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AN EVALUATION OF THE PARTNERS OF THE AMERICAS WOMEN: PARTNERS IN DEVELOPMENT PROGRAM

Heather A. Clark
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I. EXECUTIVE SUMMARY

In 1982, the Office of Women in Development extended funding to Partners of the Americas to establish and support a Women: Partners in Development Program (WPID). Over a three year period the Office of Women in Development provided $823,843 to support the WPID program. The purpose of the program is "to increase the effectiveness of the Partners network of volunteer technicians in improving the lives of poor women in Latin America and the Caribbean region." (Proposal, 1982: p 1). Specifically, the grant provided funds for WPID staff salaries and travel, workshops, volunteer technician travel, small 'seed money' grants, and fellowships.

This evaluation takes place two years into the three year grant. The evaluation was commissioned to assess the integration of the WPID program into the existing Partners' program and to evaluate program achievements.

Over the past two years, the WPID program has supported the travel of 146 volunteer technicians, held 5 workshops, and awarded 'seed money' grants to 22 projects. Based on the annual program plan for 1984-85, WPID will reach the majority of program targets set for the three year period. The major short fall in reaching program targets is in the support of WPID fellows.

By and large, the WPID program has been successful in achieving program objectives. The major exceptions have been in identifying successful strategies for improving the social and economic conditions of poor women, and in disseminating that information to volunteer technicians and local Partnerships.

Generally, the WPID program has been integrated into the Partners existing program. The WPID program is recognized by Partners as a permanent and viable program with the equal status of other Partners' programs.

The major constraints to ensuring further program integration and achievement of the WPID program objectives are 1) the lack of an institutionally supported, standardized project analysis, monitoring and evaluation system; and 2) an organization-wide perception of the WPID program as manager of the WID/AID grant only, and not as coordinator of Partners' women in development

activities or as a support office for the WID sub-committees established by the local Partnerships.

Program Strengths

o The WPID project development and regional workshops have been the most effective means of engaging Partnerships in women in development projects. Follow-up activities are built into the workshop design to convert workshop training into action. The workshops have provided a forum for exchanging project experiences and ideas. Workshops have also been effective means of training participants in project development methodologies, in strengthening women's participation in local partnerships and, specifically, in one case, in transferring a low cost appropriate technology for the benefit of rural women.

o The WPID program has supported outstanding volunteer professionals from both Southern and Northern partnerships. Valuable new human resources with supportive institutional linkages have been drawn into the Partners' program.

o Volunteer travel awards and small seed money grants have supported on-the-ground efforts to provide benefits to poor women.

o WPID volunteer professionals have been instrumental in focusing Partners' projects on the particular issues and objectives of women in development, emphasizing the role of the family, and giving credibility and legitimacy to the potential for women to contribute to the community in leadership roles.

o WPID supported projects have involved and provided benefits for women who have previously been ignored or by-passed by government and private institutions. WPID volunteers have provided direct technical assistance to individuals and groups and because of their institutional ties have assured a certain continuity of support.

o WPID supported projects have enabled women to formally establish structured organizations. Once these organizations have become legally incorporated they gain access to a wide range of technical assistance and support from government and private institutions.

o The WPID program has generally led to a more cohesive and

complementary program within the local Partnerships.

o The WID sub-committees within each Partnership have attracted new leadership to the local Partnership committees.

o The organization of the WID sub-committees has been an effective means of attracting volunteer professionals from a variety of backgrounds, developing projects, obtaining collaboration of other program area sub-committees, and ensuring the support of local organizations.

Program Weaknesses

o WPID staff do not systematically review, analyze or make recommendations regarding which projects are approved or rejected for small seed money grants. Staff are constrained by this exclusion in determining 1) a project's complementarity with the goals and objectives of the program and 2) a project's feasibility or desirability from a WID point of view. Further, WPID looses program knowledge and the ability to determine a rationale for project support, both of which form the basis for evaluation/learning systems.

o WPID staff do not review non-WPID projects to ascertain possible women's roles in projects, or to determine whether the project will lead to displacement of women.

o WPID staff are not present in the review session where decisions are made on project support.

o The WPID program has not yet developed systematic record keeping/monitoring systems nor evaluation/learning systems for small grants or for technical assistance.

o No evaluation system has been introduced which can effectively analyze project information to improve decision making, identify successful strategies from project experiences, and provide learning experiences to strengthen the WPID program.

o There is little direct communication among neighboring LA/C or neighboring US partnerships that may be involved in similar project activities.

Program Integration

In some senses, the WPID office functions as a WID/AID grant management office, rather than as the Partners WPID program. There is an organizational perception of the WPID program as exclusively concerned with the management of the WID/AID grant. The purposes of the WPID program are restricted to supporting income generation and agriculture production projects concerning women ostensibly because those were the priorities identified in the original proposal and the priorities of the WID/AID office at the time of grant negotiation. However, the WPID program's objectives and the activities of the WID sub-committees are much broader.

The majority of the projects developed by the WID sub-committees emphasize income generation and food production. However, as the WID sub-committees grow, projects or components of projects develop that do not have income generation or food production as main objectives. As a result of the WPID program's exclusive concern with income generation and agricultural production, the WPID program overlooks projects or components of projects that are developed by the WID sub-committees that do not have agricultural production or income generation as main objectives but may increase women's economic self-sufficiency and encourage leadership by women.

The WPID program's exclusivity has helped the program focus efforts, especially in the initial stages of program development which are often the most difficult. A radical change in focus is neither opportune nor recommended. However, the WPID program can become more supportive of the WID sub-committees' development efforts if the WPID program extends support to a range of projects or components of projects which are designed to directly benefit women economically, increase women's economic self-sufficiency and encourage leadership by women.

Summary Conclusion and Recommendation

Partners has been successful in establishing a new program that has gained wide spread support within the affiliated Partnerships and local collaborating institutions. Partners should continue to support the WPID program as it attempts to consolidate organizing efforts and takes on a broader and more solid program management function. Partners should examine management support systems and assess resources needed to establish organization wide program planning, monitoring and evaluation systems. Partners should begin efforts to incorporate the WPID program into the core funding the organization receives from USAID.

II. EVALUATION METHODOLOGY

A. Objectives of the Evaluation

The objective of the evaluation is to assess how the WPID program has affected the institution's response to women's issues and needs in Latin America and the Caribbean. The evaluation was commissioned by the Office of Women in Development to assess the integration of the WPID program into the existing Partners' program, and to evaluate program achievements. The evaluation includes the following:

1. Partners' Headquarters: Institutional evolution, including a study of policy changes; of programmatic changes reflecting mechanisms for incorporation of WID concerns into on-going Partners' programs and indicators of incorporation; and, of staffing changes.

2. Partnerships: Incorporation of WID activities, including a study of policy changes and programmatic changes at the local committee level.

3. Impact of Volunteer Technical Assistance, including a profile of volunteer characteristics and a study of the relationship between technical assistance in project development provided under the WPID program and the generation of viable fundable programs involving women.

4. The Small Grants Program, including a profile of WID projects and an assessment of the a) funding criteria, b) the review process, c) the mechanisms and effectiveness of project monitoring and project evaluation systems, and d) the potential for seed money projects to continue beyond the grant period.

5. Project Development Workshops, including an assessment of the quality and impact of training programs through a review of secondary sources.

B. Evaluation Activities

Eight days were spent working at the National Association of the Partners of the Americas (NAPA) offices in Washington.

o A review was conducted of files and materials pertaining to the WPID program, including volunteer technical assistance requests and reports; small grants project proposals and reports; and, workshop reports, materials and participant evaluations.

o Discussions held with WPID staff were directed to understanding the various mechanisms and systems of the on-going Partners' program and analyzing the role of WPID within that program; the relationship and flow of information between WPID staff and other program staff and partnership servicers; the relationship of WPID staff to the local Partnership committees and the WID network. Discussions also included an analysis of management systems, program

accomplishments, problems encountered in integrating the WPID program into Partners' on-going program, and issues of program integration.

o Interviews were held with staff in the following program areas: PATH (Partners Appropriate Technology for the Handicapped), Community Education and Emergency Preparedness. Interviews were held with Impact Team Leaders (regional coordinators), Partnership Servicers (partnership coordinators), Small Grants Program Manager, Executive Officers, and Fund Raising Staff. The interviews included a discussion of the support lent to the particular program by WPID staff, changes in policy and programmatic emphasis attributed to the WPID program, WPID objectives, and constraints program staff have encountered in integrating women into project activities.

o A questionnaire was designed and given to all partnership servicers to determine the level of participation by women in the local Partnership committees and the incidence of organized WID committees at the local level.

A meeting was held at the AID/WID/Washington offices. WID office files relevant to the WPID program and materials available in the WID resource center were examined.

Fourteen days were spent visiting US based and Latin American based local committees.

o Visits to two US local committees in Kansas and Iowa, comprised of one day each, and visits to three Latin American local committees in Costa Rica, Honduras and Paraguay, comprising a total of twelve days, were made to discuss the specific objectives of each local WID sub-committee, the role played by the sub-committee within the local Partnership committee, and WID activities undertaken by the Partnership. Efforts were made, where possible, to hold discussions with regional staff (Costa Rica), Partnership presidents, chairmen, board members, WPID workshop participants, coordinators of specific programs, such as Community Education and Agriculture, collaborating institutions, and USAID Missions. A list of institutions, staff and Partners volunteers is presented in the section entitled "Contacts", Appendix 1.

o Site visits were made in Costa Rica and Paraguay to projects that have received seed money grants and/or technical assistance through the WPID program. Three site visits were made in Costa Rica and one in Paraguay. Site visits included conversations with project beneficiaries.

Interviews with WID sub-committees, Partnership board members and volunteers included a discussion of the objectives and structure of the WID sub-committee, collaboration among WID sub-committees, other program area sub-

committees and local institutions, problems encountered in project implementation, changes in direction or emphasis in the local program, plans for the future, and support necessary to improve operations of the local Partnership, specifically with regard to the WPID program and WID projects.

III. PARTNERS - THE WOMEN: PARTNERS IN DEVELOPMENT PROGRAM (WPID)

A. The WPID Program - Overall Program Accomplishments

Background

The Women: Partners in Development (WPID) program was designed by the National Association of the Partners of the Americas (NAPA) and is currently implemented by the WPID office established by USAID grant funds. The unsolicited proposal was presented to to the Office of Women in Development and approved in January, 1982. Over a three year period, a grant of $823,843 has been extended to Partners for the support of the WPID program.

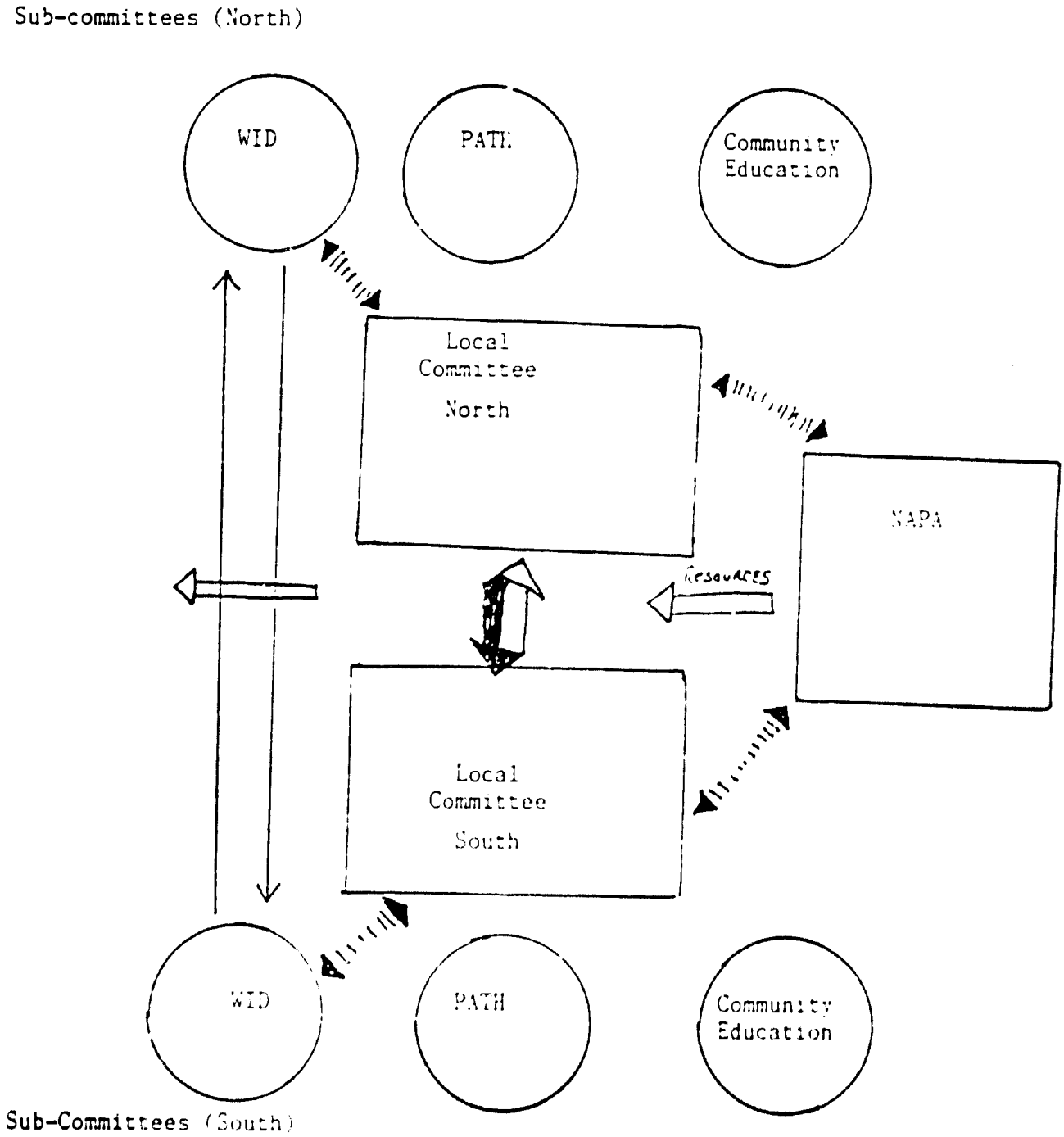
NAPA, incorporated as a private non-profit organization in 1966, provides a variety of services and management support to 54 affiliated Partnerships. A Partnership combines a US state/region with a Latin American or Caribbean (LA/C) country/state/region. Each Partnership has a 'local committee' which is legally incorporated in both the Northern and Southern country/state where it operates. Each local committee has a board of directors, and/or a chairman, president, executive director, coordinator, depending on the local by-laws. Each local committee has a number of sub-committees with specific program attributes, such as agriculture, women in development and community education. An organizational diagram of the Partnership is presented in Chart 1.

NAPA headquarters staff are engaged in three primary areas: 1) executive/administrative, which includes the president's office, fund-raising and finance; 2) partnership development and support, which includes partnership servicers who provide administrative and managerial back-up to individual partnerships, and impact team leaders (regional coordinators) who provide administrative and managerial support and regional coordination to groups of partnerships; and, 3) program support, which includes specific programs such as WPID, Community Education and PATH. An organizational diagram of NAPA is presented in Chart 2.

