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9. ABSTRACT

The materials presented in this report are intended to facilitate the evaluation of policies, operational functions, and effectiveness of P.L. 480 Title II country programs. The evaluation approach provides for the review and assessment of a broad range of program factors without resort to measurement practices for which there is usually no data base. The central material consists of an evaluation scope of work and report outline. Ancillary information includes suggested interview questions and program analysis forms. The materials may be used as they are presented or modified to serve specific needs. The purpose of evaluating Title II country programs is to provide a reasonably comprehensive and uniform assessment of the programs, which will be useful for improved program operations, policy planning, and research purposes. The evaluation is designed to identify achievements as well as problems, to direct attention to program strengths and to areas which need improvement. It will also provide assistance to mission management at various levels, and to voluntary agencies and host government agencies as well.

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**AN EVALUATION SCOPE OF WORK
FOR P.L. 480 TITLE II
COUNTRY PROGRAMS**

**Robert R. Nathan Associates, Inc.
Consulting Economists
Washington, D.C.**

AN EVALUATION SCOPE OF WORK
FOR P.L. 480 TITLE II
COUNTRY PROGRAMS

Submitted to
Office of Food for Peace
Agency for International Development
under Contract No. AID/SOD-PDC-C-0003

by
Robert R. Nathan Associates, Inc.
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Washington, D.C.

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PART 1. INTRODUCTION

General

The materials presented here are intended to facilitate the evaluation of policies, operational functions, and effectiveness of P.L. 480 Title II country programs. The evaluation approach provides for the review and assessment of a broad range of program factors without resort to measurement practices for which there is usually no data base. The central material consists of an evaluation scope of work and report outline. Ancillary information includes suggested interview questions and program analysis forms. The materials may be employed in their present form or modified to serve specific needs. They have been carefully designed and field tested, however, and should be suitable in their present form for the majority of cases.

The purpose of evaluating Title II country programs is to provide a reasonably comprehensive and uniform assessment of the programs, which will be useful for improved program operations, policy planning, and research purposes. The information gained through the evaluation process should help AID to determine the progress of the Title II program, including not only its current status but the direction and extent to which it may need to be modified. The evaluation is designed to identify achievements as well as problems, to direct attention to program strengths as well as to areas which need improvement. The evaluation will also provide assistance to mission management at various levels, and to voluntary agencies and host government agencies as well.

Typically, evaluations serve several functions; they --

Guide program administration and implementation;

Form the basis for further planning and the setting of priorities, program direction, and refinements;

- . Inform funding agents about the value received for funds spent;
- . Become vehicles for dissemination of information.

In the case of Title II country programs, evaluations conducted in accordance with the scope of work will similarly serve multiple functions. Specifically, they will form --

An administrative notice to the responsible bureau that a country program evaluation has occurred, with some indication of the participants in the evaluation, its coverage, and rigor;

A summary record of the findings and recommendations of the evaluation team;

A status compilation for AID/W, the AID mission, the host government's participating agencies, and the U.S. voluntary agencies, which can be used as a basis for program and project monitoring;

A vehicle for the transfer of experience and lessons learned, by comparison with evaluations of other country programs by AID/W and through the Development Information System.

Such values are clearly anticipated by the current P.L. 480 legislation, which calls specifically for cross-country evaluations of "...the nutritional and other impacts, achievements, problems and future prospects..." for Title II programs.¹

