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SEMI-ANNUAL PROGRESS REPORT

and

**MID TERM EVALUATION
WORLD EDUCATION
SWAY PROJECT**

REPUBLIC OF YEMEN

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**Support to Women's Associations of Yemen
Project No. 279-0080-C-0003-00**

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and

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**Support for the Women's Associations of Yemen (SWAY) Project
Evaluation Report**

Table of Contents		Page
Executive Summary		2
I. Background:		
I.1	History and Development of the SWAY Project	5
I.2	Evaluation Purpose and Process	7
I.3	Introduction and Organization	8
II. Progress of the SWAY project towards achieving its objectives.		
II.1	Organization of Project Objectives and Tasks	9
II.2	Institutional Development and Training	10
II.3	Income generation	22
II.4	Support for YWAs	24
II.5	Management	28
II.6	Continuation and Expansion	29
III. Lessons Learned:		
III.1	Working with the Women's Associations: Opportunities and Challenges.	31
III.2	SWAY Staff Capabilities	32
III.3	Strengths and Weaknesses of the SWAY Project	33
IV. Conclusions and Recommendations		35

Annexes

1. Interview Participants
2. Interviews and Events Schedule
3. Commodities Provided to the YWAs
4. Table 1 - SWAY Training Activities
5. Table 2 - Yemeni Women's Association Activities
6. Acronyms and Abbreviations
7. Documents Consulted

Executive Summary

This mid-term evaluation was designed to assess the progress towards achieving the projects objectives, identify its strengths and weaknesses, and make recommendations on the project's continuation and expansion. This report, with the concurrence of USAID/Yemen, also serves as the fourth semi-annual progress report for the period from November 1992 - April 1993. It was conducted by 2 Yemeni and 2 American evaluators from May 2 - May 20, 1993. Two days were spent in Sanaa talking with central authorities, USAID and other donors, and approximately 2 weeks were spent in Taiz and Ibb. The team visited 9 Yemeni Women's Association Centers, met with three Advisory Groups and the MISA representatives, held numerous discussions with staff, and interviewed over 35 training participants and over 60 YWA members. The discussions were concluded with a debriefing with USAID and members of the Central Women's Union, and a meeting and lunch with the Deputy and Vice Ministers of MISA.

During the first two years of operation: May 1991 to May 1993, the SWAY Project made considerable progress toward achieving its stated objectives. Generally, work has proceeded according to the work plans for year one and two, as outlined in the timeline approved by USAID. This is no small feat in Yemen.

There were five overlapping project objectives from which the Support for the Women's Associations of Yemen (SWAY) project identified two as priorities;

- o To build the management and planning capabilities of the YWA branches and centers in the governorates of Taiz and Ibb, and
- o To improve the quality of services and training provided by the YWAs to their women members with special emphasis on improving the business skills that will enable the centers and their members to develop profitable income generating activities.

SWAY's subsequent major activities were in these two areas with the major accomplishments in increasing the capabilities of the 17 YWAs with which it worked. Nine residential training workshops were designed, conducted, and evaluated for over 80 participants. Some of these were a series in which the same trainees returned to participate. If we count the total number of participants it would have exceeded 200. The core of the training addressed organizational and income generating activities of the centers in organizational analysis, needs assessment, feasibility studies and small business skills, marketing, and action planning.

Three other training activities were also conducted; a computer training course for 6 participants, a study tour of kindergartens

for 6 participants, and a study tour to Egypt and Jordan for 9 SWAY staff and participants in small scale credit programs.

Replication of the project's activities was addressed through the **Training of trainers (TOT)** and preparation of training courses. Six SWAY staff participated in 9 TOTs and are capable of developing and conducting participatory training activities. A TOT for a selected group of the previously trained participants was planned but was postponed twice and is now rescheduled for September 1993. Five training manuals have been developed and prepared in Arabic and English.

Each of the 17 participating YWAs prepared a 3 year work plan at the completion of the series of 3 Planning Activity workshops. These plans included 1 - 3 small income generating activities which were submitted for review to the Advisory Group. Based on their approval SWAY then funded at least one activity for each of the 8 year 1 YWAs. Commodity assistance to date totalled approximately \$65,000 and included items such as computers, kindergarten furnishings, women's center furnishings, sewing and knitting machines, material for sewing and knitting, office and classroom furnishings, and bakery equipment. SWAY and USAID have also been processing the paper work to transfer a vehicle to the Ibb YWA branch.

The linkage between the training activities and the follow up field support and commodities is a crucial one. The skills learned and their practical application will be internalized by the individuals and institutionalized by the associations through this linkage.

It will take at least 2 years after the completion of the first year training activities before the impact of the SWAY approach on the YWAs can be fully evaluated.

The projects **strengths** are the **Advisory Groups** and its ability to mobilize and **develop trust** among local women, its staff, its ability to **establish priorities** and carry them out, the **participatory approach to training**, and a **development strategy** which is not the traditional approach used in Yemen.

Its **weakness** are a lack of sufficient human resources to carry out its activities in the time frame allowed and the lack of a written personnel policy to utilize those human resources.

The evaluation team has made **22 recommendations** of which the major ones are to:

- o Continue and expand the current SWAY activity focussing on YWAs as direct beneficiaries, participatory training, and income generating and credit, adding a literacy/non-formal education/maternal health component, and geographic expansion to new provinces.

- o Continue to address improving existing YWAs' training capacity to its members through coordination with other donors and development groups.
- o Make full use of the Advisory Group concept.
- o Ensure close, timely, and continual coordination and follow-up between the year 1 training and subsequent YWA support.
- o Develop a written personnel policy and increase the projects ability to implement its activities through increases in staffing, vehicles, and computers.

I. Background and History

I.1 History and Development of the SWAY Project

USAID's support to women's activities goes back many years in the sense that all activities and projects have considered women in design, implementation, and evaluation.

USAID/Yemen began providing technical assistance directed at increasing the involvement of women in the development process in 1988.

World Education started its' activities in Yemen with the implementation of the Support to Women's Associations of Yemen (SWAY) project through a contract with USAID signed on 15 April 1991. This was the first USAID/Yemen project aimed directly and exclusively at Yemeni women and their needs.

Social indicators point to the traditional difficulties faced by women in Yemen;

- o 70% of the population lives in rural areas where health services for women are generally not available.
- o maternal mortality rates are greater than 10/1000.
- o female life expectancy is only 47 years.
- o approximately 90% of the female population is illiterate.

The beginning of the SWAY project was well timed in responding to a clear and relatively recent commitment by the government of Yemen to more involvement of women in the development process and increased access to basic health and education services.

Before unification in May 1990, the north and the south had two different approaches to women's associations. The Yemen Women's Associations (YWA) of the north were each established as independent, non-governmental organizations (NGOs). Those of the south were organized under the umbrella of one union and closely integrated into the activities of the government. Unification of the two previously separate countries and the subsequent merging of the two differently organized women associations has presented some coordination and liaison issues which could not be specifically planned for in the beginning of the SWAY project, though they were anticipated.

Fortunately the SWAY project was focussed specifically at the individual YWA branch and center level so most of its' activities could continue with minimal interruption despite a slow merging of the two women's movements at the central level.

The SWAY project design initially focussed only on two of the YWAs, Taiz, the largest, established at the beginning of the YWA movement in the north in 1963, and Ibb, the closest geographically to Taiz. (Through agreement between USAID and the Dutch, the SWAY project was specifically excluded from working with the Taiz city YWA branch). Given their relatively older age, relatively more open attitude, and relatively close proximity to each other, it appears this was a wise starting place. The then Ministry of Labor and Social Affairs is the official liaison and government umbrella ministry for the YWAs, providing very modest financial support and some oversight and back-stopping. Since unification the Ministry has been renamed the Ministry of Insurance and Social Affairs, MISA.

The SWAY project has set out two long-term goals in its' support for the Yemen Women's Associations (YWA),

- o To increase the participation of rural and urban Yemeni women in development activities, and
- o To increase the benefits, both social and especially economic, that women receive from development.

The Project's August 1990 technical proposal lists 5 program objectives with 13 associated tasks under those objectives. In the two years since the project has been in operation an Annual Work Plan has been prepared which identifies additional time specific activities. This has been the framework which has guided the project's very significant energies and talents.

The SWAY Project Background

The SWAY project has just completed the first two years of World Education's year contract, which was initially signed for three years with an option to extended it for a fourth year. This is the first evaluation conducted by those not working directly for World Education or the USAID mission. Project progress has been formally monitored through three semi-annual progress reports and USAID day-to-day management and site visits. This evaluation will make reference to those and other project documents in charting the project's success and failures.

The project's staff has accomplished an impressive list of tasks during it's first two years, the first 6 months of which were primarily focussed on establishing its own presence. Implementation of program activities has been ongoing for approximately 20 months and has included; establishing a wide network of contacts and three Advisory Groups, designing, conducting, evaluating and following up 9 training workshops involving 17 YWAs, designing conducting and

evaluating Training of Trainers (TOT) workshops, and funding activities of the YWAs.

I.2 Evaluation Purpose and Process

Evaluation Team

The evaluation team consisted of four persons: Two Americans and two Yemenis, two women and two men. Joe Moyer, Consultant; Nagat El-Sanabary, WID Advisor for the Near East Bureau, AID/Washington; Aisha Abdel Aziz, Member, Union of Yemeni Women, and Director of Women and Children Unit, Ministry of Insurance and Social Affairs (MISA), and Hamoud al-Hamdani, Ministry of Planning and Development (MPD). The main portion of the evaluation was conducted from May 2 to May 20 and included preparation of a first draft report. Thereafter, further follow-up and preparation of the final draft report was done by consultant, Joe Moyer, concluding on May 26, 1993.

The main purpose of the evaluation, as outlined in the scope of work is:

- o To document the progress of the SWAY project toward achieving project objectives, as stated in USAID-approved work plans for year 1 and year 2, in a detailed narrative report written in English for USAID;
- o To discuss with the project stakeholders the main strengths and weaknesses of the SWAY project, and the lessons that have been learned so far about working with the Yemeni Womens Associations.

Evaluation Method

The team started their work in Sanaa with two days of orientation meetings with USAID staff and the SWAY Director.

During that time, they conducted interviews with the members of the SWAY Advisory Group in Sanaa and the Executive Committee of the Union of Yemeni Women. They then left for Taiz where they spent 13 days conducting interviews and making site visits to 9 YWAs centers in Taiz, and Ibb, concluding with 1 day of final team meetings in Sanaa.