The general purpose of the WPID program is "to increase the effectiveness of the Partners' network of volunteer professional development technicians in improving the lives of poor women in Latin America and the Caribbean region." (Proposal, January, 1982: p. 1) The project proposal states that the specific purposes of the WPID program are:

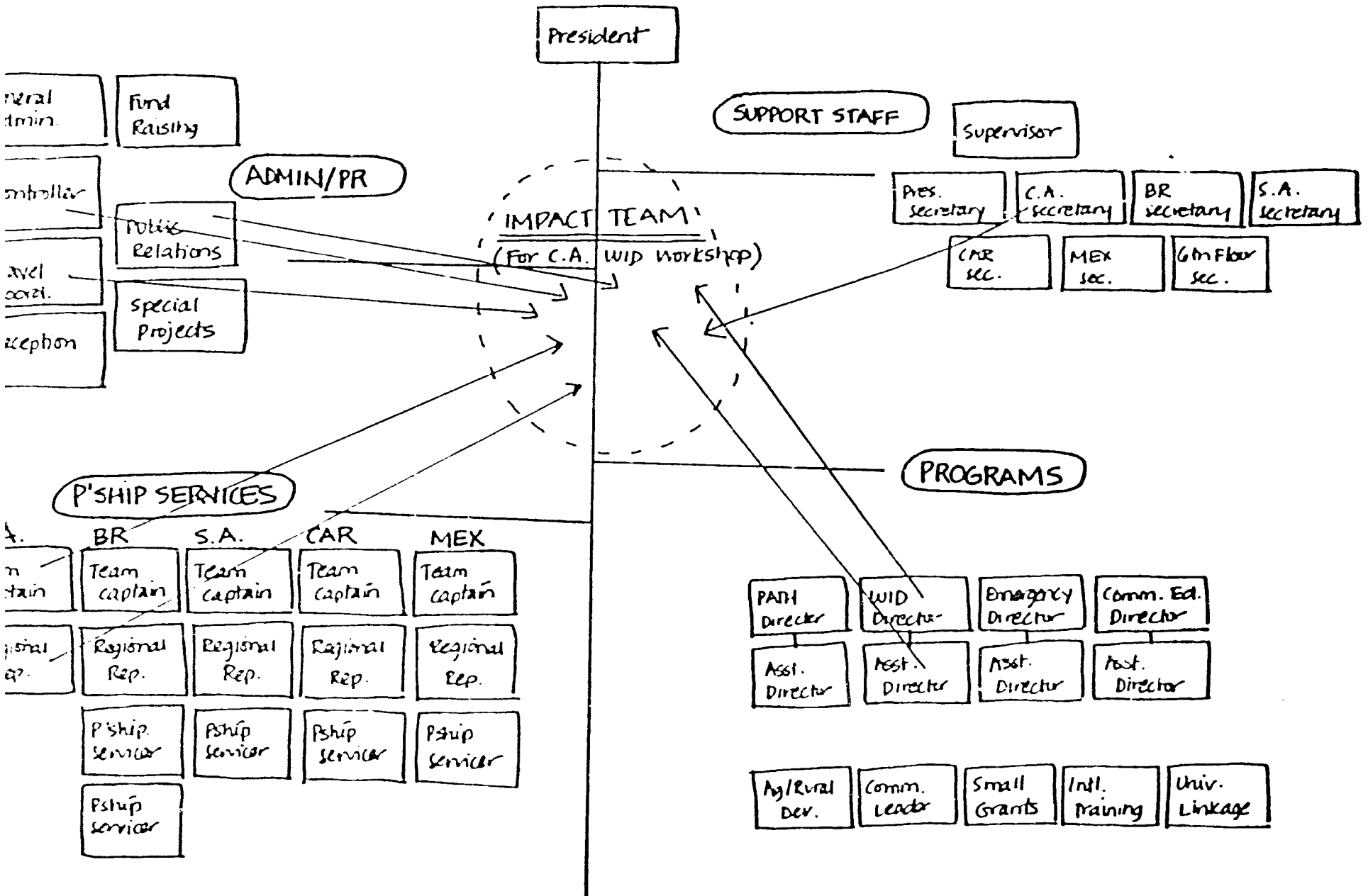
1. "to develop a mechanism to channel the interest and efforts of volunteer professional and technical workers into development projects

CHART 1: Working Model of a Partnership



Source: Regional Office Central America

CHART 2: Organizational Diagram of NAPA



that will include the involvement of poor women and provide benefits for them;

2. to ensure support for such projects from the institutions and professions represented in the networks of participants in the Partners program;

3. to develop channels of communication and information exchange between volunteer professional development workers in projects involving poor women in developing countries, and,

to identify successful strategies for improving the social and economic conditions of poor women;

4. to develop a network of experienced, competent volunteer professional specialists committed to enlarging the opportunities and expanding the contributions of women in economic and social development; and,

5. to strengthen the ability of the local Partners in development capability through assistance in planning and administering small projects designed to benefit poor women." (Proposal, 1982: p.8)

The purposes of the WPID program are to be accomplished by establishing a new office in the NAPA with responsibilities for planning, coordinating, over-seeing and monitoring special efforts to be introduced into Partners' regular programs and projects and by providing financial support to carry out the following activities: volunteer technical assistance, project development workshops, regional workshops, awards of small grants, and WPID fellowships.

As a result of these activities, over a three year period, WPID expected:

- 160 volunteer technicians to participate in the design and implementation of projects;
- to hold one project development workshop and three regional workshops;
- to award 40 small 'seed money' grants under $5,000 each;
- to support nine fellows;
- to start 75-100 projects designed to meet the needs of Latin American and Caribbean women; and,
- to integrate women into all partnership projects. (Proposal, 1982: pp 2-3)

There are two major assumptions of the WPID program:

1) that the identification and preparation of volunteers in the US and LA/C Partnerships, through workshops, the support of volunteer travel, and the awarding of small 'seed money' grants will lead to sustained development

at the local level for the economic benefit of poor women in LA/C countries; and,

2) that the WPID office, integrated into the Partners' program, can influence Partners' program activities to respond to needs and potentials of poor women in LA/C countries.

Findings

In the past two years, the WPID program has accomplished the following:

- 146 volunteer technician travel grants have been awarded;
- one project development workshop was held in Colombia ('84), three regional workshops have been held in Haiti ('83), Costa Rica ('84) and Lake Charles ('84), and one project planning workshop was held for the Ohio-Paraná Partners ('84);
- 22 'seed money' grants have been awarded to WID projects; and,
- 2 fellows have been identified.

Since the first Partners WID workshop was held in Jamaica ('81), the WPID program has accomplished the following:

- 103 workshop participants have become engaged in supporting WID projects in LA/C countries;
- 31 US committees and 36 LA/C committees have formally organized WID sub-committees; and,
- 43 out of 54 Partnerships are engaged in supporting WID projects

By and large, the Partners WPID program has been successful in accomplishing general program purposes as outlined in the project proposal:

- The project development and regional workshops have been successful fora for channeling the interest and efforts of volunteer professionals into development projects that include involvement of poor women and provide benefits to them;
- Volunteer travel awards and small seed money grants have supported on-the-ground efforts to provide benefits to poor women;
- Although a considerable number of WID projects have been generated as a result of the WID workshops, an equal amount have been generated as 'spin off' projects from other program areas, such as community education and agriculture, from on-going US and LA/C Partnership activity, and from LA/C and US partners' collaboration with host country organizations involved in development programs. In these cases, the WPID program workshops, networks

and volunteer professionals have been instrumental in focusing these projects on the particular issues and objectives of women in development, emphasizing the role of the family, and giving credibility and legitimacy to the potential for women to contribute to the community in leadership roles. In sum, the WPID program has played a very effective role as initiator, motivator and collaborator. The role that the WPID program has played has generally led to a more cohesive and complementary program within the local Partnerships.

o As a direct result of the WPID workshops and networks, and, by establishing WID sub-committees at the US and LA/C Partnerships, valuable new human resources with supportive institutional linkages and with experience in WID issues have been drawn into the Partners' program. The individuals and institutions represent a wide range of fields which include formal and non-formal education, business, home economics, agriculture, nutrition and social services.

o The workshops and the WPID bulletin are the methods formally used by WPID for information exchange among volunteer professionals. With these exceptions, which are both generated out of NAPA, there is little direct communication among neighboring LA/C or neighboring US partnerships that may be involved in similar project activities. The major constraints to more direct communication are:

1. The partnerships in four out of five regions, with the exception of Central America, are handled by more than one partnership servicer in the NAPA office. Thus, communications within a particular region lose elements of coordination, potential for fuller information exchange, cohesion and continuity; and,

2. Partnerships are not encouraged to collaborate with one another. All emphasis is placed on strengthening communications and organization of the two collaborating states/regions/countries.

o To date, little progress has been made by WPID staff in identifying successful strategies for improving the social and economic conditions of poor women. WPID is increasing presentations of individual project experiences and using WPID volunteer professionals as resource people in workshops. However, no evaluation system has been introduced which can effectively analyze project information to improve decision making; identify successful strategies from project experiences; and, provide learning experiences to strengthen the WPID program, local committees, projects and the organization as a whole. The major constraints to identifying successful strategies are:

1. Currently, Partners does not have a formal standardized evaluation system or methodology. Project results and learning

experiences are stored in numerous project files and in the heads of staff members and volunteers. Much of the information exists and can be used to the organization's benefit. However, the information has not been compiled and analyzed in a form useful to volunteers in project design and analysis; to local committees in making decisions on projects; and to program staff in making decisions on projects, or in offering guidance in project development. Because evaluation does not appear to be an institutional priority, valuable experiences that may have assisted in project design, analysis, review and implementation, are lost to the organization.

2. All WPID volunteer professionals, as well as all Partners volunteers, are actively engaged in their own full-time professions. Partners programs are implemented in the volunteers' free time. Therefore, time, energy and support to a Partners project is necessarily limited. Volunteers implement projects with considerable energy and conscientiousness. The additional requirements of preparing elaborate written plans, feasibility studies and evaluations assumes a time component that is not necessarily available to the majority of volunteer professionals.

3. Due to the nature of volunteer work and time available to the volunteer, there is general reluctance on the part of NAPA staff to 'interfere' with the work of the volunteer. This is manifested by a reluctance on the part of NAPA to improve the quality of reporting, to train volunteers in project design, planning and evaluation techniques, and to actively guide a project's development based on previous project experiences. As one Partners' staff member discussed the situation, she remarked, " we can't demand that a job be done (reporting and evaluation) unless we provide the tools to do that job."

4. Until recently, the WPID office has had few completed projects upon which to base learning experiences.

Recommendations

o Partners is presently experimenting with employing 'Impact Team Leaders' in the national office and in regional offices to coordinate activities within a particular region. Partners should be encouraged to continue and consolidate this effort since a more solid regional coordination and organization will lend support to individual programs, such as WPID.

o Partners' fundamental objective is to foster collaboration between Partners states/regions/countries. As more Partnerships become involved in implementing similar projects, inter-Partnership and intra-regional collaboration will become necessary for building stronger individual Partnerships. Inter-Partnership collaboration should be viewed in a positive light, and supported as a healthy direction for the organization.

o Volunteers are very dedicated to their work and have an extremely high investment in seeing project activities developed, implemented and benefitting the target group. Volunteers perceive the benefits of additional training and support in project planning, analysis and evaluation. Paramount, however, are the limits imposed by time availability. Project planning, analysis and evaluation are not difficult skills to transfer. In the long run, transferring these skills will save considerable time and effort on the part of the volunteers, in addition to promoting more effective project activities. The organization can draw on both volunteers and NAPA staff to undertake this effort. Impact team leaders, partnership servicers, WPID staff and other program area staff should work together to review various existing project planning and evaluation formats, to develop a standarized system, and to develop materials and training programs for the benefit of the local Partnerships.

o As Partners increases the developmental nature of its program while continuing what is viewed as the heart of the organization --promoting Inter-American understanding, Partners should investigate methods of improving project planning, analysis and evaluation systems. Specifically, Partners should consider the following:

1. Partners impact team leaders, partnership servicers, WPID and other program staff should discuss the nature of Partners' development programs and projects, and the other activities which the organization presently supports. A major theme of the discussion should emphasize the development of planning and evaluation systems that support both types of activities rather than inhibit one in favor of the other.
2. Partners should give considerable thought to the information an evaluation format should include. What does Partners want to learn about a project? What information will provide Partners with the data they need to learn from project experiences?
3. Based on the various existing formats, Partners should develop a simple standardized project evaluation format for development projects.
4. Partners should train volunteers to use the format.
5. Partners should consider developing a reporting guide to be used as a sample which defines terms and provides an example of the type of evaluation report Partners wishes to receive.

6. Partners should determine i) how an evaluation system will best function and be managed within the organization, ii) the necessary resources (human, material, financial) needed to develop an effective evaluation system, and iii) the current resources Partners has available to support this effort.

B. Volunteer Technical Assistance Travel

Background

NAPA awards travel grants for selected technicians recruited from the ranks of local partnerships. The technicians volunteer their services and assist in the design and administration of local partnership projects in LA/C countries. The WPID program expected to recruit volunteers from institutions that have close relationships with the partnerships. The travel grants were to be used to "make these volunteers available to partnerships that request assistance with development problems concerning women." (Proposal: p 10) The specific WPID purposes, as presented in the project proposal, are:

1. to enable volunteer technicians "to plan and evaluate projects for their effectiveness in involving women, and for their impact on women (the projects) are designed to benefit";

2. to provide the volunteers this capability (by developing) "materials with guidelines for evaluating programs from a WID perspective that would be supplied to volunteer technicians in project development workshops, and through counseling and guidance from the WPID staff";

3. to develop an information system "within the WPID office about individuals, projects and organizations which will be useful to volunteer technicians for making contacts to develop support for the work they have undertaken"; and,

4. to develop "a 'bank' of workable ideas regarding income generating projects for women. The WPID will act as a memory bank for case studies and personal experience so that the experience of successful projects can guide planning in new projects." (Proposal: pp.11-12)

Over a period of three years, WPID expected to make available 160 travel grants to volunteer technicians.

Findings

o Over the past two years, WPID has supported 146 travel grants for volunteer technicians. The purposes of these grants were mainly for workshop attendance and project development, as each workshop includes a follow-up week in the LA/C Partner country for the purpose of identifying and developing project activity. 100 travel grants were supported for this purpose. 43 travel grants were awarded for specific objectives in addition to workshop participation. Three travel grants were awarded to volunteer technicians to attend specific topical workshops. For details on the purposes of travel grants and the project areas in which support was provided, refer to Table 1.)

o The majority of volunteer technicians are identified by the local partnerships in both the North and South. As an exception rather than the rule, volunteer technicians have been identified by the WPID staff. The number of travel grant requests by the local partnerships rejected by the WPID staff is negligible. On occasion, WPID staff have rejected requests from local partnerships for volunteer travel when the criteria for selection have not been adequately met. By and large, WPID staff feel that local partnerships understand and apply selection criteria for volunteer travel.

o The vast majority of WPID supported volunteer technicians are professionals in a field concerning or directly benefitting women. Many WPID supported volunteer travelers have been attracted to the Partners program from the American Association of University Women and the Association for Women in Development networks. WPID staff give priority in selection of volunteer technicians to:

1) the skills the volunteer technician will bring to the Partnership;

2) the volunteer's interest in continuing with the Partners' network;

3) the volunteer's familiarity with the region; and,

4) the volunteer's ability to speak the language.

o The WPID program has supported outstanding volunteer professionals from both Southern and Northern partnerships. Although many Northern volunteers do not have overseas experience in their partnership country, a considerable number have overseas experience in other LA/C countries.

o Language ability (English, Spanish, Portuguese) remains a

TABLE I : TRAVEL GRANTS: PARTICIPATION SPECIFIC OBJECTIVES FOR TRAVEL IN ADDITION TO OR OTHER THAN WORKSHOP (by Objective and Project Area) SUPPORTED BY THE AID/WID GRANT.

AREA / OBJECTIVE	AGRICULTURE ED/PROD/NUTR.	COMMUNITY EDUCATION	SMALL BUSINESS	HEALTH ED & REHAB/CHILD CARE	WID ISSUES/ NETWORKS	TOTAL
Establish Linkages Av. Trip: 10 days					6	6
Project Development/ Planning Av. Trip: 2 weeks	7	2	1	1	1	12
Provide Technical Assistance * Av. Trip: 10 days	3	2	2	1		8
Receive Training** Av. Trip: 2 weeks	1	2	2			5
Project Implementation*** Av. Trip: 2 weeks	2		2	2		6
Program/Project Monitoring Av. Trip: 5 days	1		3			4
Evaluation Av. Trip: 2 weeks	1		1			2
TOTALS	15	6	11	4	7	43

* Specific technical training
** LA/C to US
*** General Project Assistance

limiting factor for the majority of volunteer travelers, yet, this is somewhat mitigated by the fact that Partners' committees do have a few bilingual members. (A sampling of workshop participant professional fields is presented in Table 2.)

o Reporting procedures for volunteer technicians are appropriate. The quality of information and analysis contained in the report depends on the individual volunteer's skill and experience.

o WPID staff perceives that generally the more travel activity in a particular Partnership, the stronger the Partnership has become. Communications have been strengthened. However, a direct causal relationship cannot be established between the frequency of travel and the strength of a particular project. In conversations with volunteers, the Partners' policy that no Partner can travel more than once a year as a volunteer paid by Partners was found to hinder the progress of projects that require continuity of a particular volunteer traveler over a certain period of time. For example, to continue inter-partnership support of a project, a new Partner must be sent to the project site to provide technical assistance. Often the new Partner does not have the background, skills or interest to provide the requisite technical assistance.

o WPID perceives that the greatest change in program operations due to the support of the travel grants, is in the improvement of planning trip activities with a particular purpose in mind, and, in establishing relationships within the Partnership, rather than in improved skills in project implementation. The majority of volunteer travel has been provided for the purpose of project development rather than project implementation.

Recommendations

As the development and implementation of specific projects increasingly become major activities for Partnerships, the use of travel grants to provide technical assistance to projects will increase. Partners in both Northern and Southern committees, as well as NAPA program staff and partnership servicers will have to play a greater role in establishing new travel criteria, specific scopes of work, and recruitment contacts and systems. Both the frequency of travel and the quality of the volunteer technicians will play an important part in the implementation of effective and successful projects.

o In order to effectively support project implementation, Partners

TABLE 2 : WORKSHOPS: PARTICIPANT FIELDS - CHRISTIANA (81), BOGOTÁ (84), RECIFE (84).

