

Final Report
68

PO- AAU- 476
ISN = 49689
9380700

SAVE THE CHILDREN
THREE YEAR MATCHING GRANT
(1983-1986)
SUMMARY REPORT
FOR THE
OFFICE OF PRIVATE AND VOLUNTARY
COOPERATION
AGENCY FOR INTERNATIONAL DEVELOPMENT
POC-0200-655-3027-00

March 1986

Save the Children
54 Wilton Road
Westport, CT 06880
(203) 226-7271

TABLE OF CONTENTS

I.	BACKGROUND AND CONTEXT	1
	1. Goals and Strategies	
	2. Unanticipated Events	
II.	APPROACH	2
	1. Programming Principles	
	2. Implementation Approach to the Matching Grant	
III.	ACCOMPLISHMENTS	3
	1. Training	
	2. Technical Assistance	
	a. Health/Nutrition	
	b. Credit and Enterprise	
	c. Food Production	
	3. Program Planning and Evaluation	
	4. Program Development	
IV.	PROGRAM MANAGEMENT AND FINANCES	13
V.	RECOMMENDATIONS AND LESSONS LEARNED	16
	1. Training	
	2. Technical Assistance	
	3. Program Planning and Evaluation	
	4. Program Development	
	5. Program Management	

I. BACKGROUND AND CONTEXT

1. Goals and Strategies

In March 1983, Save the Children was awarded its second Matching Grant the amount of \$4,500,000 for a three year period. Matching Grant funds were proposed for utilization in 30 field offices. The grant had two primary goals: to increase the Agency's efficiency and effectiveness in supporting self-help community development efforts; and to reach greater numbers of low income communities by carefully planning program growth and optimizing the use of resources. Closely linked to these goals were a series of agencywide strategies representing key initiatives: sector development in agriculture, small-scale enterprise, health and nutrition; program planning, monitoring and evaluation; staff and community training programs; the development of local institutions and a community management process; and improved information systems. Through 12/31/85, \$3,753,000 had been expended, matched by \$12,263,000 in private funds.

2. Unanticipated Events

Two unanticipated factors of some consequence to the implementation of the Matching Grant are worthy of special mention. The three years of Matching Grant II (1983-1986) were unprecedented with respect to the incidence of natural catastrophes and human suffering. Following the widespread famine experienced in African nations in 1984 and 1985, Save the Children expanded and diversified its programming approach to include involvement in relief, recovery and reconstruction activities, simultaneously broadening its staff expertise in these areas. In this process, Save the Children defined innovative ways to shape immediate relief assistance into longer-term self-help programs.

The second factor concerns the continued expansion and steady financial growth of the agency. From 1983-1986, the Agency extended assistance to 58 new impact areas and 21 new country programs, expanding its base of beneficiaries from approximately 700,000 to 2.4 million people, largely due to the magnitude of the emergency assistance programs. Private revenue growth has averaged 39% per annum from 1982 - 1985, due in part to successful fundraising initiatives for the African Emergency, Lebanon Emergency, Mexican Earthquake, and Colombian Volcano programs. The income for these programs was designated for specific assistance within the afflicted communities.

II. APPROACH

1. Programming Principles

In light of its programming diversification, Save the Children has identified a set of programming principles that provide a common framework for our work in traditional rural development settings, in urban rehabilitation programs, in refugee programs, and in crisis interventions. These philosophical and methodological principles include:

o Save the Children works in partnership with community people in designing and implementing development programs;

o Save the Children advocates and employs an integrated, multi-disciplinary approach to development;

o Save the Children aims to develop significant and sustainable programs through a commitment to long-term involvement in communities, by developing local leadership and transferring skills to community people, and through the active incorporation of local resources;

o Save the Children addresses children's needs and thus maintains a child-centered focus in identifying problems and long-term solutions in the development setting;

o Save the Children responds to where the need is greatest and to where we perceive we can make a critical difference in the well-being of children.

2. Implementation Approach to the Matching Grant

The following key components comprised Save the Children's approach to the implementation of the Matching Grant:

Overall Management: The Vice President for Program assumed overall responsibility for the planning, organization, direction, coordination and control of the Matching Grant program. Under her immediate direction, for example, the Training and Technical Resources Unit (TTRU) was conceived and realized; major strategies in training and health were developed and coordinated; a major international conference was organized and implemented; and a department-wide five year plan was developed.

Matching Grant Committee: A Matching Grant Committee, comprised of staff representatives from the four international regions, sector specialists and planning

staff, assumed responsibility for approving, coordinating and evaluating the use of Matching Grant project funds. The committee was scheduled to review proposals at the beginning of each quarter, but in fact met on a much more frequent basis. Unexpectedly, this structure catalyzed an open and dynamic dialogue among committee members with respect to program quality and project viability, as criteria were hammered out and projects reviewed by multiple staff members. In some instances, project proposals were rejected and resubmitted until they passed the committee's scrutiny, in turn sparking an interchange of regional experience in project implementation. During this dialogue, staff gained expanded analytical abilities and practical knowledge of significant value to the Agency in its implementation of privately-funded projects.

Funding Proposals From the Field: Committee members and field office directors in countries included under the Matching Grant submitted over 250 proposals for Matching Grant committee review during the three year period, of which 223 were eventually funded. Proposals were submitted for project funding, training and technical assistance needs.

Regional Activities: Regional directors developed strategies to extend Matching Grant assistance for activities of region-wide significance. These included the design and coordination of "Regional Resource Sharing" programs in which staff from one field office gains job skills directly relevant to his or her function in a similar country program; region-wide conferences in which experience and guidance, common management, programmatic or sector developments are exchanged; and the coordination of individualized regional assistance visits for the purposes of program development and review.

III. ACCOMPLISHMENTS

1. Training

"The setting of the Training (of Trainers) in Nepal was an important factor in the success of the workshop. It took place in the newest impact area, an eleven hour walk from the town of Gorkha, which is itself a four hour drive from Kathmandu. Staff from three other impact areas walked in. We lived in tents perched on the side of mountains, worked together in an abandoned stable which the group cleaned the first night, did practice work (community map, profiles, needs analysis, teaching) in communities in the impact area, and designed and built a new water system to the

people of Pandrung, who were, so to speak, our hosts for the two weeks. It was physically tough, educationally terrific."

--Jane Vella, Director of Training

From 1983 to 1986, Save the Children has made significant strides in the development of its training outreach capability. With the expanded growth of the beneficiary base, and the number of communities directly assisted by the Agency, Save the Children sought a method of institutionalizing a training approach which enables community people to plan, implement and evaluate community projects. The Agency successfully recruited a director of training with specific expertise in nonformal, adult education charged with this task. The product was a sophisticated networking strategy geared to reach the field-based implementor, in this case well over 1000 field coordinators and local sector staff. The key principles of this strategy include the expansion of the training resource base through a multi-tiered approach: the expansion of a centralized training staff, the development of a primary training capability in sector staff, and the dissemination of training skills to a targeted group of field-based and headquarters staff. These are the highlights of the training achievements:

- o Development of a "Training of Trainers" approach aimed at providing selected participants with experiential knowledge and skills in community needs analysis, adult education techniques, communications, and the use of visual aids, games and media. This two week module has been sponsored in Nepal, Tuvalu, Indonesia, Malawi, Sudan, Ethiopia, El Salvador and the headquarters for 214 field staff and 69 headquarters trainees over an 18 month period, and further replicated in a series of field programs, including over 1,000 trainees.