The evaluation team worked in close collaboration with the SWAY Project Director and staff. The team held individual and group meetings and interviews with key stakeholders: representatives of the Union of Yemeni Women; members of the Advisory Groups in Sanaa, Taiz, and Ibb, the AID Representative for Yemen, the Advisor for Training, Office of the AID Rep. for Yemen, and other AID staff in Sanaa, and YWA leaders and members, and ROYG ministries, MPD and MISA.

Individual and group discussions were held with the SWAY staff in Taiz where they discussed the scope and purpose of the evaluation, they drew up a schedule of visits, and discussed process and problems encountered in their work on the project and finally reviewed the recommendations.

I.3 Introduction and Organization

Organizing the report into distinct sections was somewhat cumbersome reflecting the process the staff (during the projects initial months), and the evaluators had to go through in identifying the projects crucial, core components. The project design provided the opportunity for a wide range of interventions, but in doing so it also created the need to prioritize 5 overlapping Objectives and their 13 Tasks which, in the design had not been prioritized. One of the initial tasks the evaluators undertook was to link each Task with a specific Objective. The overlapping objectives and the interrelation of many of the tasks to each other, and to more than one objective meant that dividing the report into distinct and separate sections was difficult and consequently the sections also overlap.

Various formats were tried before arriving at the one used. Attaching specific tasks to specific objectives was one of the evaluators first tasks.

Thereafter the report is divided into sections reflecting the project's major activities; Institutional Development and Training, Income Generating Activities, and YWA support. A fourth and a fifth section reflect on project management and the project's continuation and expansion, respectively.

II. Progress of the SWAY Project Toward Achieving its Objectives

II.1 Organization of the Project Objectives and Tasks

The Objectives and Tasks have been listed below as the evaluators decided they best related to another. In some cases a Task could easily be listed under other objectives, as well. Though the decisions may seem arbitrary they were not. For example in the case of Task 2 it was tied to Objective 2 rather than Objective 1 because if it was not tied to Objective 2, Objective 2 would have no specific tasks.

Objective 1

To provide organizational training to the leadership of the Yemeni Women's Associations primarily but not exclusively to Ibb and the non-urban branches of Taiz through provision of technical assistance in the planning, management and implementation of projects for the associations and their members.

Task 1: Develop the individual associations management, financial, planning and implementation capabilities

Task 8: Assist the associations to implement a management information system for their respective activities and beneficiary groups and provide necessary training.

Task 9: Assist associations with the development of a plan to attract volunteers and increase volunteer participation.

Objective 2

To assist the YWAs in the implementation and improvement the quality of their priority projects in the fields of productivity, income generation, employment, and education (formal and non-formal).

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

Objective 3

To develop a framework for improving the productive activities of the respective associations and realize an increase in income for the associations and their members. Working at the two levels, the project expected to increase the financial viability of the respective associations while also attending

to the income-generation goals of individual member producers.

Task 3: Improve and increase the associations capability to earn income through the provision of quality kindergarten programs.

Objective 4

To increase appropriate new opportunities for women in education, vocational training, and employment.

Task 4. To assist the associations in improving their secretarial training and in promotion of employment for graduates.

Task 6. Develop and implement a training approach to adult education both formal and non-formal and employ appropriate materials.

Task 10: To enhance the YWAs' capacity to provide training and technical assistance to their membership and other YWAs.

Objective 5

To move the YWAs toward financial sustainability and constructive linkage with key government entities (especially the local councils, governors, and MISA), other USAID programs and development projects funded by other donors.

Task 5. To increase selected associations capability to meet income generating needs of rural membership through productivity projects employing saving groups and new business start-ups.

Task 7: Assist the associations in procuring equipment and supplies for their centers and branches and train their leadership in fund raising for necessities.

Task 11: To coordinate project activities with other WID projects.

Note: Tasks 12 and Task 13 are management activities and are not specifically related to a particular objective.

II.2 Institutional Development and Training

During the first two years of operation: May 1991 to May 1993, the SWAY Project made considerable progress toward achieving its stated objectives. Generally, work has proceeded according to the work plans for years one and two, as outlined in the timeline approved

by USAID.

SWAY identified building the capacity of the YWAs as one of its two main priorities. This was critical to allow the project to establish its priorities from among the 13 Tasks that were included in the initial proposal and work plan. If the project had failed to do this, or chosen the wrong priorities its talents and resources would have been wasted and we would not see the successes we see today.

The project focused on institutional development: needs assessment, organizational analysis, team building, small business skills development and project planning, management and implementation with 17 participating YWAs. Within the first 9 months of the project, The SWAY Project staff designed and implemented a series of three workshops for the leaders of all the associations targeted by the project.

Task 1 was to develop the Individual Associations management, financial, planning and implementation capabilities.

To accomplish this task, the SWAY staff designed, planned, and implemented a series of activities, particularly training workshops that so far are the core of SWAY support for the YWAs.

Establishing **Advisory Groups** was one of the project's innovations that the evaluation team believes had a significant impact on progress to date. They helped guide the project through issues that might be overlooked, provided advise on specific problems the project has faced, provided guidance on overall direction, and made introductions and interceded on behalf of the project. If the project expands to new areas of the country the Advisory Group concept should be included in the expansion.

The following training activities were the core of the first 2 years activities.

Planning Activity (PA) I (one week):14-19, Sept. 1991, Focus: Institutional Analysis/Needs Assessment.

Objectives

- o Provide Orientation for all participating YWAs staff to the Sway Project.
- o Introduce the concept of institutional analysis and develop the necessary tools to carry them out.
- o Develop a schedule for implementing and reporting back on the results of the institutional analysis;
- o Identify preliminary and technical assistance needs of participating YWAs;
- o Plan for institutional follow-up in the field between PA I and II;
- o Strengthen YWAs geographic and sector networks;

- o Carry out initial planning for PA II.

Planning Activity (PA) II (two weeks): 16-27 Nov. 1991 Focus: Feasibility Studies.

Objectives

- o analyze the assessment questionnaire, identify similarities and differences in current YWA business activities.
- o describe 4 parts of start-up framework.
- o discuss basic marketing principles, list 7 friends of marketing.
- o describe and distinguish types of business expenses and distinguish between income and profit.
- o identify ways to decrease direct and indirect business expenses.
- o list and discuss issues concerning wages, cash flow, fixed and recurring costs, basic booking procedures.
- o discuss and analyze feasibility studies, SWAT analysis.
- o discuss and develop a draft business plan.
- o List workshop 3 objectives and complete action plans for workshop 3.

Planning Activity (PA) III (one week): Feb 26 - March 2, 1992, Focus: Action Planning.

Objectives

- o To develop individual and collective skills in action planning.
- o To provide guidance to individual YWA staff during the planning process.
- o To synthesize data from the first and second workshops and YWA field exercises into action plans for the first year and broad guidelines for the second and third years.
- o Identify phase II training and technical assistance needs related to income generating activities for YWAs.
- o Develop a schedule for field visits after workshop III.
- o Strengthen YWA geographic and sector networks.

PA I - III were modified based on the first years evaluations and presented again in Ibb for the 9 additional new and existing YWAs from both Ibb and Taiz.

Analysis and Impact

All the Taiz workshops were held in the main YWA headquarters, and the ones in Ibb were held in the Agriculture School. All were **residentia**l and required the trainees to be away from their homes and villages overnight continually for more than a week. This is a significant accomplishment as cultural constraints would usually

make this impossible. In Ibb, a more conservative area, male relatives of the trainees accompanied them to the training. The project paid for this which is another innovative approach which added to the number of participants. Participants were provided with transportation, and room and board. See Table 1 for a summary of workshops, place, date, and number of participants.

Participants in the planning workshops averaged 35 per workshop, 5-6 from each association. They were predominantly literate and ranged in age from 15 to 50 years old.

Follow-up of trainees by SWAY staff through site visits is critical. During her visits, the project officer provides ongoing follow-up, monitoring and evaluation of the progress of the associations toward achieving the activities outlined in their action plans. Monitoring is accomplished through monthly reports.

Constraints affecting the follow-up:

- o The YWAs hold their activities in the afternoon which makes it difficult for the project officer to visit them during work hours (7:30 a.m. - 4:00 p.m.). They end up spending many extra hours visiting project sites in the late afternoon and into the evening without financial compensation for overtime work. SWAY should take measure to address the potential for staff burn out at particularly busy times of the year.
- o The long distance to most of YWAs' centers.

Impact Assessment

Indicators

- o 9 workshops were conducted by SWAY during May 1991 to May 1993.
- o 82 women participated in PA I - III training workshops (35 women attended 5 workshops; 47 women attended 4 workshops).
- o 9 TOT workshops were conducted with 5 participants.

Relevance of the training

The evaluation team did not observe the training, as none was held during the evaluation period (a TOT scheduled for May 15 was postponed). The assessment made here is based on a review of the training materials, evaluations, consultant reports, and other related material, as well as on the interviews with the SWAY staff and training participants.

These sources indicate that training was relevant to local conditions and the needs of the YWAs. One staff member of SWAY

argued, however, that it is better to use Yemeni expertise in training, mentioning for example, training in micro-enterprise development provided by the Yemeni Industrial Bank, though not necessarily using Yemeni trainers.

The training material, which was developed by World Education, had first been used successfully in Kenya. It was translated into Arabic, and adapted for use in Yemen with case studies drawn from the Yemeni context, thus increasing its relevance and effectiveness. Part of Task 10 was to develop training "kits." These packets of training materials are now available for the Yemeni Women's Association to use in training others. Most of the trainees appear to have acquired the theoretical knowledge provided in the training workshops, but they have not had the chance to implement most of what they have learned. **Practical follow-up** and continued support by the SWAY staff is a crucial step after the training. If the process was to end with the three workshops there would be little long-term impact. As mentioned earlier two years of intensive follow-up with the YWAs will be necessary to completely internalize these skills and take them from the theoretical, where they are now seen, to the practical level where they can to be applied on an ongoing basis.

Designing, organizing, and conducting three separate but interrelated workshops with continual follow-up between and after the workshops was a major focus and time consuming element of the first two years. The fact that they were all done on schedule and with apparent success is a major accomplishment.

The **participatory training method** used seems to have been highly effective in conveying the concepts to and developing skills of the trainees. Participants used role playing, small group discussions, critical incident case studies, and lectures. These methods suited the literate and illiterate participants (illiterates were very few). They also provide an action oriented focus which closely approximates the reality the participants will face when applying them in real life.

Acquiring the training methods and being able to use them to train others requires further training of trainers, which is planned.