FIELD	NORTHERN PARTICIPANTS #	%	SOUTHERN PARTICIPANTS #	%
Agriculture	8	12	3	3
Home Economics	6	9	10	11
Formal Education	7	11	17	18
Community Development	3	5	5	5
Nutrition	12	18	7	8
Health	7	11	6	7
Social Services	10	15	12	13
Special Education	2	3	4	4
WID Coordinators	2	3	10	11
Business/Economics	3	5	4	4
Other	5	8	15	16
TOTALS	65	100%	93	100%

should re-examine the policy that no Partner can travel more than once a year as a volunteer traveler paid by Partners. As a policy intended to broaden the participation in Partnership activities and to avoid monopoly of travel grants by a few, the policy has proven effective. However, as Partners' activities in supporting development projects increase, this policy becomes more restrictive in nature than intended, and, actually hinders the progress of projects that require continuity of a particular volunteer traveler over a certain period of time.

o Partners should also encourage visits to the NAPA when volunteers are traveling to near-by Northern Partnerships in order to promote communications.

o WPID staff should refine and augment its informational systems about the work of individuals, projects and organizations that will be useful to volunteer technicians in project implementation.

o WPID staff should design and manage an information dissemination system based on the evaluation of projects. In order to be useful to volunteer technicians in planning and implementing new projects, the information should include successes and failures, as well as specific project implementation methodologies.

C. Workshops: Project Development and Regional (South-South) Workshops

Background

Project development workshops have been established by Partners as an effective method of initiating professional and institutional linkages, strengthening Partnerships and generating development projects. A one week formal workshop session is followed by a one week trip to the particular LA/C Partner country of each workshop participant. During this time, workshop participants expand project ideas and engage in project development and planning activities. The objective of the project development workshops with a focus on women "is to generate projects that will have a beneficial impact on the lives of poor women in LA/C countries." (Proposal, 1982: p 12) The WPID expected to hold one project development workshop for 12 Spanish speaking Latin American Partnerships.

Regional workshops have been organized by Partners in all areas of Partner activity. Over the three year grant period, WPID expected to hold three regional workshops in the Eastern Caribbean, Central America and Northeast Brazil. The latter was not included in the WID/AID grant. As a

result of the regional workshops, WPID expected:

1. "to organize Partners committees through and around WPID programs or projects;

2. to identify and involve women leaders in Partnership training opportunities; and

3. to organize south-south workshops around subjects specifically keyed to women's projects, such as appropriate technologies for food production, conservation systems, and income generating projects." (Proposal: p 21)

Findings

o A 2 week project development workshop was held in Bogotá, Colombia in June, 1984 for the benefit of 12 Partnerships: 22 Northern and 20 Southern participants. WPID staff identified three participants and the remaining participants were identified and selected by the local committees. The workshop focused on the women in development project supported by the Paraguay-Kansas Partners. (This project is described on pg. 28 of this report.) As a result of the workshop, 25 participants have become involved in developing and/or implementing women in development projects.

o In August, 1984 a two week workshop on women in economic, social and family development was held in Recife, Brazil. The workshop was funded by the Hewlett Foundation grant monies, and, coordinated by NAPA staff Assistant Director for Community Education and Partnership Servicer/Brazil. This workshop was not funded under the WID/AID grant. The workshop benefitted nine Partnerships: 12 Northern participants and 21 Southern participants. Participant selection criteria and workshop materials developed by the WPID staff for previous workshops assisted the workshop coordinators of the Recife, Brazil workshop. The workshop was held too recently to be able to assess the results in terms of projects generated and participants actively involved in implementing women in development projects.

o Two one week regional workshops were held in Haiti in March, 1983 and in Costa Rica in October, 1983 for the benefit of 15 Southern Partnerships and 30 Southern participants. (See Table 3 for details.) The workshop in Haiti relied on 12 Partnership participants as resource people, while the workshop in Costa Rica relied on 20 Partnership participants as resource people. The workshop in Costa Rica focused on a women in development income generation project implemented by the Costa Rica-Oregon Partners. (This project is described on pg. 30 of this report.)

TABLE 1 : WPID WORKSHOP PARTICIPANTS

WORKSHOPS LOCATION	DATE	PURPOSE	PARTICIPATING PARTNERSHIPS	PARTICPANTS NORTH	PARTICPANTS SOUTH
Christiana, Jamaica	1981	Project Development *	17**	32	31
Port-au-Prince Haiti	1983	Regional Workshop: Income Generation	10**		22
San Jose Costa Rica	1983	Regional Workshop: Women in Development	9**		18
Lake Charles Louisiana	1984	Regional Workshop: Food Production/ Preservation	6**	10	12
Bogotá Colombia	1984	Project Development	12	22	20
Recife Brazil	1984	Project Development *	9	12	21
TOTALS			63**	76	124

**Participating Partnerships overlap in designated workshops.

* Not supported by WID/AID grant funds.

o Considerable interest was generated during the Costa Rica workshop in using community resources to support projects and appropriate technologies for food preservation. A specific technical workshop was held on solar dehydration of food at Lake Charles, Louisiana for the benefit of six Partnerships: 10 Northern and 12 Southern participants. The workshop relied on six Partnership members as resource people.

o As a result of the workshops in Haiti, Costa Rica and Lake Charles, 66 workshop participants have become involved in implementing women in development projects.

o A WID project planning and fund-raising workshop was held in and for the State of Paraná, Brazil, in 1984. This workshop was developed as a result of a specific request for technical assistance which the Ohio Partners and the WPID office provided.

Conclusions

The WPID project development and regional workshops have been the most effective means of engaging Partnerships in women in development projects. The workshops have not only provided a forum for exchanging project experiences and ideas, but have been effective means of training participants in project development methodologies, in strengthening women's participation in the local Partnerships, and, specifically, in one case, in transferring a low cost appropriate technology for the benefit of rural women.

All workshops include a week follow-up trip to the LA/C country that enables workshop participants to expand their project ideas and plan specific project activities. Follow-up activities are built into the workshop design to convert workshop training into action.

Since the workshop held at Christiana, Jamaica (1981) and, excluding Brazil (1984), 103 participants have become engaged in implementing women in development projects.

Recommendations

o As project experiences are gained and similar difficulties and interests emerge, WPID should develop a monitoring system to track interests for future workshops.

o Specific technical workshops, such as the workshop held at Lake Charles and the WPID project planning workshop in Paraná, can support project implementation and WPID program continuity and growth. Future WPID workshops, as the workshop planned for Mexico Partners, should respond to specific technical requests and should focus on specific technical and managerial concerns common to a number of Partnership projects.

D. The Small Grants Program

Background

Since 1979, Partners has administered a small grants fund in which grants of $5,000 or less are awarded to Partnership projects that meet the established criteria and objectives of the Community Education program. In addition to the criteria established by the Community Education program, WPID established specific criteria to be applied to WID projects: "1) the project must fall within the goals and objectives of the WPID program; 2) the projects must be designed to respond to the needs of poor women; and, 3) the projects must show capacity to be sustained at the end of the period covered by the grant." (Proposal: p 23)

Over the three year period, WPID expected to support 40 projects with small 'seed money' grants.

Findings - Awards of Small Grants

o Since January 1983, 37 small grants have been awarded to women in development projects. Of this amount, 22 have been supported by the WID/AID grant fund; 9 have been supported by other grant funds; and, 6 have yet to be designated a funding source. (See Table 4.)

o All of the WID/AID funded projects have income generation, and food production as their objectives, as do the majority of the WID projects, (92%) funded by small grants.

o Since 1981, an increasing number of WID projects have been funded. In 1981, WID projects comprised 14% of the grants portfolio; in 1982, WID projects comprised 40% of the grants portfolio; in 1983, WID projects comprised 49%; and, through Cycle 3, 1984, WID projects comprise 34% of the 1984 portfolio. To date, 35% of all small grants have gone to support

TABLE 4 : SEED MONEY GRANTS BY PROJECT ACTIVITY AND SOURCES OF FUNDS

YEAR	AGRICULTURE			EMPLOYMENT GENERATION			NUTRITION			SMALL BUSINESS			EDUCATION			LEGAL SERVICES			HEALTH			TOTALS			
	A	O	U	A	O	U	A	O	U	A	O	U	A	O	U	A	O	U	A	O	U	A	O	U	
1981											2			1			1						4		4
1982		2						3			6									1			12		12
1983	4	1	1		1		1	1		9	6						1					15	9	1	25
1984*	2					1			1	5		3										7		5	12
TOTAL	6	3	1	1		1	1	4	1	14	14	3		1			2			1		22	25	6	53

Note: * 1984 small grants through Cycle 3.

A = AID/WID Funds
O = Other Funds
U = Undesignated Funds

TABLE 5 : SMALL GRANTS PROGRAM - WID PROJECTS - 1981 - 1984 (Number of Projects and Average Amounts)

YEAR	TOTAL PROJECTS #	amount	OTHER PROJECTS #	amount	WOMEN BENEFICIARIES USAID/WID #	amount	WOMEN BENEFICIARIES Other Donors #	amount	WOMEN BENEFICIARIES (Undesignated) #	amount
1981	28	4,090	24	4,080			4	4,350		
1982	30	4,445	18	4,164			12	4,680		
1983	51	4,137	26	4,400	15	4,040	9	3,575	1	4,000
1984	41*	4,710**	29*	4,213	9*	3,065			5*	5,000**
TOTAL	150		97		22		25		6	

Note: * indicates number of project funded through Cycle 3, 1984
** data incomplete

Source: Computer Printout, Small Grants Program

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TABLE 6 : PARTNERSHIPS PARTICIPATING IN THE SMALL GRANTS FUNDS AND WID PROJECTS

#Partnerships in Grants Program	# Partnerships with WID projects	#Partnerships 1 WID project	# Partnerships 2 WID projects	# Partnerships 3 WID projects	# Partnerships 4 WID projects	# Partnerships 5 WID projects
49	33	20	9	2	1	1
100%	67%	41%	18%	4%	2%	2%

#Partnerships WID Projects 100% Projects	#Partnerships WID Projects 75% Projects	#Partnerships WID Projects 66% Projects	#Partnerships WID Projects 50% Projects	#Partnerships WID Projects 33% Projects	#Partnerships WID Projects 25% Projects	#Partnerships WID Projects less than 25%
4	3	3	11	5	5	2
8%	6%	6%	23%	10%	10%	4%

Note: Current total 54 Partnerships
Information through Cycle 3, 1984

Source: Computer Printout Small Grants Program

WID projects. (See Table 5.)

o There is no significant difference between the average amount awarded to WID projects and the average amount awarded to projects in other program areas. (See Table 5.)

o Of the 49 Partnerships participating in the small grants fund, 33 or 67% have received funds for WID projects. (See Table 6.)

o Of the Partnerships receiving small grants funds for WID prjects, 60% support one WID project, while 40% support two or more WID projects. (See Table 6.)

o Twenty-one Partnerships, or 43% of the Partnerships participating in the small grants fund, have WID projects that make up more than 50% of their small grants portfolios. There are 4 Partnerships (8%) whose entire small grant portfolio is made up of WID projects. (See Table 6.) In this sense, the WPID program has been effective in assisting Partnerships to develop fundable projects, and, in stimulating Partnerships to develop project activities.

o No precise data exists on the continuity of projects funded by small grants. The final report on projects receiving small grant monies is expected nine months after the project is funded. The Small Grants Manager estimated that only one or two of the projects were not continuing.

Recommendations

o As part of the annual program plans required to be submitted by local WID sub-committees, WPID program staff should insist on including a section which analyzes previous activity to ensure current information on the continuity of past projects.

o As WID sub-committees grow and 'seed money' projects succeed in expanding activities, WID sub-committees will need more assistance in securing funds from other sources. Partners and WPID staff should offer support in the following ways:

1) continue small scale workshops on project planning and resource use, such as the one held with the Ohio/Parana Partners; and
2) play a role in brokering other donor funds to WID projects.

o Rather than lifting the ceiling on small grants that are presently offered, Partners should:

1) consider making amendments to small grants;

2) examine the positive and negative effects of providing more than the initial 'seed money' grant to the same project; and,
3) consider making available larger sums of money to projects that have already received 'seed money' grants.

o Before Partners considers awarding larger grants, Partners should:

1) establish and implement improved monitoring systems;
2) establish an evaluation system;
3) establish criteria for projects receiving grants above $5,000; and,
4) insist that program staff and/or partnership servicers participate in the evaluation of the 'seed money' grant and the analysis of a subsequent request for a larger grant.

Findings - Administration/Management Procedures

o The small grants program began with a single donor contribution for support of the Community Education program. Since that time, a number of donors have contributed various amounts for funding different project activities. The small grants 'program' is not a separate program area such as PATH, WPID, Community Education, or Emergency Preparedness, but an important and crucial support system to fund projects with particular program elements. The perception of the small grants fund as a 'program' causes some confusion between NAPA and the local committees, fosters duplication of efforts, and, constrains program managers attempts to develop a coherent program.

o WPID program staff do not systematically review, analyze and make recommendations regarding which projects are approved or rejected for small grants. WPID staff are constrained by this exclusion in determining 1) a project's complementarity with goals and objectives of the program, and 2) a project's feasibility/desirability from a WPID point of view. WPID looses program knowledge and the ability to determine a rationale for project support, both of which form the basis for evaluation/learning systems.

o WPID staff do not review non-WID projects to ascertain possible

women's roles in projects, or, to determine whether the project will lead to displacement of women. Although staff is generally sensitized to the issues involved, there is no assured follow-up that something will be done.

o The review committee is comprised of the following members: the small grants program manager who is present at each review; 2-3 staff members who participate in the reviews on a rotating basis; and, 4-5 people who come from other PVO's in the area or who are associated with Partners, such as fellows or local committee members. These people participate in the review session on a one time basis. (See Appendix 2 for Small Grants Criteria.)

o During an all day session the eight committee members read and analyze upto thirty projects each. The projects are reviewed according to the following criteria: "project implementability; community involvement in planning, control; management ability, competence; financial and in-kind contributions from the community and from other sources; appropriate technology; collaborating institutions; continuity, self-reliance; and, budget." The review committee members rank the projects as "good, fair, or poor" and present their findings to the other committee members. A committee decision is then made on whether the project is approved or rejected, or returned to the Partnership for further information.

o Neither program staff nor partnership servicers systematically review, analyze or make recommendations on proposals prior to the review committee meeting. Thus, proposals that have not been reviewed by staff for adherence to criteria or desirability from an institutional point of view are submitted to a committee that may not be entirely familiar with the small grants criteria or with the Partners organization.

o WPID staff are not present at all review sessions.

Conclusions and Recommendations

As more funds have been received for small grants, Partners has made some changes in the grant review procedures. The review committee meetings have been increased from two to four times a year, criteria have become more strict, and a team concept of project review during the review committee meeting has been introduced and abandoned. Partners now has over three years experience in managing a grant fund for diverse program activities.

o Rather than continuing to modify the small grants system item by item, Partners should examine the system as a whole, determine what works well, and isolate the problems areas.

o The grant review process can be enhanced by greater involvement of program staff in project analysis and project decision making. Prior staff

review, analysis and recommendations on proposals would greatly facilitate review committee work by reducing the number of low quality proposals to be reviewed in the limited time available and by eliminating proposals that do not meet minimum requirements established by Partners. Prior staff review of proposals would also improve project analysis and feedback to the local Partnerships.

o On occasions when WPID staff have analyzed project proposals 1) local Partnerships have appreciated the response and suggestions; 2) the projects have been more complete in their analysis and planning; 3) the best results have been obtained in the review sessions; and, 4) WPID staff is certain that projects receiving positive recommendations support the WPID programs' goals. The process of including WPID project analysis into project review procedures is essential to a healthy, functioning program. All WID projects submitted to the small grants fund should be analyzed by WPID staff as part of standard procedure.

o WPID staff should either present the WID projects at the review sessions or include a written recommendation in each project document file that is reviewed by the committee members.

o If all projects are to be analyzed for excluding or displacing women, WPID staff should make up part of the review committee on a permanent basis.

Project Site Visits: Three Examples of 'Seed Money' Grant Projects

o Paraguay - San Juan Bautista

In March, 1984, a $4,000 small grant was approved to support a pilot training project developed jointly by the Paraguay-Kansas Partners and involving the Department of Foods and Nutrition at Kansas State University and the Instituto de Formación Docente in San Juan Bautista. The project resulted from a Partners' technician travel grant in September, 1982 for the Kansas Partner and a subsequent Partners' planning trip to Kansas for the Paraguayan Partner.

The pilot project has two main goals: 1) to train 20 women to improve cultivation techniques, to use new technologies in cultivation, food preservation and preparation, and to improve health and hygiene standards; and 2) to develop training materials for use in training rural women, teachers and extension agents.

The majority of the 20 women are single heads of households, have an average of 7 family members to provide for, have no permanent income, and have received no previous assistance from government or private institutions.

The project is still in the implementation stage, however, to date, the following has been accomplished:

1. 20 women have participated in the courses and have assisted in designing materials in vegetable gardening, poultry raising, stove construction and food preparation.

2. Five student teachers act as extension agents.

3. Each woman is growing a garden for family consumption and income supplement, and raising chickens for the same dual purpose.

