Corps Country Director that the proposal be approved, returned to the Volunteer and the community for further revisions or disapproved.

The criteria to be used in evaluating the proposal are similar to the criteria used to evaluate the AID/Peace Corps SPA Grants Program. The criteria are the following:

- The activity must be conceived and implemented by a PCV in conjunction with a local community organization or group, which must devote some of its resources and/or labor to the activity
- The activity must fall into the broad area of community development
- The activity must be scheduled for completion within one year of its commencement and before completion of the PCV's service
- The estimated contribution of the Youth Fund toward the completion of the activity will not exceed \$10,000 in the majority of the cases and only in very exceptional cases will it be greater. However, it will never be greater than \$25,000

- The activity must not encourage continued reliance on U.S. or other outside assistance
- Priority must be given to activities that PCVs and their host country counterparts develop as a follow up to training provided under other AID PASAS with Peace Corps

c. Financial Review

The Peace Corps Administrative Assistant for the Youth PASA Project meets with the financial staff of the organization, which has submitted the grant proposal to evaluate the financial capabilities of the organization using the a check list for the evaluation (See Attachment #2).

d. Field Monitoring

During the implementation of the project, the Peace Corps administrative assistant makes at least one visit to the community to review the financial management of the project. In addition, the Youth Coordinator makes at least one visit during the project implementation to review the progress of the project.

I believe that through the review and monitoring process described above, Peace Corps/Bolivia can effectively safeguard the funds distributed by the grants and assure compliance with program objectives of the Youth PASA.

I, therefore, recommend that USAID/Bolivia approve the above procedures and designate a representative to participate in the committee reviews.

Attachments:

- #1 Peace Corps Youth Development Program, "Guia Para Presentacion de Proyectos"
- #2 Financial Youth Development Checklist
- #3 The Small Project Assistance (SPA) Program Handbook



PEACE CORPS

YOUTH DEVELOPMENT PROGRAM

GUIA PARA
PRESENTACION DE PROYECTOS



DESARROLLO DE
NIÑOS Y JOVENES

La Paz - Bolivia
1992

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97

PRESENTACION

Esta guía pretende dar ciertas pautas para la presentación de perfiles de proyecto. Tal como su nombre lo indica solo servirá de referencia para las personas o instituciones que presenten sus estudios con la finalidad de solicitar ayuda del programa NIÑOS-EN-RIESGO.

Es deseable que las propuestas presentadas a nuestra institución cumplan mínimamente con los elementos que contiene esta guía, para que así se eleve la probabilidad de conseguir fondos del programa.

Los proyectistas deben considerar el uso de esta guía de acuerdo a los propios requerimientos y características de su proyecto, adaptándola a las circunstancias y a condiciones específicas, ya que un estudio está determinado por factores tales como: el tipo de proyecto, la magnitud del monto solicitado, el nivel o etapa en que se encuentra el estudio, y otros factores que hacen que esta guía pueda ser utilizada en forma parcial, total, o que se requieran otros elementos adicionales que puedan complementarla, para que de esta manera se elaboren trabajos mucho más completos.

INDICE

- I. QUE ES EL PROGRAMA NIÑO EN-RIESGO?
- II. ALCANCES DEL PROGRAMA
- III. COMO SE PUEDE SOLICITAR AYUDA DE ESTE PROGRAMA?
 - 3.1 Carta de solicitud
 - 3.2 Perfil de proyecto
 - 3.2.1 Presentación
 - 3.2.2 Información acerca de la organización
 - 3.2.3 Justificación
 - 3.2.4 Componente Vocacional
 - 3.2.5 Estudio de mercado
 - 3.2.6 Tamaño y Localización
 - 3.2.7 Estudio técnico
 - 3.2.8 Presupuesto
- IV. RESTRICCIONES EN EL USO DE FONDOS
- V. RESPONSABILIDAD DE LA ORGANIZACION SOLICITANTE

YOUTH DEVELOPMENT PROGRAM (Programa de Niños-en-Riesgo)

I. QUE ES EL PROGRAMA NIÑOS-EN-RIESGO?

El programa NIÑOS-EN-RIESGO proviene de un acuerdo entre USAID/BOLIVIA y EL CUERPO DE PAZ/BOLIVIA, con la finalidad de prestar soporte económico a instituciones y organizaciones que trabajan en el campo de la problemática de los niños y jóvenes abandonados, desplazados, marginados, de y en la calle, y en general a cualquier institución sin fines de lucro que esté involucrada en resolver los agudos problemas que afectan a la niñez y juventud bolivianas, sean estas instituciones gubernamentales, no gubernamentales, religiosas, laicas, orfanatos, centros de rehabilitación de jóvenes drogadictos, centros de formación y capacitación para la niñez y juventud, o instituciones que trabajan en forma conjunta y coordinada en favor del bienestar de los niños y jóvenes bolivianos.

Uno de los objetivos del programa NIÑOS-EN-RIESGO es el desarrollo de proyectos PRODUCTIVOS, que en el mediano o largo plazo puedan llegar a ser autosuficientes y mantenerse a través de la generación de recursos propios, aunque no se descarta otro tipo de proyectos.

II. ALCANCES DEL PROGRAMA

Algunos de los diversos campos de actividad que pueden ser cubiertos con fondos del programa son los siguientes:

2.1 Talleres. - Los fondos disponibles pueden ser empleados en la creación de talleres, ya sea para la construcción de la parte física, la dotación de maquinaria y/o equipos, provisión de fondos para cubrir gastos iniciales de funcionamiento, capital de arranque o de trabajo, dependiendo de la magnitud del proyecto. Entre algunos ejemplos de talleres, se pueden mencionar:

- Metalmecánica,
- mecánica en general,
- artesanales, corte y confección,
- carpintería,
- plomaría,
- otros.

2.2 Agropecuarios. - Abarca un amplio rango de proyectos de tipo agropecuario, como por ejemplo:

- Crianza de animales mayores o menores,
- piscicultura,
- apicultura,
- cultivos anuales y perennes,
- producción y selección de semillas
- floricultura, jardinería, etc.

2.3 Otro tipo de proyectos.- Aquellos proyectos productivos que no estuviesen incluidos en el grupo de los mencionados anteriormente, y otros que sin ser de tipo productivo, benefician a grupos de niños y jóvenes.