Evaluation Scope of Work -- A Systems Approach

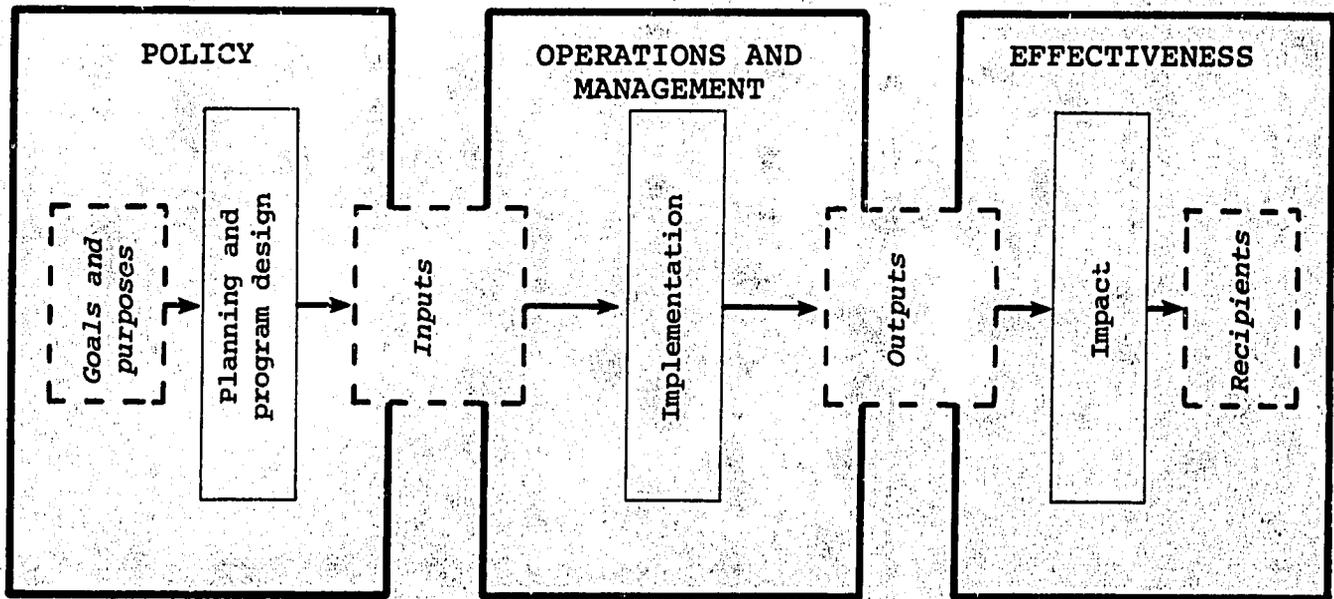
The evaluation process utilizes a systems approach as a basis for determining and assessing relevant issues. This approach recognizes Title II as one element within a system that includes varying policies, operations, and impacts of the host governments and of the participating voluntary agencies. The scope of work provides a means for examining these elements and how they interact to produce the Title II

1. Agricultural Trade Development and Assistance Act of 1954, as amended through October 1, 1977, Sec 408(c).

country program as it exists. It is obvious that all participants have somewhat different long-term goals and purposes. These may or may not be complementary or congruent. The systems approach permits the assessment of these possibly divergent purposes in relation to the resulting program, not simply to AID.

Conceptual Framework

The Title II program is divided into three components -- policy, operations and management, and effectiveness. The three components are interlinked by four program elements -- goals and purposes, inputs, outputs, and recipients. The elements in turn are linked by three processes -- planning and program design, implementation, and impact. The interrelation of components, elements, and processes can be seen in the following diagram.



The sequence of the elements is based on a natural decisionmaking flow. That is, broad or general goals are established through legislation and other means, which then lead to the identification of more specific purposes associated with the Title II program itself. Once these are

established, program inputs are identified and provided. Through the implementation process these inputs are combined and converted into outputs, which are then distributed to recipients.

Goals and purposes are set by participating agencies (AID, the host government at national and local levels, and voluntary or counterpart agencies). Each agency provides such inputs as foods (local or imported), personnel, infrastructure (buildings), money, or materials. Outputs include food rations or feeding services, nutrition and health education information and services, immunization, medication, physical exams, classes in handicrafts and sewing, construction of schools, clinics, bridges, etc. The four groups of intended recipients are women of childbearing age, preschool children ages 0-6, primary school children ages 6-14, and males and females and their dependents eligible for Food for Work activities.

The planning and program design process is undertaken by the participating agencies. The implementation process is composed of three projects -- Maternal Child Health (MCH), School Feeding and Food for Work. These projects actually operate at activity centers (e.g., health centers, mothers' clubs, schools, construction sites), and much of the evaluation field work will take place at the activity level.

To analyze the implementation process, the projects or activity centers can be compared in terms of the functions which are undertaken. Despite the varying purposes of these projects, each must undertake the same set of functions, although perhaps in different ways. Four basic functions are thus identified -- regulation and control, logistics, cost and budgeting, and monitoring and evaluation.

Regulation and control refers to whether the project or activity center has established rules and regulations governing its operations; the extent to which these are being followed; and the extent to which they need to be changed and improved. An analysis of this function determines the extent to which the personnel are in control of project and activity implementation.

Logistics refers to the receipt of all inputs, including Title II foods, and the distribution of outputs to the intended target groups. A logistical analysis covers the transportation

and communication network required, how they operate, and what changes or improvements can be made.

Cost and budgeting. Although not directly tied to goals or purposes, no project can operate without maintaining financial records, which serve to document what has and has not occurred. Weaknesses in this function will impair the smooth operation of all other aspects of the program.

Monitoring and evaluation is an ongoing function which should be an integral part of the implementation process. Without the collection of data and compiling of statistics on number of recipients, determination of need, etc., subsequent assessments of effectiveness cannot be made.