4. Each woman has constructed a chicken coop from local materials and is maintaining a compost pit for soil enrichment.

5. A model stove has been developed and women are presently engaged in securing materials from the Institute for stove construction.

6. Technical assistance in agriculture, resource management, nutrition, stove construction and curriculum development has been provided by the Ministry of Agriculture, the local Cooperative in San Juan, Kansas State, Servicio Nacional de Promocion Profesional and the Instituto de Formacion Docente.

7. Once the women can provide a US$ 7/year membership fee to the local cooperative, they will be entitled to direct marketing services and additional technical assistance in production and resource management.

8. Through the project and the Institute, the women now have access to agriculture extension services, the health center and the local cooperative.

9. Plans are underway to increase the spread effect of the pilot project by developing the experience and leadership ability of the 20 women so they can assist other women in the community.

10. Collaborative efforts with IICA (Inter-American Institute for Agriculture Cooperation) and the Ministry of Agriculture are underway in developing a curriculum for women in agricultural schools. The pilot project in San Juan can provide an important model for curriculum development on four levels: rural women in the agricultural sector, student teachers, agriculture school students and extension agents. The major stumbling block to progress on any level is the lack of professionally trained nutritionists and home economists in Paraguay.

o Costa Rica - "La Abeja"

In 1982, the Oregon-Costa Rica Partners Community Education subcommittee supported a women's group in the community of '15 de Septiembre'. The local Partners requested and received a $4,000 grant. The purpose of the grant was to train women in business management and purchase materials to begin the enterprise. The project idea was a result of the first Women in Development workshop held in Christiana, Jamaica in 1981.

Fifteen representatives of the community and the Costa Rica-Oregon Partners determined the project objectives as follows:

-design an organizational and production structure;

-provide training in small business through the development of a teaching module;

-develop and supervise the income generating project; and,

-teach other groups the module through training of other community workers.

In the beginning of 1983, the Partners requested and received a small grant of $5,000 to consolidate the group, strengthen the organization, and establish an organizational and training module for the benefit of other small groups and private institutions working with women's groups.

By the end of 1983 the project had the following results:

1. The production group was established as an 18 member legally structured cooperative, "La Abeja". The legal incorporation of the group provides access to financing, technical assistance, and private and governmental organizations that is not available to individuals or loosely associated groups.

2. The co-op is solely administered by the members who have been trained in accounting, unit pricing, inventory control and purchase of raw materials.

3. The cooperative is solely managed by the members who have received management training and organizational training.

4. The cooperative is solely responsible for production. The members have received technical training to produce school uniforms and embroidered products, to organize production, and to implement quality control. A member of the cooperative has been trained in design work.

5. The cooperative has secured a permanent contract to produce school uniforms which provides a weekly income of approximately $12-15 dollars to each member.

6. Additional income, provided through the production and sale of embroidered products, has reached approximately $200/week total,

but the market is not a permanent one.

7. The cooperative has received technical and organizational assistance from FOV (Federación de Organizaciones Voluntarias) and the Ministry of Education, organizations with Partner members. In addition, assistance has been provided by INFOCOOP (Instituto Nacional de Fomento Cooperativo), the Ministry of Labor and Social Security, and CANAPI (Cámara Nacional de Artesania y Pequeña Industria).

8. The cooperative has been able to apply for and secure a loan for the purchase of its own building.

9. The cooperative is a member of CANAPI which has enabled them to open a sales booth under CANAPI auspices. In addition, the co-op has been able to establish two small marketing avenues, and receives requests from boutiques and factories.

10. The members of 'La Abeja' have offered courses in embroidery and sewing to other interested women in the community. To date 30 women have participated in the courses. Due to the difficulty in maintaining training and production activities under one roof at the same time, this activity has not been as successful as originally envisaged.

11. Although 'La Abeja' has made several visits to other women's groups and has made permanent contacts with private institutions, the training module to be developed for the benefit of private groups has not been successful.

12. The cooperative has had difficulty in expanding membership due to the lack of markets.

13. Members define present needs as increasing markets, product development and additional management training.

o Costa Rica - Linda Vista

The community of Linda Vista is a five year old squatters' settlement located on a hillside on the outskirts of San Jose. In January, 1984, the Costa Rica-Oregon Partners received a small grant in the amount of $5,000 to assist a women's group in Linda Vista to establish small business enterprises.

To date, the project has resulted in the following:

1. The women presently comprise production and service groups under one roof: 9 women belong to a pre-cooperative meal preparation and community store; 8 women form a group which produces clothes for sale on the local market; and, 5 women integrate a doll making enterprise which also produces for sale on the local market.

2. Day care is provided in the building by women of the various groups.

3. Prices in the community have been regulated through the competition provided by the pre-cooperative.

4. Income for the 9 member pre-cooperative has reached approximately US$ 450/month and can increase by an additional US$ 250/month when the pre-cooperative begins to sell items that do not fall under national price regulation systems.

5. In contrast to La Abeja, from the start Linda Vista has received permanent support from Manos Holandes, a local organization operating in Costa Rica which provided funds for the building construction materials and provides funds for day care meals.

6. FOV provides part-time support in marketing, product presentation andquality control, as well as support in administration and managment.

7. Presently, FOV does the accounting for the group, while the group receives training. Within a 6-12 month period, FOV plans to train the group to operate independently.

8. INFOCOOP provides assistance in cooperative management, organization and administration to the pre-cooperative.

9. Members of FOV integrate the Partners WID sub-committee, as does a member of La Abeja, both of whom actively support the Linda Vista group.

Conclusions and Recommendations

Comparing the development of La Abeja to the development of Linda Vista can provide an opportunity for important learning experiences to the local Partners, WPID and the Partners organization as a whole. Some elements of development can be examined which will begin to form strategies for women in employment generation and income producing activities. WPID should begin to isolate successful and problematic elements of project development. For example, in the two cases of La Abeja and Linda Vista, WPID could examine important commonalities and differences in order to formulate strategies for income generating projects. For example,

1. Both groups received technical assistance from individual Partners and through the institutional linkages maintained by these Partners.

2. La Abeja started with minimal support, while Linda Vista received permanent support from the outset.

3. La Abeja 'learned by doing'. Production, management and training took place concurrently. Linda Vista received technical training

and began production. While an outside organization manages finances, the members receive financial and management training.

4. Linda Vista receives part-time marketing asssitance on a regular basis. La Abeja has searched for and found markets.

5. Linda Vista produces for the domestic market. La Abeja sees export as a solution to their present marketing problems.

6. Due to difficulties encountered in organizing and setting up production, La Abeja has been successful in establishing a spirit of group solidarity. They perceive that difficulties can be overcome by group analysis of the problem and group effort in solving the problem. Linda Vista can rely on the local organization for assistance in the early stages of organization which are often the most difficult.

An examination of project development and implementation methodologies can lead WPID to formulate successful strategies for improving the economic and social conditions of poor women. WPID now has a number of project experiences upon which to rely in formulating strategies for WPID development efforts. WPID should persue these opportunties.

F. Fellowships for Development Professionals

Background

Among the activities of the Partners Inter-American Center for Community Education is a fellowship program. Fellowship recipients are community education professionals who come to work with their US Partner on ways to incorporate community education principles into all areas of Partners activities. Fellows also work in Washington with NAPA staff to become familar with Partners programs and to help in a variety of ways. (Proposal: p 24)

Nine WPID fellowships were expected to be awarded to professionals in development work that affects the lives of women. Fellows were expected to "work in the Partners office, helping to develop materials for use by volunteer technicians, WPID projects and project development workshops." Fellows were further expected to "participate in selecting projects for small grant awards and in other professional activities of the office." (Proposal:p 24)

Findings

o To date, two WPID fellows have been identified but have not yet participated in the WPID fellowship program.

o The major constraint to identifying and supporting WPID fellows is time available to volunteer professionals to take a one-two month leave of absence from their professional positions.

o Due to the other pressing activities and responsibilities of the WPID office, a great amount of attention has not been given to the WPID fellowship program.

Recommendations

The third year WPID budget includes $ 7,600 for the support of the WPID fellowship program. WPID staff should re-group efforts to identify a third candidate to provide support to the WPID office in designing and implementing an evalution system for WPID projects. The fellow can also be useful in evaluating WPID supported projects, especially in the Central American region where the idea of using fellows to assist in project evaluation has been discussed, and, additional support and a high level of interest will be assured.

Specifically, the fellow should work with WPID staff in the following activities:

1. review present reporting requirements for volunteer travel and small grants with respect to the following areas: content of information and analysis, timing, and objectives for the future;

2. assist WPID staff in organizing and managing an evaluation system;

3. assist WPID staff in determining evaluation needs for the benefit of the WPID program, WID sub-committees and WID projects;

4. coordinate working groups on evaluation with other program areas;

5. determine how evaluation information should be disseminated;

6. together with WID sub-committees, evaluate 5-6 WID projects in a region with one theme, such as income-generation, to determine common elements, common problems and successful strategies; and,

7. assist WPID staff in determining information monitoring systems especially in the following areas: volunteer technical assistance resulting in viable projects; interest in workshops; and, WID projects developed by local committees that do not apply for small grants.

IV. WPID: PROGRAM INTEGRATION ANALYSIS

A. Indicators of Program Integration

Through the USAID/WID grant, Partners began a new program that was expected to be integrated into the on-going Partners' program.

Within the framework of the Partners' organization, and for the purpose of this report, an integrated program is defined as one that is 1) recognized by the organization as a permanent and viable program with the equal status of existing programs, 2) accorded equal respect due other programs when scarce resources are allocated, and 3) supported adequately by organizational management systems. The integration of a new program into an organization's mainstream activity requires mutual support and collaboration between the new program and the existing programs. If the new program is to be sustained as a part of the organization, the structure and functions of the organization as a whole must be sufficiently flexible to accomodate any changes in operations, activities and perceptions that the integration of a new program may require.

Based on the above definition and within the Partners' organizational structure, the following are suggested as indicators of WPID program integration:

- Incorporation of WPID Values into Organizational Policy

  Have the values of the WPID program been incorporated into the overall organizational policy? Does the organizational policy inhibit or ignore WPID values? What policies have been changed, added or deleted that promote value consonance?

- Incorporation of WPID Objectives into Existing Program Operations

  Have the objectives of the WPID program been incorporated into other Partners' programs? Are other program objectives consistent with WPID program objectives? Do differences in the nature, objectives and operations of other programs present insurmountable constraints to WPID objectives and operations?

- NAPA Staff Coordination and Collaboration

  Are NAPA staff aware of WPID program objectives? Does staff understand and apply WPID program objectives as a matter of course when coordinating their own programs? Does the management or organizational structure of the WPID program foster collaboration or inhibit it? Does the management or organizational structure of other programs foster collaboration or inhibit it? Do NAPA staff collaborate with WPID program staff out of necessity, interest or mandate?

o Organization and Activities of Local Partnerships

Do the local Partners' committees understand and apply WPID objectives Have the local committees organized WID sub-committees or designated particular individuals with the task of overseeing WID activities on the committees? Are these committees formally structured and active? What is the extent of collaboration between WID sub-committees and other program area sub-committees? Do local committees view WID activities as important and consistent with their on-going program? Have local committees made attempts to incorporate WPID objectives at the local committee level? What percentage of local committee activity represents WPID activity? Has the WPID program brought new leadership into the Partners' local committee?

o Networks Among National and WPID Staff and Local Committees

Have support networks been established among the local committees, WPID staff and other NAPA program staff? Have mutual support networks been established among US and LA/C WID sub-committees? What is the likelihood that these networks can be maintained?

o Incorporation of WPID Objectives at the Project Level

Have WPID objectives been consistently applied at the project level? Have projects that do not include women as beneficiaries been analyzed with regard to 1) reasons for excluding women and 2) potential displacement of women as a result of the project?

o Complementary Financial Resources

Have outside financial resources been generated to complement and strengthen the program's funding base? Has dependence on one donor for WPID activities decreased? How has WPID fared in the competition for scarce resources within the organization?

o Appropriate and Flexible Managemenc Systems

Are management systems (decision-making, planning, analysis, monitoring and evaluation systems) appropriate to fully support the new program? Are mangement systems flexible enough to accomodate the changes that may be required by the new program? Have WPID staff been directly involved in the planning, analysis, decision-making and evaluation of projects? Have WPID staff influenced staff and local committees in these areas? Have learning experiences from the WPID program and projects been incorporated into Partners existing programs? Have they been incorporated at the local committee and project levels?

Findings

o Incorporation of WPID Values into Organizational Policy

-Over the past year the Board of Directors and the NAPA Executive Committee have developed "Standards of Excellence " to which the Partnerships and the organization aspire. (See Appendix 3 .) The Standards, which were discussed and adopted during the national convention held in October, 1984, included a section on training which states.."in persuing excellence, the Partners program needs to continue to train volunteers for project design and leadership for the program while being specifically sensitive to minority participation and to the contribution women make."

-In the revised Requirements for Charter, a section states, "all partners committees are required to have a Constitution and or By-Laws (which) include..at least five permanent program committees pertaining to specific program areas such as: education, public health, medicine, agriculture, community education/development, PATH, sports, culture, women in development, economic development, Partner cities, and emergency preparedness." The revised requirements increased the minimum number of program committees from four to five, substituted the word 'permanent' for the word 'standing' and added several other program areas as examples, including women in development.

o Incorporation of WPID Objectives into Existing Program Operations

-PATH, Community Education and Emergency Preparedness are major Partners program areas. Although none of the programs have specifically designed objectives as a result of the WPID program, the nature of the programs and the program objectives are consistent with and supportive of the WPID program.

-Each of the three programs mentioned above have staff members who have worked directly with WPID staff in the initial stages of the program's development, or subsequently, as the program progressed.

-The operational methodologies of the WPID program and the Community Education program are consistent and complementary. There is a high incidence of collaboration between the Community Education and WPID projects in the field.

-PATH and WPID have collaborated on projects in the past, and view collaboration necessary, desirable and possible. (See Appendix 4 .)

-Emergency Preparedness is a new program begun by Partners in March, 1984. The major constraint to collaboration with the WPID program is male domination of the traditional emergency professions (firemen, police and rescue squads). Although both WPID and the emergency preparedness program see possible areas of collaboration in school and home based first aid and food preservation, the nature of the program will require additional collaborative efforts on the part of staff.

-In the past, many of the WPID projects were developed as a result of activities in other program areas. As the WPID program has grown, projects begun under WPID auspices have the potential to develop to include other program areas. For example, a solar dehydration/food preservation WPID project developed by the Panama/Delaware Partners is planning to include a PATH project to build family scale driers for retail trade. In cases such as this, WPID has the potential to assist other programs in initiating project development.

o NAPA Staff Coordination/Collaboration

-NAPA staff are aware of WID program objectives. Informal staff education methods by WPID staff have been more successful than formal ones.

-Staff does consider WPID program objectives as a matter of course in coordinating their own programs, however, WPID objectives are given secondary importance.

-Impact team leaders have sought out assistance and advice from the WPID staff in planning and coordinating regional programs.

-Program staff, impact team leaders and partnership servicers at the NAPA office and impact team leaders at the regional level have attended WPID workshops and/or coordinated them, as in the cases of South America, Central America and Brazil.

-During small grants review committee meetings questions concerning the role of women in projects are routinely asked.

o Organization and Activities of Local Partnerships

-31 local committtees in the US based Partnerships and 36 in the LA/C based Partnerships have formally organized WID sub-committees since the first Partners WID workshop held in Jamaica in September, 1981. An additional 4 US based committees and 7 LA/C committess have designated specific members of other sub-committees to coordinate WID activities within

TABLE 7 : WID ACTIVITY WITHIN LOCAL COMMITTEES
September 1981 - September 1984

	US COMMITTEES	LA/C COMMITTEES	PARTNERSHIPS
PARTNERSHIPS WITH WID SUB-COMMITTEES	31	36	
PARTNERSHIPS WITH WID DESIGNATES ON OTHER SUB-COMMITTEES	4	7	
PARTNERSHIPS WITH WID COMMITTEES AND WID PROJECTS			29
PARTNERSHIPS WITH WID DESIGNATES AND WID PROJECTS			5
PARTNERSHIPS WITH NO WID SUB-COMMITTEE OR DESIGNATE WITH WID PROJECTS			9
PARTNERSHIPS WITH WOMEN LEADERS *	27	15	
NUMBER OF WOMEN LEADERS	29	18	

*Leaders = Presidents, Chairs and Executive Directors.

Source: Individual Partnership Servicers.

the Partnership. (See Table 7.)

-43 Partnerships are engaged in supporting WID projects. Of this number, 29 have WID sub-committees, and 5 have WID designates. Nine have neither WID sub-committees nor WID designates.

-Although workshop attendance and the awarding of small grants to WID projects has increased the legitimacy of the WID sub-committee in the eyes of the local committee, the local committee as a whole does not always have a clear idea of what the objectives of the WID committee are.

-The WPID program has added a vital new dimension to Partners activity, and has attracted creative and competent women professionals to participate in the Partner committees.