- o Design, coordination and facilitation of the Agency's first "International Conference" since 1977. Held in Berea, Kentucky (birthplace of Save the Children's first program in 1932), and involving nearly 200 senior field staff representing over 50 programs, the conference was designed to strengthen the unity and common direction of the agency as it looked at renewing and affirming its policies, priorities, strategies and structures. Much of the conference dialogue became a valuable input to the agency's Five Year Plan (1986-1990), and formal diversification of programming.

o Immediate response capability to the emergency relief programs in Ethiopia and Sudan, including a critically important role in identifying and training local village health workers at the inception of Save the Children's assistance on site in the drought-stricken impact areas.

o Expansion and refinement of Save the Children's intern program for 18 headquarters and field-based interns over a 3 year period, with a 95% placement and continuation rate. The intern program continues to provide Save the Children with a cadre of entry-level development professionals well-acquainted with Save the Children's programming and administrative systems.

o Continued development of the regional resource-sharing program initiated in the Asia/Pacific Region under the first Matching Grant, and now expanded to Latin America, Africa and Middle East regions. This program views staff expertise within a geographical region to be of value to its cluster of field offices, thereby providing a cost-effective resource for staff development and technical assistance.

2. Technical Assistance

"I have been with this work for four years and I have learned many interesting things. Through Save the Children I have been able to see Niamey which opened my mind....I have learned so much. I have seen leatherwork, shoemaking, jewelry. I want to learn how to do all of it."

--Women's Group Member, "Banga
Dori" Blanket Weaving Cooperative,
Burkina Faso

Following a three year period of decentralized technical assistance (1980-1983), Save the Children recognized the need to develop an agencywide approach in key sectors for an effective consolidation and sharing of our experiences in program implementation. We sought to maintain and support the fundamental principles in our sector implementation approaches (such as a central emphasis on primary health care and preventive health programming for children age 0-5; or an emphasis on small-scale, organic agricultural projects) while developing agency-wide programming strategies of relevance and utility to our 59 field programs. It was felt these strategies would promote a consistent and qualitative programming approach, while putting technical assistance in a given sector at the reach of the field director. Consequently, over a phased period beginning in late 1983, specialists were recruited in the

areas of health and nutrition, credit and small-scale enterprise, and food production. The technical assistance group currently numbers 17 professional and support staff.

a. Health/Nutrition

In a two year period, a Health Unit staffed by four physicians, 3 specialists with Masters degrees in Public Health, and administrative staff has realized an impressive series of achievements in furthering Save the Children's implementation of health programming. These include:

- o Development of a global strategy for child protection aimed at significantly reducing child morbidity and mortality in developing countries through low-cost, simple technologies and the promotion of ten family behaviors;

- o Securement of grants (AID/Child Survival and Hewlett Foundation) in excess of \$3,000,000 over three years for the promotion of child survival and family planning activities in 10 countries, to date;

- o Provision of extensive on-site technical assistance to 20 field programs, primarily related to improved service delivery, implementation planning and information systems development for the initiation of the Child Protective Strategy;

- o Initiation of emergency relief and supplemental feeding programs in Ethiopia and Sudan with a combined target population of over 700,000 people. Activities included training village health workers, vaccination of all children under 5 and fertile women, food distribution, and ORT.

b. Credit and Small-scale Enterprise

Since its inception in November, 1983, the Small-scale Enterprise Unit has had a positive impact on strengthening the capability of field staff to design and manage credit programs. Within this sector, Save the Children is augmenting its capacity to mobilize and train "new" entrepreneurs, who are generally restricted from participating in formal credit systems, with a stronger business orientation in systems design, loan recovery, marketing and venture viability. The next phase of development within this sector includes the production of agency-wide enterprise guidelines and the development of an overall sector strategy. Notable accomplishments include:

o The dissemination of credit expertise developed in Lebanon, where over 2000 small-scale entrepreneurs and farmers have participated in a \$2,000,000/annum credit scheme since 1981, with loan repayment rates consistently exceeding 70%. The experience gained in implementing this program has been transferred to the Philippines, Honduras, Gaza/West Bank, Tunisia, Jordan and Sri Lanka. Specific components of the expertise include extensive pre-program community training; technical assistance in business management, technical components of the enterprises, and the development of the overall credit scheme; and working with groups and individuals peripheral to the formal credit structure.

o The refinement, replication and adaptation of an urban development scheme in Sri Lanka, comprised of housing construction and renovation, small-scale enterprise activities, vocational training, and community services to a second urban site in Sri Lanka, and new urban initiatives in Costa Rica, and Jordan. Burkina Faso, Mexico, and Indonesia have also been sites of new urban programs during this period.

o In Tunisia, a significant beekeeping program began in response to a disease that destroyed 80-90% of the hives in Siliana Province. The program has helped beekeepers rebuild disease-free hives which can add in the range of \$300 dollars to an average family income; with five to seven woven hives being the norm. Women and children have learned the skills needed for beekeeping. Traditional hives are made with locally grown grasses, and extracting equipment is made locally. The program has now spread to 8 villages. A beekeeping manual in French and Arabic was produced for the use of beekeepers throughout Tunisia.

The manual and the success of the program has turned beekeeping into a region wide income generating strategy: program work in beekeeping is beginning this year in Greece, the West Bank and Egypt. Interest in the program and its low cost techniques has created interest in Jordan, Sudan and some African and domestic programs, where its feasibility is currently being explored.

o Local institutional development of cooperatives as they continue to evolve. For example, two women's cooperatives initiated in 1979 and 1982 respectively in Burkina Faso have petitioned the Government for full cooperative status, making them eligible for governmental loans. In Colombia, where women's credit activities initiated in 1977 have now grown to encompass 57 legally incorporated clubs and over

800 members, repayment rates still exceed 90%. Through 1985, 283 loans valued at \$78,143 had been disbursed for the creation of small scale enterprises and household improvements.

c. Food Production

As part of the Agency's approach to developing a technical assistance strategy for food production, a one year collaborative arrangement was entered into with the USDA Cooperative Extension Service. Under this agreement, an Extension employee was placed as the Agriculture Coordinator at Save the Children for the purpose of developing comprehensive agricultural and food production strategies for incorporation into community development programs. While some positive contributions were accrued to Save the Children, on the whole the collaborative undertaking did not meet all expectations, and represented a setback in developing the Food Production sector. With the placement of a new Food Production specialist in mid-1985, Save the Children feels it is now in position to move the sector development ahead.

Despite this shortcoming in developing an agency-wide approach to Food Production, some notable accomplishments in individual field programs occurred. Highlights include:

o In Bangladesh, as a result of food production loans for irrigation, seeds and fertilizer made available by the Matching Grant project fund, 614 participants were able to cultivate 654 acres of previously uncultivable land, directly benefitting over 3600 individuals. New improved variety rice introduced (IRRI boro) increased average yields from 2800 to 5600 lbs. per acre.

o In the same program, considerable success has been experienced with the introduction of new crops. High yield wheat, initially introduced on a demonstration basis due to the villagers' skepticism, has been incorporated into the crops of five impact area villages (and several adjacent villages where Save the Children is not working), supplementing the income and diet of the entire region. The introduction of seeds for chinese cabbage, cauliflower, cabbage and carrots (previously unknown in the region) has created nutritious produce now widely available in local markets. A small-scale silver carp demonstration project has turned into a viable local nursery, which last year sold over 30,000 fingerlings to local farmers.

o In Colombia, a water wheel pump that lifts water from streams and rivers to a height of 200 ft. from the base of the river for distances of up to 1/2 mile for irrigation and household use has been refined and extensively tested in this period. Named the "Linares" pump after its local inventor, the pump is constructed entirely from locally-made parts, is inexpensive, and is easy to install and maintain. The field-testing sites include Colombia, Mexico, the Dominican Republic, Guatemala and Ecuador.

o A school garden manual, produced in English, Spanish and French, was developed for use in schools in developing countries where teaching aids are in short supply. The School Garden manual curriculum is designed to use the garden as a classroom for instruction in science and nutrition. Gardens were successfully introduced in Tunisia, Egypt, Jordan and the Gambia.

