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WORLD EDUCATION SWAY PROJECT

SECOND PROGRESS REPORT

1 December 1991 - 30 April 1992

**Support to Women's Associations of Yemen
USAID/Sana'a Project Number 279-0080-C-0003-00**

**The SWAY Project
World Education
P.O. Box 55880 Taiz
Yemen**

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INTRODUCTION

During the first year the SWAY Project has had a remarkable impact on the Yemeni women it is designed to serve. This is well illustrated by the following quotations from SWAY staff and advisers:

"Although the women's names were the same in the third workshop, the women were not the same on the inside."
SWAY Project Coordinator.

"By the end of the workshops, the YWA leaders were taking us more seriously." SWAY Project Officer.

"At the beginning, the YWA women saw their goals as immediate assistance with furniture, and they had a long shopping list. Later they saw the need to go the next step. The list has become shorter and more focussed." SWAY staff member.

"A rural woman wrote this plan? SWAY can come work with us!" Factory Manager who is a member of the SWAY Advisory Group.

This second progress report covers the second half of Phase I activities, which were carried out between 1 December 1991 and 30 April 1992. During this period, the first cycle of workshops was completed with YWA chapters in the governorates of Taiz and Ibb. Women participants drafted action plans for their associations, using the skills they had acquired during the carefully sequenced workshops and follow up activities. SWAY staff carried out intensive field work, becoming much more familiar with the YWA branches, their strengths and limitations. Program staff have developed their facilitation skills and have become confident and capable trainers.

Both SWAY Project staff and YWA participants are eagerly looking forward to the second year of the project. A series of activities are planned in Taiz and Ibb that build on the groundwork that has been done this past year. The project expects to expand in scope, to cover a larger geographical area and with the addition of some exciting new components.

The format of this report has been slightly modified, in response to feedback and suggestions from USAID. It begins with a section on project impact and the lessons that have been learned during the first year. The second section reports systematically on progress towards project objectives. This main section is organized by task and activity, following the order presented in the Workplan for Phase I. Outputs are then listed in summary form, indicating when each one was completed. The report concludes with a section on constraints encountered during the past year, suggestions for resolving some of the difficulties, and an overview of priority activities for the second year of the SWAY Project.

I. PROJECT IMPACT AND LESSONS LEARNED

At the end of the first year, the team of World Education staff in Taiz have carried out an internal assessment of the impact of the SWAY Project and the lessons that have been learned. Section A highlights the most significant accomplishments of the project and section B presents an overview of the lessons learned.

A. PROJECT IMPACT

1. Changes in Attitudes

The SWAY Project has helped many people in Yemen to change their attitudes and views:

- * women participants
- * women's families
- * YWA leaders
- * government authorities
- * Ministry of Insurance and Social Affairs.
- * donors
- * SWAY staff

SWAY staff believe that this has happened for a number of reasons. The project approach and workshop methods have made people think. People have been challenged to think differently about women, and to change their views about what women can do in the YWA context as well as in the larger development context of Yemen. The SWAY Project approach and training activities have built self-confidence among women, and the conviction that women have important knowledge.

2. Broadening the Horizons of Yemeni Women's Associations

Women now see a much wider range of possibilities for their associations. Before they thought more narrowly, in terms of literacy classes; now they think in terms of income generation. Before they thought about income generation in terms of sewing; now they believe that other income generating activities are viable - - for example a bakery at AlKobeita and a mill at another YWA center. Before the women were passive members of their associations; now they want to have a voice in setting the directions and policies of their YWAs.

3. Acquisition of Knowledge and Technical Skills

YWA participants have developed new technical skills and knowledge, enabling them to take action on issues and problems of their associations in a systematic fashion. For example, women have learned how to set clear goals and specific objectives. They know how to identify tasks, define responsibilities and determine the resources that are needed. They have learned how to carry out feasibility studies, and realize that the process has applications beyond the feasibility of small businesses.

4. Enthusiasm for Training

YWA members have responded to SWAY Project workshops with overwhelming enthusiasm. Some women took leave of absence from other jobs in order to attend. They were able to resolve issues around travelling without their husbands and paying their own hotel bills. They worked during Ramadan -- reportedly the first time this has happened in a development project in Yemen.

During the three workshops alone (without counting follow up), we have calculated a total of 1114 participant days. This amounts to approximately 55 person months or four and a half person years.

5. Practical and Assertive Approach to Problem Solving

Through their participation in the SWAY Project, women have developed a more practical approach to solving YWA problems. For example, staff observe that YWA leaders are now willing to consider sharing rent or sharing space for their associations; when necessary they look for permanent premises for the YWA.

Women have become much more assertive about the rights of their YWA centers -- with YWA branches, with MISA and with government authorities. Women have also begun to use a systematic process for thinking through and taking action on issues.

6. Developing a Model for Other Projects

World Education believes that the SWAY Project could serve as a useful model in a number of ways. It has demonstrated that projects can be started up in a practical and efficient manner. The Team Leader was able to set up an office and recruit staff very quickly. The SWAY Project has built staff skills, adopted a good financial management system, learned to use a workplan and follow timelines. More significantly, the SWAY Project has demonstrated a new approach to working with women in a difficult context. It

is willing to share experience and plans with other development programs, donors and government authorities.

B. LESSONS LEARNED

1. The Value of a Participatory Approach to Learning.

During the first year of the SWAY Project we have seen the benefits of World Education's participatory approach to learning. The first cycle of workshops included Yemeni women participants who are themselves students. They observed that their own studies would be more interesting if their teachers used similar methods to those used in the SWAY Project.

SWAY Project staff have noted a number of issues about the participatory approach which are important in the context of Yemen. These are:

a) It takes more time to plan, design and deliver participatory training activities.

b) It is important to link participatory training with opportunities for immediate application of what is being learned to the realities of everyday life.

c) Follow-up visits by trainers and project officers are essential, for monitoring and assistance with the application of newly learned skills.

d) The approach requires substantial inputs, in terms of staff time, training consultants, TOT activities for staff, more resources for workshops (paper, materials, visual aids, photocopying etc).

e) The participatory approach is an educational process for everyone involved: SWAY staff, World Education trainers, donors, MISA (formerly MOLSA) and other government staff, YWA leaders, and YWA members. This lesson could be useful for many other development programs besides the SWAY Project.

When used appropriately, the participatory approach creates

the kind of self-confidence that can help Yemeni women accomplish difficult tasks under difficult circumstances.

2. The Importance of Patience

SWAY staff have learned the value of patience.

a) They have learned to be patient with women: appointments in the field were often not kept, alternative arrangements had to be made, staff had to learn to take new initiatives in arranging for field visits.

b) They have learned the importance of patience with government officials (especially MISA) and YWA leadership: it takes time to get letters signed, to get approvals and to take care of administrative formalities.

They have developed new strategies for solving these problems. For example, they involved MISA and YWA leaders directly in workshops, because exposure and personal commitment were central to resolving the problems.

3. The Need to be Open-minded and Flexible

In a similar vein, SWAY staff have learned that it is important not to pre-judge YWA capabilities or assume too much ahead of time. They recognize the need to start with the YWAs where they are as organizations, not where the SWAY Project might want them to be in terms of management or operations. SWAY staff are convinced that the project needs to maintain its flexible approach.

4. The Need to Respond to a Wide Range of Issues

Through the participatory approach, SWAY staff have learned that they need to address the issues that emerge as byproducts of training, thereby beginning to respond to a wide range of YWA needs in addition to training. SWAY staff have had to become good listeners as well as good negotiators, especially during follow-up in the field. Through helping YWAs to develop workshop products they have realized that the YWAs deal with a broad range of organizational issues and that they face many individual organizational problems.

5. Sensitivity to the Development Context of Yemen

Given the special nature of the Yemeni context within which the SWAY Project operates, staff have found it very important for the project to:

- a) be as open and transparent as possible, seeking the active participation of the widest possible range of government and donor representatives, in both the planning and implementation of project activities; and
- b) offer access to all SWAY training activities and services to the widest possible range of YWAs.