-The WID sub-committes have attracted new leadership to the local committees. (See Table 7.)

-The WID sub-committees have moved some of the local committees to focus on solid economic development activities. For example, the activities of the Kansas/Paraguay Partnership described earlier in this report.

-The small grants awarded to WID projects have been the first small grants some Partnerships have received in recent years.

-Through the networks established by the WID sub-committee, the coordinator of a local partnership can now get in touch with technical assistance to support projects, or get in touch with someone who can.

-Generally, there is a high degree of collaboration and coordination between the WID sub-committee and other program area sub-committees in Iowa, Costa Rica and Paraguay where site visits were made. For example,

1) the agriculture sub-committee in Costa Rica was requested by the WID sub-committee to do a feasibility study of a project the WID sub-committee wanted to undertake;

2) the community education sub-committee in Costa Rica initially sponsored a WPID supported project. When requested, this sub-committee continues to collaborate with and advise the WID sub-committee;

3) the agriculture and youth coordinator in Paraguay has made important contacts for the WID sub-committee in the Ministry of Agriculture and has contributed his technical expertise to the WID sponsored project;

4) due to the initial success and potential of the WID sponsored project in Paraguay, and considerable interest in the region, the local committee has decided to geographically focus on the Department of Misiones;

5) the Iowa Partnership views the WID program as a valuable attempt to contribute to a single coordinated effort, due to the fact that the WID sub-committee can integrate sectoral activities, such as health, agriculture and education, and work in a collaborative way with other sub-committees; and

6) the coordinator of the WID sub-committee in Costa Rica is a member of the WPID sponsored La Abeja Cooperative. In this case, the WID sub-committee is uniquely structured to take advantage of previous project experiences and a valuable human resource.

-The WID sub-committee in Costa Rica is formally structured, active and creative. The WID committee members represent various fields and professions, are dedicated and committed to the active participation of women in development, and have strong local institutional backing from organizations such as FOV and the Ministry of Agriculture. The WID sub-committee works closely with other program areas, most notably agriculture and community education. The committee has direct access to and receives excellent support from the Partners regional coordinator. Because of their organization, individual talents, support they receive from local institutions, and the strong Partners local/regional/international relationship, the WID sub-committee has formed a vital and competent working team.

-The Honduras Partners have recently undergone a change in leadership within the local committee and the individual sub-committees. To date, the WID sub-committee has not implemented any projects, but is rather re-grouping efforts and attempting to establish a coordinated program with other Partners projects and sub-committees in Honduras.

-Although the Paraguay-Kansas WID sub-committee does not have the number of members representing the diversity of institutions that is found in the Oregon-Costa Rica WID sub-committee, the Kansas-Paraguay WID sub-committee's method of work and organization has been equally successful in involving poor women in development efforts and in providing benefits for them. Collaboration with other program sub-committees has been important for the development of the project. Local institutional collaboration and involvement have provided technical assistance. Collaboration of local institutions in San Juan Bautista and in Asuncion can provide for increased potential for project continuity at the beneficiary and several institutional levels.

o Networks Among National and WPID Staff and Local Committees

-The most effective method of building and maintaining WPID networks has been through the WPID sponsored workshops, and through the diligence and ability of the WPID staff, local committee members and WID sub-committee members to identify and recruit interested people.

-Networks are maintained and supported through the impact team leaders (NAPA and regional), partnership servicers, and the local committees and sub-committees. For example, the impact team leaders in the Central American region, both dedicated and competent professionals, are attempting to strengthen Partnership activity within the region. Among their various tasks are partnership development and intra-regional coordination. As part of their current activities they are coordinating an effort to disseminate experiences of three different partnerships on solar dehydration/food preservation. These projects were begun as a result of the WPID sponsored workshop on women and food held in Lake Charles.

-In some senses, the WPID office functions as a WID/AID grant mangement office, rather than an independent WPID program. There is an organizational perception of the WPID program as exclusively concerned with the management of the WID/AID grant. The purposes of the WPID program are restricted to supporting income generation and agriculture production projects concerning women, when in fact, the WPID program's objectives and the activities of the WID sub-committees are much broader. As a result, WPID NAPA staff are concerned only with a part of the WID sub-committees activities.

o Incorporation of the WPID Objectives at the Project Level

-The WPID workshops are designed to ensure participants incorporate WPID objectives into the design of the projects. Judging by the number of WPID workshop participants that have become involved in supporting WID projects, the WPID program seems to have been successful in integrating objectives at the project design stage.

-The three most crucial times for NAPA staff to assess whether WPID objectives are incorporated into project activity are at the time of analysis, the time of project review and the time of project evaluation. Presently, WPID staff does not receive project documents to analyze before the review committee meeting. WPID staff does not attend project review meetings. No systematic evaluation of WPID projects has yet been undertaken. WPID staff

does not analyze project proposals with regard to excluding women nor with respect to the potential displacement of women as a result of a particular project.

-All of the AID/WID funded WPID projects have income generation or food production as their objectives, as do the majority of the WPID projects (92%) funded by small grants.

-As a result of the Lake Charles workshop on Women and Food, two Oregon Partners traveled to Costa Rica to work with their WID sub-committee counterparts on developing a solar drier for food preservation. The solar drier is presently being used on an experimental basis by the Coordinator of the WID sub-committee. She is working with another member of the WID sub-committee who works with 4-S and housewives clubs under Ministry of Agriculture auspices. The WID sub-committee and the housewives club in Santa Ana are planning a pilot project to test dehydration of locally grown foods under various climatic conditions. The pilot project will form the basis of an extension program.

-In WPID projects developed as an outgrowth of the Lake Charles workshop on Women and Food, steps are now being taken to ensure that the appropriate technology in solar dehydration for food preservation is part of the WPID program in Guatamala, Panama and Costa Rica.

-WPID supported projects have involved and provided benefits for women who have previously been ignored or by-passed by government and private institutions. WPID volunteers have provided direct technical assistance to individuals and groups and, because of their institutional ties, have assured a certain continuity of support. (See page 28 .)

-An underlying concept of the Paraguay-Kansas WID project is that of farming systems, including the concept that women's labor in agriculture benefits the family directly thus improving the family's well being. Throughout the project special efforts have been made to contact women interested in agriculture, ensure their participation in designing the program and provide weekly follow-up. Thus, opportunities for direct benefits of the project to reach women and their families have been assured.

-WPID supported projects have enabled women to formally establish structured organizations. Once these organizations have become legally incorporated, they receive access to a variety of assistance and support from government and private institutions. (See page 30.)

o Complementary Financial Resources

-The WPID program relies on USAID funds for core program funding.

-Partners has received grants from other donors for projects benefitting and involving women because a professionally managed WPID program exists. These grants include a $50,000 / year grant for family life education from the Hewlett Foundation and Avon grants for projects benefitting women in Brazil and Mexico. Although these grants are sepcifically intended to benefit women in development efforts, the WPID office has little to do with oversight, management or coordination of any project that falls outside of the area of income generation or agricultural production.

o Appropriate and Flexible Management Systems

-The WPID program has not yet developed a systematic record keeping/ monitoring nor an evaluation/learning system for small grants or for technical assistance. The record keeping system is being developed, and the evaluation system has been discussed between WPID staff. (See Appendix 5 .)

-By design, WPID projects are developmental. They seek to increase income, improve agricultural production and provide training. The projects and the program require decision-making, planning, analysis, monitoring and evaluation systems that are not necessarily required by other Partners activities.

-WPID program staff do not systematically review, analyze and make recommendations regarding which projects are approved or rejected for small grants. WPID staff are constrained by this exclusion in determining 1) a project's complementarity with goals and objectives of the program, and 2) a project's feasibility/desirability from a WPID point of view. WPID looses program knowledge and the ability to determine a rationale for project support, both of which form the basis for evaluation learning systems.

-WPID staff do not review non-WPID projects to ascertain possible women's roles in projects, or to determine whether the project will lead to displacement of women.

-WPID staff are not present at all project review sessions.

Conclusions

By and large, the WPID program has been successfully integrated into Partners' on-going program activities. WPID is recognized as a viable, permanent program within the Partners' organization. Management systems and the perception of the program as WID/AID grant managers remain the major areas of concern for further program integration.

When a PVO or AID aims to integrate a new program into the existing program of an organization, an investigation of the existing systems must be undertaken to ascertain whether the structure and the content of management systems are appropriate and adequate to support the new program in accomplishing goals and objectives. It is important to determine how existing management systems will support or inhibit new program growth.

It is crucial for AID and the PVO to define what integration means within the organizational context of the PVO. AID's definition may not be compatible with what the PVO sees as successful integration and may be inconsistent with the PVO's operating procedures.

Recommendations

o There is an organizational perception of the WPID program as WID/AID grant managers. As a result WPID NAPA staff are concerned only with a part of the WID sub-committees' activities. As the WID sub-committees increase in number, strengthen their organization, and broaden their activities, WPID NAPA staff will have to take on an increasing role in management, coordination, monitoring and evaluation of the WPID program. In order to do this in an effective way, the WPID program should not restrict itself to only income generating and food production activities. A broader based WPID program management function will strengthen support to WID sub-committees and will improve coordination and information flows among and between WID sub-committees and NAPA staff.

o Management systems should be modified to 1) include WPID staff project analysis into project review procedures, 2) include WPID staff as project presentors during the review sessions, and 3) ensure WPID staff involvement in project monitoring and evaluation.

o Evaluation systems are essential. In order to begin efforts in developing evaluation systems, it is necessary for Partners to do the following:

a) secure an organizational understanding that evaluation is

important if the organization is to build on successful experiences, understand what it is doing in supporting various project activities, and, attempt to guide local partnerships away from failures and towards projects that have the potential to succeed; and

b) secure an organizational commitment to the effort.

V. MISSION RESPONSES TO WPID

During the course of discussions with Mission staff in Costa Rica, Honduras and Paraguay, the following issues were discussed:

1. Liaison between Partners and the Mission;
2. Mission WID policy and WPID's complementarity with Mission policy; and,
3. Complementarity of the WPID program with other development programs within the country.

Liaison

In all of the Missions, Partners of the Americas was well known and has a good reputation. Partners is well known in the PVO office in Costa Rica due primarily to liaison efforts of the Central American regional representative and the work and seminars of the Community Education program. Partners is well known and respected in Honduras due to an agricultural program currently implemented by the Vermont-Honduras Partnership. In Paraguay, Partners has a good reputation for its ability to muster volunteer resources.

With the exception of the Mission in Costa Rica, the Missions were not familiar with the Partners' WPID program. Partners' WPID staff visited the Mission in Paraguay to inform them of the program, but Mission staff turn over temporarily created a break in communications. A member of the WID sub-committee in Paraguay visited the AID Mission together with the evaluator. Turn over in the Mission staff in Honduras, changes in the Honduras Partners' leadership and the recent organization of the WID sub-committee in Honduras are all factors that contribute to the Mission's unfamiliarity with the WPID program.

Mission WID Policy

The Missions in Costa Rica, Honduras and Paraguay do not have current operational policies concerning WID, although the Honduras Mission formulated a WID policy four years ago.

The Mission in Costa Rica routinely supports projects with a women's component; the Mission in Honduras is currently sorting out staffing changes including designating a staff member to be responsible for WID efforts within

the Mission; and, the Mission in Paraguay is formulating an overall program policy which will include a WID component.

All Missions stated that they attempt to integrate women into projects that the Mission supports. Major areas of WID emphasis are small business and housing loans in Costa Rica; small business in Honduras; and, agricultural extension in Paraguay. The Paraguay Mission is formulating an overall policy which will emphasize agricultural technology transfer, small and medium agricultural industry and small and medium business enterprises. The Paraguay Mission Director stressed the importance of strengthening relationships with private groups in-country and in the US and relying on centrally funded grants due to the Missions decreased activities.

WPID program activities are consistent with both general Mission policy and specific WID concerns within the Mission.

WPID Program Complementarir h On-Going Development Efforts

None of the Missions thought that the WPID program was duplicating efforts undertaken in the country by other groups. The Mission in Costa Rica felt that the WPID program was complementary to other Partners' efforts and an important effort since 40% of households in Costa Rica are headed by women. The Mission in Costa Rica has undertaken special training projects to enable women to take advantage of project benefits, such as housing loans, and encourages Partners' attempts to provide benefits and training to women's groups and individuals.

The Mission in Honduras thought that the WPID program could be complementary to other Partners' projects and other projects presently supported in country. Due to the increasing number of organizations operating in Honduras, the Mission cautioned that to avoid duplication of efforts, WPID should pay particular attention to 1) the geographic area in which the projects are to be developed; and, 2) careful planning of activities to make use of existing local resources and organizational expertise.

The Mission in Paraguay thought that the Partners' WPID program was complementary to major USAID funded efforts to the government of Paraguay to develop an agriculture extension training program. The Partners WPID program has actively supported a farming systems approach to extension and has attempted to develop a curriculum for women in agricultural schools.

Although none of the Missions suggested that the methods of communications between the Mission and Partners become more formal, all the Missions suggested that the Partners WID sub-committee keep in contact as the in-country program and specific projects develop.

APPENDIX 1 Contacts

1. Partners NAPA Staff

Martha Lewis, Director WPID
Miriam Brandão, Assistant Director WPID
Greg Dixon, Director PATH
Kitty Davis, Assistant Director PATH
Ray Lynch, Director Emergency Preparedness
Marsha McKay, Assistant Director Emergency Preparedness
Kate Raftery, Central America: Impact Team Leader
James Cooney, Director Community Education Program
Eliana Vera, Assistant Director Community Education Program; Small Grants Manager
Lacy Gudy, Partnership Servicer: Brazil
David Luria, Partnership Servicer: Iowa
Ann Bowdler: South America: Impact Team Leader
Alan Rubin, President
Bill Reese, Director of Fund Raising

2. Regional Program Staff- Costa Rica

Helio Muñoz

3. Local Partnerships: Iowa, Kansas

William Brown, Executive Director, Iowa
Art Heggen, Chairman, Iowa
Betty Elliot, WID sub-committee, Iowa (Iowa State)
Meredith Smith, WID sub-committee, Kansas (Kansas State)

4. Local Partnerships: Costa Rica, Honduras, Paraguay

Félix Angel Salas, Community Education sub-committee
José Antonio Calderón, Community Education sub-committee
Sherman Thomas, President, Costa Rica Partners
Teresa Wheeler, PATH Costa Rica
Martha Barquero, Coordinator WID sub-committe Costa Rica
Hilda Salazár, WID sub-committee Costa Rica
Liliana Gonzalez, WID sub-committee Costa Rica
Ana Cecilia Sanabria, WID sub-committee Costa Rica
Lilia Ortuño WID sub-committee Costa Rica
Lucila Camacho Vargas, WID sub-committee Costa Rica
Hannia Cabezas, WID sub-committee Costa Rica
Matilde Pizza, WID sub-committee Costa Rica
Carmen Barrantes, WID sub-committee Costa Rica
Bessie de Morazán WID sub-committee Honduras
Lilé Gonzalez, WID sub-committee Paraguay (Instituto de Formación Docente)
Susan Spezzini, WID sub-committee Paraguay
Luís Spezzini, Agriculture & Youth sub-committee Paraguay
Agustín Carrizosa, President Paraguay Partners
Alberto Granada, Sec.Paraguay Partners
Coordinator of the Fellowship Program, Paraguay Partners
Vice-President, Paraguay Partners
Dr. Flaviano Ojeda, Fellow Paraguay Partners

5. USAID Missions

Flora Ruíz, Costa Rica
Mitzi Likar, Honduras
Martha Baltodano, Honduras
Paul Fritz, Paraguay

6. Organizational Contacts
Federación de Organizaciones Voluntarios, Costa Rica
Linda Vista, Costa Rica
La Abeja, Costa Rica
Ministry of Agriculture, Santa Ana, Costa Rica
Club Amas de Casa, Santa Ana, Costa Rica
IICA, Graciella Llano de Puerto. Paraguay
IICA, Alfonso Chirones, Paraguay
Servicio de Extensión Agrícola, San Juan Bautista, Paraguay
Servicio de Extensión Agrícola, Educación del Hogar, SJB,Paraguay
Instituto de Formación Docente, SJB, Paraguay
Cooperativa de San Juan Bautista, SJB, Paraguay

7. Washington WID Office

Maria Otero

Partners of the Americas

Small Grants Program Guidelines

I. PURPOSE (Small Grants and Community Education)

Small grants are available for projects in the program areas that Partners of the Americas is active in — agriculture, health, special education/rehabilitation, women in development and family life education.

Community education is the process by which individuals and groups in a community become involved in identifying their own problems and needs, and learn how to utilize available resources to design and implement projects to address those needs. Effective community education results in people having a real sense of responsibility for each other's well-being, and a commitment to direct their efforts toward improving the quality of life in their community.

The four basic principles of communty education are:

1. The maximum use of existing resources.
2. Community involvement in planning and decision making.
3. Cooperative efforts among agencies and institutions to address the same need.
4. Addressing the area of lifelong education and other community needs.

