

**AUTOMATION RESEARCH SYSTEMS, LIMITED**

# **Automation Research Systems, Limited**

4480 King Street, Suite 500

Alexandria, Virginia 22302

(703) 820-9000

FAX (703) 820-9106

**FINAL EVALUATION**  
**OF**  
**SAVE THE CHILDREN'S**  
**PARTNERSHIP GRANT**

**Conducted By:**

**Richard Wall, Team Leader**  
**Automation Research Systems, Limited**

**Philip Davies**  
**Save the Children**

**David Rogers**  
**Save the Children**

**Michelle Poulton**  
**Save the Children**

**Under Contract No. OTR-0250-00-C-7237-00**  
**Automation Research Systems, Limited**

## TABLE OF CONTENTS

	Page
I. Executive Summary	1
II. Origins	5
III. Evaluation Methodology	6
IV. Country and Home Office Findings	
A. Burkina Faso	7
B. Tunisia	10
C. Costa Rica	13
D. Home Office	16
V. Lessons Learned	20
A. General	21
B. Management	21
C. Program Planning and Support	23
D. Monitoring and Evaluation	25
VI. Recommendations	26

### Appendices

- A. Scope of Work
- B. Itinerary
- C. Sample Matrix Sheet: Tunisia
- D. Sample Matrix Sheet: Burkina Faso
- E. Sample Matrix Sheet: Costa Rica
- F. Country Budget Status
- G. Grant vs SC Match
- H. Program Allocations
- I. Logframe Output Summary at Year Four
- J. Fulani Translation of Credit Application
- K. Trip Photographs

## I. EXECUTIVE SUMMARY

In 1986, Save the Children Federation (SC) entered into a Cooperative Agreement with the Agency for International Development (AID) to develop skills transfer projects in the field. Aimed at increasing economic self-reliance in local communities, the program was financed by a \$7.7 million Partnership Grant (PG) and \$7.7 million in SC private funds. The funds were to be spent in seven field offices over a five year period.

In each field office, SC proposed creating community skills centers which would provide comprehensive training and demonstration projects that would teach local community groups how to increase family incomes and food production, and how to create community services.

A midterm evaluation took place at the end of the second year of the grant. The evaluation recommended shifting the focus of the program to allow individual field offices the flexibility to develop skills transfer strategies in which skills centers were only one element.

In July 1990, in accordance with the terms of the agreement, SC and AID undertook an external final evaluation. The timing of the final evaluation coincided with SC's interest in seeking a second Partnership Grant. In view of the lead time required to develop a proposal, SC and AID agreed to conduct the final evaluation at the end of the fourth year in order to apply the lessons learned in the proposal for a second grant.

The evaluation was conducted over six weeks by a team composed of SC Field Office Directors from Bolivia and Mali, the SC Evaluation Specialist, and an external evaluator as the Team Leader. The team observed activities in Tunisia, Costa Rica, and Burkina Faso, as well as home office policies and procedures as they applied to the grant.

During the field visits the evaluation team reviewed training, demonstration projects, technical assistance, field office management, community skills centers, skills transfer strategies, activities in food production, small scale enterprises, community improvements. This was a broad overview undertaken to understand the impact of the program on the beneficiaries.

In the home office the team looked at decision making processes, financial management, monitoring and evaluation systems, the Training and Technical Resource Unit (TTRU), and lines of communication between regions and units, as well as between the home office and the field offices.

Some of the prominent achievements noted during the evaluation in Burkina Faso, Tunisia, Costa Rica and home office are:

- o technical skills of 6,500 key participants and field office staff upgraded;
- o 230 projects carried out in economic development, food production and community improvements;
- o 58 training of trainers (TOT), field management training (FMT) and community development training (CDT) workshops implemented and companion materials developed;
- o field office system for program planning, monitoring and evaluation (PEMS) significantly upgraded;
- o home office technical assistance capabilities and grant management procedures expanded; more than 120 technical assistance visits were carried out;
- o appropriate skills transfer strategies, including the use of community centers, developed in each primary country.

The following are the principal lessons learned:

- o In providing this grant to SC, AID has invested its money in the best interests of the Government.
- o SC's program philosophy is concordant with the goals of AID. SC has created a series of training strategies that are having an impact on the lives of the beneficiaries, and has improved capacity at both field office and home office levels.
- o SC has exercised adequate budget control and put in place systems for design, management, and evaluation of projects which have helped to achieve PG's main objectives. There has been a real effort to comply with the terms of the agreement.

The team also drew a number of lessons which SC should note and incorporate into its overall program, as well as future proposals to AID. These are in the areas of management, primary country selection, program sustainability, program design and implementation, and skills transfer strategies. Addressing these will lead to achieving greater impact at all levels. The findings are presented below as recommendations.

## A. Management

SC should strengthen overall grant management in the following areas:

1. A person at the director level with appropriate authority should be responsible for all aspects of planning and implementing PG.

2. The planning and management systems developed under PG should be integrated with other systems currently in use, such as those related to other major grants, like child survival. The existence of parallel systems, each with its own requirements, creates unnecessary confusion.

3. Field Office systems for program planning and monitoring should be linked to the system for reporting and tracking monthly and quarterly financial information. The present system has limited value for program management purposes.

4. In impact areas and field offices where SC is planning to phaseout, SC should prepare an explicit phaseover strategy with appropriate and measurable indicators. SC should ensure staff training and adequate budget for the transition.

5. Tunisia and Costa Rica appeared overly-dependent on PG funds. Likewise, important HO-based capabilities in training and technical assistance are heavily reliant on PG. These field offices, as well as home office, should develop a strategy for sustaining PG-developed capabilities with private resources.

## B. Program Planning

SC should strengthen program design in the following ways:

1. In planning complex multi-year programs, such as PG, it is preferable that home office provide the philosophical framework, while individual field offices translate the framework into a strategy based on local conditions.

2. Criteria for selecting primary countries need to be refined and the countries themselves selected with great care. Priority should be given to well-managed, ongoing programs where PG funds supplement funding from other sources. Their multi-year program plans, including plans for technical assistance, training, and regional resource sharing, should be subject to thorough SC review before implementation.

3. SC has improved its program planning system under PG. SC now needs to incorporate baseline data into PEMS so that field offices can more accurately measure progress and impact. To the extent that the three Field Offices visited are representative, this will require a significant amount of training and technical assistance.

4. Primary countries should receive priority attention as regards timely and high quality technical assistance as well as regional desk support.

5. The Technical Training and Resource Unit having established its credibility found the requests for assistance exceeded its capacity to respond. In light of this experience, SC should examine the possibility of changing the role of the Technical Assistant from someone who delivers training to a Training Resource Officer who could develop resource sharing networks which are culturally, technically, and linguistically appropriate.

### C. Monitoring and Evaluation

1. Primary countries should derive evaluation plans which reflect core indicators, determine methods for obtaining information, identify information users and their needs and specify an evaluation schedule. This should be developed as part of the program plan.

2. Periodic program evaluations undertaken by teams including field office directors should be institutionalized as a form of quality control and to monitor program impact. These are valuable learning opportunities for the staff involved. Field offices also benefit from outside perspectives on their programs which external team members contribute to program assessments.

## II. ORIGINS

In 1985 SC proposed to the Agency for International Development (AID) the creation of seven country programs in which community skills centers would provide comprehensive training programs and demonstration projects. Through these programs local communities would learn how to plan and implement community-based projects in the areas of small scale enterprise, food production, and community improvements. SC proposed introducing appropriate technologies and technical skills, as well as improving management capabilities by expanding SC home office's ability to provide training and technical assistance in small scale enterprise, food production and community improvements.

On August 1, 1986 SC signed a five-year Cooperative Agreement with AID for a Partnership Grant in the amount of \$7.7 million. This grant funded a program to encourage local communities to become economically more self-reliant. The PG was a new mechanism for SC and AID. Unlike Matching Grants, with which SC had previous experience, PG objectives were negotiated by SC and AID, and were targeted to specific sectors. PGs also permitted up-front funding. For SC this meant that by the end of year three the full \$7.7 million had been obligated.

The proposal originally identified Jordan, Tunisia, Zimbabwe, Sri Lanka, Dominica, Costa Rica and Burkina Faso as primary countries. The Philippines replaced Sri Lanka and Dominica as political and security problems in those countries continued unabated. SC also made available the training and technical resources developed under PG to its other countries with projects similar to those in the target countries.

Two-person teams, aided by the field office staff in each country, conducted a midterm evaluation in October/November of 1988. The teams visited five primary countries: Jordan, Tunisia, Costa Rica, Zimbabwe and Burkina Faso. The teams designed a set of instruments to assess the major program and management components of the grant in each field office. A team also assessed the effectiveness of grant management in SC's home office.

The midterm evaluation was a pivotal event. It refocused training and technical assistance on the primary countries. In addition, it provided the rationale to adjust program strategies to account for local circumstances, particularly with regard to creating community skills centers. Staff in the primary countries then worked with

home office regional desks and technical specialists to prepare action plans taking into account the evaluation recommendations. These revisions recognized the unique characteristics of each field office's program and legitimized their individual skills transfer strategies.

### III. EVALUATION METHODOLOGY

SC and AID performed an external evaluation of Cooperative Agreement PDC-0279-A-00-6200-00 in accordance with provisions of the Partnership Grant. SC and AID jointly developed the scope of work (Appendix A) which called for an evaluation team to visit the home office and three representative field offices - Tunisia, Costa Rica and Burkina Faso. These field offices were selected because they reflect geographically diverse applications of PG.

SC and AID drew together a four-person evaluation team. The team leader and principal author of this report, Richard Wall, was contracted by AID, Bureau for Food for Peace and Voluntary Assistance, Office of Private and Voluntary Assistance through Automation Research Systems, Limited. Three senior SC staff members: David Rogers, Bolivia Field Office Director; Michelle Poulton, Mali Field Office Director; and Philip Davies, International Programs Evaluation Specialist also participated on the team. The background and experience of the team members was weighted in favor of training, management and program evaluation, which are the major emphases of the Partnership Grant.

The evaluation included an introductory visit to the home office in Westport, a three-day team building exercise in Washington, and a final debriefing in Westport which was carried out at the end of the evaluation. The itinerary is attached as Appendix B. In retrospect, after working nearly forty days non-stop, including thirty days in the field, the evaluators would have preferred an additional week together for reflection and discussion before concluding their work. However, given the pressure of other commitments, this was simply not possible.

The timing of this evaluation enables SC to take key recommendations into consideration in the final year of the grant. The fact that SC intends to present to AID/PVC a request for new funding, which would take effect when the current grant expires, was a major consideration in the decision to undertake this evaluation at the end of year four. One expectation is that subsequent proposals to AID will reflect lessons learned under this grant.

Process and content received equal attention in planning and carrying out this evaluation. There was close collaboration between the field and home office, on the one hand, and between the evaluators and field staff, on the other. Home office staff, for instance, worked closely with the three field offices to prepare for the evaluation team visits. A member of TTRU visited each field office. Using the draft scope of work for the evaluation as a framework, the staff member assisted in the collection and organization of essential data for the team to review. This resulted in the preparation of detailed matrices based on core PG indicators. The availability of this material enabled the evaluators to direct their limited time in the field to assessing the qualitative aspects of each field office program. Sample matrices are attached as Appendices C-E.

Upon arrival in the country, the evaluation team planned site visits in coordination with field staff. Furthermore, the evaluation team debriefed the field office staff and AID Mission officials prior to departure and encouraged them to reply to the findings and observations. In response to this process, field staff and Mission officials reacted positively and were cooperative in all aspects of the visit.

#### IV COUNTRY AND HOME OFFICE FINDINGS

##### A. Burkina Faso

Burkina Faso is situated in the center of West Africa and has a population of 8.3 million. The capital is Ouagadougou. The land stretches from the semi-desert plains in the north to the savannah in the south. Subsistence agriculture is its mainstay, with cotton and karite nuts providing some exports. Linguistically varied tribes use French as a lingua franca. Islam, animism, and Christianity are the principal religions. The GNP is \$190, the average annual rate of inflation is 4.4%, and literacy is 5%.