It is remarkable that the SWAY project staff were able to recruit 35-47 rural women to participate in these **residential workshops** for one to two weeks. SWAY staff used written correspondence to the YWAs, and personal networking and visits by project officers to the YWA branches to recruit workshop participants. Providing transportation, room and board for the women, and in some cases male members of their families, contributed to the success of the workshop. Obviously, the SWAY project has been able to gain the confidence of the community.

Direct beneficiaries of SWAY's efforts are the women managers of

the YWAs who participated in the training. The indirect beneficiaries are the association members and those in the Associations training courses. This is an important distinction. SWAY seeks to increase the capacity of the YWAs to carry on and improve their activities as a long term institutional development approach. If SWAY had chosen individual women as the direct beneficiaries the project would look much different and be less likely to have a long-term, sustainable impact.

The benefits to the training participants are personal, professional, and organizational. Workshop evaluations by the participants and the SWAY staff, and the interviews conducted by the evaluation team with over 30 of the training participants indicated that the personal development of the participants has been substantial and the participatory approach was well received. As the consultant report indicated, "Perhaps the most successful aspect of the workshop was the obvious personal growth of the participants during the five days and during successive workshops, where one participant stated, 'that the faces may be the same, but the inside of the women is different.'" This awareness raising, opening of the minds, and providing skills is certainly a major accomplishment. The women learned how to think critically for themselves outside their traditional domestic context.

One expatriate who saw an outline of PA 1 thought the training materials were too childish. Though the commentator did not mean this as a compliment, or realize that it may be one, it should be taken as one. These women had little or no previous exposure to training and their only other formal education has been largely rote memorization. They have had few opportunities to build their self-confidence outside of their traditional roles and environment. Therefore, the first objective of SWAY's participatory training approach is to build their self-confidence. This approach both increased their self esteem and confidence, and introduced them to a new, possibly, more effective learning method.

The following anecdote, from another Yemen experience helps to reinforce the case for participatory training. A woman who had just received her diploma for successfully completing a literacy course was asked what she wanted to learn next. She responded that she "wanted to learn to read and write." Confused, the questioner asked, "but you just received a diploma for that very subject." The woman responded she had not learned how to read and write but simply to memorize the correct answer to pass the test.

In comparison, the SWAY approach is giving people skills in planning, analysis, and basic business, and the confidence to use them in their daily lives.

Most of them also indicated they were able to use their training in their professional work in education, health, or other areas. The following benefits to the associations were mentioned by the

participants:

- o The training enabled the women participants to reorganize the structures of the old association and organize new ones on a sound basis;
- o Success in increasing the YWA's membership;
- o Ability to mobilize and receive moral and material support from the community -- local merchants and community councils. For instance, several associations have been able to get the community to donate a building for their meetings; and the one in Qubeita has the community erecting a building for a bakery project.
- o The training engendered competition among the various women's associations who are now anxious to demonstrate their new skills and show-off their activities and projects.

There are also some negative aspects:

- o Raising the expectations of the participants in training that they can undertake income-generating projects, and having these hopes frustrated by the process and time required to design, submit, approve and implement an activity with the many frustrations that accompany each step of the process. The lack of credit resources is part of these constraints.
- o Not providing expert guidance for the feasibility studies conducted by the women, resulting in faulty assessments and unrealistic expectations.

The training needs of Yemeni women are extensive, and available resources (human and financial) to satisfy them are limited. The Yemeni Women's Associations have played, and will continue to play a major role in providing education, skills training, and social welfare services to the masses of Yemeni women. **The SWAY Project is providing vital training and related services** to these associations to enhance their institutional capabilities and effectiveness in meeting the needs of Yemeni women.

Task 6 was to develop and implement a **training of trainers (TOT)** approach to adult education for both formal and non-formal education programs and employ appropriate training materials.

By design the **TOT is a major component of the institutional development and sustainability** of SWAY's activities, second only to Task 1. Training others to carry on the training activities is a **major method of immediate and long-term replication**.

The TOT portion of the training has been a major success that the SWAY project has not advertised or documented enough. Each of the 9 training activities conducted included a significant TOT, for SWAY staff. These were successful in that there are now 5 female trainers able to replicate this training and conduct other training

according to the lead trainer's evaluation.

The TOT documentation was part of the semi-annual progress reports and as an attachment to one of the three Planning Activity manuals.

SWAY planned a TOT for a select group of previously trained participants in March 1993. Task 10 specifically speaks to **enhancing the YWA capacity to provide training**. As mentioned above this is a crucial component of the SWAY strategy for sustainability and replication. This activity was postponed until May, due the timing of the evaluation. In the last few days it had to be delayed until August due to the health of the trainer. It will be one of the most important activities SWAY will undertake to date. Preparation of a specific TOT training kit will follow the TOT workshop, as indicated in the work plan.

Of the YWAs the evaluators visited some are taking a more active approach to implementing what they have learned than others. **Two of the variables are leadership and experience**. Those leaders with more dynamic personalities, and experience outside the traditional women's role appeared to be those that are forging ahead. **SWAY should try to identify the key variables to an active association**. That information is important in designing and conducting future training and project activities.

Other training workshops

Volunteer Workshop

Nov. 17-19, 1992, in Taiz (15 participants)

Nov. 21-23, 1992, in Ibb (17 participants)

Task 9 was to assist associations with the development of a plan to attract volunteers and increase volunteer participation.

Two volunteer workshops were offered by the SWAY staff and a World Education consultant in Taiz and in Ibb. These workshops were mainly a consciousness raising endeavor designed to encourage YWA members to seek volunteer assistance in their present and future activities.

Although much of the work of the YWAs is currently carried out by volunteers, the **concept of volunteerism is not well developed or widely accepted**.

The concept, design and implementation of the **workshops were appropriate and effective**. Using local culturally appropriate case studies of volunteerism, and involving Yemeni and Western women and men volunteers from different sectors: education, health, social service and religious organizations, seemed to work well. The site visits to the Ashrafiyya and Mu'tabiya mosques and schools, founded

in the late 13th century as religious endowments by the King and Queen, affirmed the historical roots of volunteerism in Islam and in Yemen. Interview with workshop participants by the evaluation team indicated that workshop participation increased their understanding of volunteerism, and their commitment to their work in the YWAs. They indicated that they are able to recruit more members for their centers, and encourage volunteer participation.

Marketing Workshop

Business Management and Marketing for Yemeni Women,
February 13 - 18, 1993, Taiz.

This training activity was designed and conducted in response to the projects other major focus, increasing income generating activities.

The workshop was designed and implemented by The Center for Development Services, Small Business Services Unit, in Cairo. It used the Faidaka small business materials developed in Kenya by World Education, translated into Arabic, and adapted using Yemeni incidents.

The main purpose of the workshop was:

- o To introduce concepts of marketing products and services;
 - o To assist women participants from the YWAs and SWAY Project staff with the formulation of a plan to monitor the progress of small businesses;
- o To identify needs for follow-up training and technical support.
- o To help participants produce management tools that they can use to monitor the progress of their businesses and solve marketing problems.

It had been planned to conduct this training after the credit portion of the expansion was underway and critique actual ongoing YWA activities in the workshop. Since the credit component had not been started very few income generating activities had been started. It would have been more valuable for the participants if the trainer had been able to review actual working projects. However, it was decided that it was important to reinforce the lessons presented in PA I - III, and therefore this training activity was conducted when it was. The trainer's evaluation confirms both these points.

Out-of-Country Study Tour

Study Tour to Egypt and Jordan to observe credit programs (Sept. 26 - October 7, 1992)

Again in support of the income generating aspect of the project and

the proposed credit expansion, a team of 9 (11 including AID) people including SWAY Project Team Leader and Coordinator, Directors of the YWAs in Taiz, al-Rahida, Qabita, al-Azaez, Ibb, al-Makha, al-Turba, two staff members of USAID Yemen, spent 10 days visiting various income-generating projects in Egypt and Jordan, to see and learn first-hand about income-generating projects in neighboring Arab countries.

All participants indicated they gained valuable insight into what is involved in implementing a credit program for income generation by women in Yemen. The delay of the credit component also affected the timing and nature of this activity.

SWAY assisted the associations in **setting up and implementing a management information system (MIS)** for their respective activities and beneficiary groups and provided training as planned under Task 8.

This ongoing task of SWAY began during the first year of the project when the YWAs' members who participated in PA I undertook the following activities with assistance of the SWAY staff and the lead expatriate trainer:

- o Assessed the information needs of their associations.
- o Developed a questionnaire to gather the needed baseline data.

Simultaneously the SWAY staff set up a computer MIS for SWAY with assistance of three Yemeni consultants and began in-putting information and reviewing the data.

Thereafter the SWAY staff;

- o **produced and disseminated information** on Year One YWAs in English and Arabic.
- o **Completed database** for Year One YWAs adding information on training needs.
- o **Updated database** by adding information on new YWAs from Ibb and Taiz (Aden and Hadramout awaiting geographic expansion).

Part of the management training provided to the leadership of the YWAs, was to assist the associations develop a MIS to collect and maintain baseline data on each association, its membership, community characteristics, and services provided. Through the institutional assessment, participants developed organizational charts outlining the responsibilities of the leadership. Additionally, through assistance of the SWAY staff and Yemeni consultants, workshop participants (in PA I) developed a questionnaire, as an information gathering tool, to collect information on the association and its members, their characteristics, educational level, and participation in association activities. The Yemeni consultants used the data

gathered by the participants to create a database in the SWAY office computer. Training was organized for SWAY Project staff and YWAs in word processing and computerized data management techniques and programs. A special software program was adopted and utilized. The data was then provided to the main YWAs Taiz and Ibb branches, and used to produce the Directory of Yemeni Women's Associations in Taiz and Ibb (in both Arabic and English).

Because of differences in educational and professional levels of the leadership of the YWAs, they differ in their capacity to make good use of MIS developed. Record keeping, the collection of data, and its use is a **sophisticated concept** as well as being a **sensitive issue**. It remains to be seen if this activity will be sustainable even with the continuous SWAY follow-up necessary.

SWAY and YWA staff in Taiz are now able to use the adopted management information systems. Most of the associations use simple book keeping to keep records of their membership, activities, finances, training sessions, and related activities. Some still depend on the SWAY staff for assistance and record keeping. During site visits, a few associations showed us their records to the evaluation team.