- Artesanía
- Panadería

III. COMO SE PUEDE SOLICITAR AYUDA DE ESTE PROGRAMA?

El objetivo de este programa es aprovechar la asistencia técnica de un Voluntario del Cuerpo de Paz con los fondos disponibles para elaborar un proyecto productivo lo que ayudará a una institución a hacerse autofinanciera y menos dependiente de financiamiento externo. Así cada institución interesada en este programa debe estar coordinando directamente con un Voluntario del Cuerpo de Paz.

Para tener acceso a los fondos del programa, es necesario presentar:

3.1 Carta de solicitud. - La cual debe estar dirigida a:

Ing. Donald B. Peterson
Director Cuerpo de Paz
Casilla No.1655
La Paz - Bolivia.

Toda institución interesada en solicitar los servicios de un Voluntario del Cuerpo de Paz debe llenar la solicitud adjunta y enviarla a la dirección designada.

3.2 Perfil de proyecto.- Es imprescindible la presentación de un proyecto, o en su defecto el perfil de un proyecto, elaborado conjuntamente entre el Voluntario y la Institución, el cual debe tener como mínimo la siguiente información:

3.2.1 Presentación - Especificando:

- a) Organización solicitante.
- b) Nombre del proyecto.
- c) Ubicación del proyecto (ciudad, provincia, departamento).
- d) Rubro o actividad del proyecto (agropecuario, artesanal, producción de artículos, etc.).
- f) Costo total del proyecto.
- g) Monto solicitado al Cuerpo de Paz.
- h) Monto comprometido por la organización solicitante, en calidad de aporte propio.
- i) Fecha prevista de inicio y finalización del proyecto.
- j) Persona o institución que elaboró el proyecto (nombre, dirección, teléfono).

- k) Indicar si el proyecto forma parte de otro mayor, o si existen otras organizaciones colaborando con el mismo proyecto.

3.2.2 Información acerca de la organización .- Debe incluir:

- a) Año de fundación.
- b) Número de Resolución Suprema que otorga la personería jurídica.
- c) Estructura orgánica y nombre de las personas responsables.
- d) Experiencia de la organización, áreas de especialidad, localidades donde desempeña sus actividades.
- e) Numero, sexo y clase de niños
- f) Actividades que desempeñan los niños.
- g) Proyectos actuales que tiene la Institución.
- h) Numero de personal que trabaja en la institución.
- i) Objetivos y metas que pretenden la institución.
- j) Información sobre su sistema de contabilidad. (nombre de encargado, si es computarizada, etcétera)

3.2.3 Justificación.- Un proyecto surge como una probable respuesta a problemas existentes; es en este sentido que es necesario especificar en forma clara y precisa, si fuese posible utilizando cifras, lo siguiente:

- a) Determinación de las causas, magnitud y consecuencias del problema que se pretende resolver
- b) Definición exacta de la necesidad que se desea satisfacer o la situación negativa que se pretende encarar.
- c) Definición del grupo social al cual afecta el problema (número, edad, sexo, condición social, etc).
- d) En qué forma afecta el problema al grupo social hacia el cual están dirigidos los esfuerzos y acciones?
- e) Qué acciones se piensan tomar para encarar la solución, y que cambios se generarán a través de la implementación del proyecto?
- f) Existen otras soluciones alternativas?, cuales?
- g) A quiénes beneficiará el proyecto y en qué forma?
- h)Cuál será la participación del grupo destinatario (si fuese el caso) en la implementación del proyecto?
- i) Cómo estará organizado y dirigido el proyecto (en cuanto a su administración se refiere)?
- j) Cómo se controlará la inversión de recursos, la ejecución de actividades y el logro de objetivos?
- k) ¿Como ayudará este proyecto a la Institución hacerse autofinanciera y auto suficiente?

3.2.4 Componente Vocacional

- a) ¿Que oficio pretenden enseñar a los niños?
- b) ¿Cuántos niños participarán en el proyecto?
- c) ¿Cuántos niños participarán en la construcción del taller?
- d) ¿Ganarán un sueldo los chicos?
- e) ¿Cuales oficios más aprenderán o entrenamiento recibirán los participantes?
- f) ¿El proyecto ayudará la institución a atender más niños?
- g) ¿Existe un componente educacional, social o psicologico del proyecto?
- h) ¿Como el proyecto ayudará a los participantes a encontrar trabajo y integrarse a la sociedad?

3.2.5 Estudio de mercado.-Especialmente en el caso de proyectos productivos, se debe indicar:

- a) Uso, características y especificaciones del bien o servicio que se espera producir.
- b) A qué mercado (a quién) se piensa llegar con el producto (ubicación geográfica, número posible de compradores, cantidades posibles para la venta, cómo es la competencia, a qué precio venden, etc)?
- c) Cómo se piensa comercializar (a qué precio vender, cómo distribuir, transporte, promoción de ventas)?
- d) Costo estimado de fabricar un producto.
- e) Precio pretender vender el producto final.
- f) Cálculos de ganancia que pretenden obtener (precio de producto final menos el costo de producción)
- g) ¿Como piensan reinvertir la ganancia en el proyecto para asegurar su continuación después que termine el financiamiento?

3.2.6 Tamaño y localización - Se refiere a la justificación del tamaño, la ubicación y los factores que los determinaron. Entre ellos se deben tener en cuenta:

- a) Justificación del tamaño o de la capacidad instalada (detallar todos los factores que justifiquen el tamaño propuesto o el número de unidades a producir).
- b) Justificación de la localización (indicar factores como facilidades de transporte, clima, servicios existentes, etc).

3.2.7 Estudio técnico. - Este es uno de los aspectos de mayor relevancia y que debe ser tratado con especial cuidado, detallando con toda la precisión posible lo siguiente:

- a) Descripción detallada del proceso de producción.
- b) Especificación general y detallada de obras a realizar; maquinaria y equipos que se usarán; insumos, energía, combustibles a utilizar.
- c) Cantidad estimada de producción, tipo de producto, número de personas que intervendrán en el proceso.
- e) En todos los casos, se recomienda acompañar cotizaciones, facturas proforma, folletos técnicos, copias de planos, etc.
- f) **Plan de trabajo y cronograma de actividades de todas las tareas a realizar, identificando y numerando correlativamente todas y cada una de las actividades desde el momento del inicio del proyecto hasta su finalización.**
- g) Determinación de las personas responsables para cada una de las diferentes etapas y tareas.
- h) El rol del Voluntario en el proyecto.
- i) Trabajos adicionales que está realizando el Voluntario.