6. The Value of an Advisory Board

The creation of an Advisory Board was very important and useful to the SWAY Project and has helped in achieving project objectives during Year I. The board has:

- a) worked as a buffer and helped to smooth out problems
- b) widened the SWAY network
- c) helped mediate issues with Taiz and Ibb central YWAs
- d) contributed immediate advice and ideas to the SWAY Project
- e) legitimized the work of the SWAY Project
- f) helped SWAY to provide assistance to non-YWA groups.

7. The Importance of Good Communication with Donors

SWAY staff have learned much from their involvement with donors during the past year. They realize the importance of keeping donors informed and involved in the project at all times. Regular meetings with donors are essential, even though they are time consuming because of the distance between Taiz and Sana'a. It was useful to have USAID staff involved in the initial workshops as it helped inform USAID about the project and the methods and approach that are being used. As a result, USAID has a good understanding of the SWAY Project and its special needs, and has been in a better position to respond to those needs when asked to do so.

The SWAY Project has also found it important to maintain contact with other donors. This has facilitated program coordination, helped to minimize duplication of efforts and avoid

wasting resources.

8. The Need to Address Organizational Development Issues

When working with women's groups in Yemen, the SWAY Project has learned that it is crucial to deal with organizational development issues in the early stages of a project. Once the needs have been addressed, it is possible to move on to more technical areas such as small business skills. This may in turn lead to targeted training and technical assistance for specific income generation activities such as kindergartens and sewing.

The SWAY approach is seen to:

- a) build individual and collective self-confidence
- b) create and strengthen basic organizational structures and the foundation for future activities
- c) offer wider opportunities for participation in YWA planning and decision making
- d) encourage realistic and systematic thinking about YWA structures, planning processes and program implementation strategies, and
- e) build awareness of the roles of leadership and membership within individual YWAs.

9. The Benefits of Integrating Project Activities

The SWAY model illustrates the value of integrating an array of project activities. This has contributed significantly to realization of larger networking goals, staff development goals and general project implementation goals. Through the SWAY model, YWAs can see that it is possible to plan and implement more than one activity at the same time, while responding to the social welfare and economic needs of women in both rural and urban parts of Yemen.

10. The Importance of Personal Commitment

At a personal level, it is clear that implementation of a project designed like the SWAY Project requires a high level of personal commitment on the part of staff. This is equally true for the highly motivated women in the participating YWAs.

11. Lessons About Women in Yemen

The SWAY Project has demonstrated that women in Yemen are eager to learn. If one were to take a limited feminist perspective in analyzing the situation, one might think that nothing could be accomplished through the YWAs. But, if one takes a more moderate approach, it is clear that women are ready and eager to learn. They are also ready to take well-thought-out chances with the opportunities offered through the SWAY Project.

II. PROGRESS TOWARDS PROJECT OBJECTIVES

A. DEVELOPMENT OF YWA MANAGEMENT AND PLANNING CAPABILITIES ESPECIALLY FOR INCOME GENERATING ACTIVITIES

This first section of part two of the report describes the progress made on tasks 1, 2, and 5 which are grouped together in the workplan.

Task 1: Develop each association's management, financial, planning and implementation capabilities.

Task 2: Improve the quality and marketability of products from the women's associations and demonstrate increased income for individual producers and for the associations.

Task 5: Increase the abilities of selected associations to meet income generating needs of rural members through productivity projects employing savings groups and new business start-ups.

A series of activities relating to these core tasks were covered in the first progress report. Continued progress with the tasks is summarized below, covering the period between 1 December 1991 and 30 April 1992.

ACTIVITY I.10: Follow-up to Planning Activity II.

Immediately after the second workshop which ended in late November 1991, SWAY staff planned a timetable for follow up field visits to YWA branches, to assist participants with feasibility studies of income generation projects.

Anne Dodge, Lead Trainer for the second planning activity, travelled to Sana'a with the SWAY Project Team Leader at the end of November. They submitted a report on the workshop to USAID and discussed the work that had been accomplished during the second planning activity.

SWAY staff visited the eight YWA centers which had taken part in the workshop between 9 December 1991 and 14 February 1992. Whenever possible, SWAY staff visited the centers two or three times. These centers were AlMokha, AlKobeita, AlAzaez, AlKureisha, AlAkahila, AlRahida, Jibla and Ibb. The visits proved useful for

discussing and analyzing the income generation ideas of the centers, and for producing draft feasibility studies prior to the third workshop. SWAY staff learned more about the plans of YWAs for developing income generation activities. These include a bakery, a catering service for students, a sewing workshop for school uniforms and ready-made clothes, typing classes, sewing projects, handicrafts, and vegetable production. They were pleased to find that some of the feasibility studies were good, although others needed modification or further work.

In early February SWAY staff held an informal two day training for staff of two YWAs in AlTurba and AlKureisha who hoped to participate in the third workshop. Although one representative for both centers had attended the second workshop, she found it difficult to carry out the necessary follow-up with other members. SWAY staff therefore trained an additional ten members chosen by each center. The training focused on topics covered during the first and second workshops: institutional assessment techniques (including development of organizational charts) and basic tools needed to design income generation activities.

ACTIVITY I.11: Planning for the Third Workshop (Planning Activity III).

At the end of January 1992 the SWAY Project sent invitations for the third workshop to all participating YWAs. Invitations to the closing ceremony were sent to representatives of the Ministry of Insurance and Social Affairs (MISA) in Ibb and Taiz, USAID, US Embassy, members of the SWAY Project Advisory Group, Small Enterprise Unit, the Dutch Embassy, the Governor of Taiz and the Yemen Family Care Association. As part of the logistical preparations for the third workshop, SWAY staff prepared graduation certificates for all the YWA participants. The certificates were designed for two categories of participants: those who attended all three workshops, and those who attended some of the workshops. In order to publicize the graduation ceremony, SWAY staff invited the press to attend. They also wrote letters of thanks to all key supporters of the SWAY Project.

Prior to the workshop, SWAY staff prepared banners to welcome the governor and to acknowledge the sponsors of the workshop. They translated and photocopied materials to distribute during the workshop. In addition, SWAY staff made arrangements for lodging participants, for transportation, for conference facilities and refreshments. Some of staff decided to stay overnight with workshop participants so that they could work with them in the

evenings.

World Education Trainer, Anne Dodge, made preparations for the third workshop. She worked with World Education staff in Boston to develop a training plan for the workshop and sent an outline for the SWAY staff to review in Yemen. She travelled to Yemen at the end of February and met with the SWAY Team Leader in Sana'a to go through the training sessions in detail and make any modifications that were necessary. Before travelling to Taiz they both visited USAID to discuss plans for the third workshop.

In Taiz, the Lead Trainer presented an outline for the third workshop and TOT to the SWAY staff. They prepared a schedule together and reviewed and translated training materials.

The third Planning Activity was preceded by a Training Of Trainers workshop for SWAY staff. Four days were spent on visual literacy, practice in writing targets and strategies, training design and review of workshop content. Staff found it very useful to practice the methods for each session in advance, so that they felt well prepared for the workshop. They had some initial difficulty formulating targets and strategies, and were better able to assist YWA participants with this after practice during the TOT. The final TOT session on evaluation was held at the end of the third Planning Activity.

No site visits were made immediately prior to the workshop. These took place after the training.

ACTIVITY I.12: Implementation and evaluation of Planning Activity III.

40 women attended the third workshop. It lasted five days, from 26 February to 2 March 1992, and was held at the YWA center in Taiz. Participants represented the main YWA branch in Ibb and seven centers in the Taiz governorate (AlMokha, AlKobeita, AlAzaez, AlKoreisha, AlAkahila, AlRahida and AlTurba). The presidents of most of the centers, with the exception of Ibb, participated in this workshop. Five of the participants from AlKoreisha, AlTurba and Ibb had not attended previous workshops.