The impact process is divided into two parts -- the range of impacts to be considered and the indicators of each impact. Depending on the nature of the Title II program, the list of such impacts can be lengthy. The evaluation team will have to ascertain which impacts should be assessed (not measured) in the evaluation, based on the availability of data and qualifications of team members. For example, it is virtually impossible to assess nutritional impact without an experienced nutritionist on the team.

Past experience has shown that baseline data are seldom available for the measurement of program impacts (i.e., nutrition, IQ and learning, productivity, etc.). This kind of program evaluation, therefore, does not involve the measurement of such impacts. Rather, the indicators are identified for the team members so that they will know for what kinds of purposes program data must be collected if, at some subsequent time, impacts can be measured. The evaluation team's responsibility, therefore, is to identify data gaps and recommend changes in existing classification or monitoring systems as well as the undertaking of special studies or surveys in order that future measurement exercises can be made.

The following is a list of the type of impacts which may be assessed and the standard indicators used to measure them:

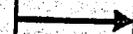
<u>Impacts</u>	<u>Indicators</u>
1. Nutrition	
Protein-calorie deficiency	Anthropometric -- weight, height, and age; arm circumference, and skinfold tests
Vitamin deficiency	Physical exams
Anemia	Blood tests
Infections & diseases	Anthropometric tests; physical exams and dietary intake; recall surveys
2. Acceptability of ration	Market surveys
3. Community attitude impact	Market surveys
4. Family sharing	Anthropometric tests; market survey
5. Nutrition and health education	Dietary intake, recall surveys, weaning practices
6. Family planning	Spacing of births
7. Employment	Output per unit of time
8. Productivity (labor)	Project output per input of labor
9. Project economic contribution; i.e., impacts on agricultural production, consumption, imports, balance of payments	Economic data and statistics
10. Learning and intelligence	School tests, attendance records, dropout rates

The Title II program does not exist in a vacuum; it interacts by affecting and being affected by a host of other projects, programs, and policies. It is thus necessary to examine the interrelationship between Title II and these external programs, projects, and policies (e.g., WFP, World Bank, UNICEF, Ministry of Agriculture).

The key functional relationships in this system and the logical flow and conversion of the elements of the program are shown diagrammatically in Figure 1. That diagram is in fact a "blueprint" of the evaluation process and is intended to be an integral part of the evaluation report. It also affords a simple yet concise means of summarizing the dimensions of the country program by project.