3. Program Planning and Evaluation

"We all know that the child is the foundation of society. Children will be the elders of tomorrow. Any assistance that focuses on a child's needs is the basis for the continuity of humanity."

--Mamwally Joof, elder, village
of Mbollet Bah, The Gambia
during the field-testing of
the "Child Centered Approach"

The three year period of the Matching Grant represented a significant evolution in the development of Save the Children's approach to planning. With the 1984 field-testing of the "Child Centered Approach" (designed under the first Matching Grant), Save the Children began to experiment with gathering data and developing programs around a restricted number of key indicators directly related to the well-being of the child. The rekindled focus on the child might have been valuable groundwork for the introduction of the Child Survival approach in 1985, which also operates on the basis of standardized, child-related indicators. While Save the Children has continued to affirm its commitment to a participatory development process and a strong community management involvement, implicit in the movement towards sector planning is a greater involvement of agency staff in program design. The planning and monitoring systems currently being developed reflect this involvement with their strong focus on program impact.

As Table 1 illustrates, the past six years have witnessed a significant growth in consolidated planning functions at Save the Children.

Table 1

Growth in Planning Functions at Save the Children

<u>1980</u>	<u>1983</u>	<u>1985</u>
Multi-year Field Office Plans (1980-1983)	Multi-year Field Office Plans (1983-1986)	Child Survival Three Year Plan
Matching Grant I	Matching Grant II	International Conference Recommendations
	Long Range Budget & Sponsorship Forecasts	Partnership Grant Plan
		Annual Field Office Plans
		Annual and Five Year Plans for TTRU, six Regions, Office of the Vice President.
		Quarterly Program Planning Retreats
		Multi-year Program Department Plan (1986-1990)

These multi-country, multi-sector plans represent the consolidation of numerous community and field office-level planning processes, generally linked in the following manner:

<u>Community</u>	<u>Impact Area</u>	<u>Field Office</u>	<u>Headquarters</u>
Needs Assessment Project Plans Community management strategy	Needs Assessment Sector Plans Impact area management strategy and structure	Annual Program Overview Multi-year Plan Annual Implementation Plan	Multi-year, Multi-sectors plans Regional plans, etc. (see above chart)

While several field offices and regions have made advances in the areas of program monitoring and evaluation, our overall accomplishments in this area fall short of goal. With the growth of new programs and the increased magnitude of projects, Save the Children has outgrown its field office reporting information system as well. We recognize the need to develop an integrated planning, monitoring and evaluation system aimed at measuring progress on a sectorwide level within each impact area that lends itself to field office and home office computerization. While this effort has been initiated over the last six months, its field-testing implementation represents a major scope of work during the Partnership Grant years.

Highlights of the program planning and evaluation accomplishments include:

- o Development of significant, multi-country plans, including the Child Survival implementation plans and information system, the Partnership Grant "Community Skills Transfer for Economic Self-Reliance" plan, Save the Children's Five Year Plan, and a planning approach to emergency interventions;
- o Field-testing of the "Child Centered Approach" in the Gambia, and its further adaptation and refinement in Costa Rica and Bolivia;
- o Completion of a comparative evaluation study, which examines the issues and trends in 17 field office evaluations;
- o Formation of a five member "Planning Taskforce" reporting to the Program Management Team in the headquarters, charged with redesigning planning, evaluation, and monitoring systems. As its initial work, the Planning Taskforce redesigned the "Program Summary" submitted annually with the field office budget. Work in progress includes the field testing of a new annual and multi-year implementation plan format;
- o Development of impact area fiscal and program monitoring systems ("FORS 06") in El Salvador, further disseminated at the International Conference to international and U.S. programs.
- o Initiation of a Lessons Learned evaluation series, with the production of four case studies, including Program Startup (Jordan, Philippines, Malawi, Costa Rica), Women in Development (Bangladesh, Burkina Faso, Colombia, Nepal),

Famine Relief and Recovery (Ethiopia and Sudan), and Urban Development (Sri Lanka). The case studies are intended to transfer information on the experience gained in these programs to development practitioners at Save the Children and in other agencies.

4. Program Development

The 1983-1986 period was a dynamic era for Save the Children in developing its institutional and programming outreach capabilities. The range of institutional activities spanned a key facilitating role of PVO collaboration in the United States to the solidification of the Save the Children Alliance activities to the continued support of advisory councils and affiliate organizations in the countries in which Save the Children works. Program development activities include the initiation of 21 new country programs, 58 new impact areas, and further diversification of our programming approach in crisis and refugee situations. Specific accomplishments include:

- o A pivotal role in the formation of "Interaction", a collaborative agency for information exchange and coordination of over 100 private voluntary organizations;
- o Continued institutional support and collaboration with seven affiliate Save the Children agencies in Korea, the Dominican Republic, Mexico, Greece, Malawi, Mauritius and Lesotho. Currently, modes in institutionalization are being explored for Save the Children field offices in Tunisia and Honduras over an intermediate time frame (3-5 years);
- o Extensive inter-institutional and bilateral collaboration particularly in the Africa Region, where extensive coordination of efforts was needed to mobilize an effective approach to the relief activities;
- o Diversification of Save the Children's programming approach to increase program assistance to refugees and the victims of emergencies. By the beginning of FY86, Save the Children's work with refugees had amounted to 26% of its overall assistance portfolio, while its work in emergency situations had climbed to 8% (excluding the value of foodstuff commodities).
- o Extensive involvement in local institutional development (national and impact area levels), including a primary emphasis on community training and leadership development

activities, community management capacities, and the sustainability of community projects;

o Methodical program startup activities. Those particularly assisted by Matching Grant funds in their startup phase include Jordan, Bolivia, Haiti and Egypt where Matching Grant funds have been utilized for feasibility studies, the development of implementation plans, staff recruitment and training, establishing administrative systems, and demonstration projects. During this initial phase, all these programs have successfully diversified their funding support, thereby effectively leveraging the Matching Grant funds.

IV. PROGRAM MANAGEMENT AND FINANCES

1. Management

The Matching Grant was of critical importance to Save the Children in its ability to execute and manage its expanded scope of development activities.

One of the key positions funded by the Matching Grant was that of assistant regional directors in each of the international regions. Generally development specialists with extensive prior field experience, the Assistant Regional Directors assumed vital roles in supporting the development of the new programs, participating in activities ranging from selecting and training field directors to feasibility studies to the negotiation of country agreements. Their ongoing administrative involvement at the headquarters effectively supports field offices by a key coordination role in program planning and evaluation as well as expediting reimbursements, information-sharing, and the resolution of problems experienced by field programs.

During the first year of the Matching Grant, an "Operations Support Unit" was formed. Charged with field office auditing and accounting training, the Unit has strengthened Save the Children's internal capability to monitor the efficient use of all program monies.

The Information Systems Steering Committee, a 15 member interdepartmental group, assumed responsibility for implementing twelve major projects aimed at improving the efficiency and effectiveness of Agency operations through the use of technology. Some of the outcomes include a computerized system for generating and producing information on sponsored children, an optical character

recognition (OCR) machine that has greatly expedited the Agency's income processing capabilities, and the initiation of a new financial reporting system designed to be in place in field offices by July 1987.

In a related effort, assisted by the TISSC Technology and Training Subcommittee, 35 field offices obtained IBM XT or IBM-compatible personal computers. Based on a pioneering effort in Nepal, an International Systems Analyst was hired to develop standardized software for administrative and programming functions. A "Sponsorship Management Software Package" has been developed, field-tested, and disseminated to seven U.S. and international programs, utilizing private funds. (A training plan is currently being developed so all traditional sponsorship programs with PCs will be fully capacitated to use this software by July 1987, thereby leading to fewer administrative demands on field.) In research and development stages at the moment is "Child Survival Software" which will be field-tested in Nepal and Bangladesh over the next six months. This innovative software will represent the first significant PVO effort to establish a thorough Child Survival database. Additionally, it has the potential to become the "heart" of a computerized Program Implementation and Monitoring system for Save the Children. These technical breakthroughs are major aids to field programs in their efforts to deliver qualitative programs in a cost-effective manner.