The goal of the third workshop was to enhance the planning skills that YWA participants had already developed during the first two workshops. It was intended to result in action plans for each center, using information that participants had gathered from the assessment questionnaire and the feasibility studies for income

generating activities.

The objectives of the third workshop were as follows:

1. To develop individual and collective skills in action planning.
2. To provide guidance to individual YWA staff during the planning process.
3. To synthesize data from the first and second workshops and YWA field exercises into action plans for phase II of the SWAY Project, with detailed plans for the first year and broad guidelines for the second and third years.
4. Identify phase II training and technical assistance needs related to income generation activities for YWAs.
5. Develop a schedule for field visits after workshop III.
6. Strengthen YWA geographic and sector networks.

During the first part of the workshop, participants reviewed the information they had gathered during the institutional assessments and feasibility studies (the products of the first and second planning activities). They then assessed the past and present accomplishments of their centers, and finally spent the second half of the workshop drafting action plans. The draft plans would be taken back to each YWA after the workshop for discussion, modification and approval by other leaders and members.

Workshop participants worked in eight small groups, divided according to centers. Each small group nominated a leader to facilitate their work. The group leaders were trained in facilitation methods (such as brainstorming and icebreakers) by the SWAY staff. They had observed these methods during the first two workshops, and were now able to apply them. The SWAY Training Officer met with the group leaders at the beginning of each day to brief them, explaining the small group tasks and training steps for the day. SWAY staff then monitored small group work during the day.

The small groups began by analyzing the process, problems, and outcomes of their feasibility studies. They then presented on flip charts the data from the questionnaires they had administered after the first workshop. They summarized goals and objectives, information on membership, facilities, staff and YWA activities.

This helped them to analyze the past and present accomplishments of their centers. After discussing the importance of planning for the future, the small groups assessed the strengths and weaknesses, opportunities and threats to their centers. They went on to set program targets for the next few years and discuss strategies for reaching them. Each group identified the implementing steps needed to reach their targets, listing them in order and setting timelines.

By the end of the workshop each center had produced a first draft of an action plan. The action plans contained eight components: a description of the association's mission, goals, and objectives; the strategies proposed for reaching the goals and objectives; a list of implementing steps or activities, with a timeline for carrying out the activities; and a list of training needs and resources required for implementing the action plan.

We expect these action plans to be useful planning and monitoring tools for the YWAs during the next few years. They will provide guidance for implementing income generating activities and for reaching other targets. The plans also help SWAY staff to design activities that respond to YWA needs during phase two of the SWAY Project.

The small group format worked well during this final planning activity. The SWAY training team and small group leaders played an important role, presenting directions clearly and explaining complex conceptual topics, especially to participants who had not attended the first two workshops. The women responded well and participated with enthusiasm. As in the previous workshops, the women prepared a reading from the Koran and lead a five minute energizer (such as a song, dance, poem, riddle or game) at the beginning of each session. They enjoyed these opportunities for working with women from other centers besides their own.

All the participants were dedicated to producing high quality action plans that would be feasible to implement. SWAY staff played a crucial role in the process, making themselves available to help the women and answer questions during the workshop. The small group leaders from each center encouraged all the members of the group to participate. This gave SWAY staff more time to monitor small group work and ensure that the workshop assignments were understood.

The training materials developed for this workshop have been compiled into a manual, which can be used by SWAY staff and other trainers in the future.

ACTIVITY I.13: Follow up to the third workshop and preparation for year two.

SWAY staff planned and carried out a series of field visits during the month of March, following the schedule agreed with YWA participants at the end of the third workshop. During the field visits, staff reviewed the action plans with workshop participants and other YWA members, assisting them with any refinements or revisions that were necessary. They visited the eight centers at AlMukha, AlKobeita, AlAzaez, AlKureisha, AlAkahila, AlRahida, AlTurba and Ibb. Although it was difficult to conduct the visits during the month of Ramadan, SWAY staff found them useful. In some instances the YWAs wanted to change the income generation plans that had been proposed. Staff needed to visit two of the centers - AlRahida and AlKobeita -- more than once to follow up on the action plans.

During the month of April, SWAY staff made additional field visits to several new centers in the governorates of Ibb and Taiz that had not participated in any of the first year workshops. These were: Al Naged Alahmer, ZeSefal, Yarim and AlQaeda in Ibb, and Maweya in Taiz. They are all interested in joining the SWAY Project during the coming year. Staff plan to visit other new centers at Badan (Ibb) and Saber, Shargab and Zubhan (Taiz) shortly to discuss possible collaboration.

David Kahler, Vice President of World Education, travelled to Yemen from 24 March to 5 April to assist SWAY staff with preparations for the second year of activities. He lead a series of discussion and reflection sessions with the staff, designed to evaluate the progress that had been made during the first year and set directions for the second year. They analyzed the eight action plans prepared by the YWAs from Ibb and Taiz, and discussed how the SWAY Project could assist YWAs with implementation of their plans during phase two of the project. These activities were then incorporated into the draft of the second year workplan.

SWAY staff believe that there is a need to expand the project geographically. They would like to repeat the cycle of three workshops for YWAs in the governorates of Taiz and Ibb that were unable to participate in the training during the first year. They have identified eight or nine centers which are interested. Several of them have been formed recently, and would clearly benefit from an opportunity to take part in SWAY activities. Also, they are eager to extend the project area to include the southern

governorates of Aden and Hadramout. Expansion plans are discussed in more detail under task 12 (section J).

To assist with expansion and replication, staff believe it will be critical to build the training skills of the YWAs which took part in the cycle of workshops this past year. During the second year, some of them will work with staff as co-trainers. They will participate in a Training of Trainers workshop, as well as other workshops planned by World Education during the second year (in program management, intermediate business skills, credit and volunteerism). Also, the SWAY Project will be able to arrange for some YWA participants to attend specialized training courses offered by other projects, such as the kindergarten and sewing workshops sponsored by the Dutch WID Program. In addition to the general and targeted training workshops the project will provide, SWAY staff anticipate requests for specialized technical assistance, especially for the income generation activities proposed by the YWAs. These include a bakery, catering services and production of school uniforms. They hope to identify local resource people who can address these needs.

SWAY staff have compiled a directory of the YWAs in Taiz and Ibb which took part in the first year of the SWAY Project. It provides details of location, leadership and staff, membership, and current programs and activities. The directory will be ready for distribution shortly. During the coming year we expect to expand and update the directory.

B. IMPROVEMENT OF YWA KINDERGARTEN PROGRAMS

TASK 3 (Section II of the Workplan): Improve and increase association's capability to earn income through the provision of quality kindergarten programs.

ACTIVITY II.2: Establish a Pre-School Education Task Force to serve as a resource for YWAs.

During the period covered by the last progress report, SWAY staff gathered useful information about several kindergartens in Taiz. Since then there have been some initial contacts with the Ministry of Education and pre-school education specialists in Sana'a and Taiz, in a effort to identify resource people with experience in this field. These contacts will continue during the second year of the SWAY Project.

The major outcome from these initial contacts has been further

recommendation of specialists who could be useful resource people, and suggestions of pre-school education materials in Arabic that could be useful for kindergarten teachers. These suggestions have been shared with the Ibb YWA which has reached advanced stages of planning for a new kindergarten. (A proposal has been submitted to the SWAY Project for kindergarten equipment.) So far two additional YWAs at AlTurba and AlRahida are very interested in establishing kindergartens.

Rather than setting up a formal task force with regular meetings, it may be better to have a network of resource people who the SWAY Project and YWAs can call upon for advice whenever there are particular issues to address. At this point two needs are anticipated. Firstly, guidance with management of kindergartens and secondly help with the development of pre-school materials.

ACTIVITY II.3: Site visits to kindergarten centers.

Initial site visits to four kindergarten centers in Taiz were made by the SWAY Project Coordinator. The centers are: Mohamed Ali Othman (a private kindergarten established in 1970 which has 283 children), Al Shurooq (sponsored by MISA for 122 children), Zuhour Al-Wehda (opened by the YWA in Taiz for 150 children), and Al Nour (run by the Ministry of Health with Swedish aid for 66 children of parents with leprosy).