Si por ejemplo la solicitud de fondos es para maquinaria y/o equipos, se deben brindar todos los aspectos técnicos como ser lugar de fabricación, capacidades, características de los equipos, etc.

Si la solicitud es para instalaciones físicas, ésta debe estar acompañada de los planos de ubicación, construcción, y otras especificaciones técnicas. En el caso del capital de arranque, también debe especificarse claramente en qué ítems se utilizarán estos fondos.

3.2.8 Presupuesto. - Una vez que se hayan definido los anteriores aspectos, es necesario realizar un presupuesto o un plan de inversiones, haciendo una descripción de todos los recursos requeridos para el proyecto, detallando cada rubro, e indicando qué ítems corresponden al aporte propio y cuáles otros son requeridos del Cuerpo de Paz en calidad de colaboración. Este presupuesto podría seguir el siguiente formato:

PRESUPUESTO
(En \$us)

ITEM	APORTE PROPIO	SOLICITADO	TOTAL
a) Activo fijo			
b) Activo diferido			
c) Capital trabajo			
TOTAL			

Activo fijo.- Dentro de este rubro pueden estar incluidos los siguientes items:

- Maquinaria y equipos
- terrenos
- edificaciones
- muebles y enseres
- herramientas
- otros.

Activo diferido.- Estos activos no son financiados por el Cuerpo de Paz, pero pueden representar parte del aporte propio de la organización solicitante:

- Estudios
- proyectos.

Capital de trabajo .- Representa básicamente el capital de operaciones; puede incluir:

- Materias primas
- energía eléctrica
- agua
- combustibles
- otros insumos
- jornales de trabajo

•en algún caso extraordinario, es posible financiar sueldos y salarios del personal involucrado en la realización del proyecto, debiéndose presentar una descripción detallada del cargo, indicando las principales funciones a realizar.

Se debe incluir también un plan de desembolsos propuesto por la organización solicitante y un presupuesto de ingresos y costos previstos para una gestión o un año.

IV. RESTRICCIONES EN EL USO DE FONDOS

El programa NIÑOS-EN-RIESGO puede financiar proyectos cuyos montos de solicitud estén comprendidos entre \$us. 100,00 y \$us. 5 000,00 aproximadamente. Los proyectos que estén fuera de este

rango también serán considerados siempre y cuando las cantidades no excedan demasiado los límites mencionados anteriormente.

La organización solicitante debe cubrir como mínimo un 30% del costo total del proyecto en calidad de aporte propio, siendo éste un requisito imprescindible.

Los recursos entregados por el Cuerpo de Paz deberán ser utilizados exclusivamente en los ítems indicados en el proyecto y que estén reilejados y especificados en el presupuesto.

El tiempo máximo de implementación y ejecución del proyecto es de un año a partir de la firma del convenio de cooperación.

V. RESPONSABILIDAD DE LA ORGANIZACION SOLICITANTE

La organización solicitante es la institución encargada de administrar, dirigir, ejecutar y controlar el proyecto desde su inicio hasta su conclusión, cumpliendo estrictamente con el cronograma de actividades propuesto. Por lo tanto, debe de cumplir con algunos requisitos que aseguren la utilización óptima y adecuada de los recursos, para lo cual:

-Debe demostrar que cuenta con personas capacitadas para la administración de recursos materiales, humanos y financieros.

-Debe poseer un sistema contable/financiero adecuado y fiable para ejercer un control efectivo de los recursos a invertir.

-Debe cumplir con los fondos de contraparte o aporte propio, especificados en el punto anterior.

-Garantizará a través de la firma de un convenio, su disposición para cumplir y hacer cumplir todas las regulaciones y normas requeridas por el Cuerpo de Paz.

CUERPO DE PAZ
Av 14 de Septiembre # 4913
Teléfono 785073
Casilla # 1655
La Paz - Bolivia

Appendix L - Peace Corps Bolivia Youth Proposal 1995

PEACE CORPS/BOLIVIA
YOUTH DEVELOPMENT PROJECT PLAN
FOR DISPLACED CHILDREN'S EARMARK 1995

1. BOLIVIA/YOUTH DEVELOPMENT

2. PROBLEM STATEMENT

In Bolivia a large percentage of the population 18 years of age and under find themselves in "difficult circumstances." USAID has made available the "Displaced Children's Earmark" fund whose objective is to address the problems faced by this population. The U.S. Congress has defined a *Displaced Child* as: true orphans with no parents, refugee children either orphaned or "separated" from their parents, children with only one parent, street children and children in such difficult economic situations that the dissolution of their family is likely.*(Report to Congress on Orphans & Displaced Children's Fund/USAID).

Following are some statistics that demonstrate the economic reality that continues to cause an increase in the number of displaced children in Bolivia.

- Life expectancy (1990): 60 years
- Literacy rate (1991): Male(85%) Female(71%)
- Population with High School Education: M.(36%) F.(31%)
- Population with access to potable water (1990): 53%
- Population with access to adequate health care: (1990) 27%
*(Estado Mundial de Infancia 1993/UNICEF)

- The urban population makes up 58% of the total population which is a dramatic increase from 42% in 1955. This migration from rural to urban areas has been caused by prolonged drought, flooding, soil erosion and decreasing productivity in the mining industry.
- The average family income in Bolivia only covers 30% of the minimum family breadbasket. (Morales R. 1985) The minimum wage is only 8 % of what the Bolivian Labor Union (COB) has calculated the family breadbasket to be.

member of society. Less than ten percent of all institutionalized children receive any type of education beyond High-school.

Street Children

According to the document published by UNICEF/92 there exists between 1,000 - 2,500 children that live on the streets of La Paz, El Alto, Santa Cruz and Cochabamba. Of these, 75% are male. The causes for this situation are attributed to existing economic, social and political structures that don't guarantee the means by which a family can adequately raise their children.

Rural Children

The lifestyle in rural regions of Andean countries is based on agricultural production. Children, both male and female are incorporated into the work-force at a very young age participating in agricultural activities and domestic chores. Many times children from 6 - 7 years of age work along side their parents during the entire workday. At the age of 14 children accept full responsibility equal to that of an adult. There exists a low emphasis on education which leads to unskilled and unproductive workers. When agricultural production is poor due to the afore mentioned reasons, many times the children are forced to leave their native communities and look for work in the coca producing regions of Bolivia or in the urban centers where they are not prepared to be productive. Many end up as street children, working children or institutionalized.