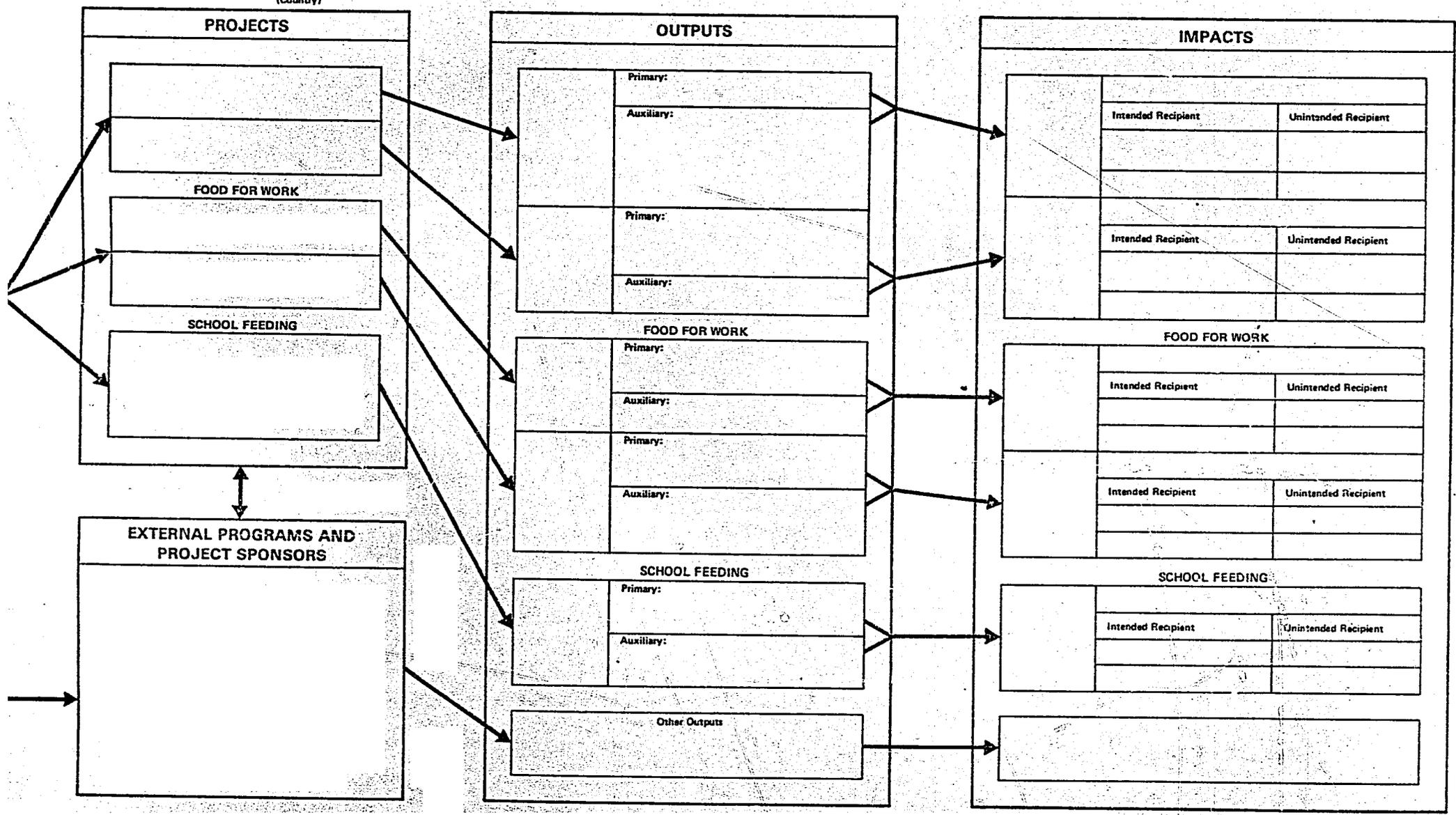
GOALS AND PURPOSES							
GOALS AND PURPOSES	PARTICIPATING AGENCIES						
	AID						
Combat Malnutrition							
Provide Free Feeding Program							
Provide Food for Pay Feeding Program							
Promote Economic and Community Development							
Increase Incomes							
Improve Living Standards							
Promote Urban Development							
Promote Rural Development							
Improve Health Status							
Promote Health Education							
Aid Development Counterpart Agencies							
Provide Outlet for U.S. Goods							

INPUTS
Title II Foods
Local Foods
Personnel
Infrastructure
Other Title II Inputs



**FIGURE 1
STRUCTURE OF P.L. 480, TITLE II PROGRAM**

(Country) FY



PART 2: SCOPE OF WORK

General

The scope of work is outlined in terms of the organization of an evaluation report. Salient issues and analytical areas are provided which serve as a guide to the coverage of the evaluation and the type of analysis to be undertaken, and as a checklist for the actual drafting and review of the evaluation report.

The planners of the proposed evaluation and the team members should review this outline to insure that all relevant issues of the particular country program are included and to eliminate those that are not relevant. The outline should also prove useful as a check at the end of the evaluation to assure that all important points of the program have been examined. Finally, the outline provides an assessment that is comprehensive and that follows a uniform system, which will enable the reviewers to compare the results with evaluations of other country programs.

Extensive field tests have shown that the evaluation of a country's Title II program, using the accompanying scope of work and ancillary material, can be conducted by a three-member team spending three consecutive weeks in the subject country, followed by three or four person-weeks in Washington compiling the evaluation report. If a nutritional impact analysis is to be conducted, one member of the team should be a professional nutritionist with experience in developing countries. The other team members can be evaluation generalists with experience in developing countries. It may be appropriate in particular cases for the team to include a representative from the Food for Peace office in AID/Washington. Similarly, it may be desirable for a team to include a member from a voluntary agency and/or the host government. Such participation should not ordinarily be required to produce a thorough and fair assessment, however,

as the views of all participating agencies will be obtained during the course of the field study. An evaluation may, in fact, be more objective if it is conducted by persons who have no vested interest in its outcome.

There are two principal sources of information for the evaluation analysis: interviews; and reports, documents, and statistical data. Interviews should be conducted with persons involved at all levels of the program, from recipients and personnel at the first point of contact (midwives, teachers, nurses, etc.) to local, regional, and national level personnel in ministries and other organizations. The evaluation team should determine the criteria for selecting the sites. A scientifically based sample is not required, but a cross-section of activities is desirable.

Field visits may precede interviews of program-level personnel or may follow a week of orientation in the capital city. If the field visits are made first, the team members will have a basis for discussing their perceptions, including recommendations, with management-level persons of the voluntary or other relevant organizations.