During the second workshop, YWA participants with a strong interest in pre-school programs as a potential income generating activity were able to visit the kindergarten run by the Taiz YWA. The Taiz kindergarten was readily accessible to workshop participants and the director was willing to receive visitors. She spent time showing them the facilities and equipment, and explaining the functioning of the kindergarten.

SWAY staff are planning to visit kindergartens in Sana'a at the beginning of the second year, and will invite representatives of the YWAs to join them for this site visit so they can observe some other pre-school programs in operation.

C. IMPROVEMENT OF YWA SECRETARIAL TRAINING

TASK 4 (Section III of the Workplan): Assist associations in improving their secretarial training and in promotion of employment for graduates.

ACTIVITY III.1: Analyze existing secretarial training programs.

YWA centers at Ibb and AlRahida currently offer secretarial training courses. Three additional YWAs have indicated a strong interest in running typing classes as a means of generating income. They are AlTurba, AlKoreisha, and AlMukha. AlRahida and AlMukha have already submitted feasibility studies, and SWAY staff are still working on plans with the other three YWAs.

ACTIVITY III.2: Conduct a survey of employment opportunities for women, and construct a job skills inventory for secretarial and related administrative posts.

Due to the pressure of other activities during the first year of the SWAY Project, staff have not yet carried out a survey of employment opportunities for women in Taiz and neighboring towns. However, they have made informal inquiries during field visits and have discussed the possibility of having a Yemeni university student carry out a survey of job opportunities. The SWAY Project has also exchanged ideas with the Dutch, and both parties are interested in collaboration on this task. During the coming year they plan to undertake an initial employment survey and explore the potential for setting up a YWA job placement service.

Also on an informal basis, the SWAY office has put together a file of resumes of qualified women who are looking for jobs. The file includes graduates of the YWA secretarial training program, as well as women with other qualifications and experience. The SWAY Project is asked to recommend candidates for jobs quite frequently, and is happy to share the resumes with other employers. At least two women have found jobs through this channel.

ACTIVITY III.3: Upgrade existing YWA secretarial training programs.

The SWAY Project has worked closely with the Dutch to assess the needs of the secretarial training program of the Taiz YWA -- in terms of management, technical advice and equipment. Following careful review of the feasibility study, the SWAY Project is in the process of purchasing six IBM computers and related hardware and software with the Taiz YWA.

SWAY staff have made arrangements with IBM in Sana'a to provide computer training for the Taiz YWA and for SWAY staff. Training will take place when the new equipment has been installed

at the Taiz YWA, hopefully in May 1992. Training slots have also been secured in a forthcoming secretarial training program sponsored by the Dutch Government for the Yemeni Women's Associations.

D. DEVELOPMENT OF A TOT APPROACH TO ADULT EDUCATION

TASK 6 (Section IV of the Workplan): Develop and implement a training of trainers approach to adult education, both formal and non-formal, and employ appropriate materials.

ACTIVITY IV.1: All workshops planned and implemented by SWAY Project model participatory training and training of trainers techniques and methods.

All workshops and planning activities designed and implemented by the SWAY Project during the first year have used a highly participatory training of trainers (TOT) approach. This has been done in order to maximize potential for replicating the training, both by SWAY staff and YWA leaders.

Before each training activity, a preliminary TOT workshop for SWAY Project staff was conducted by World Education's lead trainer. The TOT walked staff through the training step by step, and included detailed work on selected training techniques. During the course of the year, SWAY staff gradually took on more responsibility for implementing the workshops. This approach has built the skills of the SWAY staff, who will be capable of replicating the three planning activities and related follow-up in the field with much less external assistance during the second year.

The TOT approach has also provided the project with a training design, a trainer's guide, a TOT guide, and an evaluation guide for a series of three planning activities. The training materials were designed in English and tested in Arabic. Translation work will be completed during the second year, so that an Arabic version can be produced and disseminated to all YWAs participating in the SWAY Project.

ACTIVITY IV.2: Organize and implement a yearly program on training of trainers methods and participatory training methods for participating YWAs.

In April 1992 the SWAY Project made plans to conduct a follow up TOT workshop on participatory adult education for a wider group of YWA participants. This will take place during the second year. A scope of work for an training consultant has been drafted and the workshop has been slotted into the SWAY calendar. Additional planning will take place during the first three months of Year II.

In essence, the TOT strategy of the SWAY Project is to gradually build the training skills of SWAY staff and YWA participants. The aim is to develop a core group of trainers within the SWAY Project, who become co-participants in the design of new workshops and co-facilitators in training delivery. This strategy will not only ensure that a participatory TOT approach becomes institutionalized within the YWAs, but will also permit greater horizontal expansion of the program -- initially to more YWAs in the governorates of Taiz and Ibb, and then to governorates in other parts of Yemen. The objective is to have SWAY staff work more on coordination of training and to have the YWAs increasingly responsible for delivery of training activities.

ACTIVITY IV.3: Develop and disseminate appropriate training materials to support TOT activities.

Training materials developed during the first year for use in the three planning activities have been finalized in English. During the workshops, portions of the materials were translated into Arabic, reproduced and circulated to SWAY staff, YWA participants and donors. The remaining sections will be translated during the early months of Year II and a final Arabic version will be produced. These materials will be used to replicate the planning activities with a new group of YWAs from Ibb and Taiz in the first six months of Year II, and later with YWAs in Aden and Hadramout.

E. PROCUREMENT OF EQUIPMENT AND SUPPLIES

TASK 7 (Section V of the Workplan): Assist the associations to procure equipment and supplies for their centers and branches and train leadership in fund-raising for necessities.

ACTIVITY V.1: YWAs formulate requests to SWAY project for equipment and commodities, using tools developed in workshop two.

During the second workshop, YWA participants learned some

basic skills for assessing the feasibility of income generating activities. As part of the follow up to this training, they were asked to examine some existing activities or explore ideas for new businesses, practicing the tools they had just acquired. SWAY staff provided support and assistance with this process during field visits to the centers. Some interesting project proposals were developed, many of them including an equipment component.

Staff needed to spend a lot of time working with the Taiz branch, which had not participated in the first two planning activities. Together they formulated plans for setting up a computer unit, which will be used for training women in wordprocessing and other computer skills. They also helped the Ibb branch to assess the feasibility of setting up a kindergarten as an income generating activity, and worked with the leaders on their plan for purchasing a vehicle to use for outreach work.

Several requests for commodities and equipment were finalized after the third workshop and submitted to the SWAY Project. These include computer equipment for Taiz, a vehicle and equipment for a kindergarten and sewing workshop for Ibb. AlKobeita has formulated plans for a workshop to produce school uniforms, a catering service for schoolchildren and a bakery. The requests include both equipment and running costs.

ACTIVITY V.2: Procure priority equipment before end of Phase I, and incorporate other requests in YWA action plans and SWAY workplan.

Even though the SWAY Project was not able to procure any equipment before the end of the first phase, the purchase of computer equipment for Taiz and the vehicle for Ibb have been formally approved by USAID. These items of equipment, which had been mentioned in the project design and proposal documents, have been ordered and will be delivered at the beginning of the second year of the project.

Other requests for commodities and equipment have been incorporated into YWA action plans and the SWAY Project workplan for year II. The requests will be formally reviewed by an approval committee, which will be constituted by the SWAY Project in consultation with USAID, the YWAs and the SWAY Advisory Group.

The criteria and application procedures for equipment and commodity grants were discussed and finalized during the visit of World Education's senior consultant, Judy Watson, in February 1992.

During her consultancy she met with USAID, SWAY staff and the project Advisory Group. As a result of these discussions, it was decided that part of the grants budget should be used to procure equipment and supplies that will enhance the activities of YWA centers. Funding will be made available through the SWAY Project in the form of grants. Criteria were developed and a set of application procedures, that the SWAY staff distributed to all participating YWAs. Copies are attached to this report, in appendix A.