2. Finances

The following table documents the expenditure of Matching Grant funds through 1/31/86. These funds have been matched at a ratio of 3:1 by private funds, topping twelve million dollars through 12/31/85. A complete financial report will be submitted at the closure of the Matching Grant.

MATCHING GRANT II
3/1/83 - 2/28/86
GRANT # PDC-0200-G-SS-3087-00
(AID Funds Only)

	Budget	Obligations- Approved Activities	3/1/83 - 01/31/86 Expenditures
<u>Regional Support</u>			
Asia/Pacific		\$ 280,097	\$ 254,378
Middle East		\$ 285,378	\$ 250,365
Latin America		\$ 270,276	\$ 247,923
Africa		\$ 360,522	\$ 329,079
Subtotal	<u>\$1,223,839</u>	<u>\$1,196,273</u>	<u>\$1,081,745</u>
<u>Country Projects</u>			
Asia/Pacific		\$ 94,540	\$ 84,993
Middle East/N.Africa		\$ 244,595	\$ 211,391
Latin America		\$ 178,536	\$ 106,271
Africa		\$ 107,753	\$ 48,231
Subtotal	<u>\$ 816,615</u>	<u>\$ 625,424</u>	<u>\$ 450,886</u>
<u>Consultants/Sectoral Staff</u>			
Headquarters-based		\$ 419,550	\$ 378,272
Asia/Pacific		\$ 57,538	\$ 57,538
Middle East/N. Africa		\$ 35,224	\$ 28,490
Latin America		\$ 35,424	\$ 35,424
Africa		\$ 73,561	\$ 40,391
Subtotal	<u>\$ 571,083</u>	<u>\$ 522,237</u>	<u>\$ 540,115</u>
<u>Training/Technical Resources</u>			
Headquarters-based		\$ 555,513	\$ 508,052
Asia/Pacific		\$ 84,026	\$ 54,689
Middle East/N. Africa		\$ 30,178	\$ 23,318
Latin America		\$ 119,741	\$ 113,592
Africa		\$ 60,927	\$ 60,926
Materials Development		\$ 16,410	\$ 7,289
Orientation & Training		\$ 83,192	\$ 68,736
Subtotal	<u>\$ 926,631</u>	<u>\$ 949,987</u>	<u>\$ 836,602</u>
<u>Planning/Evaluation</u>			
Headquarters-based		\$ 239,981	\$ 200,284
Asia/Pacific		\$ 12,966	\$ 9,586
Middle East/N. Africa		\$ 15,744	\$ 15,128
Latin America		\$ 75,788	\$ 65,397
Africa		\$ 13,104	\$ 13,104
Lessons Learned		\$ 50,000	\$ 825
Subtotal	<u>\$ 378,497</u>	<u>\$ 407,583</u>	<u>\$ 304,324</u>
<u>Program Management</u>			
Support	\$ 97,543	\$ 41,723	\$ 36,763
<u>Shared Program</u>			
Administration	\$ 532,150	\$ 488,957	\$ 429,936
<u>Major Events</u>			
Worldwide		\$ 135,496	\$ 135,181
Asia/Pacific		\$ 4,745	\$ 4,745
Middle East/N. Africa		\$ 13,957	\$ 9,457
Latin America		\$ 14,520	\$ 14,520
Subtotal	<u>\$ 150,000</u>	<u>\$ 168,718</u>	<u>\$ 163,903</u>
<u>GRAND TOTALS</u>	<u>\$4,500,000</u>	<u>\$4,499,462</u>	<u>\$3,844,274</u>

* Field Office expenditures are only official through December 31, 1985, but include some bookings for January, 1986. The Westport Home Office charges are also official through December 31, but with more complete entries through January 31, 1986.

V. RECOMMENDATIONS AND LESSONS LEARNED

The following statements highlight Save the Children's "Lessons Learned" in program implementation during the Matching Grant II period:

1. Training

o For an agency-wide training strategy to achieve its full potential in strengthening program implementation, it must reach out to the actual implementers; in this case, over 1000 impact-area based field coordinators and sector staff in 59 programs worldwide. This is not a one-time, 2-week effort, but rather an evolving, skills development process that is reinforced by repeated practice in community development settings, access to a wide variety of training methods and continuous managerial support from supervisors cognizant of the interface between training activities and project implementation. The constraints faced in achieving this objective are considerable: the availability of financial resources, logistics, demands placed on a handful of trainers, and language barriers. To leverage the resources, a "training of trainers" strategy has been employed which has a networking effect throughout the field programs. The Partnership Grant represents an opportunity for a broader, field-based dissemination of training technologies and workshops, including "Community Development Training" and "Basic Management Training" modules geared directly to the needs of field staff.

2. Technical Assistance

a) Health/Nutrition/Family Planning

o To truly reach the children most imperiled by life-threatening diseases and environmental hazards, it is necessary to establish a systematic family enrollment process and tickler file which ensures 100% inclusion of children aged 0-5. Prior to the inception of the Matching Grant II, Save the Children's community health projects were heavily influenced by the self-selectiveness of community families, and implementation was reliant, to a large degree, upon the interests and backgrounds of the particular field staff. Through the promotion of "ten protective family behaviors" in Save the Children's Child Survival program, with a renewed emphasis on the individual family unit, health services will be provided to every child under five and all fertile women. An information system has been field-tested and introduced to collect targeted health data on this constituency. The

effectiveness of the strategy has been augmented by the placement of trained health professionals in key field positions charged with training village health workers, coordinating with government ministries and outreach programs, and establishing a referral system.

Save the Children has also learned that village people, even if they are volunteers and illiterate, can be effectively mobilized and trained as health workers, provided that they are responsible for not more than 100 families. Because the size of their jurisdiction is limited, the health workers can accurately report on births, deaths, and causes of death, allowing the community to make its own diagnosis, and in turn increasing its motivation to identify and eliminate the real killers of children.

Save the Children has observed an interesting and concurrent trend in the specificity of health objectives in several field programs. Typically, in 1983, a 3 year health objective for an impact area might be: "to increase the level of community awareness about sound nutritional practices", whereas in 1986, it is more likely to be targeted to "reduce the number of child deaths from diarrhea by 50%".

b. Small-scale enterprise

o While Save the Children has successfully demonstrated that working with new entrepreneurs, including marginalized groups, women and the landless, is entirely possible, this approach requires extensive managerial and training inputs, should be planned on a longer timeframe, and has a higher degree of risk associated with it. The potential benefits justify the level of effort: Save the Children's work with women villagers, in particular, suggests a high level correlation between their involvement in income-generating activities and a direct and tangible economic impact on their children's welfare.

o Initiation of income-generating activities in a community development setting should be carefully timed with respect to the community's level of preparedness. Credit programs should be preceded by a local marketing study and a carefully developed repayment system which lends itself to community management. By tightening up guidelines on the planning of income-generating projects, including a cost-benefit assessment over a multi-year period, a monitoring system that routinely tracks cash inflows and outflows, project-specific training and the clear

delineation of the loan recipient's responsibilities, Save the Children hopes to improve repayment rates, while retaining its commitment to working with marginalized groups.

C. Technology

o Introduction of a new technology in a community development environment should be preceded by extensive field-testing in the actual environmental conditions over an adequate time period before the technology is replicated. Save the children, under the guidance of ITDG, introduced fiber reinforced concrete (FRC) roofing tiles in several projects, principally as part of a slum upgrading project in Sri Lanka, and subsequently on several Pacific Islands and in Latin America. After two years, however, cracks in the tiles and subsequent roof leaks appeared. Following experimentation with improving the technology, roofing tile production was suspended in Sri Lanka and the Dominican Republic, where roof replacement programs were initiated at considerable expense. In Kiribati, where no other reasonable local alternative was available, concrete tiles are still used without the inclusion of the reinforcing fibers (identified as a persistent cause of the degradation and cracking).