2 a) IDENTIFICATION OF POSSIBLE AREAS OF WORK

The fact that a child is abandoned, institutionalized or on the street is not necessarily the problem. The problem arises as a consequence of these factors. A problem exists when a child is not in an environment that will permit personal growth, adequate education, professional training and the formation of an acceptable set of values that will allow the child to become a productive member of society. Independent of the type of displaced children; orphaned, abandoned, working, child or institutionalized, the solution lies in providing them with the means to grow, learn and become productive.

In Bolivia there are basically four different types of organizations that are providing services for displaced children. There are government operated and public orphanages that provide housing,

food and education for abandoned and orphaned children. They are programs for working-children that attempt to organize the workers, educate and train them and provide them with the appropriate environment for personal growth. There are programs that work with street-children that attempt to reinsert them into their families. And there are children's homes in rural areas that provide an education for poor children from isolated communities.

Four possible areas of work have been identified by Peace Corps/Bolivia as methods of mitigating these problems.

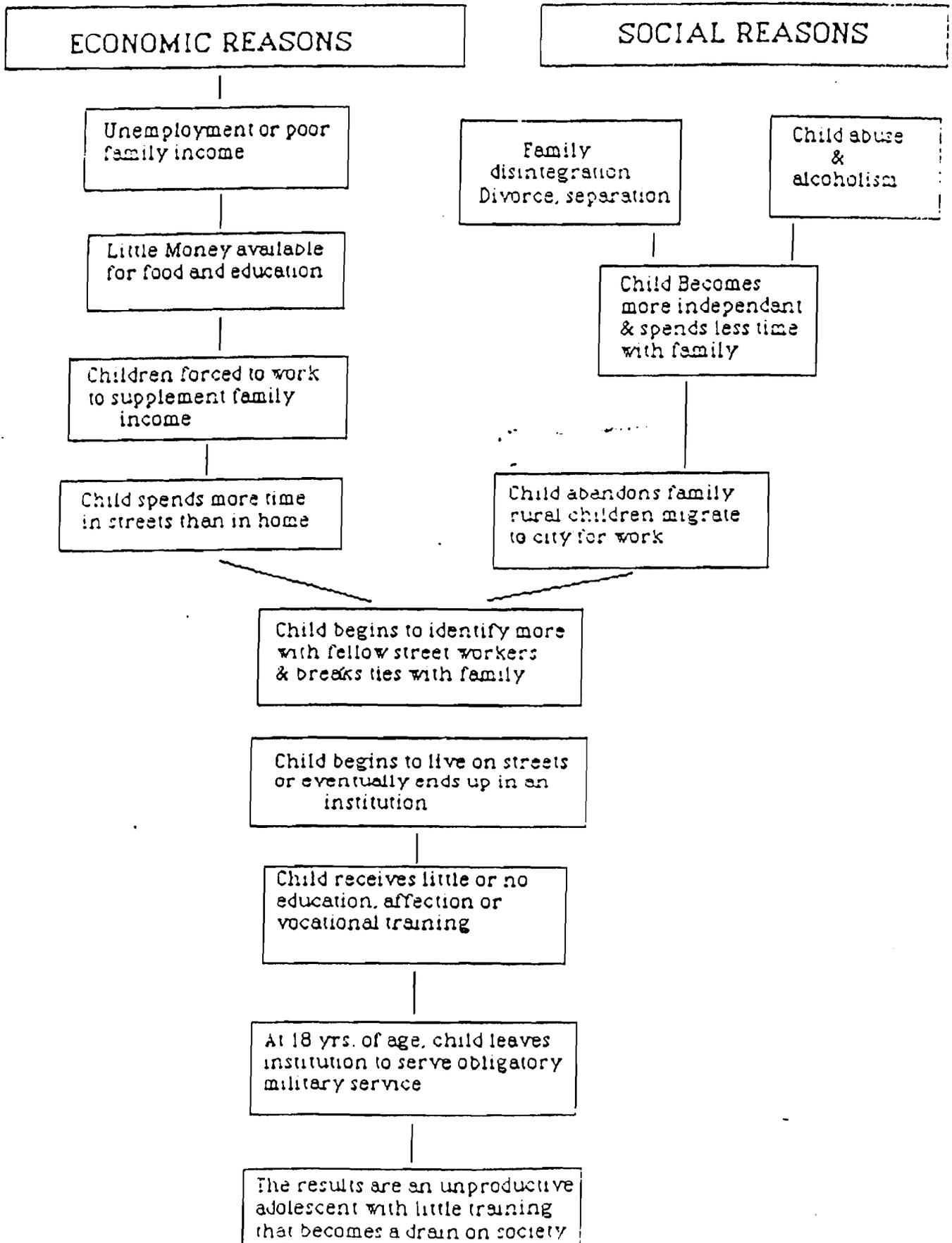
1. Economic growth
2. Education
3. Family reinsertion
- 4) Social reinsertion

Of the four areas identified, immediate results are beyond the reach of the work Peace Corps can accomplish in two of these areas. Peace Corps will focus our efforts on Social reinsertion and Education through the work of our Volunteers. Economic improvement and family reinsertion are not primary objectives that the Peace Corps Youth Development Plan will address directly. Both of these areas will benefit from the work Peace Corps proposes, but as the indirect consequences of projects that will be established.

As stated in the USAID Action Plan for the Displaced Children's Earmark "Programs attempting to place children in family or community based settings will be favored over institutional programs." Peace Corps will place an emphasis on supporting organizations that have as a primary objective family reinsertion or organizations that have a component that works in family reinsertion. The creation and implementation of micro-enterprise projects will also create jobs, produce goods and therefore help stimulate the economy as well as provide vocational training for the participants.

See Diagram

2 Common Displaced Children Scenarios



3. Project Purpose

The purpose of the Peace Corps Youth Development program is to assist institutions that provide services for displaced children to carry out the work necessary in the four areas identified above. The goal is to provide a means in which the children can learn and grow. This strategy will help increase the number of productive members of society.

The primary focus of the Peace Corps Youth Development project is to work on the social reinsertion and education of displaced children. Peace Corps proposes to achieve this by supporting organizations that are working in the social reinsertion of displaced children. The proposed methodology includes assigning Peace Corps Volunteers to these organizations and providing them with access to resources that will allow them to implement productive social and educational projects. Productive projects are considered income generating, vocational projects that have the dual objective of teaching the participants a trade that will make them productive members of society while at the same time creating a source of income for the organization that will allow them to undertake other important social activities and work toward organizational self-sufficiency.