After extensive consultations, it was decided that part of the SWAY Project grants budget should be used to set up a credit fund, that would be made available to YWA centers and members in the form of small loans for income generating activities. Some preliminary criteria have been established, but the development of the credit program will require a lot more investigation and planning. A one month consultancy is scheduled to take place in June 1992, that will complete a preliminary study and draw up the framework for credit program.

SWAY staff have assisted YWAs with some other fundraising activities. They were successful in obtaining funding for two sewing machines for AlKobeita center, from a member of the town council. Staff will pay more attention to developing fundraising strategies during Phase II of the SWAY Project.

F. IMPLEMENTATION OF MANAGEMENT INFORMATION SYSTEMS

TASK 8 (Section VI of the Workplan): Assist associations to implement management information systems for their respective activities and beneficiary groups and provide training as necessary.

ACTIVITY VI.1 and VI.2: Continue to assess information needs and develop MIS for the SWAY Project.

SWAY staff have found that information is not routinely collected by YWAs. The assessment tool developed during Workshop I and refined during the second and third workshops have helped to address this problem, and have begun to generate useful data. Through the workshops and follow-up field work, SWAY staff have learned a great deal about the YWAs, their structure and membership, and program activities. A directory of training resources has been developed in English and Arabic, as well as a directory of YWA branches and centers.

During the month of December 1991, the MIS specialist who assisted with installation of computer hardware and software conducted a 10 day computer training program for SWAY staff. The training focused on use of databases, Lotus 1-2-3, and wordprocessing. YWA participants were not included in the training at that time because the Taiz branch did not yet have its computer equipment. Taiz staff will receive training from IBM at the beginning of Phase II, when the new computer system is installed.

David Kahler, World Education Vice President, and Magda Mohamed Ali, SWAY team leader met with USAID in Sana'a during April 1992. They discussed the information that is needed about the SWAY Project and agreed to develop a set of indicators to measure the progress of the project during Phase II. This will facilitate monitoring and evaluation of SWAY Project activities.

ACTIVITY VI.3: Collect baseline data on beneficiary groups in conjunction with tasks 1, 2 & 5 and update and input data on a regular basis.

SWAY staff developed an organizational assessment tool with YWA participants during the first planning activity, which has subsequently been expanded and refined. SWAY staff use the assessment questionnaire on an ongoing basis and find that it is a helpful tool for the YWA centers to collect and record information. SWAY staff regularly update the information in their computerized database and will continue to do this during Phase II of the project.

ACTIVITY VI.4: Review and analyze data with project staff and participating YWAs to identify training and technical assistance needs, assess progress and identify problems. Prepare directory of YWA activities and directory of training resources.

YWAs need continued assistance with record keeping, in order to keep track of membership and improve their financial records. This will be an ongoing activity during Phase II. The organizational assessment process was a useful start.

A Directory of YWA Activities has been compiled in Arabic and English, and will be circulated. A Directory of Training Resources has also been produced and can be easily updated in the computer system.

G. DEVELOPMENT OF VOLUNTARY SPIRIT

TASK 9 (Section VII of the Workplan): Assist associations with the development of a plan to attract volunteers and increase volunteer participation.

ACTIVITY VII.1: Identify YWAs with volunteer programs during institutional assessments as part of Workshops I and II.

The institutional assessment process in Year I ascertained that none of the eight participating YWAs had programs for using volunteers. Although many have staff who volunteer their time, none have stated policies about the recruitment or use of volunteers. In their interactions with each YWA in the course of the planning activities and related follow-up in the field, SWAY staff have made a point of discussing the issue of volunteers and the possibility of increased use of volunteers in YWA programs. Considerable discussion also took place with the YWAs about local customs related to voluntary labor, local contributions of funds and resources for community projects and activities, and the potential for greater use of volunteers. Further work will be done on this task in Phase II of the SWAY Project.

H. DEVELOPMENT OF YWA TRAINING CAPABILITY

TASK 10 (Section VIII of the Workplan): Enhance YWA capacity to provide training and technical assistance to their membership and other YWAs.

ACTIVITY VIII.1: Develop and produce "how to" packages or training kits in Arabic.

A central part of the participatory approach used with the YWAs in the first year of the SWAY Project has been the collaborative development of training materials. All SWAY training materials will eventually be packaged in easy-to-use format so that YWA leadership and trainers can transfer the skills that they have acquired in the SWAY Project to their membership and to other associations.

The first of the "how to" packages or training kits will focus on the organizational development approach used with the YWAs in the three planning activities during Year I of the SWAY Project. As noted above, a training design, a training manual, a TOT guide and an evaluation strategy were developed during Year I for each

of the three planning activities. While some sections of the materials were translated into Arabic, a full translation will be prepared in year II.

A second "how-to" package currently under development is a translation and adaptation of World Education's small business training manual, Faidika. The Regional Office of UNESCO in Amman undertook the initial translation into Arabic, in collaboration with the Education Section of the UNESCO's Basic Education Division in Paris. The training materials were field tested during the second planning activity and were found to be appropriate and very useful in the Yemen context. These materials will be further field tested in Year II with the final Arabic version of the materials anticipated at the end of Year II.

ACTIVITY VIII.2: Develop a list of topics to be developed in future kits.

During the first year of the SWAY Project a number of topics were identified for future development into "how-to" training packages. These will be designed for use by YWA leaders and trainers, in order to transfer skills acquired through the SWAY Project to their members and to other YWAs. The topics include:

1. Basic Project Management

- Project planning and implementation
- Basic financial management for YWA associations
- Basic record keeping and reporting for YWA associations
- On-going or formative project/program evaluation
- Proposal development

2. Income Generation/Entrepreneurial Development

- Basic business skills (see FAIDIKA note above)
- Targeted income generation training in
- preschool education/kindergartens
- bakery and catering
- sewing and clothing production (for sale)
- secretarial skills training
- market gardening

3. Women's Nonformal Education and Literacy

- Setting up women's education programs as income generation activities
- Women's Nonformal Education Health Materials (for literacy).

I. COORDINATION WITH OTHER WID PROJECTS

TASK 11 (Section IX of the Workplan): Coordinate project activities with other WID projects.

ACTIVITY IX.1: Organize meetings of WID practitioners and donors.

The SWAY Project began this activity during start-up of project activities in August 1991. The staff continue to widen their network of contacts with development practitioners engaged in WID projects in Yemen. They hold frequent meetings with Dutch project representatives, and exchange information with local NGOs, governmental bodies and international organizations. USAID recently convened a meeting of WID donors and has made use of the group of project advisers recruited by the SWAY Project.

J. EXPANSION OF SWAY PROJECT

TASK 12 (Section X of the Workplan): Expand SWAY Project coverage to new YWAs and YWAs in newly unified areas of the country.

ACTIVITY X.1: Develop a strategy for project expansion.

Preliminary planning for Year II expansion of the SWAY Project to new YWAs was carried out in April 1992 during the preparation of the Annual Work Plan for Year II. Expansion to new YWAs will take place on two fronts during the second year of the project: to a new group of YWAs in Ibb and Taiz governorates, and to YWAs in two governorates in newly unified areas of the country (Aden and Hadramout). The basic expansion strategy will be to replicate the cycle of three planning activities in workshop settings and then provide important follow-up in the field. New YWAs will be walked through the institutional assessment procedure and participate in a number of organizational development activities which culminate in the preparation of three year action plans. They will include priority needs for commodities and/or furnishings, feasibility studies for new income generating activities, and a prioritized list of training needs.

Nine YWAs in Ibb and Taiz have been targeted for inclusion in the SWAY Project during its second year. They are: Saber, Maweya and Shargab in Taiz and Yareem, AlQaeda, Baadan, AlSayani, Dhu Sufal, and AlDaleel in Ibb. SWAY staff have had contact with each

of these YWAs and have alerted them to the series of planning activities which will take place early in Year II.