Evaluation Study and Report Outline

CHAPTER I. EXECUTIVE SUMMARY: MAJOR FINDINGS AND RECOMMENDATIONS

Purpose: Synthesize (1) major conclusions of the evaluation regarding overall national nutritional status, relation of Title II to other programs, and general policies, operations, and effectiveness of Title II; and (2) key recommendations for improved program operations and effectiveness, including possible redirection (as to target recipients or geographic areas) and/or structural modification (e.g., overall program size, composition).

CHAPTER II. THE NUTRITIONAL SETTING

Purpose: Assess the extent, degree, and basic characteristics of malnutrition in the country; the broad relation of the nutritional status to agricultural production; and the observed and prospective efficacy of supplementary feeding programs (especially Title II) in meeting national nutritional needs.

(Note: This is an overview chapter. It does not include nutritional profiles of actual or target recipient groups or detailed nutritional information. [Such material will be developed in Chapter VI.]

Salient issues and analytical areas

1. To what extent is there a national nutritional "problem"?
 - a. What are characteristics (including type and degree) of nutritional deficiencies; how pervasive are these; what population groups are most affected?
 - b. Is there a consensus among informed observers and analysts as to characteristics of nutritional deficiencies?
 - c. To what extent are agricultural, health, and educational indicators consistent with findings of nutritional surveys?
2. If a national nutritional problem exists, is supplemental feeding justified?
 - a. What is the current role of supplemental feeding programs?
 - b. Are such programs playing (or likely to play) a significant role in meeting basic needs?
 - c. How are such programs related to agricultural production and pricing policies and mechanisms?
 - d. How are such programs related to water, sanitation and other health factors?
3. How does the present Title II program comport with the above?
 - a. Does the present program significantly improve nutrition levels?
 - b. Is there a need for an additional voluntary agency to become involved? How would this improve or extend Title II outreach?
 - c. To what extent could the Title II program be phased over to indigenous organizations?

CHAPTER III. PROGRAM STRUCTURE.

Purpose: Examine the background and current structure of Title II at the program and project levels, analyzing the role of participating agencies, the quantity and cost of inputs, the range of outputs, and the number of recipients actually reached.

Salient issues and analytical areas

1. To what extent are the roles of participating agencies compatible, conflicting, symbiotic, or complementary? (Agencies would include, where appropriate, AID, the ministries of health, education, agriculture; present voluntary agencies; their local counterparts.) To what extent is program execution coordinated among agencies?
2. Adequacy of program inputs: Do inputs impose a significant constraint on program or project operations? Are there apparent ways in which bottlenecks could be relieved?
 - a. What are major inputs? By whom are they provided? How do approved levels compare with actual levels?
 - b. How are inputs from other agencies obtained? What impediments exist?
 - c. What inputs are provided by local communities? How might local participation be increased?
 - d. To what extent are Title II foods being replaced by local foods? Is any effort being made to effect such a transition?
3. Adequacy of program outputs (e.g., rations).
 - a. What is the form of the output? For whom is it intended?
 - b. How do actual project outputs differ from authorized or agreed-upon levels?
4. Recipients: Are recipient levels appropriate? Is project design (i.e., the configuration of MCH versus School Feeding and/or Food for Work projects) appropriate to the national nutrition needs of these recipients?

- a. What are trends in recipient levels, by project, by geographic area, by socioeconomic status, by nutritional status?
- b. How do actual recipient levels compare with AID-authorized levels? Why do differences exist? How can these differences be reconciled?
- c. How do participating agencies (both official host government and American private voluntary) assess the adequacy of the match between outputs and recipient levels?
- d. Is it possible to assess the extent to which Title II outputs are going to uses for which they are not intended? To what extent are intended recipients not receiving their full intended ration?

CHAPTER IV. POLICY ANALYSIS

Purpose: Relate the policies of host governments and participating agencies to those of Title II at the program and project levels, testing for congruance and harmony of purposes, strategies, and other policy-related matters.

Salient issues and analytical areas

1. To what extent are relevant host government, social and economic policies and conditions consistent with the Title II program?
 - a. Are relevant host government policies articulated? If so, is there apparent conformity between stated and practiced policies?
 - b. Is there a host government urban or rural development strategy related to the Title II program?
 - c. What host government priorities are assigned to public health, nutrition, or education, especially in the context of economic and social development?
 - d. How do host government agricultural and trade policies affect the Title II program?
 - e. To what extent does local infrastructure facilitate or impair Title II operations and effectiveness?

2. To what extent are the goals and purposes of voluntary agencies congruent or compatible? To what extent are they consistent with the Title II program?