The positive results in this area are:

- o **Availability of baseline data** on the associations and their members.
- o **Skills in database management** acquired by approximately 10 SWAY and YWA members in Taiz.
- o **A Directory of YWAs, Arabic version** has been produced and disseminated to the Associations, the Ministry of Insurance and Social Affairs, Ministry of Planning, Dutch embassy, and other interested individuals and groups.
- o **The English version of the Directory of Yemeni Women's Associations** is in the final stages of production, and will be shared with USAID and all donors involved in WID activities. It is also a **good networking tool** for the associations and their leaders.

Coordinating project activity with other groups, WID and other development groups is a time consuming and often difficult task in all development assistance. Nonetheless, the SWAY Staff, primarily the project director and coordinator, have attempted to coordinate their activities with other donors, with varying degrees of success.

In the first year SWAY was charged with developing, organizing and conducting a semi-annual WID meeting. This proved to be too time consuming and difficult for a project without a full-time presence in Sanaa. In year two it was decided that USAID would take on this task and SWAY would participate.

Coordination began with the arrival of the SWAY Director in Yemen. Immediately, USAID arranged introductory meetings for her with officials in Sanaa. During that time, she familiarized herself with the programs of UNDP, UNICEF, and MISA. She met with the Swedish Clinic project, and the Ministry of Education. She sent written introductory statements informing various donors of the SWAY projects and its objectives.

Out of her various meetings and written communication began the process of forming the advisory groups in Sanaa, Taiz, and Ibb from a pool of candidates recommended by USAID and MISA.

During the start-up meetings of the project, invitations were issued to USAID, YWAs, and the Yemeni Women's Union, news agencies, the Dutch project, UN agencies in Yemen, government and health organizations.

Progress reports documented networking activities aimed at **widening their network of WID professionals and practitioners**. They have built a good collaborative relationship with the Netherlands Embassy, the enterprise development unit of the Industrial Bank, and the FAO. SWAY has coordinated its activities and exchanged information verbally and in writing with local NGOs and governmental bodies, including Yemen Family Care, Yemen Red Crescent Society, NIPA, the Southern Highlands Project, and child psychology department at the Faculty of Education. Verbal and written information has also been exchanged with international organizations including the UNDP, UNFPA, UNICEF, HealthCom, the SEATS and REACH programs of JSI, Peace Corps, AMIDEAST, YALI, British Council, the French Center and the Swedish Clinic.

- o Representatives of some of these organizations are included in the SWAY Advisory groups for Sanaa, Taiz, and Ibb.
- o Collaboration has mainly taken the form of meetings at orientation meetings/conferences,
- o To facilitate networking with other donors and government ministries in Sanaa, the SWAY project rented an office space in Sanaa, which is used also as a lodging facility for staff while in Sanaa on business.
- o Several meetings are held with the Dutch to coordinate their respective WID activities. The SWAY project, by design and agreement between USAID and the Dutch Embassy, was not to formally work with the Taiz YWA Branch because the Dutch were conducting WID activities there. It was and is critical that the SWAY project work with the Taiz Branch given the amount of support the Taiz Branch must provide the SWAY project in order for it to carry out its activities. As will be described later SWAY did provide computer support to the Taiz Branch. Discussions are currently underway to coordinate

geographic expansion of both the SWAY and the Dutch programs in the South, particularly Aden and Hadramout.

- o Meetings are also held with the Peace Corps Director to discuss their health projects and initiate and hold a training session on First Aid for YWA members.
- o Meetings are also held with German Development Assistance (GTZ) Health and WID officers to share information about programs.

The actual **impact of these collaborative efforts** was difficult to assess by the evaluation team. Two of the evaluation team members met with the WID representative of the Netherlands Embassy. The Dutch have temporally suspended assistance to the YWAs until they can assess the impact of their past activities and subsequently develop a future project design which is acceptable to all stakeholders. It is not expected the Dutch assistance will resume within the next 12 - 18 months. Consequently, **we recommend SWAY begin formal work and expand its activities with the TAIZ YWA Branch.**

The representative of the Southern Uplands Rural Development Project (SURDP) attended one of the Advisory Group meeting for Taiz. During a visit by three members of the evaluation team to the women's section of SURDP, they stated that more collaboration was needed. To date direct collaboration has included;

- o One project in Azaez is the only collaborative activity between the SWAY and the SURDP.
- o The Director of the YWA in Akahila is an extension worker of the SURDP.
- o A First Aid workshop was conducted by Peace Corps Volunteers.

The evaluation team felt the need for more coordination of efforts to maximize the use of scarce resources, and enhance the benefits to ultimate, though in this case, indirect, beneficiaries: the Yemeni women.

II.3 Income Generating Activities

Indicators

- 1 in-country workshop/study tour was conducted with 5 participants
- 1 kindergarten set-up and operating
- 1 bakery under construction and equipment purchased.

SWAY's has identified its **second most important priority as increasing selected associations capability to meet the income-**

generating needs of rural membership through productivity projects employing saving groups and new business start-ups (Task 5).

Progress in this area has been slow due to several logistical problems that delayed the implementation of several projects.

The training provided to the leadership of the various associations has theoretically made them more capable of meeting the needs of their membership. Yet, the YWA participants and some of the evaluators felt that the successful implementation of the YWAs activities was taking too long. Initially the reason appeared to be the lack of resources being available in a timely manner. We **recommend there be more investigation into the seemingly slow implementation of income generating activities.**

If it possible to improve the delivery of this project component we suggest it be done.

The following new income generating activities have been undertaken:

- o The set-up and operation of the Ibb kindergarten.
- o The provision of commodities has increased the YWAs' ability to serve their members, but the income-generating projects, 2 of which have partially been supported through equipment purchase, are not yet completed, as in the case of the bakery in al-Qubaita, and the lack of water for the farm project in al-Akahila.
- o al-Mokha YWA helps market baskets made by a few women members in their homes.

Most of the YWAs, however, still focus on their traditional activities, mostly literacy, sewing and handicrafts, but with a new approach to motivate women to market their products for income generation (See Annex 5, Table 2 which gives basic information about the SWAY-supported YWAs, their current activities and proposed projects).

As a motivating factor to encourage women's participation in programs, some YWAs provide their members with free food supplied by the government, for a fee (about 150-200 YRs) to cover transportation and storage.

The SWAY project will be more effective in accomplishing this task if it decides to increase its grants of commodities to the association, or with the anticipated expansion of the project. Then it will be easier to diversify the services of the various associations to introduce income-generation projects and targeted training for and micro enterprise development. The credit program will facilitate this task, and help achieve the long-term objective of enhancing economic opportunities for Yemeni women.

Task 3, to improve and increase associations capabilities to earn income through the provision of quality kindergarten programs might also be classified under Support of YWAs, a clear example of the overlapping goals and objectives of the project.

SWAY originally started this activity as it was one specifically identified in the technical proposal of interest to the YWAs. The Ibb YWA expressed strong interest in the activities from the outset and was later joined by the Turba and Al Rahida Centers.

The SWAY staff visited four pre-schools in Taiz and organized a study tour in year 2 for those centers who had identified kindergartens as an interest during PA II.

Subsequently, in year 2 the three YWAs present feasibility studies for kindergartens. Ibb branch's was approved, the other two were not because they were incomplete. Grant commodities (see annex 3) were supplied to the Ibb kindergarten, now in operation.

SWAY dropped 4 activities aimed at developing training in pre-school programs at the end of year 1, planning to coordinate this support with the Dutch. At that time the Dutch were also directly involved with early childhood activities, and SWAY saw no need to duplicate services.

The public kindergartens to-date are reported to be unprofitable. More research is needed to determine if and why the private kindergartens make a profit. This is crucial in SWAY's case as kindergarten support activities are being implemented as income generating activities for the YWAs. If they do not, and can not, provide income they should not be encouraged from a financial stand point.

If kindergartens are financially feasible SWAY should follow up with further technical assistance directly through SWAY or other groups with existing capabilities, in areas such as those mentioned in the Year One Work Plan.

Instead of setting up a Preschool Education Task Force for which there were few candidates willing to donate their time, SWAY added an early childhood specialist to its Advisory Group.

SWAY dropped developing a local toy industry because there is no local interest. This was originally been included in the technical report as a potential opportunity for intervention. SWAY plans to research the existence of a traditional doll making craft in year 3.

II.4 Support for YWAs

Various tasks were conceived of as support and assistance to the YWAs. SWAY correctly saw this as less important than developing the

YWAs as institutions and promoting financial sustainability, and therefore committed few resources to them. (Note: Once again please note some of these items could have been, and have been, addressed under institution building, training, and income generating activities.)

Indicators

1 training workshop in Computers was held with 6 participants.

Impact Analysis

- o **procuring equipment and supplies for their centers and branches and train their leadership in fund-raising for necessities.**

A major problem facing the old and new associations is **lack of space, furnishings and equipments.** Most have to pay high rent 1,200 - 1,500 YR monthly which depletes their resources. Additionally, where space is available, women often have to sit on the bare floor because there are no chairs, cushions, tables, blackboards, sewing machines.

In an effort to diversify the activities and services of the associations, YWAs' members who participated in the training identified new projects for their Centers based on community needs and a feasibility study of every proposed project. Commodities requests were submitted as part of proposed projects' developed in each center's three year plan. The Advisory Group then reviewed these submittals and if approved the SWAY project procured them.

The SWAY project staff assisted 8 YWAs procure equipments for their centers or new projects, based on these needs assessment and plans. Commodities provided included furniture, computers, sewing machines, materials for sewing and handicrafts. Cost of commodities per center ranged from \$24,000 for six computers in the Taiz Branch, and \$10,000 for the Kindergarten project in Ibb, to \$ 1,500 for three sewing machines and materials in Al-Azaez. See Annex 3 for a listing of the equipments provided and their cost.

There is no doubt that providing these commodities helped the Centers improve their services to their members. Yet, with the exception of the computers, the kindergarten furnishings, and the bakery machine, most of commodity support is rather modest and is not expected to have much real impact on the services of the centers offer. The bakery project has experienced some delays caused by difficulties in finding a building. That problem has been solved as a community member is now providing a new building.

Lessons Learned

We must expect some failures as is the case with 50% of US small

businesses during the first year, and the less than perfect track record of development projects in general.

Never-the-less the project should do everything possible to enhance the YWAs' income generating projects chances of success. The SWAY project and the approving committee must take greater care to ensure that the projects or activities are well thought out. We suggest that a checklist be prepared to analyze the proposals. A professional with technical expertise should also be hired to review all proposal of more than \$5000.

Despite the problems, the women of the YWAs learned valuable lessons in making decisions, conducting feasibility studies, going to the market to check equipments and prices.