A delicate ecological balance and the constant threat of famine and disaster due to recurring drought are central issues in Burkina Faso. The SC field office oriented its program in each of its two impact areas, Dori and Sapone, to these issues. Major accomplishments of PG in Burkina Faso include:

Food Production - 16 projects in horticulture, food storage techniques, improved agricultural techniques. 1,400 key participants were trained in relevant skills including dry season farming, cereal banks, forage production, garden wells, and anti-erosion berms.

Economic Development - 10 projects in microenterprise development, vocational education, revolving loans funds and cooperatives. 550 key participants were trained in relevant skills including village store management, cereal bank management, pump and bicycle repair, and credit management.

Community Improvements - 3 projects in water and sanitation, a community skills center in Sapone and a training room in Dori. 265 key participants acquired skills in well and latrine construction.

Community Organization - 140 village committee members and 200 members of a blanket weaving cooperative in Dori participated in training events facilitated by SC staff.

Data to measure the successful realization of the outputs was abundantly available. However, baseline data to measure the impact of these outputs on the lives of the beneficiaries was not available.

Burkina Faso has benefited from strong leadership both in the field office in Ouagadougou, as well as in Dori. Through the tenure of two directors, the field office has benefited from continuous leadership with a clear sense of purpose. The present co-directors use the management systems established by their predecessor to improve program quality. In Dori, the Project Manager is a seasoned administrator who has shown leadership in integrating SC activities into existing community structures with the aim of increasing their sustainability.

The evaluators thought that both the quality and amount of training and technical assistance provided to Burkina was the strongest of the three countries visited, although the field office felt training and TA came slowly and often late. The cascade of skills transfer from SC trainers to the Burkina staff to the community was visible and effective.

In Burkina Faso regional resource sharing was frequent, effective, and well organized. Contributing factors are the low cost of intra-regional travel and the use of French as a common language in sub-sahelian Africa. For instance, this facilitated Mali staff participation in the ten-year Dori evaluation, and Burkina Faso staff participation in a similar exercise in Cameroon. In technical exchange visits, such as in agriculture or credit, there is ample evidence that staff applied their learning.

The community played a real role in Burkina Faso's development activities. The programs responded to needs analyses carried out with the communities and were consistent with government policies. Moreover, the staff in Ouagadougou and in the impact area created appropriate and judicious relationships with the popular revolutionary government as well as local partners. These relationships are built on defined protocols which reflect the strengths of each individual counterpart.

The results in the credit program, especially in Dori during the past year, can be attributed to a revised program strategy which emphasizes helping borrowers and village credit committees acquire entrepreneurial skills. The positive shift in community attitudes towards grain banks is an example of noticeable change. The villagers now see the banks as economic enterprises which in good years will allow them to sell grain and make a profit whereas previously they saw these banks as a social safety net. While food security remains a top priority, SC is cautiously encouraging individually profitable enterprises, as opposed to collectively profitable enterprises.

Several community members said the credit system and forms were too complicated for the literacy levels of their community. They suggested that this discouraged community's from assuming management responsibilities for these funds. The complexity and detail of the forms is a topic for the Economic Development Unit to address. Literacy training is an emerging program priority which the field office is planning to address.

SC constructed community skills centers in Dori and in Sapone. The center in Dori is in constant use both for PG activities, as well as other program activities, including child survival. The Sapone community center is used occasionally for PG activities, but does not have the same sense of community ownership that is a feature of the Dori center. The Sapone center also needs to develop a cohesive strategy for its use.

In Dori, SC concentrated its efforts on food security by developing a project to create cereal banks in outlying villages. In addition, SC provided credit for the establishment of small scale enterprises. In Sapone, PG projects emphasized natural resource management through the promotion of anti-erosion techniques, and wells for potable water and irrigation. In addition, there is a credit system for small scale businesses.

On the whole, impact in Sapone has been limited by the fact that PG was used to initiate activities there. Thus, with minimal experience to guide them, staff had to build relations with the community and local government, identify areas of intervention, and show results in a short period of time. The high turnover of key technical staff further contributed to delays in project implementation and community center construction. The skills center was not completed until the final year of the PG.

In 1988 the program in Dori was ten years old and the consensus in Westport and Ouagadougou was that it was time to plan a gradual phaseout of Dori. Fortunately two things happened. SC, on its own initiative, performed a ten-year program evaluation, and the staff used the evaluation to constructively re-orient and re-vitalize the program. The program strategy used PG resources to complement other funding sources, so Dori's future is not dependent on a sole funding source.

Reviewing the data, the team concluded that impact in Burkina Faso might have been greater if PG funds had been concentrated in one impact area, i.e. Dori, instead of two. Diverting limited staff and financial resources to start up a program in Sapone was not judged to be a successful strategy. Without PG funding the field office needs to raise additional funds to maintain a viable program in Sapone.

## B. Tunisia

The Republic of Tunisia is situated on the northern coast of Africa and has a population of 7.6 million. The capital is Tunis. The land stretches from the fertile north to the arid Sahara in the south. Agriculture is the mainstay, but tourism and mining are important. Tunisia's Mediterranean coast has a number of good ports. The principal religion is Islam. Arabic is the official language, but French is widely used. GNP per capita \$1,180 and the average annual rate of inflation is 8.2%.

Actually there are two Tunisias. There is the Tunisia located along the eastern and northern Mediterranean coast with its sophisticated infrastructure oriented to tourism and shipping. Then there is the rural Tunisia which by comparison lives in an earlier century. It is to the second Tunisia that the field office has directed its program efforts in the impact areas of Makthar and Kasserine.

The major accomplishments under PG are as follows:

Food Production - 88 projects were implemented in dry land agriculture, gardening, small animal husbandry and erosion control. 2,000 key participants learned skills in crop rotation and soil management, rabbit and poultry raising, forage and cover crop production and agroforestry.

Economic Development - 10 projects were implemented including beekeeping, handicrafts, and construction. 300 key participants acquired basic skills in masonry, credit management, innovative low cost beehive design and rug weaving.

Community Improvements - 90 projects were implemented in water and sanitation and village infrastructure. A community skills center was constructed in Ouled Boughdir. 100 key participants were trained in ferrocement tank construction, water system maintenance, improved latrine construction, and Hassad roof construction.

It was difficult to measure the impact of the various projects on beneficiaries' lives. Data available did provide ample information on outputs, such as income generated from beekeeping or increased agricultural productivity per acre. It was not possible, however, to relate these outputs to changes in the overall quality of life of these beneficiaries.

The Tunisia program (FTDC) is undergoing an ambitious and exciting transition from a field office managed in collaboration with Westport to an autonomous Tunisian private voluntary organization. As a multi-sectoral, development-oriented PVO, FTDC is unique in Tunisia. Beginning in 1989 the field office has been managed by a Tunisian director with a Tunisian Board of Directors who are interested in providing leadership to this newly-formed local PVO.

FTDC has focused its programming efforts on natural resource management (cactus barriers, fig and acacia trees, watershed maintenance), water resource management (ferrocement cisterns, potable water, and irrigation) small scale enterprises (weaving, beekeeping) community improvements (latrines, schools, and hassad roofs) and community organization (working together to solve problems, cooperation with local government). The choice of these areas reflects FTDC's strategy to increase household productivity and promote sustainable economic development.

As part of its PG strategy, FTDC constructed a community skills center in Ouled Boughdir. Although not built in response to a specific community request, the center has become a focus of community activities, especially for women. To further enhance its value, the center needs a long term strategy and to increase its level of self-management.

FTDC has developed a decentralized approach to skills transfer that moves from appropriate technology testing and demonstration to dissemination at the community level. Good examples are dry land techniques for raising vegetable gardens, improved latrine construction, anti-erosion methods and innovations in traditional beekeeping. These projects are now being implemented independently of SC and some have been adapted by local government technical offices.

The credit system is carefully monitored, controlled and centralized. While the community gathers credit information, the final decision to accept an application is made by FTDC staff and a credit committee of prominent local citizens. It was unclear to the evaluators whether a system of this complexity, including feasibility studies, monthly revenue-expense statements and economic forecasting, could be phased over to community management or could provide for anything but a minor community role. The system is, however, consistent with SC and AID reporting and accounting requirements. Perhaps a simplified version of the present system could be adapted as the credit programs are phased over to community control. The team further noted that the size of the revolving loan fund, i.e. \$20,000, was not large enough to reach a significant number of borrowers. Despite these issues, there was here, as in the other two countries, an average repayment rate of eighty-five percent.

The training and technical assistance provided to Tunisia did improve and strengthen community outreach. FTDC feels that regional desk support to its program has been sporadic and insufficient. For a primary country, the team thought more attention should have been provided.

The team found that FTDC has highly qualified, hardworking and motivated staff. Clearly, their skills and commitment have contributed to FTDC's good reputation and impact in the area. Again, strong leadership in Tunis and Makthar paved the way in forging strong linkages with local government. In recognition of this, FTDC has been invited to be a member of the government's regional planning committee.

Several issues emerged which are specific to the process of FTDC's transition to an autonomous agency. "Tunisification" and field office operations are two parallel and demanding undertakings. Both are dependent on the field office director who is still working out what should be delegated to his staff. In managing both processes, he spends a considerable amount of time travelling between Tunis and Makthar, some 120 kilometers apart. While this is not unusual for a recently-appointed director, it is tiring and detracts him from other equally important functions in Tunis, including fund raising and board development. The allocation of his time is an area where SC headquarters can offer guidance and support.

In Tunisia where PVOs are not common, the transition from a field office to an autonomous agency is an immense challenge fraught with risks. While funding from the AID mission has supported the process of institutionalization, PG has funded development activities at the impact area level. Further funding and technical support will help consolidate institutional and community development gains, which have been significant. As an autonomous agency FTDC will still require attention, especially related to board development and fund raising.

### C. Costa Rica

The Republic of Costa Rica is situated in southern Central America and has a population of 2.6 million. The capital is San Jose. The climate is hot and humid, with volcanic mountain ranges that stretch to the meseta central which has a permanent spring-like climate. Agriculture is the mainstay. Spanish is the national language. Christianity is the principal religion. The GNP is \$1,610, the annual rate of inflation is 28.6%, and literacy is 95%.

The principal accomplishments under PG are as follows:

Food Production - 7 projects were implemented in improved production techniques, horticulture, and animal husbandry. 100 key participants acquired basic skills in pest control, fertilization and animal nutrition. 200 children participated in a program to establish vegetable gardens in village schools.

Economic Development - 5 projects were implemented in microenterprise development, including revolving loan fund management. 100 borrowers improved their small business administration skills. 800 fishermen received training and technical assistance in connection with the credit program.

Community Improvements - 4 projects were implemented, including the Riojalandia community skills center, 2 water systems and a program to improve low income housing. The skills of 70 construction workers were upgraded.

Community Organization - Organizational development and training activities were undertaken with 6 credit committees, 11 community committees, and the boards of 3 local organizations.

As in Burkina Faso and Tunisia, the field office had developed ample data showing the kinds of outputs these activities would achieve. Data with which to measure the impact of these activities on the lives of the beneficiaries did not exist.

Whereas Costa Rica is economically more developed than most countries where SC operates, there are real pockets of poverty, including SC's impact area, Puntarenas. In a time of resource constraints and consolidation, there has been a certain ambiguity as to whether or not SC should maintain a program in Costa Rica and, if so, what type. The continued discussion and uncertainty caused by this has affected both staff morale and program decisions.

A community skills center in Riojalandia, Puntarenas is one of the PG outputs. In the rush to build it, however, community participation in planning and designing the center did not play as significant a role as it should have. The center is peripheral to the community and despite SC's efforts to change the situation, the skills center fell into disuse and now stands abandoned.

The impact of program activities at the time of this evaluation has been limited for several, mostly external reasons.