The SWAY Team Leader and Project Coordinator conducted an informal needs assessment in Aden and Hadramout in mid-April 1992. Their visit indicated that there is considerable interest in the training and services offered by the SWAY Project. The response was enthusiastic among government officials and leaders of the women's union. The proposed expansion in the south will strengthen the branches of the Women's Union and help to improve the quality services they offer to members -- especially their income generating activities.

ACTIVITY X.2: Select core group of YWA membership/leadership to serve as co-trainers/facilitators in expansion activities.

During the planning activities and follow-up in the field in Year I, SWAY staff identified a number of YWA members who have the skills needed to assist with expansion of the SWAY Project in Year II, both to additional YWAs in Ibb and Taiz governorates and to branches of the Women's Union in Aden and Hadramout. Representatives from the south will be invited to attend the planning activities for the new group of Ibb and Taiz YWAs, scheduled to take place between June and October 1992. This will introduce them to SWAY Project philosophy, training activities, and logistical needs of the SWAY Project when it expands into Aden and Hadramout. They will also become familiar with the expectations that the SWAY Project has of participants from the YWAs and Women's Union. This group from the south will then serve as co-conveners and organizers of the first round of planning activities for branches of the Women's Union in Aden and Hadramout, that will take place during the second half of the second year of the project.

K. MANAGE SWAY PROJECT EFFICIENTLY AND EFFECTIVELY

TASK 13 (Section XI of the Workplan): Set up project office in Taiz, recruit project staff, and develop project reporting and monitoring systems. Manage SWAY Project in an efficient and effective way.

ACTIVITY XI.2: Update on staffing of SWAY Project office.

During the first six months of the SWAY Project the office was set up in Taiz and most of the staff positions were filled. These start-up activities were described in detail in the first progress report. Since then, a Training Officer has been recruited to

complete the SWAY team. The Training Officer, Suad AlKadasi was appointed on January 1, 1992, before the third workshop.

The Team Leader decided to replace the first Ibb Project Officer, Suha A. Ben Yahya, because she had difficulty fulfilling her responsibilities. Her replacement is Nahed Ahmad Taher, who started work on January 1, 1992. Suad Alkadasi and Nahed Ahmad Taher are both Yemeni Nationals.

The SWAY team gave the new staff an orientation to the project during the first week of January. They both participated in additional staff training before and after the third workshop, when they were introduced to planning and training methods. In addition, the SWAY staff participated in ongoing in-house training lead by World Education's Lead Trainer. Staff training this year has included team building, job clarification, group dynamics, leading meetings, project evaluation, project monitoring and evaluation, project cycle, and situational leadership. Staff have had practice applying the skills they have acquired, by playing an active role during workshops and follow-up field visits.

ACTIVITY XI.3: Monitor project finances.

World Education's Comptroller and Program Associate have prepared monthly financial reports for USAID since June 1991. These are prepared in World Education's Boston office, using a Lotus 1-2-3 spreadsheet, and incorporate field expenses submitted at the end of every month by the SWAY Financial Officer.

In order to set up a simple financial monitoring system for the SWAY Project, World Education's Program Associate worked with an accounting specialist, Sherri Garretson. They developed and adapted an accounting system, which was set up at the SWAY office in Yemen during December 1991.

The new system improved the convenience and detail of the accounting system in order to meet USAID requirements and World Education standards. During her stay in Yemen from 2 - 12 December 1991, Sherri Garretson reviewed existing procedures and drew up new guidelines and procedures with the Financial Officer. The system uses bank statements to monitor all transactions, a cash box, and a spreadsheet to record all project expenses and advances. They reviewed travel expense vouchers, advances, project forms, and journals for all of the above to ensure that project funds are monitored and reconciled on a timely basis. The SWAY office introduced some new policies such as: approval of payment for

project expenses, cash management, and an updated property log.

Both the Financial Officer and Secretary of the SWAY office were trained to set up and operate spreadsheets. This has also facilitated the financial monitoring work.

Some initial difficulties with the system have been sorted out, and it is now working smoothly.

ACTIVITY XI.4: Prepare annual workplan and semi annual narrative reports.

The workplan for the first year of the SWAY Project was prepared during the Team Leader's orientation in Boston in May 1991. She was assisted by David Kahler and other World Education staff.

The first narrative report on progress covered the period from 15 April to 30 November 1991. It was prepared by Program Associate, Razan Abdelhadi, working with the Team Leader and other SWAY staff after the second planning activity. Jill Harmsworth assisted with design of a format and with editing in Boston.

From 24 March to 5 April 1992, David Kahler travelled to Yemen from World Education's office in Boston to work with the SWAY Project staff on plans for the second year of the SWAY Project. During three days of work in the Taiz office, David Kahler and the staff carried out a series of activities that form the basis of the workplan for Year II. Over the course of the three days, they:

- * reviewed Year I activities, discussing any particular issues which staff felt needed to be resolved before they looked at activities proposed for Year II;
- * reviewed action plans prepared by the eight YWAs from Ibb and Taiz which had participated in the first year's activities so that all could get a better idea of the scope of each plan;
- * discussed ways in which SWAY staff could continue to work with Year I YWAs on strengthening the action plans, particularly the feasibility studies for income generation activities, as well as social welfare activities such as NFE maternal health and literacy;
- * completed drafts of Tasks 1,2, and 5 (core tasks), Tasks 3 (pre-school education/kindergartens), 4 (secretarial and

vocational skills development for YWAs) 6 (participatory training and TOT approach), 12 (expansion) and 13 (project management) with the identification of tasks, projection of time frame, partial estimates of person months per task, and a preliminary statement of outputs for each of the tasks completed;

- * discussed accomplishments on Tasks 7, 8, 9, 10 and 11 as well as subtasks to be undertaken in Year II so that Magda Mohamed Ali and David Kahler could proceed with the drafting of these tasks in Sana'a;
- * prepared a list of consultant needs for Year II based on discussions of Tasks 1-13;
- * hosted a one day visit by Banilia Ajinah and Andy Herriott from USAID/Sana'a so that they could sit in on the planning exercise;
- * brainstormed a list of accomplishments for the project and lessons learned during the first year.

This joint planning exercise was important, because it resulted in a draft workplan that the SWAY staff feel belongs to them all. Discussion of the remaining tasks was completed during the visit of Jill Harmsworth in early May 1992. She helped them to complete the list of activities and draw up a timeline for Year II, which will be incorporated into the workplan.

ACTIVITY XI.5: Provide project backstopping in Boston.

World Education's Program Associate, Razan Abdelhadi, continues to provide technical and administrative support to the SWAY Project from the Boston office. She responds promptly to questions from the field, and plays an important role gathering technical materials and training resources for the SWAY Project.

She visited the project for several weeks in November - December 1991, to familiarize herself with the project at first hand and to assist with a number of tasks during and after the second planning activity. These related to communications between Boston and Taiz, financial and narrative reporting, and documentation of project activities.

She assisted with translation of the small business training

materials into Arabic, which were field tested during the second planning activity. During the coming year she will be responsible for coordinating publication of the Arabic version of the small business training manual. She translates other documents and materials from the field on an ongoing basis, and has assisted with translation of the training directory and YWA directory.

In cooperation with the Financial Officer in the SWAY office, she is responsible for ongoing monitoring of project expenditures and preparation of monthly financial reports for USAID.

The Program Associate is a Jordanian national, which has helped with the task of identifying consultants for the SWAY project from Jordan and other parts of the region. She is planning a trip to Jordan for the SWAY Team Leader and Project Coordinator, who will visit women in development projects and small loan programs at the beginning of the second year. Another outcome is expected to be some opportunities for future exchange visits between the YWAs in Yemen and women's programs in Jordan.

She provides assistance for World Education consultants before, during, and after field assignments. Her tasks include drafting contracts, obtaining tickets, travel clearances and visas, and arranging orientation and debriefing sessions.

In addition, Razan Abdelhadi has attended two conferences on education in developing countries. She exchanged ideas with participants who work on similar projects and collected educational materials for the SWAY office.