3. Program Planning and Evaluation

o A better investment of resources, both human and financial, can be achieved by conducting "baseline surveys" at the initiation of comprehensive sector strategies, often 18-24 months after program inception. Following nearly six years of experimentation, Save the Children has learned that the optimal time for establishing a community data base generally follows a period of community training and demonstration projects. Broad-scale planning efforts should be undertaken once the agency's credibility is well-established with the community, once areas of long-term sectorial emphasis have been defined, and once a capability has been developed to implement an ongoing monitoring system simultaneously.

In the area of health, for example, existing baseline surveys focus, by definition, on retrospective data of less relevance and reliability to immediate community conditions. The family enrollment system, now prevalent in 14 countries, is admittedly a major, labor-intensive effort for a field program, but yields a prospective, longitudinal data base. Within 12 months, accurate data on births, deaths and causes of death are available, and within three

years, a reliable information system on all major health trends is fully in place, due to the built-in monitoring system.

Future developments in planning will include sector-based information systems in the areas of food production and small-scale enterprise/productivity.

o Expected progress in establishing program monitoring and evaluation systems throughout field offices has been somewhat impeded by the renewed emphasis on sector-based planning and information systems. Essentially, the "lesson" is that the planning, monitoring and evaluation systems must be conceptualized and designed in concert with one another, and that a field staff capability to manage these systems is the foremost factor in their longevity and utility. Increasingly, too, Save the Children is finding the selection and emphasis of a restricted number of key indicators lends itself to comparative analysis of program performance without onerous demands on field staff. This vital area is one we shall continue to develop during the implementation of the Partnership Grant.

4. Program Development

o More realistic expectations of new and ongoing field programs can be communicated and evaluated through the adoption of a multi-tiered concept of a program's evolution. With the expansion of new field programs in the last five years, Save the Children has found it valuable to articulate the major phases in the evolution of a community development program, and to specify the respective methods of programming interventions, the magnitude of financial resources, and the timing of planning activities.

A new program is expected to be in the "start-up" phase for up to two years, during which no measurable sector impact is anticipated. Rather, this two year block is devoted to community organization and training, needs assessment and the development of program strategies, demonstration projects, and the solidification of government relationships. Private resource investments are modest -- generally in the \$125,000-200,000 range per annum.

The program then moves into "active implementation", a phase that can take five years or more. During the active implementation period, multi-sectoral strategies are implemented which produce a measurable impact in accordance with the program's objectives and strategies. Larger

financial investments are necessary (\$200,000-500,000) so a program must frequently diversify its funding base. Staffing levels, the numbers of beneficiaries, and the number of programming areas are all increased.

A "mature" program is generally over eight years old. The older areas are managed primarily by the communities, with continued funding and technical inputs from Save the Children. Projects are significant in scale, and characterized by tangible evidence of impact; the more successful projects may well be replicated. Within their own development contexts, Save the Children expects these older programs to become involved in policy formation, resource-sharing and networking. Funding bases (generally over \$500,000) should be soundly diversified, and modes of institutionalization explored.

5. Program Management

o Financial resources can be maximized and field staff can benefit substantially from a regional resource-sharing approach to job training. The regional resource-sharing approach is effective in expanding Save the Children's human resource base for training, while transferring skills and knowledge directly relevant to the staff member's job, usually at the cost of travel and per diem.

o Field directors benefit substantially from an annual program review by senior regional staff. In accordance with the increased number of field programs, Save the Children has had to prioritize its use of travel funds carefully. During the process, Save the Children has reaffirmed its commitment to annual field and impact area visit by regional supervisory staff for the purposes of quality control, program advocacy and information, and the cross-fertilization of experience. Regional conferences have provided a common forum for the exchange of ideas and experience within technical and administrative areas.

o It is ultimately much more cost-effective and efficient to develop standardized software systems for field office reporting and administrative purposes and to purchase compatible hardware with a view to long range area networking. Following "pilot" efforts in 1984 and 1985 to design computer software for applications in sponsorship administration, finance and planning/monitoring in several field offices, Save the Children found it was more cost-efficient to employ an information systems specialist

thoroughly acquainted with the agency's administrative and programmatic systems, and technically qualified to integrate the Systems 38 mainframe database with a PC database.

COMMUNITY SKILLS TRANSFER
FOR ECONOMIC SELF-RELIANCE

A FIVE YEAR PARTNERSHIP GRANT PROPOSAL

Key Data

Submitted by
Save the Children Federation
54 Wilton Road
Westport, Connecticut 06880
(203) 226-7271

Partnership Grant
LOGICAL FRAMEWORK

OBJECTIVES	OBJECTIVELY VERIFIABLE INDICATORS	MEANS OF VERIFICATION	ASSUMPTIONS
<u>Ultimate Goal:</u>			
To increase the economic self-reliance of low income families in 7 developing countries	<ul style="list-style-type: none"> o increased availability of food per low-income household o increased control of locally generated resources and local institutions o decreased employment and under-employment rates o increased participation of children in education 	<ul style="list-style-type: none"> o selected health/nutrition surveys, clinic records o local government records and statistics o school records 	
<u>Goal:</u>			
Within targeted low-income communities in 7 countries, Save the Children plans to address the following basic needs:	By 1991, selected community groups will demonstrate:		
1. To increase the production of food;	<ul style="list-style-type: none"> o increased agricultural yields o farming practices upgraded and modernized 	<ul style="list-style-type: none"> o agricultural extension records and regional statistics o marketing cooperative records 	<ul style="list-style-type: none"> - National and local economic conditions improve or stay the same; - Local groups are able to attain sufficient participation in local and regional economic systems;
2. To increase family and community income and employment opportunities;	<ul style="list-style-type: none"> o better rate of acceptance for agricultural and family loans o increased participation in local economy o reduced employment and under-employment rates 	o loan association records	<ul style="list-style-type: none"> - Local and national governments and leadership structures continue to support Save the Children and the community's initiative; - In-migration and out-migration remain stable;
3. To increase community access to safe shelter and potable water	<ul style="list-style-type: none"> o reduction in rate of water-borne disease o increased habitation rate of safe shelters 	<ul style="list-style-type: none"> o clinic records o Save the Children evaluations o selected Save the Children studies 	
<u>Purpose:</u>			
To transfer appropriate technologies, skills, and management capabilities to targeted community groups in the areas of food production, economic development, community improvements, for direct application in community settings.	By 1991, community groups in 7 targeted countries will demonstrate the utility of the skills transfer in these ways:		
	o 60% of the community members participating in food production training will utilize improved practices and strategies	<ul style="list-style-type: none"> o Save the Children internal and external evaluations o Special studies and sector reports 	- Interventions are effectively targeted and sufficient in scope to have a substantial impact