First, the field office went for three years without firm direction, including a period of ten months without a director. During this time, the field office depended on the original PG model rather than seeking local solutions to their problems. This was an important issue when the food production project did not go as planned and the field office had to re-direct the program. At the end of year three the present co-directors took up their jobs and have been able to fill the management gap.

Secondly, the housing program found itself competing unexpectedly with a government-sponsored housing program that was offering more attractive borrowing terms. Staff efforts to reach the poorest with housing loans were further limited by local laws governing lending practices and stringent conditions for credit worthiness and repayment. In response to this, the field office reassessed its involvement in low-cost housing. It has now helped form a local organization to carry on work started by the field office. Meanwhile, the cost of housing trebled and reduced the loan fund amounts that were targeted toward home improvement.

Thirdly, as noted in the midterm evaluation, the field office was forced to rethink its agriculture strategy when the government suddenly changed its agricultural policies as a result of the Kissinger Report which outlined a Caribbean Basin Initiative. The government's new policy focused on large scale wheat production rather than subsistence farming. SC's food production program, which originally focused on the subsistence crops was re-oriented to small scale fishing.

Overall the evaluators were impressed with the extent to which the credit program has helped small businesses to perform ongoing activities more efficiently, i.e. fishing, sewing, cleaning clams, cutting hair. While the program did not create many new jobs, the borrowers reported income increases which they judged to be beneficial. Baseline data is not available to measure impact in more precise terms.

Loan recipient follow-up and credit committee involvement are the weakest areas of the credit program. Up until recently, borrowers were not routinely contacted until they became delinquent. Credit committee involvement appeared to be superficial and mechanical. The field office is aware of these problems and is taking steps to improve its program.

The quality and quantity of training and technical assistance have been ample and timely. Impact area staff have taken advantage of local training resources to upgrade their skills. They have not done as much as they could have to transfer their skills to the community. This may, in part, be due to the fact that they often changed jobs and, therefore, no longer felt directly responsible for doing so. To address these concerns the field office has recently reorganized its impact area team.

There is a continuing need for clearer communication between the field office in San Jose, and the field office in the impact area to avoid these kinds of problems. This is also important as the present field staff in the impact area is young and inexperienced and needs strong direction. The team saw efforts in both offices to try and do this.

In sum, SC's program in Costa Rica has had limited impact in a changing environment. The elements of a dynamic program are in place: competent leadership, enthusiastic staff, a gradual evolution to support local PVOs, and a general willingness to work hard. What it needs is a clearer purpose and a better sense of where to focus program interventions.

#### D. Home Office

Home office efforts during the grant emphasized expansion of its capability to respond to field office training and technical assistance needs, and central grant management/training processes.

Since 1988, SC has gone through a major reorganization, including hiring a new president as well as replacing several vice presidents. There has been high staff turnover and a significant change of senior management and technical staff in the International Programs Department. Despite the fact that many of the stakeholders changed, SC has successfully maintained continuity of its PG vision.

Several levels of staff in the International Programs Department devoted a considerable amount of time and energy to managing PG. This included coordination of working relationships between TTRU and the regions, development of an agency-wide planning system (PEMS) and data base to track PG-funded projects, and procedures to allocate central funds and to review field office annual program plans and progress reports. While responsibility for these things changed over the course of the grant, the evaluators felt the adjustments were sensible and well thought out. SC rose to the challenge of the complexities of administering a centralized grant in a decentralized programming system.

During the course of PG, the field office demand for training and technical assistance grew to the point where the range of requests was greater than TTRU's ability to respond. Successful training events, like TOT and CDT, and technical assistance related to SC's community based lending model were in greatest demand. However, this overstretched the ability of six home office-based specialists to respond to requests from the field. A possible approach is for the home office to change the role of the technical assistants from those who deliver training themselves, to resource

officers who develop resource sharing networks which benefit the field. With careful monitoring, this is likely to be more culturally, technically, and linguistically appropriate and more cost effective than the traditional approach of hiring a cadre of home office-based specialists. It is also consistent with SC's plan for increased partnering, decentralization and regional resource sharing.

PG underlined a critical need for effective coordination and communication among regional staff and sectoral specialists and in support of PG objectives and field programs. These issues were addressed through the annual planning process as well as the contracting for individual technical assistance events, and through the development of sectoral and regional PG strategies. Both sectoral and regional staff expressed to the evaluation team the need to continue to improve cooperation among themselves in providing support to the field. SC is presently working to redefine the role of sectoral specialists and their coordination with regions.

During the first two years, PG was managed by a large committee (composed of staff from four regions, TTRU and the planning unit) chaired by the Deputy Vice President. During the last two years, PG was managed by a three-person committee (composed of staff from TTRU and the planning unit) chaired by the PG Coordinator, a position created in response to the midterm evaluation. The coordinator and his team have made important contributions to improving the process of annual planning and budget review, as well as processing requests for technical assistance. This person's role vis a vis regions and technical specialists could be enhanced by assigning to it director-level authority and responsibility.

The midterm evaluation recommended transferring core program staff to SC private funds. During the second half of PG, private funding did not increase as expected, so the planned transfer was not possible. As a result, SC's capacity for training, technical assistance and regional resource sharing remains heavily reliant on AID funding. Careful consideration should be given to the implications of continued dependence of AID funding. (See Appendix H, Program Allocations).

SC's experience with replicating community skills centers has been mixed. The model of Caotaco, the Dominican Republic community skills center, was assimilated in Burkina Faso, partially assimilated in Tunisia and not assimilated at all in Costa Rica. The midterm evaluation acknowledged this and invited each primary country to articulate the elements of its own skills transfer strategy based on the

core principles of the Caotaco model. The common elements include well organized community groups, community management, transfer of management and technical skills, follow up after training events, and access to complementary financial resources. The reader is referred to the year 3 PG report.

Two years later the evaluators found a richness in this diversity of approaches. In Burkina Faso, training of staff in a wide variety of agricultural skills resulted in increased technical capacity of community members to produce, store and market agricultural products. The center in Dori is frequently used for community development training and meetings with the community. Tunisia defined its overall skills transfer strategy as a process of testing, demonstration and dissemination of a wide variety of appropriate technologies. The Kesserine center is used for women's vocational training, appropriate technology demonstration, and community meetings.

There was a considerable amount of technical assistance related to the introduction of SC's community based lending model (CBLM). All countries visited were implementing a version of CBLM and reported a repayment rate of 85% or better. The evaluators found the credit program to be professionally organized, but perhaps overly complicated for countries with low literacy levels. In Burkina Faso, for instance, where loans rarely exceed \$100, staff had to help applicants fill out detailed credit applications. Borrowers questioned why they had to answer so many "personal" questions to request credit. While financial analysis and feasibility studies are integral parts of programs with loans above \$2,000, the evaluators wondered whether a simpler form could be adapted for programs like Burkina Faso.

Over the past four years, SC has improved its program planning capabilities principally through the Planning, Evaluation and Monitoring System (PEMS). This includes an orderly multi-year planning cycle using standard sectors which compares present and desired conditions and links them with planned and actual activities. SC field tested PEMS in Asia for a year before introducing it in all field offices in July 1988. In response to input from the field, SC revised PEMS in July 1988 and again in July 1989.

All three field offices visited use PEMS as a planning and monitoring tool. Field offices' familiarity with PEMS makes it an appropriate framework to further improve SC's program planning and evaluation capabilities. The next step for PEMS is to improve baseline data collection, which multi-year sectoral plans express under "desired condition".

This will enable field offices to more accurately and objectively measure impact, as well as outputs. This is an area in which field offices will require training and technical assistance.

PEMS also needs improvement in linking financial and program reporting. Now that SC has a new financial accounting system and is instituting a new financial reporting system, it may be possible to make this linkage, thereby making PEMS an even more effective instrument.

SC continues to refine its planning process. In April 1990, SC introduced the Planning and Budget (PPB) package to integrate finance and program planning in anticipation of the fiscal year which begins October 1. The PPB articulates the strategic direction of field offices, which PEMS expresses operationally in annual and multi-year sectoral plans. Home office managers acknowledged that PPB provided useful information in preparing the FY 91 budget. However, the short timeframe required to complete and return PPB forms to home office did not permit consultation with the communities. In some cases field office staff below the level of director did not participate in their preparation. Moreover, in calculating salaries and travel costs, PPB introduced forms and new formulas which were new to the field offices. At the field level, there was general agreement that the task of preparing the PPB package would have been less time consuming and arduous if programmed computer diskettes had been included in the package. Next year SC will improve PPB preparation procedures and will strengthen the linkages between PPB and PEMS.

Regional resource sharing was judged to be effective and beneficial. Burkina Faso is a case in point. Technical staff from Mali participated in the Dori ten-year program evaluation. Several months later, staff from Burkina Faso participated in a similar exercise in the Cameroon. Travelling to neighboring field offices broadened their program horizons, while enriching the evaluations. These kind of exchange can be expanded with additional positive results. The PG final evaluation is cited by the Mali and Bolivia directors as an example of "peer reviews" which SC should encourage. The reasons for not making greater use of regional resource sharing appear confused. The field staff felt that staff availability and funding to expand the opportunities were the major constraints to increase regional resource sharing. On the other hand, some in home office indicated that field office and regional staff had under-promoted regional resource sharing and are now beginning to appreciate its value.

The team thought the TTRU technical assistance which produced the evaluation matrices in year four assisted the field offices to review and understand the original proposed goals and objectives. The matrices enabled staff to focus their record keeping and information gathering on the original plans. Exercises of this kind would have provided greater benefit had they been initiated in the early stages of PG, and possibly should become a routine part of PEMS.

SC has developed effective guidelines and a reliable system to accurately track its match for PG and other grants. This tracking system was designed in response to the large number of mission-funded and federal grants it has, including Child Survival and Enhancement. (See Appendix G, Grant vs SC Match.)

Written guidelines are used to manage the seven principal line items in the grant, as well as individual activities, such as training events, within each line item. A review of records and discussions with home office staff indicate that at the end of year four SC is matching its share of PG. When PG ends in a year SC can be expected to meet its match of \$7.7 million.

Staff in the International Programs Department in liaison with the PG Coordinator are responsible for approving monthly expenses, monitoring budgets, and allocating the match. Over the past four years, these staff have ensured that SC remained within the budget for individual line items in the grant, and complied with procurement provisions and travel restrictions concerning the use of US air carriers. They also played an important role in soliciting, reviewing and approving annual plans. (See Appendix F, Country Budgets statistics).

SC plans and budgets PG within the framework of SC's annual planning and budgeting cycle. Whereas, SC operates on a fiscal year beginning October 1 (recently changed from July 1), the PG fiscal year begins August 1. Field offices and home office PG managers have repeatedly drawn attention to confusion in reporting which stems from the fact that PG and SC planning and budgeting years are not consistent.

## V. LESSONS LEARNED

This evaluation is a snapshot of a program in transition, as well as an agency in transition. It was done while SC is reorganizing and moving from a small personalized agency to a more professional agency with increased worldwide programs. In doing so, SC has transformed its capabilities to meet new challenges. A number of new officers have been hired with the skills and experience to meet these new responsibilities.

The final evaluation of PG also occurred one year after SC had initiated a strategic planning exercise, which examined agency strengths, constraints and priorities. Regional and technical teams explored these issues in depth through a series of retreats, workshops and discussion groups.

The evaluation was also done one year before the end of a five year grant and takes into account the midterm evaluation which was a pivotal event, as discussed elsewhere in this document. The team took note of previous evaluation reports, as well as strategic thinking as expressed by staff in their interviews with the evaluators.

Within the environment described above, the evaluators sensed excitement and expectation on the part of staff and found that the findings and recommendations struck a responsive chord, which the team hopes this report articulates.

#### A. General Lessons

o SC has created a series of training strategies that are having an impact on the lives of the beneficiaries and are building capacity to program effectively in the field. SC has put in place systems for program design, management, and evaluation and systems for budget control which have contributed to SC successfully achieving PG objectives.

o SC's program philosophy is concordant with the goals of AID and local institution building. SC emphasis on community participation encourages democratic pluralism in all PG countries. SC attention to environmental conservation is reflected in its erosion control efforts with farmers in Tunisia and Burkina. SC programs promote sustainable economic development through community level credit programs targeted to small scale enterprises.

o From the evidence of this evaluation AID has invested its money in the best interests of the US Government.