The purpose of the Small-Grants Fund is to stimulate the partnerships in the use of these community education principles in the planning and implementation of small projects which address key areas of community concern in Latin America/Caribbean and the U.S. Some of these areas include health, nutrition, agriculture, income generation, special education, development of natural resources, and community organization. It is expected that from these projects will come new approaches to old problems and that the results will provide services, activities, products, or information that will enhance efforts toward improvement in our lives and our communities.

II. PROGRAM REQUIREMENTS AND CRITERIA USED IN THE SELECTION OF PROJECTS

A. Who Can Apply?

Applications for Small-Grants are made by the local Partner Committees and must demonstrate joint planning by both sides of the partnership. Partnerships are encouraged to work with organizations and institutions with recognized capabilities in project implementation, and who have been indeed active in community work at the local level. Organizations, groups or institutions that might be involved are: citizen groups; schools; service agencies or other human resource development programs at the local, state, or federal level.

B. Range of Grants

The grant requests must not be for more than $5,000 (Five Thousand U.S. Dollars).

C. Requirements

In order to be considered for funding, all proposals must meet the following minimum requirements:

1. There must be agreement of both sides of the partnership on the planning and implementation of the project.

2. The grant funds must be spent to the greatest extent possible in Latin America or the Caribbean.

3. The funds must be spent in a manner which is accountable and identifiable.

4. The Small-Grant Funds must be expended by the date indicated in the announcement.

PLEASE NOTE: Small Grant funds WILL NOT be awarded for international travel.

D. Criteria for Review and Selection of Projects

By using a committee process for review and selection of projects to be funded, each proposal is considered on the basis of how it compares to others in meeting the following criteria:

1. That the project address problems of low-income communities through the participation of all groups within that community (women, men, youth, etc.).

2. That there be evidence of involvement and participation in the planning and implementation of the project on the part of those members of the community to directly benefit from the project activities.

3. That the new technologies or skills introduced through the project do not take away jobs or undercut the status of groups who will not have access to the opportunities provided.

4. That the project give evidence of additional support from other agencies: in-kind contributions, matching funds, volunteer services, etc. (Extent of use of local resources).

5. That the project give evidence of cooperative efforts among local institutions and agencies to address the same need.

6. That the project set into motion activities which go beyond the life of the grant. (Continuity)

III. TYPES OF FUNDING AVAILABLE

A. **Community Education**
Available to all partnerships, these projects may be in any area of Partners' activities (agriculture, health, rural development, rehabilitation/special education, nutrition, recreation, etc.). The projects must reflect community education principles in their development.

B. **Women in Development**
To support projects directed at income and employment generation for Latin American/Caribbean women. The purpose of this fund is to improve the economic status of low-income women and their families and to increase the participation of women in their communities' economic life. All partnerships are eligible for this type of funding.

C. **Income-/Employment-Generation and Development of Natural Resources**
This fund is available for all Central American and Caribbean partnerships. The focus should be on employment creation and income generation, or on the utilization of natural resources for community development.

D. **Family Life Education**
Available to all partnerships. For projects which address maternal/child health, and family planning education.

E. **Revolving Loan Funds**
Special proposal forms must be used in applying for these funds. Their purpose is to assist in establishing a revolving loan fund at the local committee level which will be used to provide low-cost, long-term loans to community groups or individuals in income-generation projects. Please contact our office for further information.

IV. QUESTIONS MOST FREQUENTLY ASKED REGARDING THE PROGRAM

1. **Question:** **Can a Small Grant request be for more than $5,000 U.S.?**

   Answer: There is a limit of $5,000 U.S. per funding request. However, the total cost for the project should be more than $5,000, with the additional funds being provided through local resources.

2. **Question:** **Can a committee submit more than one project proposal per funding cycle?**

   Answer: The majority of Partner committees submit only one proposal per round of funding. It is sometimes the case that a committee submits as many as six proposals at one time. For this reason, **a new limit has been set for partnerships to submit up to three (3) project proposals per round.** This means that within your committee, you must decide on the three projects which are of priority to the partnership at this time.

   It is important to understand that **regardless of the number of proposals submitted, only one (1) project per partnership** will be selected per round of funding.

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3. **Question:** **In order to implement our project, it is necessary for a volunteer expert to travel to our Partner area to provide technical assistance. Can we write the costs of international travel into our Small Grant request?**

Answer: Small Grant funds will not be awarded for international travel. There are existing volunteer technician travel funds which can be applied for separately. However, because these funds are limited, we cannot guarantee approval of a travel request simply because a small grant has been awarded. You must remember that NAPA cannot fund the travel of more than two (2) persons during the same period of time for the same project.

4. **Question:** **What are some project budget items that have consistently not been supported by the selection committee? Why?**

Answer:

1. Proposals in which the majority of the funds requested are used for the construction of buildings have not been approved. It has been the opinion of the selection committee that funds for those purposes can and should be obtained locally.
2. Funds will also not be approved for the support of workshops or conferences. The selection committee is of the opinion that activities of this type have mostly short-term effects and that in many cases community members have not been the direct beneficiaries.
3. A request for funds to be used for the purchase of or duplication of documents and publications will also not receive the support of the committee. This is a legitimate cost for partial funding of a project, but not for a budget made up of solely these types of expenses.
4. A project which requests funds for the purchase of office equipment and furniture will not be approved. Again, project funds should go to activities, not to administration.
5. In the past, budget items which call for major expenditures for recurring costs such as salaries, administrative costs, etc. have not been approved. In addition, Small Grant funds cannot be used for consultancy fees or honorariums. Again, the committee feels these expenses should be covered through other sources.

Should you have any questions regarding the program, please contact:

Eliana Vera, Manager
Small Grants Program
Partners of the Americas
1424 K Street, N.W., Suite 700
Washington, D.C. 20005

Telephone: (202) 628-3300

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SMALL GRANT RANKING FORM

PROJECT # _____

PROJECT NAME _____

		RANK: 1, 2, or 3
1. Project implementability	1	
2. Community involvement in planning, control	2	
3. Management ability, competence	3	
4. Financial and in-kind contributions:		
a) from community	4a	
b) from other sources	4b	
5. Is technology appropriate	5	
6. Collaborating Institutions	6	
7. Continuity, self-reliance	7	
8. Budget	8	
TOTAL		

3 - Good

2 - Fair

1 - Poor

If you put "1" on any area use space below to state why:

NO. WHY

GENERAL COMMENTS (To Aid in Communications to Partnerships On Project Status)

Your Initials

Use back of Page if Necessary.

SMALL GRANT RANKING FORM
Definitions

1. Project Implementability

What is your assessment of the likelihood of success based on the proposed work plan for activities, time-frame, your own experience, etc.?

2. Community Involvement in Planning, Control

To what extent are beneficiaries involved in the planning? Do they have an active or a passive role in the implementation?

3. Management Ability, Competence

Who (person, organization) is responsible for the project? Based on information provided or your own knowledge, does it have a good track record?

4. Financial and In-kind Contributions

a. From the community: Is the community providing volunteer services, materials, funds?

b. From other sources: To what extent is the project receiving support from other agencies (matching funds, donations, volunteer services)?

5. Is Technology Appropriate

"Technology" here is defined in a much broader sense than equipment, tools and machinery. Does the group exercise control over the technical assistance it receives? Does the project select and apply methods, technical assistance, and equipment that are appropriate, manageable, and supportable?

6. Collaborating Institutions

Is the project a collaborative effort among various institutions, or just one? The more, the better.

7. Continuity, Self-reliance

Does the project interface with a larger, longer-term project? Does it have a plan for continuation after the small grant funds are expended?

8. Budget

Can they do what they propose to do with the amount of funds requested? Are the budget items appropriate for use of small-grant funds?

APPENDIX 3

PARTNERS
OF THE AMERICAS

1424 K Street N.W. Washington D.C. 20005
Telephone 202-628-3300 Cables NAPAR Telex 64261
DDD Terminal #202-737-6862

STANDARDS OF EXCELLENCE

Introduction

When we talk of the Partners of the Americas in the 1980's, we no longer talk of an organization which is struggling to survive but we talk about an organization which has grown to 54 partnerships linking 44 U.S. States and 27 nations in Central and South America and the Caribbean. We now talk of an organization which is recognized as one of the major U.S. Latin American Caribbean private sector linkages. The first twenty years of the Partners program can be classified as a period where we struggled for survival and to be recognized as a viable Inter-American organization. We have met the challenge of the first 20 years and now are considered by many to be successful. It is not enough, however, to be only successful, but to be all that the organization can be to meet the potential which is so rich in each and every one of the partnerships. It is in this spirit then of helping us to move to the next twenty years of the program that we no longer talk of survival or success but we talk about ways to pursue excellence, to realize the tremendous potential that exists in all the partnerships. The Committee on Excellence of the Partners of the Americas, Inc. Board of Directors developed the following list of standards in order to help the partnerships pursue excellence.

Philosophy Statement

Basic to the success and excellence of any partnership is a statement of philosophy or reaffirmation of the goals and objectives of the partnership. This statement should be developed and agreed upon by both committees of the partnership.

Program Planning

In pursuing excellence, progam planning must be a continuous on-going process carried out jointly and in writing by both committees of the Partnership. The planning process must be participatory in nature and should be broad-based representing all elements within a Partners committee. The planning process must

- identify short, medium and long-term objectives with the goal of developing at least a three-year plan;
- include an implementation schedule which is realistic and not pie in the sky;
- maximize the use of local resources;
- include an evaluation component which periodically permits the Partnership to assess its progress; and
- be consistent with the spirit of the 1985 Plan.

Communications

Essential to an effective Partnership is an in-place system for communicating within a Partners committee and between the two committees of a Partnership. The communication system should include letters/radio/phone/telex as well as a sharing of minutes of meeting, the development of a periodic newsletter and Partnership brochure, the development of a recorded history of the Partnership as well as the use of travelers to facilitate communications and to serve as couriers for materials and written communications from one side of the Partnership to the other. Written communications should also include a deadline for responding to specific letters or requests. Effective communications depend on Partners dealing with each other in their own language and an emphasis should be placed on learning the language of the Partner area.

Travelers

One of the most valuable of all resources within the Partners program is the traveler who volunteers their time to plan and implement projects. In pursuing excellence, Partner committees must ensure that travelers are thoroughly briefed on all Partnership activities and on other programs and that the traveler agrees to carry messages, communications and materials to their Partner area. Prior to traveling, the Partners committee should know that all logistical and program arrangements are complete. The traveler should agree, prior to departure, that they will complete the project, will report promptly to their own committee and their Partners on the result of their visit and that they will agree to speak to

different organizations and groups about their experience, thus becoming part of a Partners speaker bureau.

Training

In pursuing excellence, the Partners program needs to continue to train volunteers for project design and leadership for the program while being specifically sensitive to minority participation and to the contribution women make.

Organizational Development

In striving for excellence, special attention needs to be given to the development of partnerships as community-based organizations.

Membership in the partnerships must be open and representative of the community as a whole and its institutions.

Each Partners committee should use a ladder approach with vice presidents, president elect, and past presidents as an in-place training program for new leaders and as a way to continue to use those who have served in leadership positions.

Partner committees must use staggered terms for Board Members and Officers both as a way for a committee to renew its leadership as well as to provide continuity of leadership. Every committee must strive to have an Executive Director in place to assist the officers and committe members in program planning and evaluation.

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Every partnership should be committed to organizing, retaining and passing on at the time of leadership change the records of the partnership which provide the history of projects and what works and what doesn't. All committees must adhere to their by-laws.

Program Development

Excellence in program development means conducting projects and programs which have been agreed to by both sides of the partnership and which truly address local community needs. Programs must be developed which show a true multiplier effect and which involve the beneficiaries in the planning of that project.

Committees should conduct at least 12 program-related exchanges annually.

Incentives

As a means of encouraging partnerships to pursue the goals of excellence, the Partners organization should develop incentives/rewards for excellence in fundraising or public relations or for having an in-place executive director. Incentives such as matching grants and recognition for recruiting new members should be investigated as a way of motivating and stimulating committees to strive for excellence.

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PARTNERS OF THE AMERICAS, INC.

REQUIREMENTS FOR CHARTER

and

EXPLANATORY NOTES REGARDING CHANGES

Listed below are the revised requirements for the granting of a Partners of the Americas, Inc. charter to a local Partner committee as proposed by the Board of Directors of the Partners of the Americas, Inc. at its meeting on July 20-21, 1984. An explanatory comment is provided after each of the requirements.

REQUIREMENTS FOR CHARTER
PARTNERS OF THE AMERICAS, INC.

(Comments: The title was changed from "Criteria for Membership" to "Requirements for Charter" in order to convey the idea that a Partners committee must meet the following requirements in order to be granted an official charter by the Partners of the Americas, Inc. Board, as stipulated in the current by-laws of the Partners of the Americas, Inc.)

All Partner Committees are required to:

1. **be incorporated and/or have legal status as a non-profit organization;**

   (Comments: the Board felt it essential that a Partners committee have proper legal status in its community as a non-profit corporation founded for educational and charitable purposes).

2. **have a Constitution and/or By-Laws including:**

a) **a statement of purpose consistent with the goals and objectives of the Partners of the Americas, Inc.;**

(Comments: This item is identical with item Ia in the previous criteria for membership, except that it eliminates the words "and its regional federations or associations" in order to provide consistency with the goals and objectives of the Partners of the Americas, Inc.)

b) **a clear statement that membership is open to any individual who aspires to the goals and objectives of the Partners of the Americas, with a minimum of 20 active members;**

(Comments: This requirement emphasizes the concept of open membership and it increases the minimum number of members from the previous level of 15 individuals to 20 individuals).

c) **an annual election of a portion of the governing body, so as to ensure staggered terms, and so that no member of the governing body serves more than four (4) consecutive years;**

(Comments: This provision emphasizes the concept of elections held at least once a year, with a limitation of 2 years on the terms of office of board members or executive committee members, and a limitation of four consecutive years on holding office, in order to allow new members to serve on the board and the executive committee. Staggering the terms of office of board members and

executive committee members permits continuity in the leadership of the local committee.)

d) 1. election of officers (including a president, vice president(s), secretary and treasurer) elected at least biennially so that no officer holds the same office for more than four consecutive years. Time served as a member of the Board of Directors is not to be counted as an officer.

(Comments: This provision is identical to item Ic of the previous criteria, except it adds the clarification that a person is not precluded from serving as an officer by virtue of having served as a member of the board or executive committee.)

2. in order to assure the continuity and future leadership, one officer or director should be identified as the successor to the current president.

(Comments: This is a new provision inserted to promote a ladder system of leadership development within a Partners committee, providing leadership training to a designated officer of the committee who will succeed to the presidency. In this way the person who takes over the presidency will be knowledgeable about the business and projects of the committee.)

e) meeting of the general membership at least once a year;

(Comments: This provision is the same as the existing "Criteria for Membership")

f) meetings of the governing body such as the Board of Directors and/or Executive Committee and officers at least four times each year;

(Comments: No change from present criteria, except for the insertion of the word "at least" in front of "four times each year" so that a committee is not limited to holding only four meetings per year).

g) at least five (5) permanent program committees pertaining to specific program areas such as:

- education
- public health
- medicine
- agriculture
- community education/development
- PATH
- sports
- culture
- women in development
- economic development
- Partner cities
- emergency preparedness

(Comments: This increases the minimum number of program committees from four to five, substitutes the word "permanent" for the word "standing", and adds several other program areas as examples).

3. All Partnerships must have a jointly worked out and agreed upon annual plan which is the product of an annual meeting of the chairpersons or their designees meeting in the north or in the south. This plan will be developed in accordance with a standardized outline developed by the Partners of the Americas, Inc.

(Comments: The Board feels that the development of annual plan is made easier by holding an annual meeting with counterparts and that such a meeting, is essential for good partnership communications).

4. All Partnership committees are required to have a provision for a policy for minority group participation.

(Comments: No change from present criteria.)

5. All Partner committees are required to have a Letter of Understanding with their counterparts approved by both governing bodies and signed by both Partner Presidents/Chairpersons, with the understanding that it will be reaffirmed annually with or without modification.

The purpose of the Letter of Understanding is to put in writing the responsibilities and guidelines for operation, and to recognize the interdependence of the counterpart Partner Committees. The letter will enhance communication by formalizing, in part, mutual expectations.