23

OBJECTIVES	OBJECTIVELY VERIFIABLE INDICATORS	MEANS OF VERIFICATION	ASSUMPTIONS
<u>Purpose:</u> (continued)	<ul style="list-style-type: none"> o at least 50 viable microenterprises will be operating under community management o 50% of all employment training/vocational skills training participants will be employed in relevant jobs; o routine maintenance and repair of water systems will occur in at least 75% of the water-related community-improvement projects o key participants will have replicated at least 2 appropriate technologies within their homes in target communities; 	<ul style="list-style-type: none"> o field office semi-annual reports o multi-year plans 	<ul style="list-style-type: none"> - Staff and trainers are well-accepted by community groups; - Over 50% of target community is-motivated to participate in projects; - Program receives key local government and institutional support; - Communities have sufficient control over local land, resources, markets; - Climatic conditions remain stable.
<u>Outputs:</u>	By 1991, the following achievements can be measured:		
1. Community Skills Centers in 7 countries constructed, operating and offering broad range of training services to community groups;	<ul style="list-style-type: none"> o 7 Community Skills Centers constructed in the following countries: Zimbabwe, Burkina Faso, Sri Lanka, Costa Rica, Dominica, Jordan, Tunisia 	<ul style="list-style-type: none"> o Save the Children internal and external evaluations o training and sector reports o field office annual reports 	<ul style="list-style-type: none"> - Training is relevant, effective and culturally sensitive; - Key participants are well-motivated to participate in the training;
2. Demonstration projects in 7 Centers spanning 3 sectoral areas successfully established;	<ul style="list-style-type: none"> o Over 250 demonstration projects established in 7 centers, comprised of approximately 110 economic development, 90 food production and 60 community improvements 	<ul style="list-style-type: none"> o project expenditure records 	<ul style="list-style-type: none"> - Demonstration projects meet community's perceptions of needs and communities want to replicate them
3. Comprehensive training program established for each Center and its related impact areas;	<ul style="list-style-type: none"> o Training strategies and action plans developed for all Centers, including 9 agriculture programs, 3 employment programs, 1 construction program 	<ul style="list-style-type: none"> o sector and training strategy documents 	
4. Program strategy designed and community projects implemented in each affiliated impact area (7 countries) in one or more of the following sectors: food production, economic development, community improvements	<ul style="list-style-type: none"> o Training of Trainers, Field Management Training and Community Development Training workshops disseminated to over 30 field offices and 60 community groups o Skills transferred in 3 major sectoral areas to over 6,500 participants; 	<ul style="list-style-type: none"> o multi-year plans o videos and training manuals from established demonstration projects 	<ul style="list-style-type: none"> - Program receives key local government and institutional support; - Continuing technical, material and managerial resources support program - Staff turnover does not exceed 15%

Outputs: (continued)

- o Over 400 community projects developed in 7 countries, including:
 - I. Food production programs implemented in 7 countries:
 - a) food storage and preservation programs in 2 countries;
 - b) improved agricultural techniques programs in 5 countries;
 - c) intensive horticulture programs in 5 countries;
 - d) improved feed programs in 3 countries
 - e) livestock and animal husbandry programs in 3 countries;
 - f) forestation programs in 2 countries
 - g) fish farming program in 2 countries
 - h) training program for water resource management in 2 countries;
 - i) small-scale irrigation programs in 2 countries;
 - II. Economic Development programs in 6 countries including:
 - a) microenterprise development in 6 countries;
 - b) employment and vocational skills programs in 3 countries;
 - c) revolving loan fund programs in 6 countries;
 - d) cooperative programs in 3 countries
 - III. Community Improvement projects in 7 countries, including:
 - a) construction or rehabilitation of 7 Centers;
 - b) urban housing construction and improvement programs in 2 countries;
 - c) solar technologies, improved ventilation, pit latrines and smokeless stoves introduced in 3 countries.
 - d) potable water development programs in 2 countries

Inputs:

- o Project and support funds
- o Sectoral workshops
- o Training specialists
- o Land
- o Building materials
- o Administrative and management support
- o Field office staff

Financial resources totalling:

\$ 8,500,000 AID

\$10,520,000 SCF

- AID missions support Save the Children-proposed activities;
- Funds available on time;
- Inflation and currency fluctuation patterns remain consistent;
- Host governments support plans;
- Appropriate sites identified and available for Centers;
- Qualified staff available

2

SAVE THE CHILDREN
SUMMARY BUDGET -- AID PARTNERSHIP GRANT
(In \$ Thousands)

	<u>YEAR 1</u>		<u>YEAR 2</u>		<u>YEAR 3</u>		<u>YEAR 4</u>		<u>YEAR 5</u>		<u>TOTAL</u>		<u>GRAND TOTAL</u>
	AID	SCF	AID	SCF									
A. <u>Training</u>	317	95	372	97	402	97	422	97	398	97	1,911	483	2,394
B. <u>Sectoral Development</u>	233	41	241	41	250	41	260	41	218	41	1,202	205	1,407
C. <u>Skills Transfer and Sectoral Development Projects</u>													
1) <u>Primary Countries</u>													
Zimbabwe	82	174	100	181	48	190	166	200	85	209	481	954	1,435
Burkina Faso	65	155	100	180	100	200	90	219	65	242	420	996	1,416
Sri Lanka	75	114	75	125	75	138	75	152	75	167	375	696	1,071
Costa Rica	77	90	104	112	97	126	61	61	61	83	400	537	937
Dominica	66	77	74	83	60	86	54	92	49	100	303	438	741
Tunisia	62	66	68	72	68	79	67	86	30	92	295	395	690
Jordan	27	56	108	66	93	75	77	85	68	94	373	376	749
Sub-Total	454	732	629	819	541	894	590	960	433	987	2,647	4,392	7,039
2) <u>Secondary Countries</u>	-0-	625	-0-	687	-0-	759	-0-	832	-0-	917	-0-	3,820	3,820
Total	454	1,357	629	1,506	541	1,653	590	1,792	433	1,904	2,647	8,212	10,859
D. <u>Grant Management</u>	59	21	62	23	66	25	70	27	74	29	331	125	456
E. <u>Planning/Evaluation/Documentation</u>	105	21	112	23	119	25	127	27	136	29	599	125	724
F. <u>Regional Conferences</u>	60	15	60	15	60	15	60	15	60	15	300	75	375
G. <u>Regional Resources Sharing</u>	40	10	40	10	40	10	40	10	40	10	200	50	250
H. <u>Regional/V.P. Support</u>	108	297	108	318	108	340	108	365	108	400	540	1,720	2,260
I. <u>Indirect Costs</u>	137	-	162	-	158	-	167	-	146	-	770	-	770
Total	1,513	1,857	1,786	2,033	1,744	2,206	1,844	2,374	1,613	2,525	8,500	10,995	19,495
GRAND TOTAL	3,370		3,319		3,950		4,218		4,138		19,495		---