#### B. Management Lessons

o The field and home office rely on a specific person to coordinate PG planning and implementation. This person, based in the home office, should have the authority and responsibility for overall grant management, including supervision of technical staff, and advocacy of PG issues to SC as well as to AID. This person should be the contact between the regions and the Technical Training Resource Unit. The team thought it was important that the person have sufficient authority to be heard in the agency.

o The team found that the planning and management system called Planning, Evaluation, and Monitoring System (PEMS), implemented over the past four years, has become a working tool for the field offices. It has, however, been created as a parallel system to those used by SC's other grants which seems duplicative and perhaps unnecessary. It needs to be linked to the tracking systems used by SC for its financial reporting. This change will link multi-year planning cycles to both planned and actual events. When linked with finance this could be a more valuable and effective tool for program management. Such a link might be possible with the new Program Planning and Budget (PPB) package tested in 1990.

o The team learned from the Tunisia visit that there is a strong need for SC to plan in greater detail a field office's transition to an autonomous agency. SC should develop with the field office a series of indicators which show an office's readiness for phaseover. This could be done generically or it could be done on an individual field office basis. Once a country has met the conditions set by the indicators, the home office and the field office should develop a step-by-step plan to guide the phaseover. This plan should include the level and duration of financial support to genuinely assist the newly-autonomous agency become established. Moreover the plan should provide training in fund raising for the new director and the board of directors.

o The team found that, although the midterm evaluation recommended transferring core program staff to SC private funds, this had not been possible because private funds had not expanded at the anticipated rate. The result is that SC's funding for training, technical assistance, and regional resource sharing continues to be dependent on AID PG. In turn, Tunisia and Costa Rica have been very dependent on PG funds. There is a critical need to develop a strategy to sustain these activities using private sources.

o The team noted in all three countries that the quality of leadership and consistency of vision was critical to insuring program quality. All three field offices had able field directors whose influence was being felt in the impact areas. Tunisia and Burkina Faso have especially able project managers in the impact area.

Burkina Faso is a case in point. The field office co-directors was free to concentrate on building solid programming because their predecessor established effective planning, monitoring, and financial control systems. Thus

the work of one administration built on the success of a previous administration. It was also evident that the turn around in Dori was due, in no small measure, to the ability of seasoned administrators to use the ten-year evaluation recommendations to refocus and invigorate the program.

- o Regional resource sharing in the form of technical programming visits has proved to be an effective strategy for developing staff programming and management skills. Praise for RRS opportunities came from field office directors, project managers, and technical specialists.

- o Field and home office staff should plan regular support visits to verify assumptions, solve problems and safeguard program quality. In fact, primary countries should be visited as soon as possible after the decision has been made to initiate activities. These early visits should focus on making sure the program will have the impact it is predicted to have, and if not, to make the necessary changes. The impact of the ten-year evaluation in Dori, as well as the midterm evaluations on all three countries was remarkable. The team came away convinced that had course corrections occurred earlier than the midterm evaluation, programs would have had greater impact.

#### D. Program Planning / Support Lessons

- o The team found that SC field offices with the greatest impact shared these characteristics:

Their programs were ongoing and needed little start-up time to integrate PG into their other activities.

Their programs used PG funds as a supplement to ongoing programs. Thus, when or should PG funds become exhausted, the whole program would not be jeopardized.

Their field offices recognized the value of an evaluation and used the data to make a course correction.

- o The team concluded that programs have high impact when the home office provides a philosophical framework for programming that the field translates into a strategy based on local conditions, rather than programs in which a rigid model is "imported". This was underscored by the experience with the community skills centers, which were originally a central feature of PG. The replication of Caotaco in other parts of the world has been fraught with difficulty such that the midterm evaluation recommended the centers become an optional rather than a central feature of the PG program.

o The team found that each country it visited had spent a great deal of time and energy in developing data on expected outcomes, as was evidenced in the matrices. Outcomes, however, do not measure impact. To measure impact one needs to know what the conditions were before the program started. For example, to state that a project will provide nine wells to nine villages to provide them with potable water states only what the outcome of the activity will be. On the other hand, to state that then using pathology reports from local hospitals to measure the reduction of parasitical infections since the wells were installed is to attempt to measure the impact of the wells on the lives of the beneficiaries.

o The team found that the field offices visited need to develop indicators to better measure impact. The team concluded that this was beyond the capacity of the field offices without additional training.

o The team concluded that formal criteria should be established for selecting primary countries based on strong existing programs with projects in relevant activities, mature management, and in countries in which PG funds will complement on-going activities. Primary countries should get priority attention in terms of quality and quantity of technical assistance, as well as timely delivery. There was a shared feeling in all the countries that technical assistance could be arranged more promptly. The issue was there were no clear guidelines in the home or field offices as to how to prioritize primary country requests. There was a very apparent need for a PG director or coordinator with sufficient authority to set priorities and approve requests.

o The need for assistance from the TTRU far outdistanced its ability to provide help. A potential solution might be to change the present training officers who deliver training themselves to regional training resource officers who create networks in each country or region of locally available resources that could provide training and technical assistance more effectively. Carefully monitored, these networks would help insure that the training and technical assistance was culturally, technically and linguistically appropriate.

o The Training of Trainers and the Community Development Training were very successful interventions. The team found they shared the following characteristics:

Training was adapted to local circumstances.

Training did not rigidly follow "models".

Training events were localized to meet individual field office needs.

Training was process-oriented, and not proscriptive.

Training responded to the felt needs of the trainees.

o The team heard in both Burkina Faso and in Tunisia that the credit system in its present form was too complex for the villages to take responsibility. The format was not adapted to their situations. It is geared to much larger loans requiring more sophisticated financial analysis. In Burkina Faso and in Tunisia the need is much simpler as the loans average from fifty to a hundred dollars. The literacy requirements alone exclude a significant portion of the population in these two countries. In Burkina Faso, a young woman, newly literate, has spent a large portion of her time translating the loan request form to the local language. (See Appendix J for a sample translation.)

#### E. Monitoring and Evaluation Lessons

o The impact of the 10 year evaluation in Dori, and the impact of the mid-term evaluation was quite remarkable. The changes that were recommended and the visible improvement that resulted from taking those recommendations seriously pointed up the critical need for regular monitoring and evaluation of PG. Had regular visits been planned to all PG countries from the outset much time and energy could have been directed more constructively. The team concluded that such a plan should be incorporated directly into the project plan and indicate criteria against which to measure progress, as well as the schedule of visits and their purpose.

o Peer reviews of PG countries provided both reviewer and reviewers with new insights into their programming process. Peers are more likely to understand what each other are up against, and more likely to be able to provide constructive help. What is true of peer reviews among field office directors is equally true of field office technical specialists.

## VI. RECOMMENDATIONS

### A. Management

SC should strengthen overall grant management in the following areas:

1. A person at the director level with appropriate authority should be responsible for planning and implementing all aspects of PG.
2. The planning and management systems developed under PG should be integrated with other systems currently in use, such as those related to other major grants like child survival. The existence of parallel systems, each with its own requirements, creates unnecessary confusion.
3. Field Office systems for program planning and monitoring should be linked to the system for reporting and tracking monthly and quarterly financial information. The present system use has limited value for program management purposes.
4. In impact areas and field offices where SC is planning to phaseout, SC should prepare an explicit phaseover strategy with appropriate and measurable indicators. SC should ensure staff training and adequate budget for the transition.
5. Tunisia and Costa Rica appeared overly-dependent on PG funds. Likewise, important HO-based capabilities in training and technical assistance are heavily reliant on PG. These field offices, as well as home office, should develop a strategy for sustaining PG-developed capabilities with private resources.

### B. Program Planning

SC should strengthen program design in the following ways:

1. In planning complex multi-year programs, such as PG, it is preferable that home office provide the philosophical framework, while individual field offices translate the framework into a strategy based on local conditions.
2. Criteria for selecting primary countries need to be refined and the countries themselves selected with great care. Priority should be given to well-managed, ongoing programs where PG funds supplement funding from other

sources. Their multi-year program plans, including plans for technical assistance, training, and regional resource sharing, should be subject to thorough SC review before implementation.

3. SC has improved its program planning system under PG. SC now needs to incorporate baseline data into PEMS so that field offices can more accurately measure progress and impact. To the extent that the three Field Offices visited are representative, this will require a significant amount of training and technical assistance.

4. Primary countries should receive priority attention as regards timely and high quality technical assistance as well as regional desk support.

5. The Technical Training and Resource Unit having established its credibility found the requests for assistance exceeded its capacity to respond. In light of this experience, SC should examine the possibility of changing the role of the Technical Assistant from someone who delivers training to a Training Resource Officer who could develop resource sharing networks which are culturally, technically, and linguistically appropriate.

#### C. Monitoring and Evaluation

1. Primary countries should derive evaluation plans which reflect core indicators, determine methods for obtaining information, identify information users and their needs and specify an evaluation schedule. This should be developed as part of the program plan.

2. Periodic program evaluations undertaken by teams including field office directors should be institutionalized as a form of quality control and to monitor program impact. These are valuable learning opportunities for the staff involved. Field offices also benefit from outside perspectives on their programs which external team members contribute to program assessments.

**SAVE THE CHILDREN PARTNERSHIP GRANT AGREEMENT EVALUATION**

**SCOPE OF WORK**

**I. OBJECTIVE**

The Agency for International Development, Bureau for Food for Peace and Voluntary Assistance, Office of Private and Voluntary Assistance (AID/FVA/PVC) and The Save the Children Federation (SCF) require that an evaluation be undertaken of their Partnership Grant cooperative agreement, known as the Community Skills Transfer for Economic Self-Reliance program. This evaluation is intended to provide both organizations with: (1) an assessment of compliance with the terms of the agreement, particularly as it relates to SCF's; transfer of appropriate technologies, and skills and management capabilities; and (2) lessons learned as a result of the Project's implementation.

**II. BACKGROUND**

In 1985 Save the Children Federation was awarded a \$7.5 million Partnership Grant by the Office of Private and Voluntary Cooperation. This cooperative agreement was intended to support a field-based initiative to develop and transfer skills to field office staff and community residents in six primary countries. These countries are Costa Rica, Tunisia, Jordan, Zimbabwe, Burkina Faso and the Philippines. The purpose of this grant is to transfer appropriate technologies, skills and management capabilities to targeted community groups in the areas of food production, economic development and community improvements for direct application in selected rural and urban communities. This is to be accomplished through the use of three synergistic strategies. They are:

1. replication of community skills centers;
2. an expansion of SCF's training and technical assistance program; and
3. the development of the expertise and capacity to better deliver assistance in the three sector areas mentioned above.

Implementation of these related strategies should result in:

1. The construction and operation of community skill centers in each of the primary countries.
2. Comprehensive training programs, including developed action plans and training strategies, for each community skill centers and related impact areas.
3. Established demonstration projects for each of the three sectoral areas within the skill centers.

4. Designed program strategies and implemented community projects in the areas of food production, economic development and community improvement; including training of trainers, field management training, community development training workshops, and skills transferred, in the affiliated impact areas of the community skill centers.

Some of the activities of this partnership grant were assessed during a mid-term evaluation conducted between October and December of 1988; and discussed during a planning conference in February, 1989. The activities of this cooperative agreement are scheduled for completion by July 30, 1991.