3. How do participating agencies rank or order the importance of Title II projects to their other programs?

4. At the project level, how carefully are basic AID guidelines followed?

CHAPTER V. OPERATIONS AND MANAGEMENT ANALYSIS

Purpose: Appraise the relation between program inputs and outputs, focusing on how efficiently key functions are performed.

Salient issues and analytical areas

1. Program and project regulations and management control: What rules and regulations exist and who defines them? How carefully are these followed? How skillfully do implementing organizations (i.e., voluntary agencies) execute projects?

- a. By what criteria are recipients selected? Are such criteria suitable? Are these criteria fully applicable? Are these criteria enforceable?
- b. Can the executing agency fully articulate project objectives and document project activities?
- c. How knowledgeable are management personnel concerning the full range of operations?

2. Logistics: How efficiently are program and project inputs (both Title II foods and materials) received, stored, and distributed to recipients?

- a. Is distribution efficient? What bottlenecks exist in the network? To what extent do bottlenecks reflect lack of concern at a policy level, as distinct from mechanical or operational carelessness?
- b. How serious are physical storage problems? Are storage facilities adequate as to total space and geographic location?

3. Costs and budgeting: Are cost data complete and accurate? Do they reflect full scope of operations at the activity, project, and program levels of operations?

- a. Are records kept at activity and project levels? What is the level of detail in the cost accounting system?
- b. Is cost effectiveness measured by any involved agency? How could provisions for such measurement be introduced?
- c. Do participating agencies have their own audit or accounting responsibilities? Are other audit reports available?
- d. Are recipient status reports based on actual counts or other basis?

4. Monitoring and evaluation: To what extent and by whom is the impact of Title II on recipients being monitored and evaluated?

- a. Are recipients tested or measured for nutritional or other impacts? What kinds of tests or measures are taken? By whom? How frequently?
- b. How are such data utilized or analyzed?
- c. Are the measures adequate? Is the concept of monitoring being properly integrated into the Title II project and activities?

CHAPTER VI. PROGRAM EFFECTIVENESS

Purpose: Assess the contribution of Title II outputs to the improved nutritional, economic, and/or educational status of target recipient groups. (Outputs may range from food rations to bridges and irrigation canals. Both direct and indirect or spillover effects should be examined. Actual measurement of these impacts depends on the availability of data. If data are not available, some inferences can be made and recommendations should be offered for undertaking surveys or studies or for establishing an information system.)

Salient issues and analytical areas

1. Project outputs are related to target recipients: Are target groups correctly identified, and to what extent are the projects reaching these groups?

What are the criteria -- nutritional, health, economic, educational, or other -- for need, and how and by whom are these established?

Is there a consensus as to the suitability of these criteria?

How closely do project recipients conform to these criteria?

How closely do the project outputs conform to the distribution and location of target groups, especially in terms of geography and urban versus rural distribution?

2. What is the nutritional impact of Title II foods on recipient groups?

- a. Is nutritional composition of Title II foods well suited to overcome general deficiencies in target population groups?
- b. Are individual rations sufficiently large to make a significant nutritional contribution?

3. What is the educational impact of Title II foods in the School Feeding project?

- a. To what extent have Title II activities led to changes in school attendance or dropout rates?
- b. To what extent have learning skills been affected (as evidenced, for example, by test scores)?

4. Is Title II food well accepted (as to taste, consistency, etc.)? Does demand exceed supply (as evidenced, perhaps, by a black market for rations)?

5. What are the other direct impacts of Food for Work activities (i.e., employment, effects on production, marketing of goods, etc.)?

- a. How are activity impacts measured?
- b. Are such measures appropriate?
- c. Using such measures, what judgements can be made concerning Title II effectiveness in directly contributing to economic development?

6. What are the other effects of Title II outputs?
 - a. Have community attitudes been affected? How do communities perceive the Title II activities?
 - b. Have nutrition education and health education produced any changes in recipients' attitudes or habits?
 - c. Has Title II had any effect on family planning practices?
 - d. Has worker productivity been affected? Can this be measured?
 - e. Can any spillover effects (e.g., improved community health through improved sanitation, or increased community income through improved roads) be discerned?
7. Has Title II affected agricultural production?
 - a. How important is Title II food to total food production? How important to food imports?
 - b. Has Title II served as a disincentive to domestic production? How is this evidenced?
8. To what extent are the Title II projects judged "cost effective"?
 - a. What are costs per participant, or costs per ration?
 - b. Are these judged high or low?
 - c. By whom are they so judged, and on what basis?