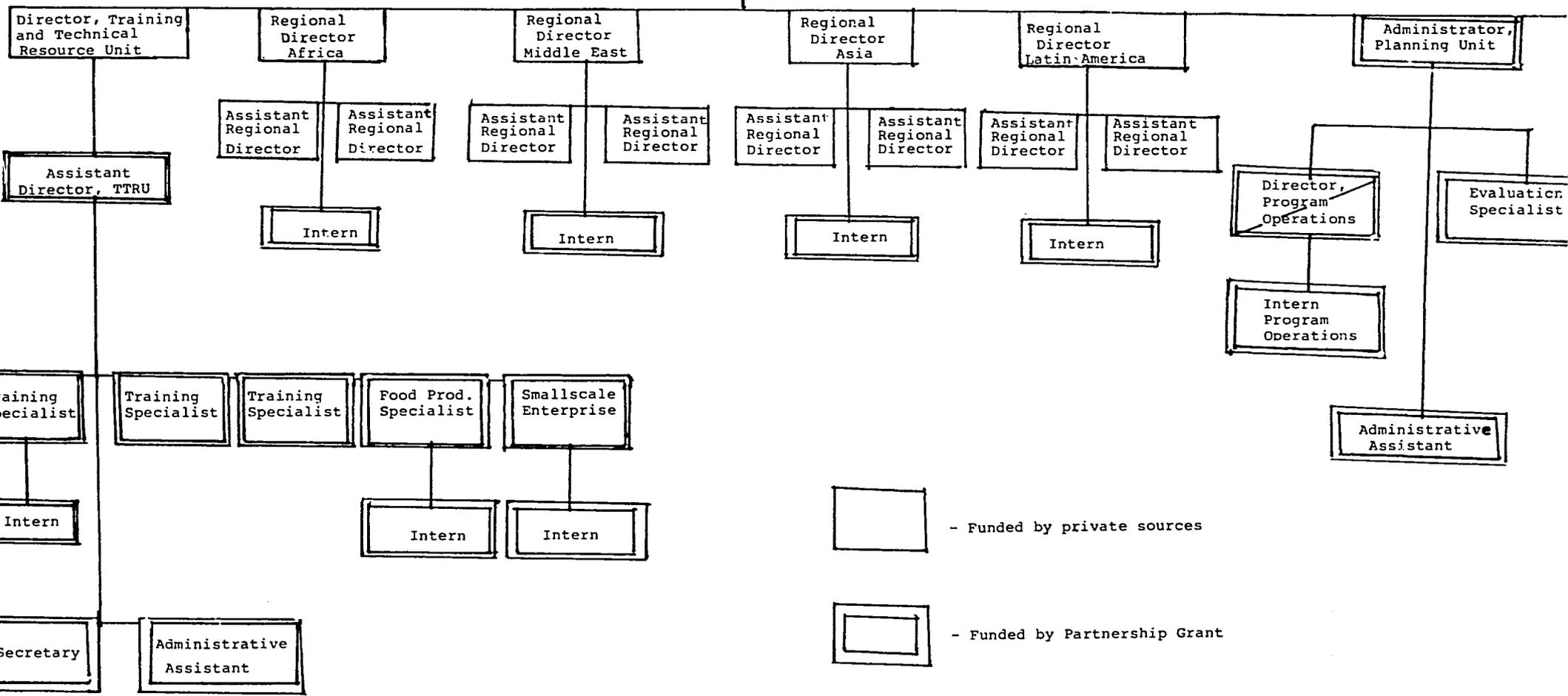
ORGANIZATIONAL CHART

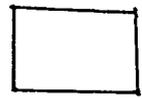
FOR

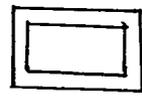
PARTNERSHIP GRANT EFFORT

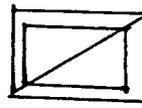
VICE PRESIDENT,
PROGRAM

DEPUTY VICE PRESIDENT,
PROGRAM



 - Funded by private sources

 - Funded by Partnership Grant

 - 50% funded by Partnership Grant

27

Partnership Grant Preliminary Implementation Plan

<u>PERIOD</u>	<u>ACTIVITY</u>
YEAR ONE	<ul style="list-style-type: none">o Grant is received
1st Quarter	<ul style="list-style-type: none">o New staff positions under Partnership Grant are recruited and trained;o Partnership Grant Committee is formed to facilitate coordination of grant activities. Committee responsibilities will include the approval of implementation plans, the design of an information system for grant, and fiscal monitoring.o Partnership Grant Conference is held for 10 days, with field staff from seven primary countries, sector specialists, regional and planning staff. Outputs will include country-specific multi-year and annual implementation plans, technical assistance and training plans, and a phased implementation strategy. Information and reporting needs are identified, and an allocation system for project funds established.
YEAR ONE 2nd Quarter	<ul style="list-style-type: none">o "Field Management Training" and "Community Development Training" modules are designed and field-tested;
2nd - 4th Quarter	<ul style="list-style-type: none">o Feasibility studies, baseline surveys, and land surveys are completed as initial programming phase;o Community sites are finalized with appropriate government inputs;o Local indicators are developed and a monitoring system established for Partnership Grant centers and outreach projects;o Community skills centers are designed incorporating locally-available materials and appropriate technologies;o Selected programs (likely including Costa Rica, Sri Lanka and Tunisia) will begin construction or renovation of the centers; some small scale demonstrations projects are also initiated.o Detailed sector strategies are developed in each field program;

2/6

YEAR TWO

- o An Agency-wide strategy for Small Scale Enterprise and Credit is developed and disseminated;
- o Year One Annual Report is submitted.
- o Remaining programs begin construction or renovation of community skills centers;
- o Center staff are hired and trained;
- o 10 Field-based training sessions are sponsored in the following areas: training of trainers, field management training and community development training;
- o Center training programs are designed; materials developed and facilities prepared;
- o Revolving loan funds for productivity programs are established, and communities trained extensively in loan systems and credit management;
- o Demonstration projects are established in accordance with findings of feasibility studies and baseline surveys with considerable headquarters' technical assistance;
- o Outreach program strategies are developed, including targeting beneficiaries and program development;
- o Year Two Report is submitted.

YEAR THREE

- o Internal evaluations of each program are conducted to determine the overall progress and efficiency in implementing the scope of work. Findings are shared with AID, and replanning conducted as necessary, possibly in a conference setting;
- o 10 field-based training modules are sponsored;
- o Year Three Report is submitted.

YEAR FOUR

- o Second centers in Tunisia, Burkina Faso, and Zimbabwe begin implementation and outreach programming;
- o 10 field-based training modules are sponsored;
- o Year Four Report is submitted.

YEAR FIVE

- o Case studies documenting and analyzing Save the Children's experience in implementing the Community skills centers are produced;

24

- o Fifth year external evaluations of selected program programs are conducted and disseminated;
- o 10 field-based training modules are sponsored;
- o Final Partnership Grant Report is submitted.

2. IMPLEMENTATION PLAN	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5
A. <u>Preparation and Management</u>					
Construction of Kasserine Center	██████████				
Construction of Siliana Center		██████████			
Recruit and Train Staff for 2 Sites	██████████	██████████			
Design of Training for Kasserine	██████████	██████████			
Design of Training for Siliana		██████████			
Set up Monitoring and Evaluation Systems		██████████	██████████	██████████	██████████
Establish Revolving Loan Funds, Receive Loan Applications		██████████	██████████	██████████	██████████
Share responsibility for 1 center with Tunisian Counterpart PVO			██████████	██████████	██████████
B. <u>Project Activities</u>					
Establish Demonstration Projects in Economic Development, Food Production, Water Resources and Construction	██████████	██████████	██████████	██████████	██████████
Conduct Skills Training for Community Members, Tunisian Officials and Counterparts and SCF Staff	██████████	██████████	██████████	██████████	██████████
Carry Out Community Projects in Economic Development, Food Production, Water and Construction	██████████	██████████	██████████	██████████	██████████
Disburse Loans from Revolving Loan Funds		██████████	██████████	██████████	██████████
Establish Program bringing GOT officials, other Tunisians and SCF staff to centers		██████████	██████████	██████████	██████████
Produce Case Study and Other Materials			██████████	██████████	██████████
				██████████	██████████

6. (will be further modified)
 - Example from Tunisia

Example of sector specialist

SMALL SCALE ENTERPRISE AND CREDIT SPECIALIST

Under the supervision of the Director of Training and Technical Assistance, the Small Scale Enterprise (SSE) and Credit Specialist will:

1. Provide and facilitate technical assistance to the Program Department (regional staff based in Westport, as well as field office staff) by analyzing the feasibility and design of new program initiative in the SSE and credit sector.
2. Perform assignments with field offices to assess and advise on sector activities including planning, management, implementation, administration, monitoring, reporting and evaluation.
3. Provide and facilitate training to the Program Department, field office staff, and project beneficiaries in SSE project design and development and credit project design and development.
4. Provide and facilitate technical information to regions and field offices by identifying references and resources, and by developing training and technical materials for field office use. Design and conduct seminars and workshops as requested.
5. Provide policy direction to the SSE and Credit sector as it affects the agency as a whole. Develop a SCF strategy for SSE/Credit programs based on SCF expertise in the sector. Research and monitor successful SCF SSE/Credit projects for replicability in other settings.
6. Document the activities in SCF's SSE/Credit sector globally. Establish and maintain an SSE database of project activities. Assist in the external dissemination of information related to our sector activities. Prepare case studies and articles on SCF sector activities.