### III. EVALUATION PRINCIPLES

The detailed evaluation protocol to be developed by the evaluators and significant clients during the Team Planning Meeting should be governed by the following principles:

1. This evaluation is organized by PVC (who retains the right to guide and direct the effort). However, it is seen as a collaborative venture aimed at providing useful information to all parties involved about the success of meeting the aims of the Cooperative Agreement. The main parties are PVC and SCF.
2. On several levels, the project is an institutional and human resource development project. It is intended to improve SCF's institutional capability at the headquarters and country level and to improve the skills of those functioning in community skill centers. It is also intended to "institutionalize" change in the lives of beneficiaries. In all cases, inputs which are human resources are seen as "enablers" which permit targeted individuals and groups to identify problems and learn the necessary skills to implement solutions. These necessary changes require processes which lead to increased capacity outcomes. The evaluation protocol must be structured in ways which reflect an interest in both outcomes, as represented by quantitative data, and processes, as represented by qualitative data. The evaluation should reflect a balance between these two outputs.
3. Just as this evaluation is seen as a collaborative effort between PVC and SCF, it is also seen as a collaborative effort between the evaluation activities at home office and the field offices to be visited. In-country schedules should accommodate team entry and exit activities to reinforce the collaboration between those representing the home office and those representing the field office.

During the TPM, team members will be responsible for developing a

protocol which includes both the necessary means of home office and field office data collection as well as the appropriate indicators to measure achievement of project outputs and purpose.

#### IV. EVALUATION STRUCTURE

The evaluation team will consist of four members: an external evaluation consultant who will be the team leader, the SCF evaluation specialist, and two senior members of the SCF field staff not directly involved in the partnership grant. Together they will review elements of the project's design and implementation according to the evaluation activities listed below. During the in-country, field portions of the evaluation, the team will be joined by field office staff of the country program being evaluated.

The following three activities will form the basis of data collection for the evaluation and the evaluation report.

Activity One:            a review of the grant agreement, project proposal and mid-term evaluation and conference report.

These items serve as background for the evaluation. They include both the elements of the strategy, outputs, purpose, and goal as originally conceived. The mid-term evaluation and conference which followed made an assessment of the progress to date.

Issues of interest related to the evaluation and conference should include the major recommendations outlined in the midterm evaluation.

Activity Two:            a visit to Save the Children Federation's home office.

Issues of interest during the home office visit should include:

- o coordination of all project inputs to complete project outputs; and coordination of outputs to reach the project purpose. Is SCF at home office providing the policy, planning, management and technical support required to support a multi-country economic self-reliance program? Have interventions (technical, policy, planning, management, recruitment and hiring) been timely, useful and relevant to the program's goal and purpose?
- o home office management has been significantly changed during the life of the grant. Have changes in management affected such things as program direction, financial management and decisions? Have these changes affected grant management and such things as timing for submission of reports; and the relationship between planning mechanisms and report

submission?

- o SCF works in all major geographical regions of the world. How do regional differences affect home office regional strategies? How do interventions, i.e. training, differ between regions?
- o SCF has developed a management information system (MIS) referred to as PROMIS in response to Child Survival/ Health activities. How has PROMIS interacted with the activities of the Partnership Grant?
- o SCF has established a system of technical support referred to as Training and Technical Resource Unit (TTRU). How much have the activities of TTRU been institutionalized within SCF? What skills should be included in TTRU in the future?

Activity three:      A field evaluation of SCF's economic self-reliance program in Burkina Faso, Tunisia and Costa Rica.

Issues of interest during the field visit should include:

- o Outcomes: Have inputs been combined in significant levels and at appropriate times to produce desired outcomes?
- o Impact: Do projects implemented by SCF have a positive effect on food production, economic development and community improvements? Have training of trainer programs been successful at developing a cadre of in-country trainers capable of positively effecting ultimate beneficiaries?
- o Process: Have community activities been organized in such a way as to increase the transfer of technical, management and training skills so that communities will continue to participate in economic self-reliance projects?
- o A main feature of SCF's implementation strategy has been the use of Community Skills Centers. As an implementation strategy there must be some individual country allowance between consistency of approach versus divergence of approach. How country specific are the elements of a community skill center? Explain the reasons for differences.
- o In some countries which are a part of the partnership grant SCF works with existing institutions; in others SCF has helped to create the institutions with which it works. What differences in program development exist in these situations?
- o As an Agency, AID has a particularly strong interest in

strategies which affect both economic, enterprise development and democratic pluralism. How has economic, enterprise development fit into the mandate of Community Skills Centers? How have the activities of the grant affected democratic pluralism? How has democratic pluralism affected the activities of the centers?

The final evaluation report, to be written by the team leader (in collaboration with the other evaluators), will synthesize information from all three activities listed above. The evaluation report will include a section on lessons learned, as well as recommendations for incorporation in follow-on grant. It will be the responsibility of the team leader to provide the report in draft to the major parties, solicit their comments, and incorporate these comments into the final report.

## Appendix B

### PG FINAL EVALUATION ITINERARY

July 15 - 17	Introductory visit to home office Westport, CT
18 - 20	Team Building Meeting in Wash, DC
21 - 22	Travel to Burkino Faso
23	Ouagadougou: team planning with field office staff
24 - 27	Dori: Project visits
28 - 30	Sapone: Project visits
31	Ouagadougou: debriefing of BFFO staff and AID Mission
August 1 - 2	Travel to Tunis via Paris
3	Tunis: team planning with FTDC staff; meet with FTDC Board
4 - 7	Makthar: Project visits
8	Makthar: debriefing FTDC staff
9	Tunis: debriefing AID Mission
10 - 11	Travel to San Jose vis Rome and NYC
12	Puntarenas: team planning with CRFO staff
13 - 15	Puntarenas: Project visits
16	Puntarenas: debriefing CRFO staff
17 - 18	Herrera: evaluation team retreat
19	Travel to Westport, CT
20 - 22	Westport: home office interviews
23	Westport: debriefing

Tunisia

Appendix C

7

III) OUTPUTS AND SKILLS TRANSFERRED

ACTIVITY (name)	Proposal plan	Done Project (Y/type)	Key Skills Or Technology	Staff involved	Staff Training	Key Participants (N/type)	Collaborating Organizations (subs/loc)	Extension Methods (N/type/length) events	Community Projects Plan Actual (Y/type)	Beneficiaries (N/type)	ECONOMIC IMPACT			DITCOP	SAMPL2 SIZE	VOS	DATE	SOCIAL IMPACT INDICATOR	
											Indicator	Target	Actual						
<b>WATER</b>	4	5	Dwelling Tech. -- BOS. EST	5 contractors 1 consultant 6c ipa	Trained by PD & IC TA by	-150 Girls	CGST (Tech. Asst) G.O.T. (CGS and Instruct. Asst.)	-Informal Family Training	Same	90 (150F)	Income Increase	Increase	Increase	1' 11/80	Series Production	3 centers	Ca	7	-More opportunities outside home -Increase participation in family economy and projects -More skills and confidence -Employment
<b>WATER</b>	4	2	FTDC NIVE Booleeping	2C 1PB	1 consultant 2 govt Tech 3 Peace Corps 2 instructors	100: Students, Farmers & Women	C.O.T. (Tech. Asst. and materials) SCT (Tech. Asst.)	Workshops and TA Campaign & Informal	Same	626 (106F)	Income Increase	Increase	210/3/1/7	FTDC Boor		Ca			
<b>WATER</b>	2	2	Pilot Credit	5C 10C 1PB	1 consultant	42 Credit Committee Members	C on members (gt -----) (Tech. Asst)	Support/FTC FTDC Loan Program	16 Loans	510 (66F)	Increase Income	Diversity Local	ITAs	Department Record FTDC					Access to credit & confidence
<b>WATER</b>	15	11	Boonery (see construction and water)	4C	1 consultant & P.H. & self-teaching	(See Water & Construction)	-Gov. Tech. & University (Tech. Asst.)	Informal Training at Boonery	(See construction/ta	tar	Income Increased			Observation of Jobs		Ca			Income Skills
<b>WATER</b>	4	22	Intensive Gardening	5C 1PB	PD & Self Teaching & 1 Consultant	22 Women	-SCT Technical Materials -Training Manual from Min. Ag.	1 women train 3 women at their home gardens who train 3 women, etc.	250 Family Gardens	1500 (507F)	Food Availability and Income			Observation of Gardens and ex-Interviews	10 Fa	Ca			-More nutritious Foods available -Increased participation in family/economy -More skills & confidence
<b>WATER</b>	2	10	Storage/cover crop Peas New Cereals varieties	3C 1PB	PD & Self Teaching	450 Small farmers	Min. Ag. office of cereals (TA SEDS)	Demonstrations Info days	40 Family farms	240 (40F)	Income Increased			Observe 2 Fa as per Techs	111				4 farmers using new skills
<b>WATER</b>	4	5	Soil Preparation Crop Rotation & Fertilizer Egt. Harvesting	3C 1PB	PD & Self Teaching	450 Farmers		Result/method demo plots-then-on-farm demos on demand	100 Families	800 (100F)	Income			Observe 2 Fa as per Fa	111	PH			87a with new skills
<b>WATER</b>			Fruit Tree Management -Varieties -Pest Control					Info Days: Workshop (5 days)						FTDC Demo Yield Income outline					
<b>WATER</b>	4	8	FTDC Plough & Sowing Mechanical Traction Leveling and Board Water Management	3C 1PB	1 consultant + IC	70 Farmers		Demonstrations on Farm Tests	Same	420 (70F)	Income Increased			FTDC Demo Yield Income outline	111	PH			Fa with new skills
<b>WATER</b>								Water Egt. Committee Demos & Handouts & info visits	Same		Income Increased			Count 3 Women + Projects	111	Ca			-Increased Participation in family income -More skills & confidence -Degree of awareness of environment as important
<b>WATER</b>	3	5	Rabbit, Poultry, Turkey	3C	PD & Self-teaching	60 women	Veterinary Office Bakhtar (TA)	Demonstrations and Practical Training	Same	300 (60F)				Interviews re potential acti of owners	102	Ca			
<b>WATER</b>		2	Bone Storage Sev Varieties Management of Trees	5C 1PB	PH	500 Farmers	Forest Service of Min. Ag. (TA & Seedlings)	Demonstration and Practical Training	Same	1000/ (500F)	Potential for Reducing deforestation and supporting beekeeping Income & Savings			Count 1 Women 479/Projects	111	Ca			-Increased participation in family income -Increased income confidence & cooperative -Women giving new technical advice -More farmers participation
<b>WATER</b>		17	New Ag Techniques Extension Techs: -Feasibility Study -Communication -Troubleshooting	5C 1PB	PH	17 Women	Min. Ag. Facilities	Each women train 30 women in area	510 Families	2060 (510 Fa)				Interviews --- trainees --- DC Income	150a	Ca			-Increased awareness of conservation importance
<b>WATER</b>	16		Erosion Assessment Soil & Crop Management Physical & Mechanical Erosion Control: Surveying Contour Lines Contour Plowing Tree Blags Check Dam in Ravines	4C 1PB	PH	80 Farmers	Min. Ag. (Seedlings)	Demonstrations on Farm Tests Info Days/1-7 Practical Training	200 Families	6000 (100 Fa)	Improved Yield & Productivity in Soils & Long Term Increased value of land as productive resource			Interviews	102	Ca			-Increased confidence ability to improve environment -Increase interest in agricultural para-