- o **Enhancing YWAs capacity to provide training and technical assistance to their membership and other YWAs**

SWAY does not have the resources to directly improve the training in sewing, handicrafts, and literacy at this time. It had been coordinating the support of these activities with the Dutch.

SWAY's training of YWA participants as trainers (TOT) was delayed twice and was addressed previously under training. Until that training has been conducted (now planned for September 1993) it is premature for YWA members to be providing technical assistance to other YWAs.

"How to" training packages were developed for Planning Activities I - III. The Business Package - Faidika, is presently in the final stages of translation. These four training packages are major outcomes of the first two years of SWAY actives and will be used in project replication, as well as dissemination to others.

An additional eleven other topics were identified to be developed into "how to" training kits. There are no plans to develop these other skill specific kits, such as sewing, in the continuation/expansion proposal.

The evaluation team was not able to observe any of the training conducted independently by the YWAs because most classes were suspended due to upcoming school examinations and the onset of the agriculture season.

- o **Improving the quality and marketability of products from the women's associations and demonstrate increased income for individual producers and the associations.**

SWAY is not equipped to address the quality of specific items. SWAY addressed the issue in two ways. One by coordination with the Dutch who were providing specific assistance in this time of training;

and, two by including the issue of quality control and marketability in the business skills presented in the other training workshops.

Presently the SWAY project is addressing marketability and product quality indirectly through network with other groups, as in the case of the Dutch sewing. SWAY's present intentions and those of the continuation/expansion proposal are to not be directly involved in this in the future, but to handle it through coordination with other donors (Task 11) as the need.

- o **Assisting associations to improve their secretarial training and in promoting employment for graduates.**

SWAY conducted activities to determine the present status of secretarial and commercial training in the project area. By design, the project was not to work with the Taiz YWA branch. However, the Taiz branch made a specific request for assistance with secretarial computer training. A business planning activity was carried out by the SWAY staff with the Taiz branch to develop a plan for computer training.

Involvement of the Taiz branch was wise due to the location of the SWAY office in Taiz and the close relations SWAY has had and will continue to have with the Taiz branch and its President. It is the only direct impact the project had in upgrading existing training.

The computer equipment was purchased, installed and training conducted by IBM for 6 key people of the Taiz branch.

Five Centers are involved or interested in secretarial training; two have existing courses and two have submitted feasibility studies to SWAY for assistance (as a result of their SWAY training). This could have a significant impact in increasing the income generating capacity of the YWAs and in increasing women's educational opportunities for training.

SWAY was tasked with doing an employment survey and starting a placement services for women. This was beyond the present expertise and resources of SWAY. It chose to coordinate this activity with the Dutch prior to their suspension. There are no plans to pursue this activity in the future.

Given the level of present interest and the Dutch withdrawal, for the time being, the SWAY project must either find another source to support the secretarial training, or increase its own support through provision of technical assistance. Given SWAY's limited resources and the presence of others who do secretarial training in Taiz city, we suggest the former.

II.5 Management

SWAY managed its activities in an efficient and effective manner for the most part. This becomes even more noticeable when we consider that the contract is two years old and program activities were started only 20 months ago.

Year 1 management activities proceeded in a timely and efficient manner for the most part.

Implementing, managing, and staffing the Ibb activities presented the project with one of its largest challenges. There are numerous factors that should be considered;

- o the lack of a fully staffed and functioning office for the province, as in Taiz.
- o the lack of a fully qualified full time trainer manager for each provincial office.
- o a more conservative area.
- o a more conservative YWA leader; personalities.
- o inter-provincial rivalries between Ibb and Taiz.
- o local expectations and wishes for more traditional development activities where success is measured in tangibles results such as schools built, and training and institutional development are almost by-products.

This is an important issue for project replication and should be analyzed with care.

Liaison with Sanaa is a major issue for any project or activity that does not have a full-time presence there. Opening a "guest house/office" in Sanaa was a much needed addition to the project. The SWAY Director and Coordinator have been spending between 25% - 50% of their time in Sanaa. This will continue to be the case with the continued negotiations on NGO status, and subsequent follow-up and liaison with many and wide ranging groups SWAY must coordinate with in Sanaa.

Some issues were neglected as a result of initial confusion between USAID and SWAY on who did what at the central ministries level. More clarity of roles in the beginning would have been useful.

A major impact on year 2 activities was the inability to implement the planned for expansion activities. Seven of Eleven activities in the work plan were impacted, including some directly related to ongoing activities within SWAY's original scope of work. Nevertheless the SWAY, AID, and YWAs staffs got on with what had to be done.

The SWAY staff are an outstanding group, have accomplished much, and deserve recognitions for their superior performance. Many of SWAY's achievements are due primarily to the staff's energy and

willingness to extend themselves beyond what is normally expected.

Aside from that there are some other **staff issues** which have impacted project performance. They include:

- o The **general staffing pattern** which will be most effective in implementing the present and expanded activities.
- o The continuing problem of **fielding an Ibb Project Officer.**
- o The **lack of an expeditor**/administrative assistant.
- o The lack of a specific written SWAY personnel policy, and conflicting policies between USAID, WE, and Yemeni labor law.
- o The **heavy work load** placed on the Program staff.

Travel time between the office and the YWA Centers is a major factor in the effectiveness and time the Program staff must work. All sites are a minimum of 1 hour travel time in each direction from the office. Some are up to two hours away. This coupled with the fact that the centers only function in the later afternoon means many long days and extra hours for program staff.

Monitoring project activity is a management activity which the staff have identified as a concern. It will be addressed Year 3.

Mis-communication between SWAY and USAID resulted in energy being expended on developing a English training program outside Yemen for SWAY staff. SWAY included this activity in its year 2 work plan and developed the activity before learning that USAID policy did not allow English language instruction outside Yemen for anyone with less than a 500 on the TOEFL. SWAY should be careful to acquaint itself more fully with USAID regulations and AID will hopefully be more fully staffed to be able to address these issues earlier on in the planning process.

II.6 Continuation and Expansion

Indicators

- o 17 YWAs were given extensive training and support. Membership of these Centers is estimated at 2900.
- o 1 YWA branch received specific skill training

The initial 1990 technical proposal identified expansion of the SWAY Project to new YWAs in newly unified areas of the country. SWAY submitted an unsolicited expansion proposal based on its year 1 discussions, site visits and implementation experience.

Almost from day 1 project expansion has been on everyone's mind. At the introductory sessions representatives of the Hadramout and Aden Women's Union began making pitches to be included in SWAY's activities.

The expansion proposal went through various drafts. The last version submitted to USAID in September 1992. It consisted of three components; geographic expansion to Aden and Hadramout, addition of a credit component for income generating activities, and a maternal health non-formal education activity. Of all the project tasks and activities **this proposal has one of the largest impacts on the project and its potential for success, replication, and sustainability.**

Two types of expansion are referred to in the year 2 work plan; geographic expansion within the Taiz and Ibb area to 9 additional YWAs, (part of SWAY's present scope of work) dealt with under Task 1; and the three other expansion activities mentioned above which require that a new agreement be signed before implementation can begin.

The three new expansion activities were approved in principal by USAID in 1992, but could not proceed as planned due to contract formalities. Rather than amend the present World Education contract (for reasons that made a lot of sense) USAID preferred to sign a cooperative agreement. As part of the process of changing to a cooperative agreement **USAID directed SWAY to seek status as a foreign NGO with the MISA.** Signing any type of formal agreement with the ROYG is a major and lengthy process which can literally take years. SWAY undertook this assignment and had been making progress until it was determined that for various reasons World Education's contract with USAID had not been formalized with ROYG through MPD. In MPD's eyes World Education should not have been operating in the country. Two steps ahead and now four back to legalize/legitimize World Education's status in Yemen, before return to the process of obtaining NGO recognition. It appears that SWAY can proceed with obtaining its NGO status without obstacle, but this still does not mean it will be achieved quickly.

In addition to being unable to proceed with the three expansion components, other activities that were needed to improve present SWAY performance, such as hiring an expeditor, were also put on hold as they are part of the continuation/expansion proposal.

A major factor in making the training effective and institutionalizing it is implementing practical income generating activities with the YWA officers/trainees as soon as possible after PA I - III.

SWAY has succeeded in doing training/institutional development first, before the bricks and mortar, something which appears rather unique in Yemen. Now the hands on bricks and mortar type activities are essential to follow-up and reinforce the theoretical ideas and approaches presented. The results will hopefully prove to all the stakeholders that this approach to development works.

The more traditional Ibb Advisory Group is a good case in point.

They seem to have always been somewhat skeptical of training as development, but have participated in all the training activities. Now they ask where are the resources to turn this theory of training as development into concrete activities. The SWAY staff continues to follow-up the training activities as much as possible, but to be able to solidify those training successes they should strike while the iron is hot (when the excitement and memory of the training is fresh and vivid). The lack of a credit component has had some impact on this. It is important to remember that it will take from 6 - 12 months to get the credit program operational once it is approved.

In summary, major activities took place with noticeable results during years 1 and 2. On the other hand a major portion of year 2's planned and approved activities could not be implemented because of contractual formalities.

III. Lessons Learned

III.1 Opportunities and Challenges of Working with the YWAs

Working with non-governmental organizations (NGOs), such as the Yemeni Women's Associations, offers many opportunities and challenges. It helps avoid some of the bureaucratic hurdles of dealing with central government, even if it is officially the counterpart agency.

- o The SWAY project drew upon the existing network of YWAs and helped expand it.
- o It helped broaden the base of community work by attracting new membership.

The challenges are numerous also.

- o Various agencies associated with the project want to be more involved in decision making and monitoring: the Ministry of Planning and Development, the General Union of Yemeni Women, among others. This is despite the fact that the counterpart agency is the Ministry of Insurance and Social Affairs, which is represented by Aisha Abdel Aziz, who was a member of the evaluation team.
- o During this period of transition from independent YWAs to a national unified Union of Yemeni women with various branches, the lines of communication between the headquarters in Sanaa and the branches are not clear. This posed some problems for the SWAY project.

- o The SWAY project has addressed one of the thorniest development issues head-on, sustainability. It is approaching the institutional development (sustainability) as its primary activity and focus. It is too soon to be able to evaluate the project's success in this area, but it seems to be moving in the right direction and should continue to do so. As mentioned earlier it must pay more attention to supporting the YWAs in the field after their formal training. Two years of field support is suggested before it will be possible to judge whether SWAY has actually achieved its goal of building the capacities of the YWAs to be self supporting. It is not meant that no monitoring or evaluation be done for two years, but once a specific plan has been developed and is being implemented it should be monitored closely.