The other activities carried out by the Peace Corps Volunteers within these same organizations include: working with the children on their scholastic education, vocational training, formation of values as well as supporting the organization in their efforts to generate income. They will also work to strengthen the internal organizational and administrative structures of the organizations.

Goal

The project goal is to lower the number of unproductive members of society by supporting organizations that work to create a favorable environment in which the displaced children of Bolivia can learn and grow to be productive.

Objectives

The objectives of the program are listed as five different components all aimed at helping local organizations to create the above mentioned "favorable environment" These components are:

- 1) Grants for income generating vocational projects
- 2) Training for Volunteers and organization educators
- 3) Institution Building
- 4) Scholarship fund
- 5) Social educational and recreational activities

Milestones

1. Grants:

1.1 •Fund 10 productive projects within 10 organizations that will equip 250 children with the vocational training needed to become productive workers upon leaving the program.

1.2 •Help provide a means of generating income for 10 organizations that will help them to become more self sufficient and provide the children with a higher quality of support.

2. Training:

2.1 •Carry out one Training seminar for 10 Peace Corps Volunteers and 10 national coworkers where they will acquire the skills to better confront the problems of displaced children mentioned above.

3. Institution Building:

3.1 • cooperation in production and dissemination of materials

3.2 • cooperation in studies and investigations

3.3 • coordination of vocational training

3.4 • coordination in social and recreational events

3.5 • coordination in geographic areas of work

3.6 •coordination in training seminars

4. Scholarship Fund:

4.1 •Provide scholarships for 20 adolescents to attend the State University.

4.2 •Provide scholarships for 20 adolescents to attend private Universities.

4.3 •Provide financial means for 20 adolescents to attend vocational institutes.

5. Socialization

The Peace Corps Volunteers will help carry out:

- 5.1 •10 social activities
- 5.2 •10 educational activities
- 5.3 •10 recreational activities

Following is a brief description of each of the five objectives proposed by Peace Corps in this project Plan.

Grants

These will be managed using the same methods as the previous two years. An evaluation committee will review all proposal submitted by Volunteers and Counterparts.

Training

A training course will be held for Volunteers and their national counterparts similar to those carried out in FY 1994. The focus of this course will be related to meeting the goals of this project plan.

Institution Building:

This is a new activity that will be carried out as a pilot project in the department of Cochabamba. The goals of the activities mentioned above is to create an environment of inter-organizational coordination that will permit a more efficient use of the available resources. We expect to achieve a coordination that will have the various organizations working together to alleviate the problem of displaced children instead of working independently.

Scholarship Fund

This newly proposed activity will be designed jointly by the Coordinadora del Menor and Peace Corps/Bolivia and has as its goal to provide a means in which institutionalized children will be able to continue their education beyond the high-school level. A form will be designed that will be filled out by the requesting organization on behalf of an intern soliciting use of this fund for a scholarship. A committee will evaluate each solicitude independently in order to decide if the applicant qualifies for a scholarship.

Socialization

This new fund is designed to create a source of financing available to the Volunteers that will allow them to undertake important social, recreational and educational activities necessary for the normal growth of the interns. Sports, excursions and trips to the zoo are examples of common activities that children in families have access to that many institutionalized children are denied in their lives. This fund will be requested by Volunteers fill out an appropriate form explaining the goals of the activity they wish to carry out.

4. COLLABORATING AGENCIES

Peace Corps has been collaborating with four types of agencies.

1. Governmental Orphanages (ONAMFA)
2. Private NGOs in urban areas
3. Religious funded Children's Homes in rural areas
4. Development PVOs working in prevention of mass migration

Following is a brief description of each of the above mentioned types of organizations.

1. Governmental Orphanages

This includes urban and rural orphanages that are funded and managed by the state. Their responsibility falls under the administration of ONAMFA which manages these orphanages at the departmental level.

2. Private NGOs

These include the private agencies that rely on foreign financing to administer orphanages, soup kitchens and programs for abandoned, street and working children. They are becoming more important in Bolivia and are taking over management of many of the state run programs. These are located primarily in urban areas.

3. Religious funded Children's Homes

There are a number of religious groups working in the isolated rural areas of Bolivia that have created Homes that provide education, food and shelter to the poor children of rural areas that do not have access to these necessities.

4. Development PVOs

There exist a large number of development agencies that work in nutrition, income generation, agriculture and education that are working to improve the economic and social situation and therefore indirectly help prevent or lesson the flow of migration from rural to urban areas.

5. Youth Agencies

This fifth group will become a new focus in 1995, it includes other governmental and private agencies and consulting firms specialized in the problems of displaced children. Among these is the Coordinadora del Menor who is in charge of coordinating all youth activities on both a departmental and national level. We plan to take advantage of the experience and the roll of the Coordinadora to implement our Institution Building and Scholarship Fund activities. These activities will be designed jointly by both parties, but many activities, such as the scholarship fund, will be carried out directly by the Coordinadora.

Other agencies include CENCAP a private consulting firm designed to train street educators and other similar groups that work more in training, investigations and publication rather that directly with the displaced children.

Some examples of each type of agency are listed below:

Governmental Orphanage

NAME	LOCATION	TYPE	TYPE PCV
Hogar Zelada	Oruro	Urban Orphanage	SBD
Yanapacuna	Sucre	Reformatory	SBD
Hogar Tupiza	Tupiza, Potosi	Orphanage young	SBD

Private NGOs

NAME	LOCATION	TYPE	TYPE PCV
Amanecer	Cochabamba	All Levels	Ag. Ex.
Ciudad de Niño	La Paz	Orphanage	SBD
ANET	Tarija	Disabled Children	SBD

Religious Organizations

NAME	LOCATION	TYPE	TYPE PCV
Hogar Aiquile	Aiquile, CBBA	Rural Child. Home	SBD
Hogar Tiraque	Tiraque, CBBA	Rural Child. Home	Ag. Ex.
Huacareta	Chuquisaca	Rural Child. Home	Ag. Ex.