Appendix D

page 2 de 2

TABLAU DE TRANSFERT DE COMPETENCES PG

SECTEUR DE LA PRODUCTION ALIMENTAIRE

PRODUCTION COMPETENCES CIBLES	ZONE	PARTICIPANTS CIBLES (nombre et type)	EQUIPE PDC IMPLIQUE	FORMATION EQUIPE PDC	PG \$	AUTRES \$	PARTENAIRES	METHODE DE TRANSFERT DE CONNAISSANCES A LA COMMUNAUTE	DUREE DES SESSIONS	FREQUENCE DES SESSIONS	OBSERVATIONS
ALIMENTAT. DU BETAIL											
A. Foresterie	D	32 forestiers villageois dans 16 villages	1 ADC	Formation pratique du Ministère de l'Environnement avec des participants du village		SCP 46,999	Hin/Environ	Ministère Environnement a conduit le séminaire ; Les participants ont fait le voyage d'étude.	15 jours + recyclage d'1 semaine	1 fois + recyclage la 2eme année	5 pépinières villageoises initiées avec 4800 plants.
B. Pourrage	D	144 éleveurs dans 12 villages	1 Chef Proj. 5 ADC	Séminaire de 5 jours avec ChPA (Prog. FAO)	0	0	CPRA/FAO	CRPA conduit la démonstration de techniques de récolter près de villages. Les ADC mobilisent les participants des villages.	1 jour dans chq village	1/an: 3ans	Techniques appliquées par les éleveurs individuels.
	S	50 éleveurs dans 30 villages	NA	NA		USAPA	ZEE	Champs d'essai planté avec chaque éleveur individuel.	1 jour avec chq éleveur	1/an: 2 ans	Résultats mitigés la 1ère année.
ELEVAGE											
A. Soins du bétail	D	12 vétérinaires villageois	1 Chef Proj. 5 ADC	Séminaire de 7 jours avec la ZEE		SCP 9,841 BA 3,087	ZEE (FAO Project)	Session de Formation Formelle organisée par la ZEE.	1 mois	1 fois	
B. Vaccination de la volaille	S	17 vaccinateurs villageois	1 ADC	Participant avec les séminaires des villages.	400.36	SCP	ZEE PDAV	Séminaire pratique	2 jours	1 fois	La population de 50 villages a bénéficié des services des vaccinateurs formés.
TOTAL \$					14,444.65	59,962					

PARTICIPANTS CLÉS (nombre et type)	EQUIPE FDC IMPLIQUE	FORMATION EQUIPE FDC	PG \$	AUTRES \$	PARTENAIRES	M. MODE DE TRANSFERT DE CONNAISSANCES A LA COMMUNAUTE	DUREE DES SESSIONS	FREQUENCE DES SESSIONS	OBSERVATIONS
4 jardiniers (50R/4P) de 12 villages	3 ADC 1 Chef Proj 1 Agronom	Formation en culture de c/ saison intensive au Bazega ; Participa- tion aux échanges inter-zone.	0	USAPA \$ 5.654	ADBA AVLP CEPA AFVP SCF/Dori	Atelier pratique dans les parcelles maraichères ; Visites de terrain aux jardiniers de Dori pour échange d'expériences.	1 semaine 5 jours	1/an 1 3 ans 1 fois	Réplication par 150 jardiniers de la région. Les jardiniers de Saponé incorporent le concept de détérioration de l'environnement à la suite de la visite de Dori .
05 jardiniers (75B/30P) de 17 villages	4 ADC 1 Monitrice 1 Chef Proj	Formation en culture de c/ saison intensive au Bazega ; Participa- tion aux échanges inter-zone.	\$ 3.519	USAPA \$ 13.108	CPBA SCF/Saponé	Démonstration de méthodes dans plusieurs sites au village. Visites de terrain aux jardiniers de Saponé pour échange d'expériences.	N A 5 jours	N A 1 fois	Taille de la tomate, plantation en ligne... appliqué dans les jardins de participants. Après la visite à Saponé adoption de l'irrigation à la rate et l'organisation de réunions communautaires pour partager l'expérience dans leurs villages.
2 jardiniers (26B/6P) de Yargho	1 ADC 1 Agronom	Formation pratique de l'IBB et du CRPA.	0	USAPA \$ 3.572	IBB CRPA	Construction d'un modèle et démonstration ; suivi.	1 jr formati	1 fois/AN 3	Trop tôt pour voir une réplication.
2 gérants de Banque de céréales de 21 villages	5 ADC 1 C.U.B.	Séminaire Bq de céréales organisé par ACCORD et CRPA ; 30 membres des communautés formés.		CRPA/ ACCORD	CRPA ACCORD	Atelier et visites de terrain Atelier initial réplicatif par l'équipe pour les nouveaux gérants de B.C. pendant la 1ère année. (voir rapport)	1 semaine 1 fois	1 fois sur 2 ans	Banques de céréales ont été reconstruites et les stocks traités c/ les charançons Constaté une diminution des pertes de stockage
10 paysans de 16 villages	1 Chef Proj 5 ADC	Formation pratique du CRPA ; membres des communautés formés.		USAPA \$ 2.445	CRPA	CRPA conduit les formations dans les champs de démon- stration. L'ADC assure le suivi ; Visites de résultats inter-village.	1 jr/sem. 1 ds chq champ 1 ds démo en 1 saison pluv. 1 inter-village.	annuellement	Réplication dans les champs des indivi- de nouvelles variétés. Augmentation de la prod. confirmée par une augmentation du stock des B.C.
15 paysans de 12 villages	3 ADC 1 Chef Proj 1 Agronom	Formation pratique du CRPA ; membres des communautés formés.	\$ 1.953	USAPA \$ 850	CRPA	CRPA conduit les formations dans les champs de démon- stration. L'ADC assure le suivi ; Visites de résultats inter-village.	1 jr/sem. 1 ds chq champ 1 ds démo en 1 saison pluv. 1 inter-village.	annuellement	Réplication des nouvelles variétés dans les champs individuels.
paysans (18R/7P) 4 villages	3 ADC	Formation pratique du CRPA ; membres des communautés formés.		USA PA Inclus + hast.	CRPA	Démonstration dans les champs collectifs et suivi.	1 jour demo 2hrs/visite	1/an 3ans 1/fois 13mois	Compétences appliquées dans un village
jardiniers de villages	1 Chef Proj 2 ADC				CRPA	Démonstration dans les champs collectifs et suivi.	1 jour demo 1/2 hr suivi	1 fois 2 1 mois	Réplication dans de petits jardins.
0 paysans de 12 villages	1 Chef Proj 1 Agronom 3 ADC	Formation pratique du CRPA ; 40 membres des communautés formés	\$ 8.569	Bardai \$ 17.417	CRPA AVLP	Démonstration et pratiques cas présenté l'utilisation d'aide visuelle présenté les résultats visites de résultats	2 jrs demo 1/2 hr vis 1/2 hr vis	1/an 3ans 1 fois	Application massive dans la région. (voir rapport)

## Appendix E

FIELD OFFICE: Costa Rica		PARTNERSHIP GRANT SKILLS TRANSFER STRATEGY MATRIX					ECONOMIC DEVELOPMENT SECTOR		
July 1990									
ECONOMIC DEVELOPMENT	PLACE	KEY PARTICIPANTS (# and Type)	SC STAFF INVOLVED	SC STAFF TRAINING	PARTNER ORGS	COMMUNITY SKILLS TRANSFER METHOD	DURATION OF SESSIONS	FREQUENCY OF SESSIONS	OBSERVATIONS
Feasibility Studies	C	70 entrepreneurs (9M/41F)	1 IA coord 1 soc prom 1 cred prom 1 ag prom	SCF Sub-Regional Credit Workshop, feas. study training, TOT, project admin., business admin.	Technoserve INCAE INA FOV	Individual sessions at the place of business, on-the-job training	2 hours	1 time w/ follow-up as needed	The feasibility study has proven to be essential in order to determine other training needs and to plan appropriate follow-up.
Small Business Administration	C	50 microentrepreneurs (trained in skills identifi- cation in the feasibility study (20M/30F))	1 cred prom 1 ag prom	Training for SSE prom- oters in functional business admin. skills and techniques for training adults	Technoserve INCAE	Actual case studies using information from beneficiaries businesses	2 hours	1x/mth for first months, then as necessary	This training corresponds to the feasi- bility study and training needs ident- ified therein.
Technical Assistance for Fishermen	C	824 fishermen from rural communities of Chomes, Manzanillo, and Costa de Pajaros, and urban areas of Fray Casiano, 20 de Noviembre, and Riojalandia.	1 cred prom 1 fishing assist 1 prom soc	Operation and mainten- ance of motors, basic navigation	COLOPES	Visits programmed to the communities for technical assistance and maintenance training for the boats, motors, and equipment	6 hours in each commu- nity	1x/mth	Program includes continuing individual follow-up.

FIELD OFFICE: Costa Rica  
July 1990

PARTNERSHIP GRANT OUTPUTS SUMMARY  
ECONOMIC DEVELOPMENT SECTOR

Key participant: participated in training  
Beneficiary: I=individual, F=family (x5), C=community  
----- = on-going project with same participants

OUTPUT INDICATORS:	YEARS 1 & 2			YEAR 3			YEAR 4			CUMULATIVE	
	NUMBER/NAME OF PROJECTS	NO. KEY PART	NO. BENEFIC	NUMBER/NAME OF PROJECTS	NO. KEY PART	NO. BENEFIC	NUMBER/NAME OF PROJECTS	NO. KEY PART	NO. BENEFIC	NO. KEY PART	NO. BENEFIC
<b>ECONOMIC DEVELOPMENT:</b>											
MICROENTERPRISE DEVELOPMENT	1 Commercial and Service Businesses	30	150 F		8	40 F		8	40 F	46	230 F
	1 Small Industry and Handicrafts	11	55 F		6	30 F		7	35 F	24	120 F
REVOLVING LOAN FUNDS	1 Community Credit Committees	20	a) N/A		15	N/A				35	N/A
OTHER	1 Small Fishermen	90	900 F b)		48	480 F		41	410 F	358	1,790 F
	1 Apiculture (Bees)	8	40 F							8	40 F
				1 Asoc. Pescador Chacarita (APECHA)	8	30 I				8	30 I
<b>TOTAL:</b>	<b>5 Economic Development Projects</b>	<b>159</b>	<b>1,145</b>	<b>5 Economic Development Projects</b>	<b>85</b>	<b>550</b>	<b>5 Economic Development Projects</b>	<b>56</b>	<b>485</b>	<b>479</b>	<b>2,210</b>

a) Corresponds to the same beneficiaries listed by sector.

b) Two families benefit from each fishing loan.

Appendix F

SCF - AID PDC-0279-A-00-6200-00  
 PARTNERSHIP GRANT PRIMARY COUNTRY BUDGET STATUS  
 Skills Transfer Projects

Field Office	5 Yr. Total	Final Approved Year 1 Budget	Year 1 Expenses	Balance	Approved Year 2 Budget	Year 2 Expenses	Balance	Balance Yr. 3, 4, & 5	Changes of Primary Countr	Year 3 Budget	Final Year 3 Expenses	Year 3 Balance	Balance Yr. 4 & 5	Year 4 Budget	Final Year 4 Expenses	Year 4 Balance	Balance Available Year 5
LIBERIA	\$481,000	\$41,000	\$47,483	(\$6,483)	\$137,979	\$135,273	\$2,706	\$298,244		\$100,000	\$101,322	(\$1,322)	\$196,922	\$112,919	\$77,846	\$35,073	\$119,076
COSTA RICA	\$400,000	\$77,320	\$23,809	\$53,711	\$143,420	\$130,750	\$12,670	\$245,441		\$104,000	\$88,625	\$15,375	\$156,816	\$83,600	\$81,273	\$2,327	\$75,543
TUNISIA	\$295,000	\$34,200	\$20,783	\$13,417	\$133,730	\$95,008	\$38,722	\$179,209		\$106,722	\$85,895	\$20,827	\$93,314	\$123,314	\$69,257	\$54,057	\$54,057
JORDAN	\$373,000	\$15,000	\$1,080	\$13,920	\$109,000	\$72,945	\$36,055	\$298,975		\$126,000	\$134,338	(\$8,338)	\$144,637	\$72,000	\$72,267	(\$267)	\$72,370
BURUNDI	\$420,000	\$89,630	\$90,998	(\$1,368)	\$102,000	\$92,715	\$9,285	\$236,287		\$107,194	\$63,254	\$43,940	\$173,033	\$83,643	\$87,557	(\$3,914)	\$85,476
SRI LANKA	\$375,000	\$75,000	\$70,620	\$4,380	\$74,701	\$64,535	\$10,166	\$239,845	(\$209,845)	\$30,000	\$17,750	\$12,250	\$0	\$0	\$0	\$0	\$0
DOMINICA	\$303,000	\$0	\$0	\$0	\$60,750	\$22,416	\$38,334	\$280,584	(\$280,584)	\$698	\$698	\$0	\$0	\$0	\$0	\$0	\$0
PHILIPPINES	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$197,027		\$58,239	\$54,303	\$3,936	\$142,724	\$84,563	\$47,556	\$37,067	\$95,168
<b>TOTAL</b>	<b>\$2,647,000</b>	<b>\$332,350</b>	<b>\$254,773</b>	<b>\$77,577</b>	<b>\$760,580</b>	<b>\$613,642</b>	<b>\$146,939</b>	<b>\$1,778,585</b>	<b>(\$293,402)</b>	<b>\$632,853</b>	<b>\$566,185</b>	<b>\$66,668</b>	<b>\$907,446</b>	<b>\$560,039</b>	<b>\$435,756</b>	<b>\$124,283</b>	<b>\$501,690</b>
Reduction	\$271,658							\$271,658	Reduction*				\$271,658	Reduction*			
<b>REVISED TOTAL</b>	<b>\$2,375,342</b>							<b>\$1,506,927</b>					<b>\$635,788</b>	Sub-Total			
													<b>\$304,954</b>	Additional Funds			
													<b>\$940,742</b>	Sub-Total			
													<b>\$435,756</b>	Year 4 Expenses			
													<b>\$504,986</b>	Sub-Total			
													<b>\$501,690</b>	Year 5 Available			
													<b>\$3,296</b>	Unallocated			

A.) Revised downward during an Incremental Funding Request to AID/Washington.