In this Letter of Understanding both committees agree to:

1. recognize the Partners of the Americas, Inc. Board of Directors as the ultimate governing body of the Partners of the Americas program;

2. comply with the Partners of the Americas, Inc. By-Laws and regional by-laws where applicable;

3. comply with the "REQUIREMENTS FOR CHARTER";

4. put forth their best efforts to achieve the STANDARDS OF EXCELLENCE;

5. accept the system of CHARTERING and PEER REVIEW;

6. prepare jointly and agree upon a statement of philosophy;

7. promptly respond to communications between counterpart committees;

8. visit each others' committee for planning purposes;

9. request assistance if needed from counterpart committee in connection with their internal problems;

10. exchange minutes, financial reports, progress reports, publications, membership lists of officers and standing committee chairpersons, and any other meaningful information;

11. establish system of communications whereby program committee counterpart chairpersons may communicate directly with each other, with copies, to both Partners committee chairpersons, and to Partners of the Americas and to regional headquarters where appropriate;

12. formal approval of all joint projects by both Executive Committees (or appropriate governing bodies);

13. make international travel arrangements for any Partner going to the Partner state on an approved Partners project and confirm with notification to both state committees no later than one month prior to departure;

14. exchange in writing duties and responsibilities of permanent committees;

15. have a system for recording and saving the history of the partnership;

16. understand the importance of an Executive Director and make best efforts to recruit one.

The above are intended to be minimum items for inclusion in the Letter of Understanding. Each partnership can, and perhaps will, choose, to include other matters unique and meaningful to them. For example, such matters may include methods of communications or procedures connected with program implementation.

(Comments: The Board felt that the signing of Letter of Understanding between Partner counterparts is the sign of a healthy partnership, in that the letter commit each side to a joint reponsibilities of an active partnership. The provisions of the letter are self-explanatory. Partner committees are invited to draft their own letters or to utilize a model letter that would be made available from the Partners office).

APPENDIX 4

Memorandum

TO: Martha Lewis

FROM: Kitty Davis KD

RE: Impact/Influence of WID in PATH Program

DATE: April 20, 1984

This memo is in response to your request for information and examples of how the WID program has been integrated into the range of Partner program areas. Please use whatever is appropriate for your newsletter insert as needed.

Greg and I have stated repeatedly that, because disability primarily affects women, disability is a women's issue. This is true for a number of reasons:

- Special educators, in the U.S. and to a much greater extent in Latin America and the Caribbean, are almost exclusively women. This is probably due to the fact that it has always been a position of low-pay, low prestige and low priority. In addition, women have traditionally been in all "care-taking" roles.

- Women have also always had responsibility for the care and education of children in the home.

- In general, organizations which advocate for the rights of disabled persons, and many organizations providing services for disabled persons, are run by men; thereby putting women in the position of total involvement and responsibility, and little authority or decision-making power.

In some significant ways, the PATH Program has addressed the above realities. Most important of all, the majority of PATH exchanges involve women, and there has been an attempt to increase skills, provide new skills and improve opportunities for women in the field. In addition, through exchanges, small grants and other resources, the program has been:

- helping to bring fathers into care-giving roles, which eases the burden on women and frees them to pursue other interests and employment-generating activities.

- creating educational and vocational opportunities for

disabled children and youth, which also liberates women (mothers) who have been saddledwith the extra care required by a disabled child.

- providing leadership skills to women, particularly disabled women, who can more actively participate in local organizations to address the needs of disabled persons

A few examples of the impact of WID in disability projects, include the following:

Oregon-Costa Rica

- During an exchange to Oregon, Oscar Rivera, a Costa Rican in a wheelchair, was extremely impressed by the high level of involvement of women in an advocacy and service organization "Mobility International". Oscar noted that one of the greatest problems for the disability movement in Costa Rica is the low level of participation by women in the entire rehabilitation process. The director of Mobility International, Susan Sygall,

- A small grant has enabled the partnership to produce a sign language dictionary to be used by deaf persons in Costa Rica. The Costa Rica Association for the Deaf is staffed almost exclusively by women. The long-term benefits of this project include increased vocational and technical opportunities for deaf women.

Jamaica-Western New York

- The Early Stimulation Project in Jamaica, which as received considerable technical support and cooperation from the Western New York Partners, trains uneducated but nurturing young women, in appropriate home-based care and early stimulation techniques, for developmentally disabled children. The women are trained directly in their local communities and paid for their services; thereby employing unemployed and basically unskilled women, providing them with new skills, and working toward quality care for disabled children.

Please let us know if you need more information, or have any questions.

TO: Martha W. Lewis

FROM: Miriam E. Brandad

SUBJECT: Evaluation of W:PID Program and Projects

DATE: April 15, 1983

Here are some thoughts on how to proceed in the formulation of an appropriate evaluation strategy for our office and our projects.

I. Evaluations have two major purposes: (1) to monitor the activities being carried out, and (2) to serve as a reflection about one's experience so that future actions can be more responsible.

In order to devise a procedure to assess the impact of projects that specifically deal with women (that have been funded by the Small Grants Program) as well as this office in general, we must first consider for whom the evaluation(s) will be written. Will it be for the W:PID office itself? for our funding agent (AID)? for Partners in general? for the partnerships? for the projects themselves? This is important because the criteria for judging a project will vary according to the purpose it seeks to fulfill.

I suggest that all these audiences are valid ones and therefore our evaluation strategy should be based on two different angles:

(1) Evaluation by criteria of performance (for example, has their income increased? by how much? have they met the projects objectives? has their self-esteem improved?, etc.)

(2) Evaluation based on the objectives of the Plan for Action of the Copenhagen Women's Conference (to make sure our projects do have the basic components to assure that women will benefit).

II. We must differentiate between on-going vs. finished projects. Will we only concentrate on on-going projects due to the difficulties of studying something that has ended, or will we attempt to do an ex-post facto evaluation of finished projects? A different set of criteria must also be devised for evaluating the usefulness of conferences, workshops, seminars. They would be different from the criteria for evaluating a project. The same is true of evaluating the effectiveness of the WID Committees within the partnerships.

III. Who will do the evaluation? Will it be done in-house (Partners staff, W:PID office)? Will it be done by third parties (outside evaluators)? Or will it be done by the project people themselves (as a self-evaluation according to the criteria of performance that we devise)?

IV. In considering the above, what will be the resource requirements of this venture? If it is done by Partners staff, then time must be taken from other obligations. If outsiders are hired, there will be financial costs to be incurred.

MEMORANDUM

TO: Program and Project Staff

FROM: Miriam E. Brandao

SUBJECT: Retrieval and Collection of Information on W:PID Projects

DATE: August 29, 1983

Our office is interested in collecting as much information as possible on our projects so we can gather "lessons from experience." Our donors want to know how successful these projects are, which types of projects we should fund or stay away from, what are the true benefits to the participants, what can we share with others working for the benefit of low-income women, etc. Therefore, our efforts in this respect will become an important thrust of the W:PID Program.

We feel Partners staff can be of much assistance to us in this process and that is why we seek your support.

In order to bring and keep our files up-to-date we provide you with a simple form on which you can write any news received on WID Projects. We ask that you use the form to record any information received on past or on-going small grants projects that benefit women. This includes information received through telephone conversations, letters, visits to your partnerships (the kind of data you normally include in your trip reports), and any other data you come across.

Please find attached 3 copies of this form for your files. Additional copies are available in Martha's office and in the P.R. room in a shelf entitled "W:PID Small Grants Project Information Form."

We also ask that each of you make an effort to visit our projects whenever feasible when you travel to the field. We have devised a List of Questions so that the information gathered is relevant and necessary to our learning process. Copies of such questions are available either from Martha or me. We would appreciate a few minutes of your time before your trips so we can brief you on the projects beforehand.

We deeply appreciate any assistance you can give us on these two matters.

INFORMATION RETRIEVAL

WOMEN: PARTNERS IN DEVELOPMENT PROJECTS

Name of Project: _____

Location: _____

Partnership: _____

Contact Person: _____

Source of Information: (telephone? letter? visit? other?) _____

_____

Your Name: _____

Date: _____

Comments: _____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

Problem(s) that Need Attention: _____

_____

_____

_____

_____

_____

PARTNERS
OF THE AMERICAS

1424 K Street, N.W., Washington, D.C. 20005

Telephone 202-628-3300 Cables: NAPAR Telex 64261

WOMEN: PARTNERS IN DEVELOPMENT

STATUS OF SMALL GRANTS PROJECTS

We ask for your assistance in our effort to up-date our files and keep track of those projects that benefit women. (If you do not have this information, please disregard this request)

DATE: _____

PARTNERSHIP: _____

PROJECT NAME: _____

PROJECT DIRECTOR: _____

ADDRESS: _____

PROJECT LOCATION: _____

WHEN WAS THE PROJECT APPROVED? _____

WHEN WERE THE FUNDS RECEIVED? _____

WHEN WILL IT BE COMPLETED? _____

WAS IT DELAYED FOR ANY REASON AND IF SO, WHY? _____

_____

_____

WHAT WERE THE OBJECTIVES OF THIS PROJECT? (BRIEFLY SUMMARIZE)

_____

_____

_____

_____

IS PROGRESS BEING MADE? HAVE ANY CHANGES BEEN MADE THAT WERE NOT ORIGINALLY ENVISIONED? (BRIEFLY DESCRIBE)

_____

_____

_____

_____

IS THERE ANY OTHER INFORMATION ON THE PROJECT THAT YOU WISH US TO KNOW? _____

_____

_____

Thank you for your assistance on this matter.

Income Generation, Self-Help Stressed in Latest Small Grants

March April 1982. A

Fourteen partnerships' small scale development projects were approved for funding under the Small Grants Award Program's first funding cycle of 1982.

The projects range from training 4-S (equivalent to 4-H) youth, providing vocational training for disabled people and training for women in food preservation techniques, and establishing a chicken-raising farm, to creating small business enterprises in sewing and leather crafting. The Selection Committee met February 8-9, 1982 to review the 39 project proposals submitted by 28 partnerships. Almost $63,000 was awarded in grants of no more than $5,000 each.

The Selection Committee was composed of: Jorge Tavares, a Community Education Fellow from the Universidad EAFIT in Medellin, Colombia; Robby Fried, a community education specialist with the State Department of Education of New Hampshire; Stephen Gudeman, a Fellow of the Leadership in International Development Program and Professor at the University of Minnesota; and Partners staff members Jim Cooney, Director of the Partners Inter-American Center for Community Education; Eliana Schupp, Associate Director; Dick Fletcher, Director of Agriculture and Rural Development; and Ginny McLean, Associate Director.

Delaware—Panama

$5,000 to augment family income in El Salado by organizing a local cottage industry for women to produce and market school uniforms, linen and family clothing.

Missouri—Para, Brazil

$5,000 to provide day-care services for pre-school children and training in nutrition, health and handicrafts for mothers in a low-income community of Para.

Oregon—Costa Rica

$4,400 to provide training and assist in establishing a small business enterprise for women in the community of "15 de Setiembre", a barrio near San Jose.

Rockland County—St. Lucia

$5,000 to provide training in nutrition, food preparation and sewing skills for a group of women organized in a community center in Babonneau. The project will add an action component to the Babonneau Women's Association's program on family life planning, nutrition and domestic science.

Vermont—Honduras

$5,000 to install 40 beehives in the community of Amapala to train 20 women in agriculture, community organization and social motivation. A cooperative to increase family income will be established once honey production is underway.

NEW JERSEY—HAITI

$5,000 to provide training in production and marketing of leather crafts for rural women. To be complemented with a program of training in literacy, family planning, personal grooming and food planning and preparation

News of Small Grant Projects

16 Partnerships Awarded Grants for Small-Scale Development Work

Sixteen partnership small-scale development projects were funded under the second cycle of the 1982 Small Grants Award Program. Competition for the grants was the most competitive of any funding cycle in the three-year history of the small grants program, with 39 partnerships—70 percent of all partnerships—submitting 60 proposals.

A selection committee met September 9-10. Members were: Sergio Martenetz, an economist from Parana, Brazil; James Showkeir, Director of the Center for Community Education Development of Miami University, Oxford, Ohio; Sally Yudelman, Director for Mexico and Central America, the Inter-American Foundation; and Fred Zumwalt, Chief, Social Development Division, Agency for International Development. They were assisted by Partners staff members James Cooney and Eliana Schupp of the Inter-American Center for Community Education, Martha Lewis, Director of the Women: Partners in Development Program, and G. Richard Fletcher, Director of Agricultural and Rural Development Programs.

Capital Area New York-Barbados

Women's Cooperative Crafts Outlet

Crafts production and marketing techniques will be taught to members of the Barbados YWCA women's craft cooperative. The $5,000 grant will be used for equipment needed to make and display the crafts produced by the 24 women, which include batik, patchwork, silkscreening, embroidery and stuffed toy animals.

Long Island (NY)-St. Vincent

Community Nutrition Education
Training for Rural St. Vincent Women

This project seeks to decrease malnutrition in St. Vincent by instructing rural women, especially young mothers, in nutrition education with an emphasis on home gardening and use of local products. Three Long Island technicians will also teach community leaders to use audio-visual aids and other educational materials provided by this $5,000 grant to continue the nutrition education effort after the grant period ends.

West Virginia-Espirito Santo (Brazil)

"Lar de Abigail" Sewing Workshop

135 teenage girls—both residents and neighbors of the "Lar de Abigail" orphanage—will be taught to sew and embroider and will make ready-to-wear clothing to be sold at the local market. The girls, most about 16 years old, will then have a skill in addition to their schooling with which to make a living upon leaving the orphanage. The $3,000 grant will be used to purchase three sewing machines, three work tables, a cutting and marking table, and other sewing equipment. ■

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25 Partnerships Awarded 38 Seed Grants for Development Projects

More than twice as many small grants have been awarded in the first round of 1983 funding as in any previous funding cycle, with 25 partnerships receiving 38 small grants worth a total of $161,037.

The Small Grant Awards Selection Committee met March 10-11 in the Partners office to review the 80 proposals submitted by 41 partnerships. Members of the committee were Dan Lepow, Public Responsibility Officer of the Philadelphia National Bank; Adelaide Farrah, Director of the Special Education Department of the Organization of American States; Mary Hill Rojas, Director of the Office of Women in World Development at Virginia Polytechnical Institute in Blacksburg, Virginia; and Ned Strong, a former Peace Corps Volunteer who coordinated Partners projects in Ecuador. They were assisted by members of the Partners staff.

On all these projects the partnerships are working with other organizations and institutions—96 in all—to ensure resource sharing and help build local institutions' capacities.

Guatemala-Alabama

Technical Assistance for Ceramicists: $5,000

This is an income generating project to increase earnings of women artisans in Chonautla by improving design, production techniques and marketing. The local economy is based primarily on charcoal and crafts production—primarily ceramics, which makes the women key family income producers. A workshop will be established to teach new production methods and designs, and improve quality control and marketing. Firing ovens will be built, and a distribution center, storage facilities and a central workplace will be built. The women will also learn new designs and techniques, simple bookkeeping and small business management, and will be encouraged to establish a unified price system.

Durango (Mexico)-Arizona

Children's Clothing Production: $4,138

In the community of Col. Lopez Portillo, 30 women will be trained in producing children's clothing to increase their income. A community center in this town of [illegible] will serve as headquarters for the project. A four-month course in designing and preparing clothing for 4-14-year-old children will be given and the women involved will meet three times a week to [illegible]

Durango (Mexico)-Arizona

Rainbow Trout Production: $5,000

Twenty men and 20 women in the community of Mil Diez will be trained in all stages of rainbow trout production. A trout hatchery will be established and tanks and storage areas built. A two-month training course on production, sale, preparation, and storage of fish will be provided. Through this project family income will be increased and the potential of fish protein in the family diet will be promoted.

Minas Gerais (Brazil)-Colorado

Home Canning: $3,100

60 families in the community of Vila Marilia in the Santo Maria de Itabira Municipality will be trained in home canning and preservation of local foodstuffs—cheese, sweets, pickles and ice cream—to be sold in markets outside the community. Assistance will be provided in establishing small domestic industries, and women will also be taught food preparation, nutrition and hygiene.

Paraiba (Brazil)-Connecticut

Domestic Service Training: $2,500

Training in domestic skills ranging from cooking to child care will be provided to women who are, or intend to be, in domestic service, so that they will have better employment opportunities and increase family income. Health, nutrition and child care professionals will provide training, and placement efforts will be made for course graduates.

Yucatan (Mexico)-Iowa

Food Production Project: $4,000

Thirty families in Sac Nic Te, already part of a major Partners rural development project, will be involved in producing vegetables, meat, eggs and corn, and helped with marketing them in Merida. Nutrition, food conservation and small animal raising will also be important project components.

Antioquia (Colombia)-Massachusetts
Employment Generation for Women Trash Collectors: $5,000

Twenty women who have been supporting themselves by collecting items for resale to local industries from the Medellin trash dump, which is being relocated, will learn to recycle cartons and plastics. They will be organized into a work group, design the plan of action, be trained in equipment use, organization, and marketing, and contract with raw materials providers.

Dominican Republic-Michigan
Sewing Centers: $3,000

The Partners will establish and equip seven sewing centers at various sites in the D.R. Seven social workers will be trained to manage the centers and see to the project's implementation.

Dominican Republic-Michigan
Agricultural Production: $5,000

Due to the need to create alternate sources of income for rural women, the partnership has developed a plan for breeding, raising and marketing rabbits and chickens, and growing vegetables and fruit, at seven sites in the D.R. Ten women will be trained to manage the projects, and 20 women community leaders will be involved in implementing them.