III.2 Developing the management, financial, planning and implementation capabilities of the SWAY Staff.

Before developing the individual associations' capabilities, the SWAY project had to train its own staff as trainers in the relevant areas, i.e. to provide them with targeted TOT, as well as training on the job. **The SWAY Project has provided an excellent opportunity for Yemeni women staff to develop their own managerial and training skills**, so that in time, they can assume the leadership of the project with little or no external support. The project coordinator, two project officers, training officer, financial officer, and secretary, all received on the job training in office management, training of trainers, and monitoring and evaluation. From the start, the SWAY Director focused on building a cohesive team and developing its training and group skills. During staff meetings, the staff learn group dynamics, team building activities, clarifying staff roles, and providing guidance in report writing. Furthermore, the SWAY project has introduced all its staff members to participatory training and planning methods. As in the workshops for the YWAs' participants participatory training provides the staff with more than just information. It provides them with the seeds of independent decision making, and the confidence and skills to use them in day-to-day life. It provides a supportive environment to learn and try out these skills. Ongoing staff training includes training of Trainers (TOT) during a three-day training prior to every new workshop or planning activity. Ongoing training includes participation and leading sessions in all workshops, site monitoring and evaluation, situational leadership, project design, report writing, and computer training. Some are taking English language classes whereas others wish to do so but cannot because of their heavy field schedule.

Three SWAY staff are expected to attend programmatic and management training workshops out of Yemen in the coming twelve months. This is an issue of special importance to the Yemeni evaluators on team, to the YWAs, and to the SWAY staff. Among these

stakeholder groups there is a universal belief that more leadership training is needed for the staff and the leaders of the YWAs. They expressed the feeling that this needs to be addressed by the project in terms of more specific leadership training and more shared decision making among the SWAY staff.

III.3 Strengths and Weaknesses of the SWAY Project

The SWAY Project is the only organization providing management training and institution building for Yemeni women. Its training provides a foundation upon which further training and development of the skills and resources of Yemeni women can be built. It has accomplished quite a lot in a relatively short time.

In general most development activities in Yemen are designed with two basic components. An overall implementation activity such as building roads/water projects, plant nurseries, raising chicken, training teachers, etc. The second component, crucial to an activity's sustainability, is generally a smaller, but none-the-less important, institutional development component in which the local organization's management capacity is built up to continue the implementation of the project's activities after it is completed.

In the SWAY project design the reverse is true. There are only minimal funds available for commodities and they are used primarily to support the projects primary activity - building the capacities of the YWAs, and their almost exclusively volunteer staff, to support and deliver services to its members. Another interesting difference of the SWAY project is that the direct beneficiaries are the YWAs on whom sustainability depends. Often individual citizens, who can not sustain a project, are the direct beneficiaries.

The project's seeming potential success in institution building, especially in Yemen where development has traditional been defined as cement, stone, and pipe, should be studied closely.

The other unique feature of this project that quickly comes to mind, is that the focus is on women as opposed to men.

Strengths:

- o Ability to mobilize local resources and gain trust of most the communities reached by the project: trust took several months to develop. (The Project sent training materials to the villages before the training was provided, whether the local community could read the material or not);
- o Effectiveness in fostering ties with participating YWAs and their membership.

- o **Motivating the participants to greater voluntary activity for the benefit of other women.**
- o **Engendering positive reaction from the leadership of the YWAs and the beneficiaries of their projects.**
- o **Ability to mobilize community support mainly evidenced by one national and two provincial **Advisory Groups** consisting of men and women who provide moral and other support to the project.**
- o **Ability to identify the critical issues** (institutional development and sustainability) from among 13 tasks of unequal importance and focus on those priorities in using its limited human and financial resources. i.e. it could see the forest for the trees.
- o **Ability to complete its priority activities essentially on schedule** in an environment where this is the exception rather than the norm.
- o **A participatory learning approach** which includes those who have previously been excluded from most learning opportunities and provides them with practical new skills.
- o **Develops the leaders who are the institution.**
- o **The dedication of its staff to the principles of the YWAs and the SWAY project**

Weaknesses

- o **Difficulties in getting members of the advisory committees to attend the meetings; at the same time, some advisory committee members claim that the SWAY project is not making full use of their resources. Obviously some members are more willing than others to commit time for the meetings.**
- o **Trying to do too much with its limited (in terms of numbers) human resources.**
- o **Not developing a written personnel policy.**
- o **Project design which made it possible to do many things, but did not provide the framework or organization from which to correlate and prioritize interrelated and overlapping objectives, tasks and activities.**
- o **Relying on the YWA Taiz Branch for much support but being excluded from officially providing them assistance.**

IV. Conclusions and Recommendations

The SWAY project has made considerable progress in meeting its stated objective of supporting and enhancing the institutional capabilities of the Yemeni Women's Associations, to potentially increasing their effectiveness in servicing the educational, training, and income-generation needs of Yemeni women. It has set the ground work and built a strong foundation upon which further progress may be made. It has done this mainly through management training of a cadre of Yemeni women leaders of the YWAs, and assisted them with technical assistance and logistic support for managing their associations, and serving the needs of Yemeni women. It has built upon and helped expand and strengthen an existing network of women's associations, increased their effectiveness in mobilizing community support and undertaking new enterprises to benefit the associations and their membership. So far, SWAY has stayed within its original mandate of focusing on the rural areas of Taiz and Ibb. Now it is ready to expand geographically and programmatically, building upon the valuable lessons learned during the past two years.

The SWAY Project has been more effective in some locales and with some groups of women than others because of differences in leadership, personal experience, culture, education. It has managed to overcome some tough problems, attempted to stayed out of local community conflicts, and did not duplicate the efforts of other donors. It has encountered several bureaucratic problems in dealing with the various government agencies, but was eventually able to gain the support and trust of the communities and the counterpart agency office in Taiz, MISA. It also faces some internal personnel difficulties arising from having to comply with the often conflicting regulations of USAID, the Yemeni labor laws, and World Education. These require careful consideration and effective solutions to enhance SWAY's own effectiveness and sustainability.

As it moves into the third year of operation, SWAY is now in a better position to realize its original goals, namely:

- o To strengthen the Yemeni women's associations as democratic, independent, sustainable non-governmental organizations that provide quality services to their women members, and
- o to increase economic opportunities for women, by enhancing productivity and income for both the associations and their women members.

The following recommendations are designed to increase its effectiveness and impact on the Yemeni women's associations and their membership.

I. Institutional Development and Training

- 1. The concept and use of advisory groups is a tremendous asset to the project. The existing Advisory Groups should be encouraged to develop, and new advisory groups should be one of the initial tasks in beginning work in a new area. Through the use of advisory groups SWAY puts into practice the volunteer concept. Given the newness of these two ideas they should be carefully nurtured while not over extending them or having unreal expectation of them.**
- 2. SWAY should continue its strategy of developing the core YWAs' members skills and abilities to manage their organizations, and providing financial and material inputs which serves to reinforce and build on the previous learning experience while simultaneously addressing the financial sustainability of the YWAs.**
- 3. Following on recommendation 1, ensure close coordination between the training activities, the preparation of action and business plans and the subsequent and timely provision of financial and material support. This is to maximize benefits available from the combining the two components. Linking these two components will increase their benefit.**
- 4. The direct beneficiaries of the SWAY project should continue to be the YWAs and their core members as a strategy to maximize the potential for sustainability and demonstrate replicability.**
- 5. The participatory and TOT training approaches used during the first two years of the project are central components of the project's successes and should be continued.**
- 6. The project should continue to focus and concentrate its primary activities at the local YWAs center level.**
- 7. The project should make a concerted effort to provide project support to the Taiz YWA branch given the close support and cooperation the Taiz branch provides SWAY and the need to provide assistance to urban women.**
- 8. Utilize appropriate Yemeni training expertise whenever possible.**
- 9. SWAY should continue a systematic approach to networking and coordinating with other development groups, MISA, MPD, and the central Women's Union in Sanaa.**

10. All feasibility studies for medium size enterprise projects (such as a bakery, a farm, or a sizeable animal husbandry project) **should be reviewed by a local professional** in the relevant sector to assess its technical and financial soundness. This should be done prior to final approval and funding to enhance project success and sustainability.
11. **Provide more advanced leadership training** to a select group of YWA managers.

II. Continuation and Expansion

12. The Ibb program:

There is a significant difference in the project's acceptance between Taiz, and Ibb. Implementation in Ibb has been more difficult. One's immediate reaction is to relate these difficulties to the problem of fielding an Ibb Project Officer.

SWAY should develop a specific plan with quantifiable indicators for a period of 6 months - 1 year to be implemented in Ibb. Progress milestones with specific dates should be established and closely monitored. If it becomes obvious that these milestones are not being met and progress to the end indicators is not being made, through no fault of SWAY, then cease operations in Ibb.

This process should be well documented in order to use this information to assess variables for project replication.

13. **To build on and continue the successes of the SWAY project during its first two years, all three components of the August 1992 SWAY Continuation and Expansion Proposal should be implemented:**
 1. The credit/loan component to realize the full potential of the present training, and to increase the sustainability of the YWAs.
 2. The expansion to extend the services and benefits of the project and test its replicability to other areas of the country.
 3. The NFE/Health/Literacy component to affect the two worst indicators of women's social status (literacy and health) in Yemen, and to respond to expressed needs.
 4. If only pieces of the expansion proposal are implemented, we recommended they be prioritized in the order they are presented above.

14. If the only obstacle to proceeding with World Education's expansion proposal is registering as an NGO then we recommend that USAID do the following:

- o Determine, or confirm, if World Education must be registered as an NGO in Yemen before the Cooperative Agreement can be signed.

- o If not, complete and sign the agreement as soon as possible while World Education continues to pursue NGO status.

- o If it must, then explore alternative funding arrangements as a contingency in case achieving NGO status drags on. There is sufficient precedence to indicate it could.

III. Improving Services of the YWAs

15. Respond to the requests of the YWA participants for targeted skill training workshops indirectly through networking with other groups. **Providing this training will not be a direct or primary SWAY responsibility.**

IV. Management and Staffing

16. **Training has been and should continue to be a primary activity of SWAY.** All program staff has been through the TOT process and presently share the training responsibilities. To more equitably distribute the work load and reflect the activities of the project, we suggest **eliminating the Training Officer position and replacing it with another Project Officer position.** The present Training Officer may be transferred to the new Project Officer position.