Development NGOs

NAME	LOCATION	TYPE	TYPE PCV
COSV	Sopochuy	Youth Voc. Training	SBD
FUNDESIP	Villamontes	Youth Voc. Training	SBD

5 RESOURCE NEEDS

GRANTS	TOTAL
10 * \$8,000	80,000
ADMINISTRATION	59,000
Salary Youth Coordinator and housing	,000
Salary Administrative Assistant	,000
Operating Capital	,000
Travel	,000
INSTITUTION BUILDING	18,000
Workshops	6,000
Coordination Street Educators	4,000
Publications	4,500
Investigations	3,500
Scholarships	15,000
20 State	
20 Private	
20 Vocational	
Socialization	6,000
Education materials	2,000
Social events	2,000
Recreational activities	2,000
Training (IST)	10,000
TOTAL BUDGET	188,000

6. ROLE OF YOUTH COORDINATOR

The Youth Coordinator will be in charge of managing the entire Youth Development Program. His specific duties will include:

- visit and evaluate displaced children programs
- evaluate and monitor grants
- organize workshop for PCVs and counterparts
- design and carry out institution building activities
- create and monitor scholarship fund
- design and manage fund for social and educational activities

7. VOLUNTEERS

Peace Corps will continue its strategy of recruiting and placing Small Business, Agricultural Extension and Soil Conservation Volunteers with Youth Organizations. By placing these three types of PCVs in Youth Organizations we expect to fulfill objectives and milestones from the three project plans already established. SBD PCVs are expected to meet their project goals within the context of the Youth Organization. Some of the activities being carried out by these PCVs include teaching bookkeeping, marketing and management techniques, micro enterprise development and improving organizational and administrative departments. Many of the PCVs also become involved in the socialization aspect of the children which includes complimentary education, sports and recreational activities as well as vocational education.

The Agricultural Extension and Soil Conservation Volunteers also continue to work towards their program goals and objectives within the context of the Youth Organizations. Many have taken advantage of the funding available to implement crop production and animal husbandry projects. Some examples of projects carried out by Ag. PCVs are: Raising Angora rabbits for wool, micro irrigation systems, medicinal plant cultivation, hog production, agriculture education, gardening and green house construction. All of these projects allow the Volunteers to meet their program objectives while working at Youth Organizations.

Appendix M - Peace Corps/Washington Replicability Report

Peace Corps Washington Replicability Report on the
Peace Corps Bolivia Youth Program

July 1, 1994

The key to replicability is using universally accessible components, mechanisms and processes, except where local needs require appropriate changes. Given this statement as a guide, the Peace Corps Bolivia Youth Program was examined as a model which might be replicated in other parts of the world where Peace Corps Programs exist. This analysis examines

Beneficiaries - Institutionalized children exist in most parts of the world. Along with them, one finds lack of vocational training and weak institutions that are barely managing to exist. It would not be hard to find similar social need in many Peace Corps countries. In fact, many PVCs are currently working with the same type of children around the world.

Youth Programs - Although there are youth programs around the world, their objectives may be different than those of Bolivia. By experience, Peace Corps Bolivia has found that to help the institutionalized children, it must attempt to change and improve the institutions. From this experience, the dual main objectives of Vocational/Life Skills Training and Institution Building emerge. It could probably be said that it is a safe bet that these two objectives are worth considering when attempting to improve the lives of institutionalized children in other parts of the world.

Volunteers - This Youth Program began as a secondary activity for volunteers in Small Business and Agriculture. The positive side of this is that those volunteers have strong skill bases, from which to contribute, in the vocational training of youth. The negative side is that youth activities may require a knowledge of youth development and institutionalized youth that many volunteers do not have. The difference between these situations is that the Peace Corps personnel must decide whether they wish to have a formal youth program with primary activities, recruitment criteria, etc., or secondary activities that attract existing volunteers. Built into the question is whether the secondary activity will draw existing volunteers too far away from their primary activity.

Funding - The in-country PASA between USAID Bolivia and Peace Corps Bolivia was the product of two abnormal events. First, there were Displaced Children's funds made available worldwide by Congress. The lifetime of this type of funding is always uncertain. Second, a very close alliance between the USAID Bolivia Director and the Peace Corps Bolivia Director assisted the process of requesting and channeling AID funds through unlikely vehicles; Peace Corps Volunteers. The probability of that happening again without formalizing the mechanism worldwide (as in SPA funds) is low.

If Peace Corps Washington wishes to support this type of programming in a broad manner, it could do so by allowing for the use of SPA funds in primary projects. This small change would open up funding to support the types of vocational training projects experienced in Bolivia.

Appendix N - Evaluation Team Credentials

David J. Hansen, Ph.D.
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EDUCATION

The Ohio State University, Columbus, Ohio
Ph.D. in Vocational Education, 12/1991
Minor: Program Design/Evaluation

Hennepin Technical Centers, Brooklyn Park, Minnesota
Certificate in Dental Lab Technology, 08/1981

St. Cloud State University, St. Cloud, Minnesota
B.S. in Industrial Arts Teaching, 08/1976

MANAGEMENT EXPERIENCE

1993 to Present

Paragon Systems, Inc., Reston, Virginia
Board of Directors, Consultant
Paragon develops collaborative human service systems.

1993

National Regulatory Research Institute, Columbus, Ohio
Intercultural facilitation for government training in Argentina.

1993

New Era Dev. Institute, Rabbani School, Tadong School, India
Strategic planning and program improvement in Vocational Education
and Rural Development in Panchgani, Gwalior and Sikkim.

1992

Columbus State Community College, Columbus, Ohio
Developed a structure for "Self-Directed Work Teams."

1992

Center for Ed. and Trng. for Employment, Columbus, Ohio
Facilitated an inter-agency strategic planning process.

1992 to Present

Idea Connection Systems, Inc., Rochester, New York
Research Director for Problem Technology
ICS increases innovational capacity in major corporations.

1990

United States Peace Corps, Washington, D.C.
Developed the re-entry program of Peace Corps/Nicaragua. Evaluated
the Voc-Ed program of Peace Corps. Honduras

- 1990 to Present **Organizational Resource Associates, Inc.**, Mansfield, Ohio
Re-design and evaluation of a county collaborative substance abuse program. Facilitated an inter-agency proposal for teen pregnancy prevention services. Designed statewide need assessment system for child/family health. Facilitated strategic planning computer models.
- 1989 **Convergent Systems, Inc.**, St. Paul, Minnesota
Developed a needs assessment system for a USAID-sponsored national training institution (CADERH) in Honduras.
- 1989-91 **Ohio Chapter of the Academy of Pediatricians**, Columbus, Ohio
Facilitated a state emergency medical needs assessment.
- 1985-86 **Pan American Development Foundation**, Washington, D.C.
Managed a seven-country biomedical equipment technician training program in Central America, meetings with government ministers, subcontracting and proposals. Assessed Mexico's biomedical equipment technician training needs.
- 1983-85 **Bolivian Development Organizations**, Bolivia
Technical assistance to various development organizations.
- 1979 **Minnesota Migrant Council**, Renville, Minnesota
Advocacy and vocational training for migrant farm workers.
- 1976-79 **United States Peace Corps**, El Salvador, Central America
Teacher training, vocational education and community development.