Chiapas (Mexico)-New Mexico
Rural Nutrition: $3,500

Nutrition in rural areas near Tuxla Gutierrez will be improved by establishing family vegetable gardens and introducing simple technologies for improved meal preparation and food preservation, emphasizing locally grown foodstuffs. A handbook on nutrition will also be produced, and solar food dryers will be built.

Jamaica-Western New York
Income Generation for Girls Town: $4,289

The partnership will carry out an income-generating sewing project with the Girls Town arts and crafts department. Girls' Town trains some 300 young women per year in family life education and job skills; it now wants to upgrade its sewing training. Bookkeeping, business correspondence, and cooperative business procedures will also be taught.

Trinidad and Tobago-Syracuse, New York
Home Vegetable Gardening: $5,000

Five families each from Trinidad, Tobago and Syracuse, headed by women, will be helped to supplement their diets and generate income by raising vegetables in home plots. Orchids and anthuriums will be [illegible] and possibly marketed.

Costa Rica-Oregon
Co-Op Demonstration Model: $5,000

The 15 de Septiembre Women's Cooperative (featured in the last edition of PARTNERS) has proven so successful that, under this project, it will become a demonstration model for other institutions and similar projects in the country. In addition, the volume of orders (such as 500 shirts per day) has surpassed the coop's ability to fill them. Fifteen more women will be added to the group, new equipment will be purchased and the workshop will be remodeled.

Cali (Colombia)-South Carolina
Training for Small Business Women and Heads of Households: $5,000

The partnership will carry out a two-fold project in the low-income Barrio el Diamante of Cali providing training and advice to 30 women who own small businesses and training another 30 women who are sole supporters of their families in producing and selling homemade items, and creating small businesses. Administration, accounting, marketing and product design and improvement will be taught, and possibly cooperative groups will be formed.

Amazonas (Brazil)-Tennessee
Sewing Course and Pasta Factory: $5,000

Women in peripheral communities of Manaus will participate in a 4-5 month sewing training course and a 2-month pasta-making course. Cooperatives will be developed in both areas, and participants will be assisted in developing individual businesses.

Peru-Texas
Legal Education for Women: $5,000

Audio visual materials will be developed to teach women living in so-called "squatter communities" outside Lima about their legal rights. Such training material is very scarce and badly needed.

Nicaragua-Wisconsin
Food Drying: $4,050

There is strong interest and need among Nicaraguan women for expanded food drying capabilities, so that food that otherwise would go to waste will be good all year. Nine simple, inexpensive food driers will be designed, built and distributed to groups of women in Managua and Pearl Lagoon. The women will be trained in record keeping and purchasing, and advisers will work with them on cost control, processing, profit margins and marketing.

In Second Round of 1983 Funding.

Small Grants Awarded for 16 New Projects

Partners of the Americas has announced the names of partnerships which will receive small grants in the second round of 1983 funding.

A total of 16 new projects will receive support under the grant program, according to Alan Rubin, president of Partners of the Americas.

The Small Grant Awards Selection Committee met September 22-23 in the Partners' office to review 73 proposals submitted by partnerships.

The committee selected 12 partnerships to receive a total of $69,113 to carry out 16 projects designed to have an appreciable impact on low-income citizens.

According to Rubin, 1983 has been marked by an unusually high level of activity among partnerships. This year has seen the largest number of grant proposals submitted to Partners and the largest numbers of grants awarded. In the two rounds of funding, a total of 154 proposals were submitted and 55 funded.

Below are descriptions of the newest projects undertaken by partnerships.

Colorado-Minas Gerais, Brazil
Establishing a Beauty Salon; $900

The Joao Pinheiro Institute for Human Resource Development has established a program of adult education, day care, and training in community problem-solving for low-income citizens. One of the adult education courses teaches students how to give haircuts, manicures and pedicures. Participants in the course are now seeking to set up a beauty salon, where they will provide services for other community women, train for outside employment, and generate new income. Project funds will be used to purchase equipment for the shop.

Colorado-Minas Gerais, Brazil
Revolving Loan Sewing Cooperative, $1,500

This grant is to help establish a revolving loan fund for the purchase of supplies needed by an existing community sewing cooperative. The cooperative, established in 1981 with 18 members, produces such items as table linens, bed linens, and children's clothing. The co-op has requested a small loan to help it purchase additional fabric, cotton sacks, and small tools. The loan will be repaid in two installments next year.

District of Columbia-Brasilia
Artesan Cooperative; $5,000

In Ceilandia, a "satellite" city outside Brasilia, handicraft production is an important source of family income. However, artesans have usually worked alone, with little knowledge of marketing. In collaboration with the Ceilandia Social Development Center and the D.C.—Brasilia Partners, 170 of the area's artesans have joined together to improve the quality of their products and promote new marketing techniques. Grant funds will be used to purchase machines for leather work, knitting machines, and materials for production.

Florida-Northern and Central Colombia
Skill Training for Women and Youth; $4,981

In cooperation with the Foundation of Friends of Subacoche, the Florida-Colombia Partners will provide skill training in craftsmanship for women and youth. The purpose of the training is to teach women productive skills that can be performed in the home and to provide youths with vocational skills so that they do not need to migrate to the cities in search of employment. Training will include such areas as sewing, weaving, embroidery, farm technology and carpentry. Project funds will be used to purchase sewing machines, weaving machines and carpentry equipment.

Idaho-Cuenca, Ecuador
Agricultural Development; $5,000

To improve local farming techniques, the Idaho-Cuenca Partners and rural farmers in Ecuador will collaborate in the development of an experimental vegetable garden. On-site demonstrations will train farmers in the preparation and use of fertilizer, disease control, new planting techniques and the diversification of crops. Currently, local farmers rely almost exclusively on the cultivation of corn, which has a 10-month cultivation cycle. By introducing crops which have a shorter cultivation cycle—tomatoes, lettuce, sugar beets, carrots and cauliflower—the [illegible]

Indiana-Rio Grande do Sul, Brazil
Crafts Cooperative; $5,000

In 1981, a group of 55 women from the island of Cauiba, on the outskirts of Rio Grande do Sul, formed a crafts cooperative. Lack of financial resources, however, has prevented the cooperative from obtaining sufficient materials to market products on a consistent basis. Through an organization called Society of Friends of the Islands, the 55 women have been working with the Indiana-Rio Grande do Sul partnership to revitalize the floundering business. The small grant will be used to update equipment and purchase necessary materials to produce woven and sewn handicrafts for sale in metropolitan areas of both Rio Grande do Sul and Indiana.

Maryland-Estado do Rio, Brazil
Day Care Center and Sewing Workshop; $3,882

Since 1978, the community of Salgueiro, outside Rio de Janeiro, has wanted to establish a day care center to reduce delinquency caused by inadequate attention to children whose mothers must work outside the home. Working with the partnership, a group of women will set up a small sewing workshop to produce children's clothing and linen goods. The profits from the sale of the products will be used in part to maintain a day care center. The rest of the profits will be divided among participants and used to purchase ongoing materials for the workshop. Industrial and home sewing machines, an embroidery machine, and other supplies will be purchased through the small grant.

Michigan-Belize
Production of Turkeys; $5,000

In an effort to increase the socio-economic standard in Burrel Boom, a small village outside of Belize City, the Michigan-Belize partnership will help eight women develop a self-sustaining cooperative which will produce and market turkeys. Until now, the women of Burrel Boom have had no real source of income. The small grant will allow them to purchase chicks, feed and necessary materials. In addition, the partnership will train women in caring for turkeys and preventing diseases among the flock. The cooperative hopes to produce 500 marketable turkeys in time for the Easter holiday.

Oregon-Costa Rica
Clothing Production; $5,000

Members of the Oregon-Costa Rica partnership will work with women in the community of Nicoya, Costa Rica, to establish a clothing production operation. Through a training course, women will learn new skills in sewing, embroidery and marketing. Of the 20 women who will participate, eleven are physically disabled and all have had difficulty finding employment. Project funds will be applied to the purchase of [illegible]

San Francisco-Mexico City
Direct Marketing to Consumers; $5,000

Shoes, clothing and other durable goods will be routed directly from cooperative producers to consumer groups in the low-income areas of Guanajato. Project funding will allow consumer groups to purchase and stock the items and resell them at near cost to their members. The marketing of the goods through consumer groups, rather than retail outlets, will make possible a 50 to 60 percent savings for the consumer. Small cooperative producers will also benefit by receiving payment for their goods immediately, rather than having to wait the normal 30-60 days to be paid by retail outlets.

South Carolina-Southwestern Colombia
Preserving Dairy Products; $5,000

El Digua is a small community comprised of 40 men involved in agriculture and 44 women who raise cattle and sell the milk-based products. In the past, the women have had difficulty preserving the dairy products during the day-long trip to market. As a result, project funds will be used to construct a bio-digester, which produces energy (gas) needed to operate cold storage facilities. These facilities will help preserve the community's dairy products for a longer period of time. In addition, the bio-digester will be used to produce organic fertilizer which can improve the quality of grass on which the cattle feed.

South Carolina-Southwestern Colombia
Cold Storage for Vegetables; $5,000

Thirty women vegetable vendors, who have formed a "solidarity" group, are attempting to improve the marketing of their fruits and vegetables. In an effort to reduce the amount of food spoilage caused by the high temperatures in Cali, the women have requested assistance from the South Carolina-Southwestern Colombia partnership and the Women's World Bank of Colombia to equip and maintain a cold storage room in the Santa Elena market. The refrigerated storage will allow the women to keep their produce fresh for longer periods of time. In addition, the bank has agreed to train these women in small business management, so that they will learn how to deal with banks on business and loan transactions.

Tennessee-Amazonas, Brazil
Sewing Workshop; $2,850

Citizens in the Bairro da Alvorada in Amazonas expressed the need for a sewing workshop run by community women whose family responsibilities prevent them from seeking full-time employment. Project funds will help equip and establish the sewing workshop, which will be housed within the community school building. A training program will be offered to 50 women, while the Federation of Commercial Workers will provide marketing assistance. In addition, the Tennessee-Amazonas partnership, the federation, and the Brazilian Assistance League are conducting educational courses in community problem-solving, which will complement the [illegible]

Small Grants Approved for 19 Partnerships

In the first half of this year (January through June), 26 small grants were awarded to 19 partnerships as "seed" money for projects designed to help low-income citizens and communities. Below are descriptions of these projects.

Delaware-Panama
Solar Dehydration of Fruit: $5,000

This project is designed to teach women how to build and use low-cost solar dryers that can preserve fruit (and other foods) in tropical climates. The partnership is constructing "model" dryers, teaching women how to use them, and providing education in nutrition and health-related subjects. Eventually, the partnership plans to teach women how to market fruit which they preserve.

Kansas-Paraguay
Training for Rural Women: $4,925

In many rural areas of Paraguay, families need to improve farm productivity to meet their nutritional and income needs. Through the use of audio visual material, 20 women in the area surrounding San Juan Bautista de las Misiones will be taught how to increase crop yield, preserve more food at home, improve family diets and sanitary practices, and other important living skills.

Idaho-Cuenca and Guayaquil, Ecuador
Sewing Workshop: $3,000

The partnership is helping low-income women in the communities of Yanuncay and Don Bosco, outside of Cuenca, establish a sewing workshop. The women will learn how to sew children's clothing either for their own families or for sale.

Minnesota-Uruguay
Crafts Cooperative: $4,500

A crafts cooperative with 10 women was created in the community of Salto in 1979. Although the cooperative has been successful, its equipment is now outdated. This prevents the cooperative from hiring more women and increasing production and marketing. The partnership is helping the cooperative update equipment and purchase more raw materials so that it can expand its operations.

Missouri-Para, Brazil
Marketing Cooperative for Low-Income Women: $1,558

The Missouri-Para Partners are helping the Federal University of Para establish a cooperative among 30 low-income women to produce arts and crafts, candies, and rugs to be marketed weekly at the Belem city fair. A sewing machine, blender, saw, two gas and electric ovens and a rug-making machine will be purchased.

Missouri-Para
Training in Domestic Appliance Repair: $4,807

The Missouri-Para Partners and the Federal University of Para will teach men and women in the low-income community of Guama how to repair electrical and domestic appliances—a skill greatly in demand in Brazil. Engineering faculty at the university will first train 14 people in all aspects of electricity and appliance maintenance. These individuals will then set up community centers to teach appliance repair to other citizens.

Ohio-Parana, Brazil
Training for Domestic Aides: $2,500

There is increasing demand in Curitiba, Brazil, for domestic aides who can help with household chores and child care. However, many low-income women who could fill these jobs lack the training to feel comfortable using modern home appliances and equipment. As a result, the Ohio-Parana partnership is conducting training for 30 unemployed women in domestic tasks and human relations. By creating a register of families interested in hiring domestic aides, the partnership will then place the trainees in jobs.

Oregon-Costa Rica

Sewing Workshop and Day Care: $5,000

Working with another organization, the partnership is establishing a sewing workshop to help 26 low-income women in Linda Vista produce doll clothes and T-shirts to increase their income. A day care center will also be established, with the women participating as day care assistants.

Tennessee-Amazonas, Brazil

Establishing a Sewing Workshop: $2,850

Working with two organizations in Alvorado, Amazonas, the partnership is establishing a sewing workshop to help low-income women with families boost their income. Training in sewing, how to run a cooperative, and marketing are being provided through regular classes.

Texas-Peru

Vegetable Gardening: $2,100

In the low-income community of Leoncio Prado, residents suffer from malnutrition caused by a high consumption of carbohydrates (bread, noodles, rice and flour). Citizens have expressed an interest in vegetable gardening. The Texas-Peru partnership will teach residents how to cultivate community gardens and provide the resources to begin several "model" gardens.

Virginia-Santa Catarina, Brazil

Community Canning: $5,000

Women in the community of San Martinho in Santa Catarina wish to establish a small business producing and marketing preserved fruits and vegetables that have been grown in their kitchen gardens. The partnership, working with the state's rural extension organization, will train the women in small business administration and marketing.

INTER-AMERICAN CENTER FOR COMMUNITY EDUCATION

PARTNERS OF THE AMERICAS

SMALL-GRANT AWARDS PROGRAM

INTERIM REPORT

PARTNERSHIP: _____

PROJECT NAME: _____

PROJECT DIRECTOR: _____

ADDRESS: _____

_____

_____

_____

PROJECT LOCATION: _____

PROJECT PURPOSE: _____

_____

_____

_____

OTHER ORGANIZATIONS/
AGENCIES INVOLVED: _____

_____

_____

GRANT AMOUNT: _____

DATE: _____

SMALL-GRANTS PROGRAM

INTERIM REPORT

DATE: _____

1. List the objectives as stated in the original project proposal.

2. Briefly describe the progress made on each objective. Are there any changes which you have had to make? If so, please describe.

3. What other information on the project do you feel should be known?

Please return to:

Eliana Vera
Small-Grants Program
Partners of the Americas
1424 K Street, N.W., Suite 700
Washington, D.C. 20005

INTER-AMERICAN CENTER FOR COMMUNITY EDUCATION

PARTNERS OF THE AMERICAS

SMALL-GRANT AWARDS PROGRAM

FINAL REPORT

PARTNERSHIP: _____

PROJECT NAME: _____

PROJECT DIRECTOR: _____

ADDRESS: _____

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_____

PROJECT LOCATION: _____

PROJECT PURPOSE: _____

_____

_____

_____

OTHER ORGANIZATIONS/
AGENCIES INVOLVED: _____

_____

_____

GRANT AMOUNT: _____

DATE: _____

SMALL GRANTS PROGRAM

FINAL REPORT

The Partners of the Americas Small-Grant Program has been a continuous learning experience for us. These few questions will be very useful for us in the preparation of project descriptions. However, if you have prepared your own project report, we would certainly appreciate receiving a copy of it and any other printed materials developed through the project.

1. Briefly describe the main activities of the project.

2. Name the principal results and achievements obtained through the development of those activities.

3. Looking back to the original project proposal, what do you feel was not achieved? Why?

4. Briefly identify the contribution and/or participation of both sides of your partnership.

5. If you have made an evaluation of your project, could you make some comments on the results?

6. Additional comments on materials development through the project, etc.

7. If you have pictures you could share with us, we would appreciate it.

SMALL GRANTS AWARD

FINANCIAL REPORT FORM

Name of Partnership _____ Date of Report _____

Name of Project _____

_____

Dates of Period Covered by this Report: From _____ To _____

Grant Income

Amount received from Partners: $ _____

Grant Expenditures

List of expenditures in this period. (Use additional paper if necessary)

Description	Amount (in U.S. Dollars)

Total Amount of Funds Expended $ _____

Unexpended Funds $ _____

Reimbursement Enclosed? YES _____ NO _____

Please attach expenditure receipts to this report.

_____ (signed)
Partner Committee Chairman

_____ (signed)
Project Director

This report should be submitted to: Elinor Vern, Manager-Small Grants Program, Partners of the Americas, 1424 K Street, N.W.—Suite 700, Washington, D.C. 20005.