17. Support and follow-up with the YWAs after the first year are crucial and time consuming. There should be a **maximum of 7 YWAs centers assigned to a Project Officer** given the distances between the centers and the office. (N.B. our Yemeni counterparts are suggesting 10.)

18. The management of the YWAs support and follow up is crucial. Guidelines, goals, approaches, techniques, and tools should be developed to insure the same standards and activities of follow-up are uniformly used as much as possible.

19. **Hire an expeditor** to handle many administrative, logistical, procurement, and liaison tasks presently done by the Director and Coordinator. This will free the Director and Coordinator to use their more valuable skills in managing the program. This should be done as soon as possible regardless of the expansion proposal.

20. SWAY should **write a SWAY personnel policy** consistent with World

Educations policies, USAID policies, and the Yemen labor law. This policy should then be revised and adopted as the basis for personnel management.

21. As soon as possible conduct a thorough review of SWAY's present salary scale and benefits system in relation to the private and public sectors as well as development organizations and take action as necessary.

22. Develop a plan and timetable for turning over activities and responsibilities to the SWAY staff initially, and then to the YWAs. This should begin with a process of joint decision making as appropriate.

V. Administrative and Logistical Support

23. With field support activities increasing to the Centers we recommended that each SWAY office have one vehicle for administrative office use. Ideally there should be sufficient vehicles with drivers to allow all the Project Officers to conduct field visits at the same time, minimally one vehicle for each two Project Officers.

If necessary SWAY should be issued a waiver for the purchase of non-American vehicles. American 4 wheel drive vehicles may not be able to reach future Centers where SWAY will work due to the bad road conditions. Spare parts and mechanical expertise are not available where the project works to maintain or repair 4 wheel drive American vehicles.

24. Provide one additional computer to the Taiz SWAY office program staff. Each new office opened should have one computer for administrative and financial use and another one for programmatic staff.

Annex 1

**World Education
Sway Project Evaluation
May 1993**

Interview Participants

Note: All interviews included the following evaluation team members unless noted otherwise:

Mr. Joseph Moyer, World Education consultant

Dr. Nagat El Sanabary, Gender/WID Advisor AID/Washington

Mr. Hamud Al Hamdani, Economic and Technical Affairs,
Industrialized Nations, Ministry of Planning and Development

Ms. Aisha Abdul Aziz, D.G. Mothers and Children, Ministry of
Insurance and Social Affairs

3 May - SWAY Sanaa Advisory Group

Mrs. Rashidi Hamdani, D.G. Administration
Primes Minister's Office

Mrs. Amat Al-Aleem Al Suswah, Assistant Undersecretary
Ministry of Information and Tourism

Ms. Wafa Ahmed Ali, Legal Officer
Yemen Women's Union

Dr. Fawzia Hamed Gaffer, Assistant D.G.
Health Education, MOPH

Mr. Ahmed Al-Iryani,
Economic Association, Ministry of Economy

Ms. Farial Sulayli
Education Resource Associate, USAID/Yemen

Ms. Magda Mohammed, Director
SWAY Project, World Education

3 May - USAID

Mr. William McKeany, Director
USAID/Yemen

Mr. Andra Herriot, Human Resources Officer
USAID/Yemen

Ms. Farial Sulayli
Education Resource Associate, USAID/Yemen

Ms. Magda Mohammed, Director
SWAY Project, World Education

4 May - Yemen Women's Union - Sanaa Committee

Ms. Radea As-shamsi, Foreign Affairs Secretary

Ms. Atag As-shami, Vice President

Ms. Wafa Ahmed Ali, Legal Officer

Ms. Fatimah Hamsi, Financial Secretary

Ms. Farial Sulayli
Education Resource Associate, USAID/Yemen

Ms. Magda Mohammed, Director
SWAY Project, World Education

5 May - Sway Staff - Taiz

Ms. Anissa A. Hadi, Project Coordinator

Ms. Arafa Sahal Amer, Financial Officer

Ms. Ilham A. Wali, Taiz Project Officer

Ms. Suad Al Kadasi, Training Officer

Ms. Magda Mohammed, Director
SWAY Project, World Education

6 May - Ministry of Insurance and Social Affairs - Taiz

Mr. Abdullah M. Al Saar, D.G.
MISA, Taiz Branch

Ms. Suad Al Abisi, Coordinator Mothers/Children,
MISA, Taiz Branch (also President of the Taiz YWA)

Ms. Magda Mohammed, Director
SWAY Project, World Education

8 May - YWA Al Rahieda Center

Ms. Suad Al Abisi, President, Taiz Women's Association

Ms. Ilham A. Wali, Taiz Project Officer, SWAY project

Ms. Assia Mahdi Hadi, President al Rahedia Center

Ms. Assia Abdu Sayidi, Supervisor, Al Rahieda sub center

Ms. Fatimah Abdul Haq, Supervisor, Al Rahieda sub center

Ms. Nabeela Saeed Qassem, Supervisor, sub center

A total of 13 women including association members, students, and instructors participated in this discussion.

8 May - YWA Al Qabata Center

Ms. Suad Al Abisi, President, Taiz Women's Association

Ms. Ilham A. Wali, Taiz Project Officer, SWAY project

Ms. Faysa Anam Saif, President, Al Qabata Center

Ms. Safaya Ahmed Saeed Abdo, Treasurer, Al Qabata Center

A third women who is working on the bakery project also participated in part of the discussions.

9 May - Ibb Advisory Group

Mr. Ahmed Salam, D.G. MISA, Ibb

Mr. Mohammed Nuzali, D.G. Ministry of Agriculture, Ibb

Mr. Nasser Badani, not on the advisory board, but an MISA employee.

Ms. Ilham A. Wali, SWAY, Taiz Project Officer

Due to our late arrival other members of the advisory board had left.

9 May - YWA Center, Jibla

Ms. Noria Mohammed Muhsen, President

Ms. Ilham A. Wali. SWAY, Taiz Project Officer

42

10 May - YWA Dhobhan Center

Ms. Fatia Abdul Ragib, President
Ms. Fakra Abdul Ragib, Vice Preseident
Ms. Habiba Abdullah Abul Rahman
Ms. Afiai Abdullah Hassan
Ms. Hayariah
Ms. Ilham A. Wali, SWAY Taiz Project Officer

10 May - YWA Al Akehela Center

Ms. Entisar Salam Mohammed, President
Ms. Ilham A. Wali, SWAY Taiz Project Officer
(7 members of the literacy classes were also interviewed)

10 May - YWA Al Qaraisha Center

Ms. Jamila Ahmed Abdul Rahman, Supervisor
Ms. Ilham A. Wali, SWAY Taiz Project Officer

11 May - Southern Uplands Rural Development Project

Ms. Haftha
Ms. Faisa Abdu Sayid
Dr. Namat

11 May - YWA Taiz Branch and Kindergarden

Ms. Saud Alabisi
Ms. Adela Ghorbani, Headmistress of the kindergarden

11 May - YWA Al Mokha Center

Ms. Khadeega Abdul Rahman, President
Ms. Ashawaq Mohammed Khamiss
Ms. Nahed Abdul Wassai

43

Ms. Muna Nagi Saif
Ms. Merfalt Ameen Alhariri
Ms. Kefah Al Saqaf
Ms. Anissa Hadi, SWAY Project Coordinator
Ms. Ilham A. Wali, SWAY Taiz Project Officer

12 May - Taiz Advisory Group

Ms. Nooriya Yahya, D.G. Rural Women, SURDP
Mr. Mohammed Abdullah Saar, D.G. MISA, Taiz
Dr. Esmael Al Sanaani, D.G., Yemen Family Welfare Ass.
Mr. Shawqi Ahmed Hayel, Yemen Co For Ind. and Commerce
Mr. Abdul Karim Abdulilah
Ms. Magda Mohammed, SWAY Director
Ms. Anissa Hadi, SWAY Project Coordinator
Ms. Ilham A. Wali, SWAY Taiz Project Officer

12 May - YWA Sabr Center

Ms. Nafha AbdulAziz Al Hag
Ms. Aziza Mohammed Abdullah
Ms. Shafiqa Yahya Qasem
Ms. Katba Mohammed Hassan
Ms. Annissa Hadi, Project Coordinator
Ms. Ilham A. Wali

13 May - Dutch WID Officer, Ms. Marianne Nolte

13 May - SWAY Staff

Ms. Magda Mohammed, Project Director
Ms. Anissa Hadi, Project Coordinator

Ms. Ilham A. Wali, Taiz Project Officer

Ms. Saud al Kadassi, Training Officer

Ms. Arafa Sahel, Financial Officer

19 May - USAID and Central Women's Union

see previous meetings with these groups

19 May - Ministry of Insurance and Social Affairs

Mr. Mohammed Mohsen Mohammed, Vice Minister

Mr. Ali Saleh, Vice Deputy Minister

Ms. Hasiba, and Ms. Rasiba; Women and Children Dept.

Annex 2

**World Education
SWAY Project Evaluation
May 1993**

Interviews and activities schedule

3 May, Monday

- 0900 Moyer/Sanabary meet with SWAY Director
- 1100 Evaluators meet with SWAY Sanaa Advisory Group
- 1400 Evaluators meet with AID Director and Human Resources Officer
- 1900 Dinner hosted by A. Herriot with evaluators, AID Director, Peace Corps CD and APCD, PCV, and AID FSN Program Officer

4 May, Tuesday

- 0900 - 1130 Moyer/Sanabary meet with SWAY Director
(0930 meeting with Deputy Minister of MISA canceled, to be rescheduled)
- 1200 Evaluators meet with Yemen Women's Union Sanaa representative
(1230 meeting with Dutch WID officer postponed, to be rescheduled)
- 1400 - 1630 Moyer/Sanabary meet with SWAY Director

5 May, Wednesday

- 0700 - 1230 Team Travels to Taiz
- 1400 - 1700 Evaluation Team meets with SWAY staff

6 May, Thursday

- 0900 - 1000 SWAY office
- 1030 - 1230 Evaluation Team meets with Director General and Mother/Child Coordinator of MISA Taiz Branch
- 1400 - 1730 SWAY office

1/16

7 May, Friday

Yemeni weekend - spent updating notes and reviewing project documents

8 May, Saturday

0900 -1030 SWAY office; logistics, printing and reviewing documents

1130 - 1300 Al Rahida YWA Center

1300 - 1430 travel to Al Qabata

1430 - 1645 Al Qabata Center and bakery site under construction

1645 - 1900 return to Taiz

9 May, Sunday

0830 - 1030 SWAY office; interviewed SWAY Coordinator and Training Officer

1200 - 1330 Ibb Advisor Group

due to a late start and traffic we arrived 1 hour late for this meeting and missed other members of the advisory group, and the Ibb YWA branch Director. When we went to the Ibb branch Director's house after lunch we could not see her as she was too busy. Neither could we see the center because the Director had given the key to someone else who had left Ibb for the afternoon.