This unit of the Program Department is composed of five sectors: Training, Food Production, Credit and Small Business, Water Resources and Primary Health Care.

The Assistant Director, who will report to the Director of Training, is responsible for the following activities:

1. Design and facilitate training events at the Westport Home Office.
2. Collaborate with training specialists in the design of training materials and new teaching modules.
3. Act as Deputy for Director of Training when she is away signing time sheets, TAFs, signing requisitions for funds.
4. Supervise translation of documents and materials into French, Spanish, Arabic as needed.
5.
 - Coordinate all sector and training specialist travel schedules.
 - Manage the budget of the Unit including the budgets of all inter-regional sector training and technical assistance grants.
 - Supervise sector coordination of training and technical assistance implementation plans with regional staff.
 - Maintain management information system for training and technical assistance interventions.
 - Assist sector specialists in preparing reports to senior management and in preparing proposals.
 - Coordinate all information gathering from the field in regard to training and technical assistance.
 - Act as liaison with the Director of Program Planning and with the Finance Department.
 - Assist the Director in managing personnel of the unit.

This person needs strong skills in training, non-formal education, administration and management, proposal and report writing and budget management. Computer literacy is necessary as programming, evaluation, budgeting functions will use the IBM System 38 Computer and the IBM PC.

Preference will be given to a manager from Save the Children who has international experience. This position is based in Headquarters with minimum travel expected.

The Assistant Director reports to the Director of Training and Technical Resources.

JV

32

Activity outside Westport office:

Assist with gardening workshops in Southwest programs (carpentry skills as well as horticultural familiarity are "rusts").

Assist with Bridgeport program Youth Gardening Club activities as needed.

Example of internship

To: Files
From: Marny/Noah
Subject: Food Production Intern

We see an Internship in Food Production as a training for a future technical assistant who can go to a field office and coordinate food production projects after the year spent in Westport.

While here he/she can fill in any gaps in food production-related skills through research, attendance at short workshops where appropriate and hands-on in the garden here; familiarize with food production resources as well as SCF in general; practice what he/she may be doing overseas (e.g. by coordinating Garden Co-op).

The following are examples of day-to-day duties of a Food Production Intern:

Read mail and prioritize into Reading, Urgent and FYI categories for Food Production Specialists (Noah and Marny).

Keep Resources files and Agricultural and Organic Gardening Database current.

Assist in securing information re: agricultural resource organizations and researching various agricultural technologists for dissemination to appropriate SCF Field Offices.

Assist Noah in developing lesson plans on selected agricultural topics for Field Office use.

Prepare monthly or quarterly information bulletin for each Region to share state-of-the-art information on food production gleaned from readings (with input from Noah and Marny as well).

Assist with regular publication of Tech News - including soliciting articles, writing, editing.

Prepare bulletins (described above) to go to field offices where appropriate. Feed information to Field Offices in general through features in Tech News.

Coordinate Garden Co-op in 1986.

Develop summary of all agricultural projects currently underway through reading, researching semi-annual and annual Field Office reports.

TRAINING SPECIALIST

JOB DESCRIPTION

As a member of the TTRU team, the Training Specialist will function in a variety of capacities which will contribute to the management of the unit, as well as in providing training programs and technical support which responds to the needs and requests of the Save the Children staff worldwide. Where considered appropriate, the Training Specialist may extend beyond the boundaries of Save the Children to contribute to the knowledge or learning of the greater development community.

Management and Development of the Unit

Collaborates with other TTRU staff to:

- Develop and carry-out supportive procedures which will enable the unit to effectively plan training programs which respond to the needs of SAVE. This would include the design and analysis of training needs assessments, formative and summative evaluations of training, and the documentation and synthesis of training programs.
- Identify and assess the potential training needs of SAVE and make contributions toward the development of new training programs, strategies, models, or follow-up programs. Assists in analyzing the impact of the TTRU program of services to SAVE, and makes contributions toward the further development of effective services.
- Other administrative responsibilities might include: communication, coordination, and planning of training programs with the field and Westport offices, and the development of proposals which might contribute to the development of the unit and its ability to provide services to SAVE, or to foster collaborative efforts with other agencies which will contribute toward the knowledge or learning of the greater development community.

Management, Coordination, Design of Training Programs

Collaborates with the TTRU and Westport staff to:

- design, manage, coordinate, and facilitate the training programs and conferences offered in the U.S. (particular programs referred to here are; Orientation/Training, International Conferences, Quarterly Staff Trainings, and Training for SCF volunteers).
- Works in an advisory (or technical support) role with the SAVE facilitators in these programs, to develop their sessions and to further develop their facilitating skills in nonformal and adult education methodologies.

Collaborates with the TTRU and/or Field Offices to:

- Design, manage, coordinate, and facilitate the Training of Trainers programs either in the U.S. or in the field.
- Works in an advisory (or technical support) role with the SAVE Field Offices to assist them in developing their capability to implement and further develop these programs, in a manner consistent with the principles of adult and nonformal education (This might also be carried-out through the Training Fellows program at Westport).

Collaborates with the TTRU and/or Field Offices to:

- Design, manage, coordinate, and facilitate new programs which may be requested by the field offices; suggested areas might be:
 - Training of field staff in general community development skills as described in and consistent with the CBIRD methodology.
 - Training of middle-level managers (Field Coordinators, Project Managers) in techniques which will enhance their abilities to manage, support, and implement the CBIRD method of operation.

Materials Development (con't.)

- Assists staff in developing their abilities to design and produce a variety of training for use in adult and nonformal education programs.
- Provides technical support to field staff in developing their understanding of and ability to implement a process for materials development, in such steps as; designing, materials, pre-testing, evaluating, and redesigning, so that the materials are appropriate for specific groups of learners and which will lend the desired learning results.

Identification and Dissemination of New Knowledge and Information, Establishing Networks for Information Sharing

- Responsible for identifying new ideas or techniques from the experiences of the SAVE field staff which would contribute to the development of new knowledge in community development. May assist (or motivate) the field staff to refine or synthesize this information so that it can be integrated into the various training programs.
- Responsible for keeping up-to-date with current developments of knowledge in community development or other technical areas, outside of SAVE the Children, and where appropriate, integrating it into the various SAVE training programs (and/or adding it to the Technical Resources Inventory).

Collaborates with the TTRU to:

- Develop and maintain networks for information sharing among the SAVE field offices.

Development Education

Collaborates with the TTRU or other Westport Units to:

- Design and facilitate Development Education programs (or presentations such as slide tape shows) for SAVE staff members or the general public.
- Identification of information from field office experiences which could be disseminated among the Westport staff to add to their understanding of the field-level situations, and which would contribute to greater communication between Westport and the field offices.
- Coordinate workshops or seminars for SAVE Westport staff on current issues in Third World or Rural Development. Identification of outside resource persons to facilitate or participate in these sessions.

Language Requirements

The Training Specialist should be fluent in French and capable of working in that language. Should show willingness and ability to develop fluency in Spanish within the first year of employment.

-Assists field staff in the development or improvement of training programs for use at the village-level such as in health and nutrition, leadership and management of Village Development Committees, problem-solving, structural and social analysis, identifying and developing linkages to mobilize resources and develop collaborative relationships, and other technical areas.

Facilitating Training Sessions

Responsible for developing and facilitating training sessions for any of the above mentioned programs. It is assumed that these sessions will be innovative, and consistent with adult and nonformal education techniques. In the role as facilitator the Training Specialist will demonstrate, through example, the approach and attitude required of a nonformal or adult educator.

Materials Development

Responsible for the design and production of training materials for use in any of the above mentioned programs.

Works in collaboration with the TTRU to develop and produce teaching materials which may be requested by the field.

Assists SAVE staff to develop their abilities to develop and produce teaching materials, either in the field or in the Westport office.