PROFESSIONAL SOCIETIES

American Evaluation Association, International Technology Education Association, American Vocational Association, Mongolia Society

INTERNATIONAL EXPERIENCE

Language

Native English, Fluent Spanish, Conversational Russian

Country

India, El Salvador, Bolivia, Guatemala, Honduras, Belize, Costa Rica, Panama, Dominican Republic, Haiti, Mexico, Nicaragua, Argentina

REFERENCES

Available upon request

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Margarita M. Villar Riley

330 Falk Ave.
La Porte, Texas 77571
(713)471-0624

Casilla 1603
Cochabamba, Bolivia
(591)42-71080

More than 5 years experience in community development activities in the U.S.A. and Latin America. Completely bilingual in both verbal and written English/Spanish, with a proven ability to create presentations and work at all bicultural levels. Skilled in organizing women's and children's groups at the grass-roots level. Strong training and evaluation experience.

PROFESSIONAL EXPERIENCE

Training Consultant - U.S. Peace Corps, Cochabamba, Bolivia
(February 1994 - April 1994);

- * Designed and presented several sessions to Peace Corps trainees, topics included methodologies for working with women, youth, and children in both urban and rural settings, forming and organizing community groups, and Women in Development issues.

Account Executive - KJN Advertising, San Antonio, Texas
(August 1993 - December 1993);

- * Responsible for creative and administrative issues with the agency's largest Hispanic account;
- * Developed and organized account fund raisers in Los Angeles and Miami;
- * Translated official documents and agency advertisements from English to Spanish.

Training Consultant - U.S.A.I.D., and U.S. Peace Corps, Quito, Ecuador
(August 1992 - May 1993);

- * Evaluated Peace Corps Volunteer's work with displaced children for the Urban Youth Project of Peace Corps/Ecuador;
- * Developed and implemented workshop for working with women and children for Agricultural Extension Volunteers;
- * Evaluated a U.S.A.I.D. funded project called *Becas Andinas* on its effectiveness in Ecuadorean rural communities and how benefits were being applied to women and youth.

Rural Development Worker - U.S. Peace Corps Volunteer, Ecuador
(February 1991 - July 1992);

- * Planned and established a network of family vegetable gardens in conjunction with rural primary schools;
- * Organized a community women's group and conducted weekly meetings to plan and carry out fund raising activities;
- * Served as a catalyst and planner for a community youth group;
- * Presented lectures on health, hygiene, and nutrition to local families and health workers;
- * Designed and conducted classroom activities for village children.

Immigration Assistant - South Florida Immigration Association, Homestead, Florida (February 1990 - January 1991);

- * Developed curriculum and taught English to Hispanic and Haitian migrant farm worker families;
- * Provided administrative, technical and personal assistance to non-English speaking teenagers and children.

Simultaneous Translator - Close-Up Foundation, Washington, D.C. (Summers 1988 - 1990);

- * Interpreted for and guided Puerto Rican high school students during visits to federal government offices and political seminars.

LANGUAGES

- * Native Spanish speaker, and fluent in verbal and written English.

EDUCATION AND TRAINING

Florida State University, Tallahassee, Florida, B.A. Political Science and English Literature, 1989.

Peace Corps Training, Quito, Ecuador (February - April 1991).

HOJA DE VIDA

NOMBRE: Ximena Victoria Rada Cuadros
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Belisario Salinas: 9 - 903
IDIOMAS: Francés, Portugués y Español

TITULOS OBTENIDOS:

- Licenciada en Psicología
- Promotora Educativa en VIH/SIDA

ESTUDIOS REALIZADOS:

- Universidad Católica Boliviana, Carrera de Psicología, de 1985 a 1990, en la ciudad de La Paz.

TRABAJOS REALIZADOS:

- Técnica del Departamento de Asistencia Técnica e Investigación del Instituto de Investigación y Desarrollo Municipal (INIDEM) desde el 1º de Febrero de 1994 a la fecha, en la ciudad de La Paz.
- Encargada del Departamento de Psicología del Instituto Americano, desde Mayo de 1992 al 31 de Enero de 1994, en la ciudad de La Paz.
- Diagnóstico y Seguimiento en la Guardería "Kinderheim", del 1º de Agosto al 30 de Septiembre de 1993, en la ciudad de La Paz.
- Supervisión de horas prácticas al alumno Mario Gonzales Lelarge de la Universidad Católica Boliviana, de Marzo a Julio de 1993, en la ciudad de La Paz.
- Psicóloga de la Penitenciaría de San Pedro de Chonchocoro.
Proyecto AD/BOL/90/416 - PNUD, del 1º de Agosto de 1992 al 28 de Febrero de 1993, en el Departamento de La Paz.
- Supervisión de horas prácticas a la alumna Ana María Lopez de la Universidad Católica Boliviana, de Junio a Octubre de 1992, en la ciudad de La Paz.
- Centro de Orientación Femenino (Cárcel de Mujeres), desde Agosto de 1991 a Junio de 1992, en la ciudad de La Paz.
- Centros de Diagnóstico y Terapia Femenino y Masculino (ONAMFA), de Enero

a Junio de 1990, en la ciudad de La Paz.

- Hogar "San Marlin de Porrés", Centro de Observación y Rehabilitación, de Junio a Julio de 1986; y de Julio a Agosto de 1987, en la ciudad de Cochabamba.

- Instituto Nacional de Desarrollo Infantil (INDI), desde Febrero de 1985, además de la preparación a las Primeras Olimpiadas Especiales, hasta Junio del mismo año, en la ciudad de La Paz.

SEMINARIOS ESPECIALES:

- Reclutamiento y selección de recursos humanos, con una duración de 24 horas - aula en IDEA, realizado del 20 de Septiembre al 8 de Octubre de 1993, en la ciudad de La Paz.