CHAPTER VII. TITLE II AND OTHER PROGRAMS

Purpose: Assess the extent to which the Title II program is presently coordinated with other similar programs and how closer ties and improved integration might be effected at both program and project levels.

Salient issues and analytical areas

1. What is the relationship between Title II and the programs and projects of host country participating agencies (e.g., ministries of health and education), multilateral donors (e.g., the World Bank, regional development banks), and other bilateral donors?

- a. How do other programs affect Title II?
 - b. How does Title II affect other programs?
2. Is greater integration desirable? How can it be brought about and what purposes would be served?

PART 3. EVALUATION MATERIALS

To further facilitate the evaluation of a country program in the relatively short time allotted, three sets of supplementary materials have been prepared and are presented below. The evaluation team may wish to use these materials in their present form, or they may be modified as deemed appropriate.

First, a set of interview outlines, one for each Title II project, is provided. Each schedule contains specific questions which can be addressed to personnel and recipients at the activity level. Answers to questions can be filled in for each school or health center or Food for Work activity visited and, when completed, will provide data for assessing each project, compiling the report analyses, and drawing conclusions and recommendations based on the field experience. Under certain conditions it may be possible to distribute questionnaires by mail prior to the commencement of the field visit. In this event, answers could also be mailed, or completed questionnaires could be collected personally by evaluation team members.

The second item is the summary diagram provided in Figure 1 (in Part 1). The diagram offers a quick and easy means of summarizing Title II program/project data, such as identification of participants' goals and purposes; the quantity and value of inputs; quantity of outputs; number of schools, health centers or Food for Work activities participating in the program; and number of actual recipients. A completed diagram should by all means be integrated into each country program evaluation report, as it will greatly facilitate cross-country assessments and comparisons.

Third, a sample country program cost table is provided. The sample table pertains to the Title II program in Sri Lanka, but the form is suitable for typical country programs.

The table provides a complete matrix of Title II program inputs, showing all inputs by source, quantity, and value for each project. Approved levels of activity are shown separately from actual levels. (Field testing of the evaluation scope of work indicates that requests for the data required for this table should be made as early as possible, as some of the specified information may not be immediately available.) When completed, the table can be used for cost and cost effectiveness analysis. As with the program structure diagram, a completed version of the table should be included in the evaluation report.

Interview Outline
MCH Project

I. Feeding Center and Recipient Characteristics

1. Is the center in an urban/rural/estate or other sector?
2. What is the range of services provided by the unit?
3. What is type of health center, hospital, clinic, etc.?
4. What are numbers and kinds of personnel?
5. How many outpatients are seen per day?
6. How are patients referred to health center?
7. What are principal health problems in country?
8. What percentage of community is malnourished?
9. Of these, what percentage are first degree, second degree, third degree?
10. How many kwashiorkor and marasmus cases have been seen in last year or 6 months or month?
11. What is infant mortality rate and what are principal causes?
12. What is average birth weight of infants?
13. What percentage of births are premature?
14. What is average length of lactation or breast feeding?
15. When are solid foods given to infants?
16. What percentage of women deliver children in health unit? What percentage have attending physician or midwife?

II. Community Characteristics

1. What are principal economic activities?
2. What is average family income?
3. What is average family size?
4. What foods make up the average diet?
5. What essential foods are not available or too expensive to purchase?
6. What percentage of community has access to potable water?
7. What percentage of community has access to sanitation facilities?
8. What are other health services or programs in the community?
9. How is this MCH interrelated with these other programs?
10. What age/sex groups tend to have highest malnutrition rates and why?

III. Operations and Management

1. When was MCH feeding activity begun?
2. What are rules and regulations for dispensing foods and other outputs?
3. What are age requirements for child recipients?
4. What is the ration for each recipient group?
5. How many recipients are served?
6. How often is the ration dispensed. What records are kept and by whom?
7. What are the criteria for selecting recipients?

8. How are these determined and by whom?
9. On what basis is quantity of food requested?
10. Is amount received equal to amount requested?
11. Are some qualified recipients turned away because of insufficient inputs or outputs (foods, medicine)?
12. Who is responsible for getting foods and other materials?
13. How is the distribution of food carried out?
14. What are the problems or scope for improvement?
15. How often does someone from voluntary/counterpart agency come to supervise operations? What has been recommended and have these recommendations been implemented?
16. Who is responsible for monitoring and measuring the progress of recipients?
17. Is such monitoring and measuring being done regularly? If not, why?
18. What other interventions are provided -- vaccinations, physical exams, family planning devices, etc., along with Title II foods?
19. What kind of nutrition and health education information is provided? Who provides it and what is format (classes, seminars, posters, etc.)?
20. Is the food being shared among family members and friends?
21. Is the food being sold in the community? If so, why?
22. Where is food stored and are there problems associated with storage (spoilage, infestation, etc.)?
23. How much breakage is there?