III. SUMMARY OF PROJECT OUTPUTS

PROJECT OUTPUTS	DATE COMPLETED
I.10	
o Income generation feasibility study undertaken by each YWA (of existing income generation activity or of new/proposed activity).	Dec 1991 - Jan 1992
o SWAY Project staff visit all participating YWAs and assist with feasibility studies.	Dec 1991 - Jan 1992

PROJECT OUTPUTS**DATE COMPLETED**

o Results of income generation feasibility studies analyzed with YWA membership and planning undertaken to improve existing activities or begin new activities.

February 1992

o Continued analysis of organizational assessment data by YWAs and SWAY staff; data entered into SWAY Project information system.

Dec 1991 - Mar 1992

o Draft directory of YWA activities prepared for distribution.

February 1992

o Draft directory of training resources prepared for distribution.

February 1992

I.11

o Workshop III planned; logistics completed, invitations sent, materials identified and translated.

February 1992

o Expatriate trainer finalized workshop schedule with SWAY staff.

February 1992

o Staff TOT designed and implemented.

February 1992

o Briefing held with USAID/Sana'a.

February 1992

I.12

o Five-day workshop implemented, evaluated and documented.

March 1992

o Data from previous workshops and field activities analyzed and synthesized into draft three year action plans for each YWA (first 12 months in detail, second and third years more general).

April 1992

o Draft directory of YWA activities reviewed and revised.

March 1992

	PROJECT OUTPUTS	DATE COMPLETED
	o Draft directory of training resources reviewed and revised.	April 1992
	o Phase II training and TA schedule drafted, matching needs with local resources whenever possible.	March 1992
I.13	o Site visits completed to review and finalize YWA action plans.	April 1992
	o YWA action plans incorporated into SWAY workplan for year 2.	April 1992
	o Analysis of training and TA needs made on basis of YWA action plans; training and TA schedule developed and incorporated into SWAY workplan.	April 1992
	o Training and TA scheduled and provided to specially targeted YWAs.	Feb 1992
II.2.	o Pre-school Education Task Force established and functioning.	Not yet completed; planned for year 2
II.3.	o Site visits to kindergarten centers in Taiz by SWAY staff.	March 1992
III.1.	o Assessment conducted of YWA secretarial and commercial training.	November 1991
III.2.	o Survey conducted of employment opportunities for women in Taiz, Ibb and surrounding towns, and skills inventory created for secretarial and commercial positions.	Planned for year 2
III.3.	o Secretarial/Commercial training curriculum revised and developed in response to III.2.	N/A

PROJECT OUTPUTS	DATE COMPLETED
New course in word processing and computers introduced in Taiz.	Will be done in year 2
IV.1.	
o Continuous exposure of YWAs to learner-centered adult education methods and materials.	September 1991 onwards
IV.2.	
o Basic concepts and principles of adult learning, methods of designing women-centered programs and simple participation techniques presented as part of first three planning activities in Phase I.	September 1991 onwards
IV.3.	
o New training materials produced and disseminated to all participating YWAs.	Will be done in year 2
V.1.	
o Analysis of priority equipment and commodity needs for participating associations completed and requests finalized.	March - April 1992
V.2.	
o Equipment and commodities procurement begun.	Will be done from May 1992 onwards
VI.3.	
o Baseline established and survey instruments developed for specific kinds of data that can be collected regularly. Data added to existing database on regular basis.	September 1991 onwards
VI.4.	
o Internal monitoring and regular reporting completed in timely manner for project and donor use.	Ongoing

PROJECT OUTPUTS	DATE COMPLETE
VII.1. o List of YWAs using volunteers developed and data analyzed.	Ongoing
VIII.1. o Drafts of three training kits prepared, reviewed and revised as part of process used in the three planning activities undertaken in Phase I.	Sept. 1991 - May 1992
VIII.2. o List of training kits to be developed in Phase II discussed and priorities established for future development of kits.	April 1992
IX.1. o Coordination of WID projects discussed and attempted. SWAY Project documentation and experience shared with larger network of development practitioners.	August 1991 and ongoing
X.1. o Expansion strategy developed on basis of Phase I experience and in collaboration with participating YWAs, Women's Union and USAID.	March - April 1992
XI.2. o Full SWAY team recruited and provided with an orientation to SWAY Project.	January 1992
XI.3. o Financial monitoring system for field office refined and fully operational.	Completed in December 1991
o Financial reports prepared on a monthly basis and sent to Boston.	July 1991 onwards

PROJECT OUTPUTS**DATE COMPLETED****XI.4.**

o Annual workplan drafted for review with USAID/Sana'a and revised for final submission.

April - May 1992

o Semi annual narrative reports prepared for USAID/Sana'a and submitted.

Nov/Dec 1991 and
April/May 1992

XI.5.

o Project backstopping services provided in timely and efficient way.

May 1991 onwards

o Training resources identified and information communicated to field.

Ongoing

o Consultants identified, recruited, and orientation provided.

Ongoing

o Project materials translated into English/Arabic.

Ongoing

o Field financial reports reviewed and quarterly reports prepared for USAID/Sana'a.

Ongoing

o Assistance provided to field staff with preparation of Annual Workplan.

March/April 1992

o General technical oversight provided Ongoing to Boston staff and field staff.

IV. CONCLUSION

The final section of this report examines some of the difficulties that the SWAY Project has encountered during the first year, indicating possible ways of minimizing the problems during the second year. It also takes a look at the priorities that have been set for Phase II of the project. These are presented in much more detail in the Workplan for Year Two and in World Education's proposal for expansion of the SWAY Project.

A. CONSTRAINTS

1. The benefits of training may be lost unless there is follow up.

The training programs offered by the SWAY Project have had a very positive impact, as we discussed in section I of this report. However, staff believe that a great deal of follow up will be needed with the YWAs, to ensure that the new skills and methods they have learned are shared with the wider membership. The new approach they have embraced so willingly must be consolidated and institutionalized. Otherwise, there will be a tendency to revert to old habits and behavior.

2. The large number of tasks and complexity of project design.

The SWAY Project is complex, seeking to address a large number of problems facing women and their associations. Moreover, the timetable of workshops and other activities has been very tight during the first year. Staff have focussed most of their energies on the core tasks (1, 2, 5 and 13), and have not been able to carry out all the activities relating to other tasks as thoroughly as they would have liked.

Some tasks will receive more attention during the second phase of the project. For others, it may make more sense to explore alternative approaches. For example, coordination with other WID projects (task 9) could be done more informally next year. Rather than convening a large meeting biannually, the SWAY Project would like to attend the annual meeting of WID donors that was arranged this past year by USAID. In addition, the Team Leader suggests adding an information sharing session to the agenda of the SWAY Advisory Group meetings.

3. The financial needs of the YWAs exceed the capacity of the SWAY

Project.

The demand for commodities, equipment and financial support far exceeds the capacity of SWAY Project -- both in terms of staff time and financial resources. Project staff will help YWAs to request support from other donors interested in women's activities, particularly the Dutch government and UNICEF.

The SWAY Project is required to purchase U.S. equipment, especially vehicles and computers, and this has been a major constraint. It has caused difficulties in terms of equipment for the SWAY office itself, and is an even more serious handicap for the YWAs, because of the problems they will face in terms of servicing and spare parts. This has resulted in mistrust between SWAY staff and YWA leaders, who cannot understand the reasons for the restrictions.

4. Long working hours for the SWAY Project staff.

SWAY staff work a long and tiring day. They are expected to take care of office and administrative duties in the morning, and work with the YWAs in the afternoons. The centers are open from approximately 2.30pm to 5.30pm and many are located far from the Taiz office, requiring travel of one to three hours on rough roads. This problem applies particularly to the project officers and training officer, who do the most field work and return home late in the evening several times each week.