- Seminario taller de capacitación en VIH/SIDA, con una duración de 18 horas - aula. Programa Regional de ETS/VIH/SIDA, Secretaría Nacional de Salud, del 28 al 30 de Abril de 1992, en la ciudad de La Paz.

SEMINARIOS:

- Psicología Humanista, del 1º al 5 de Marzo de 1993, en la ciudad de La Paz.

- El comportamiento agresivo y la conducta pacífica en la sociedad moderna, del 2 al 5 de Marzo de 1993, en la ciudad de La Paz.

- Dificultades en el aprendizaje escolar: Diagnóstico y atención integral, del 21 al 23 de Octubre de 1992, en la ciudad de La Paz.

- Trastornos de conducta: Diagnóstico y atención, del 21 al 23 de Octubre de 1992, en la ciudad de La Paz.

- Uso y abuso del medicamento, del 8 al 10 de Junio de 1992, en la ciudad de La Paz.

- Familia y Patología mental, el 27 y 28 de Abril de 1992, en la ciudad de La Paz.

- El derecho de ser persona, del 11 al 13 de Diciembre de 1991, en la ciudad de La Paz.

- Seminario Internacional de Neurociencias y Psicología Integral: Emoción y estrés, del 29 de Mayo al 1º de Junio de 1991, en la ciudad de La Paz.

- Seminarios participativos: Neurosis y Psicología Experimental, el 11 de Noviembre de 1989, en la ciudad de La Paz.

- Seminario de Neupsicofisiología, del 26 de Agosto al 16 de Septiembre de 1989, en la ciudad de La Paz.

- Farmacoterapia y Farmacodependencia en los trastornos afectivos, los días 10 y 11 de Agosto de 1989, en la ciudad de La Paz.

- Actualidad de Psiquiatría, del 9 al 11 de Marzo de 1989, en la ciudad de La Paz.

- Tercer Seminario sobre Sexualidad en el deficiente mental, del 29 de Noviembre al 2 de Diciembre de 1988, en la ciudad de La Paz.

- Curso de actualización en Deficiencia Mental, los días 10 y 11 de Noviembre de 1988, en la ciudad de Cochabamba.

- Aplicaciones de la Psicología en Bolivia: áreas Clínica, Social e Industrial, del 26 de Septiembre al 3 de Octubre de 1987, en la ciudad de La Paz.

- Análisis científico del uso indebido de drogas, del 12 al 14 de Mayo de 1987,

en la ciudad de La Paz.

- Séptimo Seminario de Capacitación en Psicología Científica: Retardo mental - problemas del desarrollo, del 11 al 14 de Junio de 1985, en la ciudad de La Paz.
- Tercer Seminario sobre: Panorama de drogas en Bolivia, del 13 al 15 de Mayo de 1985, en la ciudad de La Paz.

ENCUENTROS:

- Primer encuentro de Criminología: Análisis Jurídico, Social, Psicológico, Médico y Policial, del 5 al 9 de Noviembre de 1990, en la ciudad de La Paz.

CONGRESOS:

- Primer Congreso de Estudiantes de Psicología - U.C.B., del 22 al 24 de Abril de 1993, en la ciudad de La Paz.
- XXII Congreso Interamericano de Psicología, del 25 al 30 de Junio de 1989, en la ciudad de Buenos Aires, Argentina.
- Primer Congreso Nacional sobre organización y prevención en la deficiencia mental, del 10 al 12 de Noviembre de 1988, en la ciudad de Cochabamba.
- XXI Congreso Interamericano de Psicología, del 29 de Junio al 3 de Julio de 1987, en la ciudad de La Habana, Cuba.

CONFERENCIAS:

- Ciclo de Conferencias dictadas por el Dr. Guido Aguilar, los días 5 y 6 de Noviembre de 1992, en la ciudad de La Paz.
- Tercera Conferencia Latinoamericana de Comunidades Terapéuticas: Rehabilitación y reinserción social en Farmacodependencia, del 24 al 28 de Abril de 1990, en la ciudad de La Paz.

PONENCIAS:

- " El menor callejero, autoestima y rehabilitación " , en la Tercera Conferencia Latinoamericana de Comunidades Terapéuticas, el 27 de Abril de 1990, en la ciudad de La Paz.
- "El menor callejero, características y fenómenos en Bolivia, el 29 de Junio de 1989 en el XXII Congreso Interamericano de Psicología, en la ciudad de Buenos Aires, Argentina.

PROGRAMAS TELEVISIVOS:

Canal 6 de la ciudad de La Paz. Programa: " El 6 con Carmen Rosa", en las siguientes fechas:

- Noviembre 9, 1992 - Tema: Enfermedades de Transmisión sexual.
- Noviembre 16, 1992- Tema: Estrès y Depresión
- Noviembre 24, 1992 - Tema: Celos
- Diciembre 4, 1992 - Tema: Maltrato a la mujer
- Enero 29, 1993 - Tema: Fobias
- Febrero 12, 1993 - Tema: Cuanto dura el amor? Parte I
- Marzo 29, 1993. Tema: Cuanto dura el amor? Parte II

PUBLICACIONES:

- " Diálogo con Edgar " (Menores trabajadores) ,publicado por el matutino Ultima Hora, el 7 de Abril de 1988, en la ciudad de La Paz.
- " Yo vivo en la calle con mis amigos " (Menores callejeros), publicado por el matutino Presencia (p.2) el 26 de Junio de 1988, en la ciudad de La Paz.
- " La cárcel de los inocentes " (menores callejeros institucionalizados), publicado por la revista "Semana" del matutino Ultima Hora (p. 10) el 14 de Octubre de 1990, en la ciudad de La Paz.
- " El menor callejero " , publicado por la revista "Semana" del matutino Ultima Hora (p.4) el 6 de Octubre de 1991, en la ciudad de La Paz.
- " Violencia doméstica: El que a hierro mata . . . " publicado por la revista Debate del matutino La Razón (p. 6 y 7) el 30 de Agosto de 1992, en la ciudad de La Paz.
- " Los homosexuales: Seres humanos", publicado por la revista Ventana del matutino La Razón (p.6) el 26 de Septiembre de 1993, en la ciudad de La Paz.
- " Entre maltratados y maltratadores" (violencia familiar), publicado por la revista Ventana del matutino La Razón (p. 18) el 23 de Enero de 1994, en la ciudad de La Paz.

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Appendix O - Bibliography

(See Appendices)