This reflected the Country Projects' portion of the reduction from \$8.5 million to \$7.5 million.

B.) Yr 4 Jordan budget increased from \$54,900, Burundi decreased from \$94,712, Philippines increased from \$81,007, and Tunisia increased from \$93,314.

## Appendix G

SAVE THE CHILDREN FEDERATION, INC.  
 AID PARTNERSHIP COOPERATIVE AGREEMENT  
 No. PDC-0279-A-00-6200-00

## PARTNERSHIP GRANT EXPENSES VS. MATCH, YEARS 1 - 3 ACTUALS, YEARS 4 &amp; 5 PROJECTED

Categories of Partnership Grant	Years 1 - 3		Projected		Total Life	
	PG Match *	P.G. Expenses	Years 4 & 5 PG Match *	Years 4 & 5 P.G. Expenses	of Project PG Match *	of Project P.G. Expenses
	8/1/86- 7/31/89**	8/1/86- 7/31/89	8/1/89- 7/31/91	8/1/89- 7/31/91	8/1/86- 7/31/91	8/1/86- 7/31/91 ***
Training	\$78,998.00	\$684,325.00	\$37,700.00	\$788,118.00	\$116,698.00	\$1,472,443.00
Sectoral Development	\$13,020.00	\$748,766.00	7,609.00	\$414,960.00	\$25,629.00	\$1,163,726.00
Country Projects	\$4,301,134.00	\$1,434,600.00	\$2,080,308.00	\$940,742.00	\$6,381,442.00	\$2,375,342.00
Grant Management	\$61,334.00	\$124,184.00	\$25,000.00	\$68,013.00	\$86,334.00	\$192,197.00
Planning/Eval./Doc.	\$0.00	\$400,715.00	\$0.00	\$260,412.00	\$0.00	\$661,127.00
Regional Conferences	\$0.00	\$163,790.00	\$0.00	\$107,202.00	\$0.00	\$270,992.00
Regional Resource Sharing	\$0.00	\$134,490.00	\$0.00	\$67,179.00	\$0.00	\$201,669.00
Regional/VP Support	\$737,997.00	\$341,517.00	\$356,900.00	\$142,739.00	\$1,094,897.00	\$484,256.00
SUB-TOTAL	\$5,192,483.00	\$4,032,387.00	\$2,512,517.00	\$2,789,365.00	\$7,705,000.00	\$6,821,752.00
Indirect Costs	\$0.00	\$528,640.00	\$0.00	\$355,760.00		\$884,400.00
GRAND TOTAL	\$5,192,483.00	\$4,561,027.00	\$2,512,517.00	\$3,145,125.00	\$7,705,000.00	\$7,706,152.00

\* Planning/Evaluation/Documentation, Regional Conferences, and Regional Resource Sharing cost-sharing is not captured as a calculated match.

\*\* Match is through 6/30/89.

\*\*\* Total includes \$1,152 of non-Cost-Shared AID funds as per the Coop. Agreement.

Appendix H  
 SAVE THE CHILDREN FINANCIAL OVERVIEW  
 ACTUAL PROGRAM ALLOCATIONS  
 FY 1987 - FY 1989

(\$ in thousands)

PROGRAM EXPENDITURES	FY 1987	FY 1988*	FY 1989**
Community and Home Infrastructure	4,325	4,857	5,246
Food Production and Agriculture	2,444	4,608	7,242
Education and Human Resources Devt.	16,953	14,431	17,742
Health and Nutrition	6,514	7,973	9,711
Enterprise	5,282	5,172	6,714
Resource Conservation	579	1,092	2,826
Refugee and Disaster Relief	23,454	35,916	42,259
Indirect Costs	12,607	11,312	15,887
TOTAL	72,158	85,361	107,627
SOURCES OF FUNDS			
AID Partnership	1,028	1,751	2,092
Other AID	18,456	34,197	40,616
Other Grants	13,240	15,850	21,621
Private	32,343	31,807	39,646
Other Income	3,759	2,270	3,810
TOTAL	68,826	85,883	107,785

\* FY 1988 is 12-month period ending June 30, 1988

\*\* FY 1989 is 15-month period ending September 30, 1989, reflecting change in Agency Fiscal Year.

# Appendix I

## PG LOGFRAME OUTPUT SUMMARY

Outputs	Objectively Verifiable Indicators	Year Four Outputs
1. Community Skills Centers constructed and operating	7 centers constructed	8 CSCs completed 6 skills transfer Strategic defined and implemented
2. Demonstration projects in the 7 centers	250 Demonstration Projects: 100 Economic Development 90 Food Production 60 Community Improvements	Demonstration of various types and sizes conducted in: Economic-Development - handicrafts, community managed credit. Community Improvements - prototype houses, latrines, water catchment. Food Production - gardening, field crops, animal husbandry, agroforestry, beekeeping, food storage, soil conservation, irrigation.
3. Comprehensive Training Program	Training Strategy  Training Programs in Operation: 9 Food Production, 3 Employment 1 Construction  Orientation Training (OT) Training of Trainers (TOT) Field Mgmt Training (FMT) Community Development Training (CDT) Workshops disseminated in 30 PO's and 60 community groups	3 CSC's training strategies in progress  4 programs in agriculture 4 programs in employment 1 program in construction  Performed: 19 TOTs benefitting 350 participants, 8 CDTs benefitting 140, 11 FMTs benefitting 110 and 5 OTs benefitting 100. 90 technical assistance visits/workshops benefitted 900 field office and community participants.

Outputs	Objectively Verifiable Indicators	Year Four Outputs
4. Program strategies designed and community projects implemented	Skills transferred to 6500 key participants	Over 6500 key participants in demonstration and community projects including farmers groups, community credit committee, fishers associations, training programs in agriculture, employment and construction
	Over 400 community projects in 6 countries	Projects in six primary countries as follows: Food production-113 Economic development-38 Community improvement-103

d'ere wol yamirgol nyamaande:

- 1<sup>o</sup> miimoro demannde: # d. 36 4
- 2 nyalaande demannde: Winnda 8.10.89
- 3<sup>o</sup> koro koro yami: ceede labde
- 4<sup>o</sup> koro gollata: Wiiraa na Sonna
- 5<sup>o</sup> miimoro bank + Wuro mabbe: 5836280034
- 6 yemre: o.1 doovi
- 7 ndewgu: seero
- 8<sup>o</sup> jamaa: nganngawol

ko ne ddo jey yameede.

- 9<sup>o</sup> innde e jammooire d'ikko Hamma burayma
- 10 miimoro kardante e nyalaande: 024 58896: 14/10.88
- 11 nokkudo joomun faamanka nga: Cabal baani bange  
ere 1
- 12 ta jamaa nganngawol: duubi: makiko 33
- 13 no'otawraa: jom deekiy gooto
- 14 adada be'o nyamnata: 20
- 15 inde nyomneteebe: debbo naa gerko  
— duubi: golle dume o laatante
- 16<sup>o</sup> janngado maamo janngay: to'annadal makiko +  
— haadi.

Aminata is a woman member of the V.C.C. of Gonga she attended the literacy training workshop organized in her village by SEF. On this note book she transcribed 40 questions to be asked to loan applicants for a feasibility study of their enterprise. She uses these notes as a guide for borrower interviews.

Aminata never received any kind of formal schooling and did not know how to read or write before attending the literacy training.

17 dume ngollirtaa: o wa'aran mo sonna

18<sup>o</sup> sardiji golle:

19<sup>o</sup> hooremaa naa goddo ngollirtaa:

20<sup>o</sup> no<sup>o</sup> ngollirta: Coggu kujje hawrondirde ko n

21<sup>o</sup> dume ngoodondaa gollal ngal: ngollirtirdu-coggu

— muudum:

— leydi: 2000

— tenndeeve (12m2) 500

— boggi (2) 10

22 adadu ceede den 3510

23 adadu ko dum jey hebde nyannem 3510

24 wallibe e gollal:

— koreejima: 6

— Ebe niobata:

— adadu himbe ben fu: 6

— ko taykaa:

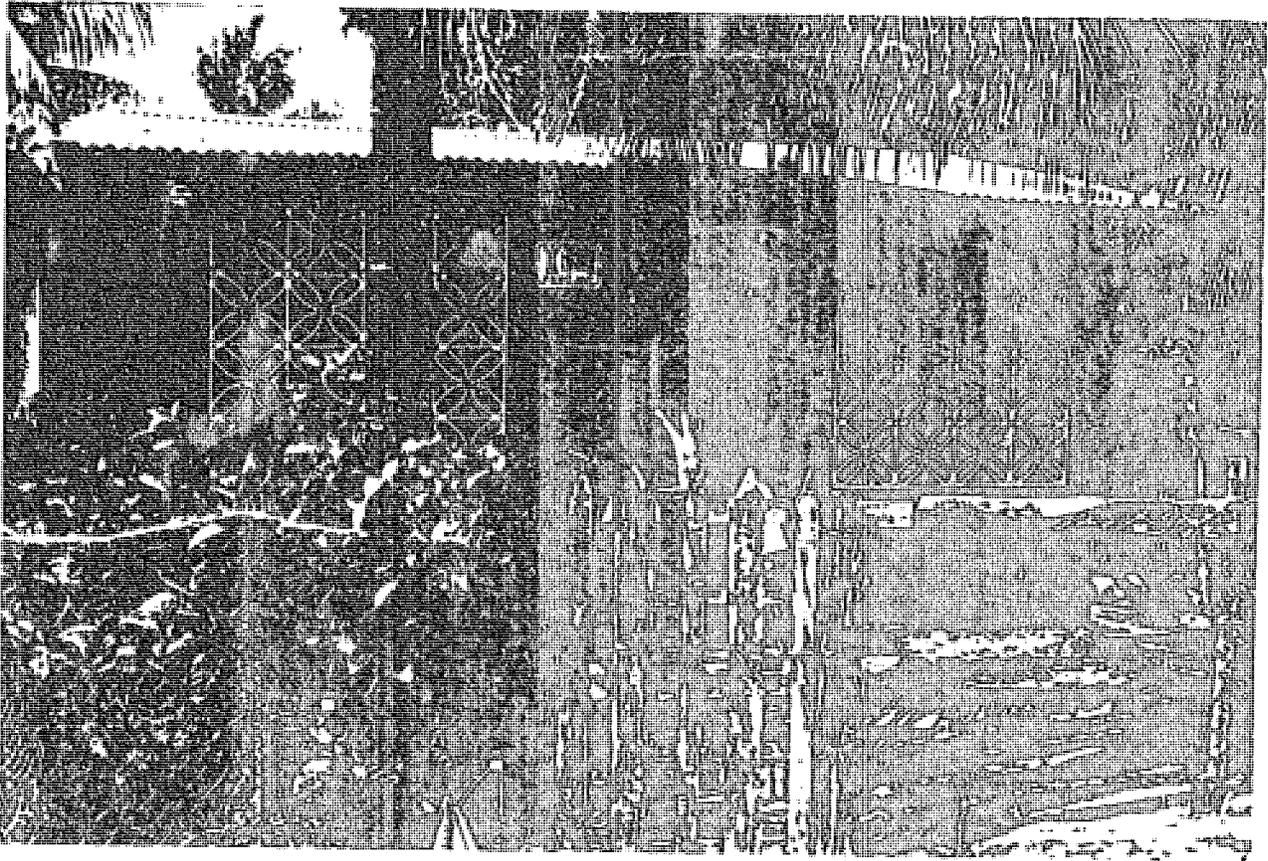
25 duubi foti puddirtaa gollal ngal: duubi 8