The project has been fortunate to find staff who are highly motivated and willing to travel and work hard. During phase II it will be important to maintain a schedule of regular follow up visits, and we want to be sure that staff have a high morale and feel adequately rewarded for their efforts. Since the SWAY Project cannot pay overtime for professional staff and only pays per diem for an overnight stay outside the place of work, we have been examining other ways of adjusting the workload. The most practical solution seems to be to introduce more flexible office hours for staff who are regularly engaged in fieldwork in the late afternoons and evenings, by adjusting the number of hours they are required to spend in the SWAY office. It will be important for the staff to manage their time carefully, to maintain good record keeping, coordination of activities and planning as a team.

5. Difficult relationships between the Union and Women's Associations.

There is a certain amount of rivalry between the Yemeni

Women's Associations in Taiz and Ibb, which has been a source of tension for the SWAY Project. The leaders of the Ibb branch resented the fact that the project was located in Taiz and feared that they would not receive an equal share of resources. Unfortunately this situation was aggravated by misleading information given by the first Project Officer for Ibb, who has since been replaced.

The Team Leader, Coordinator and new Project Officer are trying to work patiently with the branch leaders and build the level of trust, but this is a slow and time consuming process. They have made a point of inviting the Ibb President to participate in training activities, and have proposed one committee to approve funding for commodities for YWAs in both governorates.

At the local level there is a confusing relationship between the main branch and the smaller women's centers. Before unification, centers in the north were able to register directly with the Ministry of Social Affairs as independent associations. This has sometimes caused resentment, as centers struggle to maintain their independence and branches attempt to coordinate women's activities and occasionally try control the distribution of resources.

This has resulted in some problems for the SWAY Project, which was designed before unification but started after the creation of a national Women's Union. There is an urgent need for new policies to be formulated at the national level, which will clarify the relationship between the Women's Union, the branches and the smaller chapters and sub-branches. Unfortunately the union elections have been delayed until the end of the year, and these are an essential first step in the process. Meanwhile, the SWAY Project has maintained regular contact with union leaders in Sana'a and with the Ministry of Insurance and Social Affairs at national and local levels, who have helped to sort out some of the difficulties and confusion.

6. Unreliable information about membership.

The lack of reliable information about YWA membership has been an additional handicap for the project. In theory there is a distinction between members who pay a subscription to join the association, and women who participate in classes and other activities offered by the YWAs (for which they usually pay fees). However, the records of membership and attendance are poorly maintained, and this is becoming a serious and sensitive issue as the elections approach. The SWAY Project is attempting to address

this problem through training in planning and management, and through follow up support. Staff are helping the YWAs to set up filing systems, to keep written records of members and subscriptions, and to monitor attendance at classes. We hope to see some improvement in this respect during the life of the SWAY Project.

B. PRIORITY ACTIVITIES FOR THE SECOND YEAR OF THE SWAY PROJECT

1. Consolidation of Work with YWAs in Taiz and Ibb

During the second year of the SWAY Project, it will be very important to consolidate the work that has already been done with the first group of YWAs in Taiz and Ibb. The project will supply commodities and targeted training that have been identified as priority needs by the YWAs. There will be emphasis on further training in business skills and support for women's income generation activities.

2. Addition of a Credit Component

Following extensive discussions with the YWAs, USAID and the SWAY Project Advisory Group, we have decided to focus attention on the design of a credit program during the first few months of the second year. Through this new component, the project will offer loans to support start up costs or expansion of women's small businesses. activities. SWAY staff will need the help of credit specialists to design the program, provide training and run the loan program.

3. Expansion in Taiz and Ibb Governorates

Expansion of the project to include additional YWAs in Taiz and Ibb will be a major activity during the first half of the second year. SWAY staff will replicate the cycle of three planning activities for this new group of YWAs, assisted by some of the women who were participants in the workshops during the first year. These recently registered YWAs may then be able to take advantage of targeted training opportunities and support for income generation activities.

4. Expansion to Aden and Hadramout

During the second half of Year II, the SWAY Project hopes to expand geographically to two governorates in southern Yemen -- Aden and Hadramout. The program strategy would be to replicate the

three planning activities developed in Year I. This expansion into a new part of the country will necessitate hiring project officers, a coordinator and a small support staff for the two governorates. SWAY staff in Taiz will carry out an orientation for new staff and help them to implement the initial cycle of planning activities. The new staff will provide follow up support and assist with implementation of the action plans developed by the branches and centers in Aden and Hadramout. Again, the focus is expected to be on improving income generation activities.

5. Addition of a Nonformal Education Component in Maternal Health

A new program component will hopefully be developed as an adjunct activity to the SWAY Project during the latter part of the second year. This will address the need to improve the health of Yemeni women, through the design and adaptation of educational materials for mothers with low levels of literacy. The literacy and health classes run by the YWAs will provide an excellent channel for developing and field testing the materials, and then for dissemination of health messages.

Despite the constraints that are described above, the staff of the SWAY Project and World Education are very proud of the work that has accomplished with the Yemeni Women's Associations. The project has had a remarkable impact during the first year, as we noted in the first section of this report.

We are all extremely grateful for the support of the USAID Mission in Sana'a -- particularly Mr. George Flores the Director, Education Advisor Mr. Andy Herriott, and WID Officer Mrs. Banilia Ajinah who has been closely involved with the SWAY Project since the early design stage.

Phase II will be exciting and challenging for everyone involved in the SWAY Project. We plan to consolidate and institutionalize the benefits that have already been acquired, add some program components to address particular needs, and extend the SWAY Project's geographical coverage so that we can serve larger numbers of Yemeni women.

ANNEX A

APPLICATION PROCEDURE

GRANTS TO CENTERS FOR EQUIPMENT/SUPPLIES

1. Grants to Centers are made on the basis of written proposals submitted.
2. Proposals should contain the following information:
 - a. Statement of need and project objective
 - b. Activities to be funded through the grant
 - c. Description of beneficiaries
 - d. Maintenance/storage plan for equipment/supplies
 - e. Budget Request to include:
 - items requested
 - approximate cost
 - in-kind or cash contribution from other sources
 - other items needed to start project and source
3. Proposals must be signed by the president and at least two members of the Executive Committee of the Center.
4. Applications are reviewed quarterly (April 1, July 1, Oct. 1, Jan. 1) by Review committee composed of SWAY, YWA and Advisory Group.
5. Proposals are competitive and are reviewed against criteria.
6. When approved, purchases are made by SWAY following competitive bidding.
7. Reporting requirements include the following:
 - a. Center submits a six month progress report to SWAY on use of granted equipment/supplies in achieving project objectives
 - b. Annual joint evaluation by SWAY, the Center and YWA main branch
8. Unauthorized use of granted equipment/supplies will result in forfeiture of the grant and prohibition from future grant consideration.

CRITERIA FOR GRANTS TO CENTERS FOR EQUIPMENT/SUPPLIES

- 1. Project provides a service to the community by providing for basic needs (food, shelter, clothing, health, income).**
- 2. Project proposal is complete and information is satisfactory.**
- 3. Feasibility study is completed by Center (with assistance from SWAY, if needed).**
- 4. Equipment or supplies requested enables Center to begin a new activity or enhance an existing activity.**
- 5. Project uses local purchases or local raw materials where possible.**
- 6. Receipt of grant will enhance women's training for income generation or other relevant skills.**
- 7. Granted equipment plan includes safeguards for use against abuse or loss.**
- 8. Grants would be given to YWA's centers and their members.**

CRITERIA FOR LOANS TO CENTERS FOR PROJECTS

- 1. Project provides opportunities for training and employment for women.**
- 2. Project encourages production of new products needed in the market.**
- 3. Project improves the quality of life in the town, village or rural area.**
- 4. Project uses local raw materials and talents or skills of local people.**
- 5. Project encourages female-owned businesses.**
- 6. Project is owned by Yemeni Citizens.**
- 7. Outputs from the project do not degrade or pollute the environment.**
- 8. Profits from the project are returned to the Center with a plan for reinvestment.**
- 9. Project must be income generating.**
- 10. Project has contribution from participants of at least 30%.**
- 11. Project encourages contributions from multiple sources.**
- 12. Project has potential for replication by other Centers or groups.**