1500 - 1700 YWA Jibla Center

1700 - 1830 return to Taiz

10 May, Monday

0830 - 1000 SWAY office; informal discussions with staff and among evaluators

1130 - 1300 YWA Dhobhan Center

1330 - 1500 YWA Al Akahela Center

1600 - 1730 YWA Al Qaraisha Center
1730 - 1930 return to Taiz

11 May, Tuesday

0830 - 1030 Discussion with SWAY Project Director
0930 - 1030 Three members of the evaluation team meet with the Southern Uplands Rural Development Project to discuss coordination and collaboration of specific tasks, such as agriculture.
1030 - 1200 Visit Taiz YWA branch and Kindergarten
1215 - 1415 Travel to Al Mocha
1500 - 1700 YWA Al Mocha Center
2100 return to Taiz

12 May, Wednesday

0900 - 1000 Meeting with SWAY Financial Officer
1100 - 1300 Meeting with Taiz Advisory Group
1500 - 1700 YWA Al Sabr Center
1830 Return to Taiz

13 May, Thursday

0700 - 0800 Meeting with Marianne Nolte, 2nd Secretary responsible for WID activities, Dutch Embassy
0830 - 1100 Sway Office reviewing project documents and report format
1100 - 1630 Reviewing Year 1 and 2 Work Plans with SWAY staff

14 May, Friday

Yemen Holy Day Drafting report
1800 dinner with SWAY Director

15 - 18 May, Saturday - Tuesday

drafting report

1400 -1900 travel to Sanaa

19 May, Wednesday

1000 Presentation to USAID

1300 Presentation and lunch with MISA

2100 - 2300 final review before Nagat El Sanabary's departure

20 - 21 May, Thursday and Friday

revising draft report

22 - 24 May, Saturday - Monday

0800 - 1300 travel to Taiz

revising draft, proof reading, and work with SWAY
Director and Coordinator on monitoring.

25 May, Tuesday

printing report and travel to Sanaa

26 May, Wednesday

0800 Final debriefing with USAID

depart Yemen

Annex 3

**SWAY MAY 1993
Commodities Provided to the Centers**

As of May 27th 1992 the following items were provided to the YWA Branches and Centers.

1 AL-QABAITA \$7,000

A. 2 Sewing Machines, 1 Button making machine, 5 embroidery frames, 1 Cutting table, 2 pairs of scissors, 3 plastic baskets, 1 desk, 1 file cabinet, 15 chairs.

MISCELLANEOUS MATERIAL

Cloth (textiles), assorted needles, threads, buttons and zippers.

B. The Bakery Project as per their center's feasibility study.

2 AL-RAHIDA \$2,000

150 Chairs, 1 Office desk, 1 File cabinet, 5 office chairs.

3 AL-AZAEZ \$1,500

2 Standard sewing machines, 1 Zigzag machine, 1 Cutting table, 4 embroidery frames, 3 scissors, 100 desk/chairs sets.

MISCELLANEOUS MATERIAL

Assorted Cloth (textiles), thread, and needles.

4 AL-AKAHILA

An Agriculture Project has been proposed and is being Re-written. No money transferred yet.

5 AL-MUKHA \$3,000

3 Typewriters

MISCELLANEOUS MATERIAL:

Papers, embroidery and handcraft materials.

6 AL-TOURBA \$2,000

For the canteen project as per the feasibility study the balance is to be used for the purchase of sewing machines and materials.

7 AL-QARAISHA \$1,313

100 Desk - chairs sets.

MISCFLLANEOUS MATERIAL:

Cloth (textiles), thread, baskets, embroidery frames.

8 TAIZ \$24,000

6 Computer, 6 monitors, 2 printers, 1 copy of software, 1 Lotus, wordperfect networking system and computer training.

9 IBB \$10,000

For the kindergarten project included.

1 Desk, 4 office chairs, 3 blackboards, 2 shelves, 14 children's desks, 3 desks for teachers, 1 gas cylinder, 1 puppet theater, 1 organ, 1 stabilizer for the organ, 1 refrigerator, 1 camera, 1 video-tape player, 1 color television, 3 recorder-tape, 1 cooker, 1 vacuum cleaner, 3 blank cassettes, 10 video-cassettes for children, 60 blocks letters, 50 children's scissors, 75 children's chairs

1 kitchen cupboard, 1 file shelf.

10 JIBLA \$2,000

1 Office desk, 4 chairs, 1 file cabinet, 3 standard sewing machines, 1 zigzag machine, 100 desk chair sets.

Total \$53,813

t/MZ.

SWAY MAY 1993
ANNEX 4 TABLE 1 TRAINING PROVIDED FROM MAY 1991 - MAY 1993

WORKSHOP	LOCATION	DATE	FOCUS	NUMBER OF PARTICIPANTS
PA I	TAIZ	Sep. 14th -19th,1991	Institution Building, Organigram Need Assesment, Symbols.	35
PA II	TAIZ	Nov. 16 - 27, 1991	Small Interprise, Feasibility Study Basic business & marketing principles Expenses, profit and loss, cash control,wages bookkeeping, business plan action, evaluation.	43
PA III	TAIZ	Feb. 26 March 2nd,1992	Action planning, Feasibility study Review analysis of YWA's present status Program targets and strategies information Year two project planning.	40
PA I	IBB	July 4th - 9th,1992	same as above	38
PA II	IBB	August 1st - 10th,1992	same as above	47
PA III	IBB	Sept. 19th - 23rd,1992	same as above	46
TOT's TAIZ\IBB inconjunction with PA I - III skills in conducting and evaluating participarory training.				6
Volunteer Workshop	TAIZ	Nov.17th - 19th,1992	What is a volunteer, problems develop (cases) Why and how we do voluntary work International and Religious volunteers.	15
Volunteer Workshop	IBB	Nov.21st - 23rd,1992		16
Business Managemer and Marketin;	TAIZ	Feb.13th - 18th,1993	Generating Business ideas. Analyzing Business ideas Product cost, profit & loss, Break even point Cash flow projection, Bookkeeping & Business record Managing group enterprise, planning for implementation, Lets go to the market What is effective marketing, improving our marketing and products Adapting products to customer need, preparing our marketing plans, program Recap and Final Evaluation.	

ANNEX 5 TABLE 21 THE YEMEN WOMEN'S ASSOCIATION SWAY MAY 1993

LOCATION	ESTABLISHED	STAFF NO.	NO. OF MEMBERSHIP			MAIN ACTIVITIES	TRAINING NEEDS
			INFO	NOT	AVAILABLE		
TAIZ	1984	7					
AL-RAHDA	1985	30			450	LITERACY, HANDCRAFTS & SEWING	BOOKKEEPING - SEWING - HANDCRAFTS & EMBROIDERY
AL-QAREISHA	1986	4			400	SEWING - LITERACY & AGRICULTURAL GUIDING	TYPING - BOOKKEEPING & HEALTH
AL-AKAHILA	1985	7			200	SEWING & LITERACY	SEWING & HANDCRAFTS EMBROIDERY
AL-QABAITA	1980	5			170	SEWING - HANDCRAFTS & LITERACY	MODERN SEWING, HANDCRAFTS, EMBROIDERY & BAKERY M
AL-TURBA	1981	5			150	LITERACY	SEWING BUSINESS MGT. & HEALTH
AL-AZAEZ	1980	7			300	LITERACY & SEWING	HANDCRAFTS EMBROIDERY, SEWING, HOUSE ECONOMY, AGRICULTURE, HEALTH & BOOKKEEPING
AL-MORHA	1981	6			300	LITERACY & SEWING	SEWING, HANDCRAFTS & BOOKKEEPING
MAWEYA	1982	3			70	LITERACY & SEWING	
SHARGAB	1982	5			156	LITERACY	SEWING, HANDCRAFTS, HEALTH & BOOKKEEPING
DHUBHAN	1982	5			200	LITERACY, SEWING & HANDCRAFTS	TYPING, HANDCRAFTS, HEALTH & AGRICULTURE
SABER	1982	7			63	LITERACY & HANDCRAFTS	SEWING, HANDCRAFTS EMBROIDERY & HEALTH
SB	INFO	NOT			AVAILABLE		HAIR-DRESSER, COMPUTER & HEALTH
JEBLA	1980	11			110	SEWING, LITERACY, HEALTH & HANDCRAFTS	HEALTH, SEWING, TRIQUO, HANDCRAFTS EMBROIDERY
DHUSUFFAL	1981	8			200	SEWING, HANDCRAFTS & LITERACY	SEWING, EMBROIDERY, HEALTH, HANDCRAFTS & BOOKKEEP
BAADAN	1982	5			56	LITERACY & SEWING	SEWING, FIRST AID, HANDCRAFTS & EMBROIDERY
AL-HAGED AL AHMAR	1982	3			67	LITERACY & SEWING	SEWING, HEALTH, HANDCRAFTS & EMBROIDERY
AL-QAEDA	1982	2			62		SEWING, TYPING, HEALTH & HANDCRAFTS.

50

Annex 6

**World Education
SWAY Project Evaluation
May 1993**

Acronyms and Abbreviations

FAO	Food and Agriculture Organization
GTZ	German Development Assistance
JSI	John Snow International
MISA	Ministry of Insurance and Social Welfare
MPD	Ministry of Planning and Development
NIPA	National Institute of Public Administration
NGO	Non-governmental Organization
PA	Planning Activity
ROYG	Republic of Yemen Government
SURDP	Southern Upland Rural Development Project
SWAY	Support of Women's Associations of Yemen
TOT	Training of Trainers
UNDP	United Nations Development Program
UNFPA	United Nations Family Planning Association
UNICEF	United Nations Children's Fund
USAID	United States Agency for International Development
YALI	Yemen American Language Institute
WE	World Education
YWA	Yemeni Women's Association

Annex 7

World Education SWAY Project Evaluation May 1993

Documents Consulted

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World Education, Inc. Volunteer Workshop Design and Evaluation, November 1992.

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SWAY Project. Timeline, Phase II, May 1992 - April 1993.

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SWAY. Planning Activity III. Action Planning. Consultant Report.

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SWAY Project. Executive Summary. Women in Development: Development Training III Project.

SWAY Project. Directory of Women's Associations of Yemen in Taiz and Ibb.

SWAY Project, various trip reports