— ko ngal annidrimaa

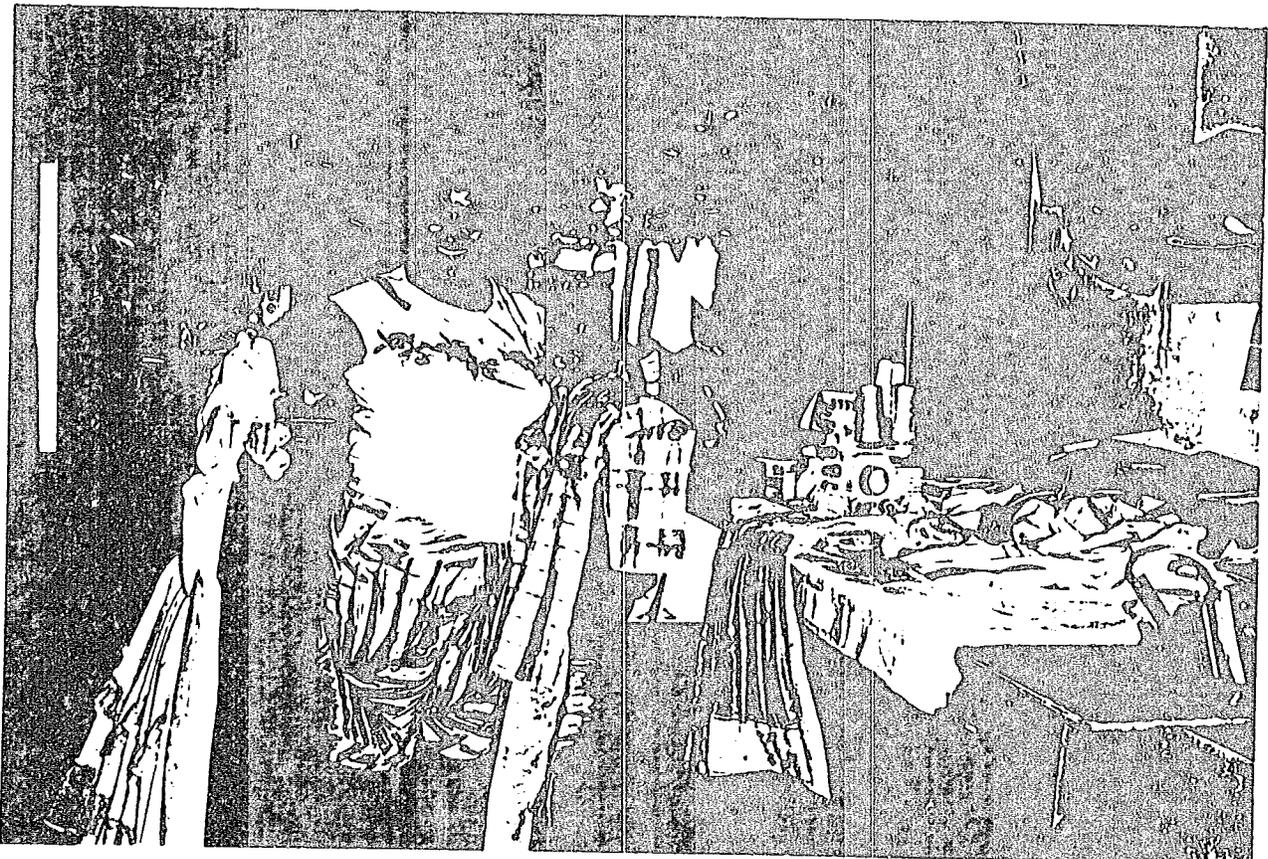
26<sup>o</sup> ko keba e banngal ndemri

nooneji ah/di	ko tawafu	coggu gootel	ko hawrata fi
gawri indeneeri bolihuuje	100	150	1500
siiliri konndeeje	2	200	400
larame booboji	2	1100	2200
27 <sup>o</sup> adadu ko dum jey hebde			17600

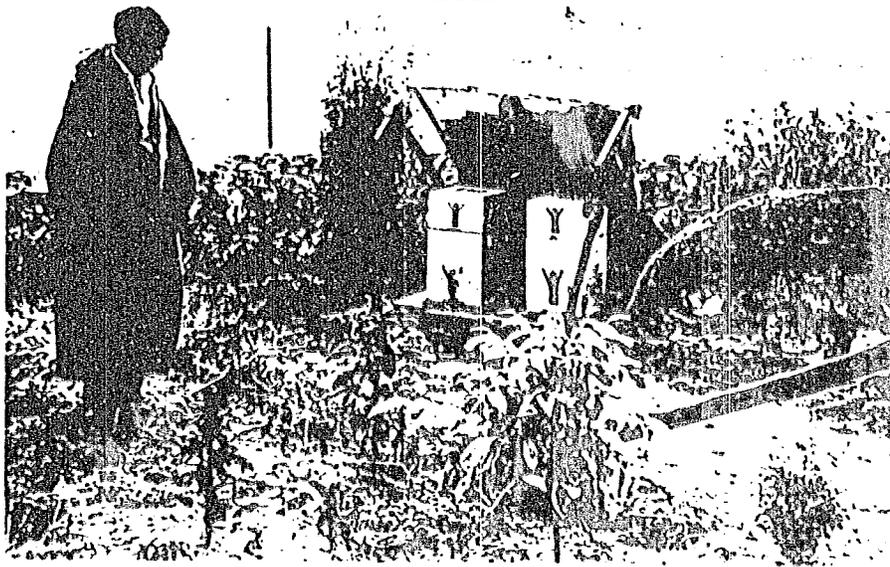
Appendix K  
COSTA RICA



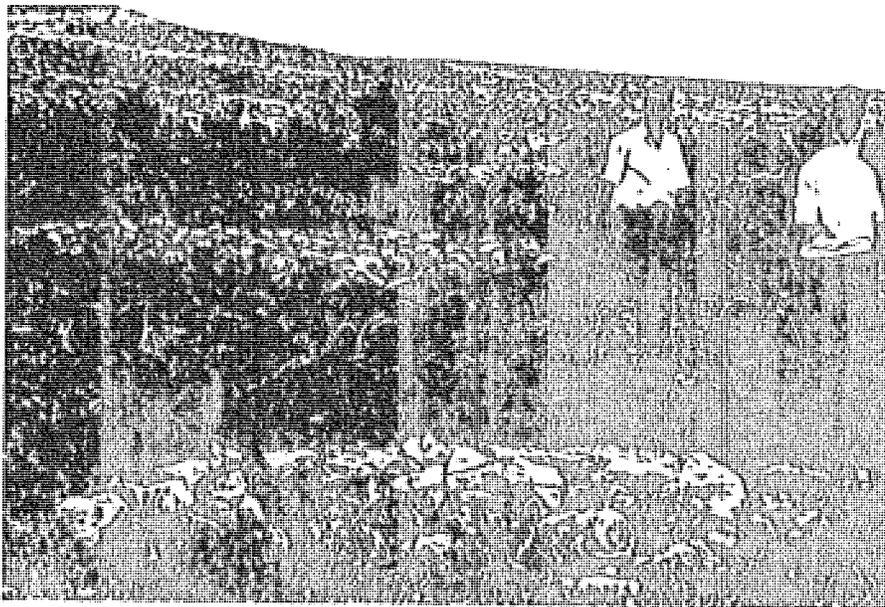
Low income housing improved with an SC loan.



A seamstress who diversified her production with the help of an SC loan.



Improved beekeeping techniques have attracted the attention of farmers and GOT.



Low cost erosion control has dramatically increased agricultural production.

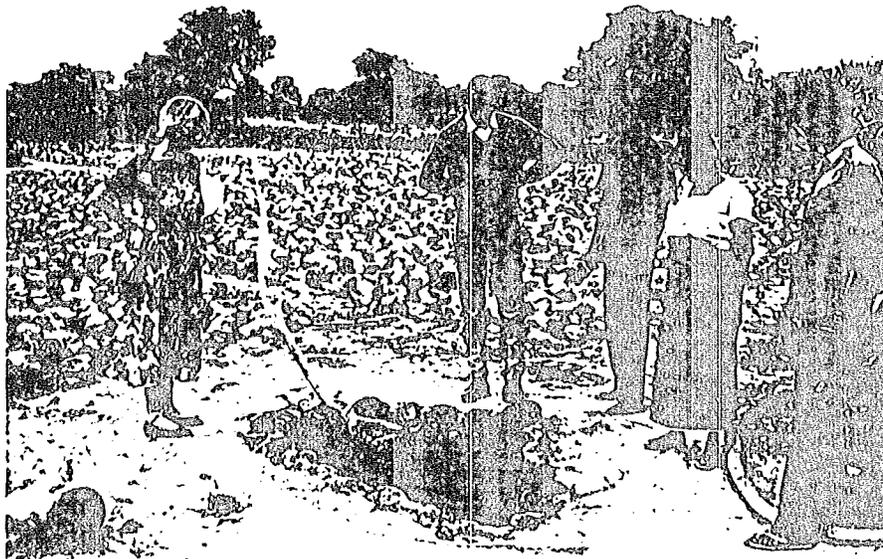


Weaving skills transferred to young women have generated income.

BURKINA FASO



Vocational training has created employment and increased services in rural areas.



Improved garden wells increase efficiency and productivity.



Food security is the priority problem SC addresses in Dori.

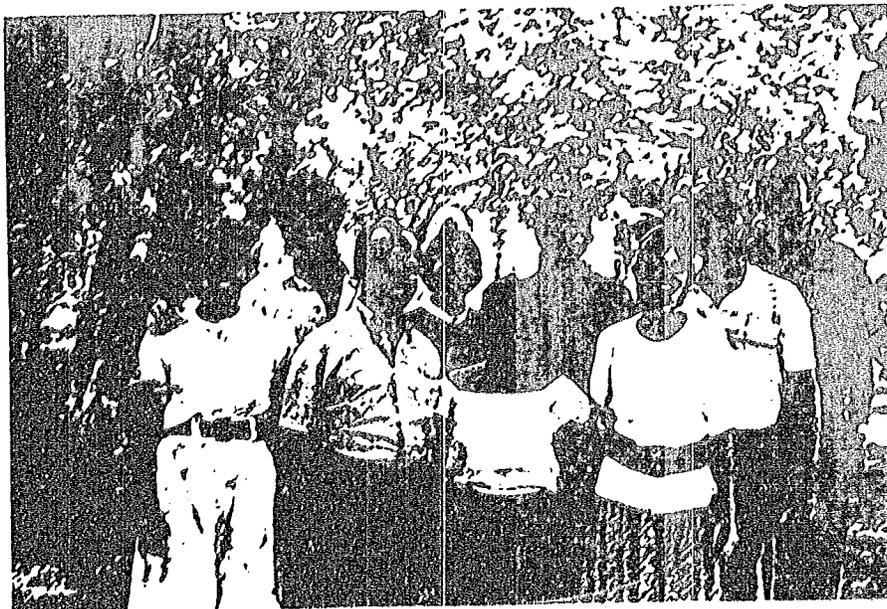
The Final Evaluation Team With Field Office Staff in:



Tunisia



Burkina Faso



Costa Rica