24. What are any other critical problems experienced?
25. What improvements are recommended?

IV. Effectiveness

1. What are basic purposes of MCH?
2. Since distributing the foods, what changes have been noticed in recipients; i.e., were there weight gains and how much? Did newborns weigh more than 5 lbs.? Was the incidence of other health problems reduced? Was there a normal delivery?
3. Have consumption patterns changed since health and nutrition information was dispersed?
4. What is the average period between childbirths? Has this increased since the project began?
5. Are women regularly using any of the contraceptive devices?
6. Do women participate in family planning or other activities in order to get foods?
7. Do recipients like the foods? If not, what foods should be substituted?
8. Did attendance at the clinic increase after activity was instituted?
9. Is attendance at clinic for health services higher when food is also being distributed?
10. Has feeding activity served as a catalyst to attract support from the community? If yes, how? If not, why?

Interview Outline
School Feeding Project

I. School and School Children Characteristics

1. Is the school in the urban/rural/estate or other sector?
2. Is it a primary/secondary school or both? Is it a public or church affiliated or other private school?
3. How many children are enrolled?
4. How many children are in primary grades which get Title II food?
5. What is average daily attendance of children who get food?
6. What is the average absenteeism?
7. What are principal reasons why children do not attend?
8. How has this been verified?
9. What are dropout rates in primary grades?
10. Why do children drop out?
11. What is average distance a child walks to school?
12. What is length of school day or what are opening and closing times?
13. What percentage of children eligible for food are malnourished?
14. How has this been determined?
15. What percentage are first degree, second degree, third degree? Are the children short or underweight for their age or height? By how much?

16. Do children eat before coming to school? If so, what?
17. What are the most common health problems of children?
18. What is the role of PTAs or other parent groups?
19. What kind of health and nutrition curriculum is provided?
20. What training have teachers had in health and nutrition?

II. Characteristics of the Local Community

1. What is the population of the community?
2. What is the average family income and source of income?
3. What is the average family size?
4. What percentage of population has access to latrines?
5. What percentage of population has access to potable water supply?
6. What are principal health problems of the community?
7. What is the basic diet of people in community?
8. What foods are not available or too expensive?
9. What other nutrition or health services or training programs are offered in the community?
10. Which age/sex groups tend to have highest malnutrition rates? Why?

III. Operations and Management of School Feeding Activities

1. When was School Feeding activity begun?
2. What are the rules and regulations for distributing the food?
3. What age children are given the food?
4. What are selection criteria for recipients?
5. Who determines such criteria and how?
6. What is the ration per child?
7. Is the food taken home or eaten at school?
8. Is it already prepared or prepared on site?
9. Who prepares the food, and how is the person selected?
10. How often is food received by the school?
11. Who is responsible for obtaining it?
12. Does the food arrive regularly?
13. If not what are the causes for delays?
14. On what basis is food requested; i.e., average daily attendance.
15. At what time of day is food given to children? Why?
16. Does the school ever run out of food, and how frequently does this occur?
17. Are local foods also given with Title II ration?
18. If not, what are the possibilities for doing this?
19. What records are kept on amount of food received and distributed?

20. What nutrition and health information is given which is associated with School Feeding activities?
21. Are children being weighed and measured regularly? If not, why?
22. What classification system is used for measuring nutritional contributions of food rations? How often are the children measured?
23. How are these being recorded and evaluated?
24. What is necessary to institute such a system if it is not being done?
25. Is the food being shared and, if so, with whom?
26. How prevalent is this practice?
27. Can this practice be reduced and how?
28. What are facilities for storing food? Has there been any infestation? Spoilage?
29. What are critical problems experienced?
30. What improvements are recommended?
31. How often is the school visited by a voluntary agency supervisory team? What has been recommended? Were these implemented?

IV. Effectiveness

1. What are basic purposes of activity?
2. Has there been any attempt to assess nutritional impact of foods on recipients?
3. If yes, who did it and how? What were the results?
4. If not, answer number 5.

5. What differences have been noticed in children since the feeding project began, or in last 4 months? Are they more active, attentive, perform better on tests, etc.?
6. Have children gained weight in last 6 months while receiving the food?
7. Is there any evidence of a reduction in health problems?
8. What do the children like or dislike about the food?
9. Are more children requesting the food than are getting it?
10. Is attendance higher when food is available than when it is not?
11. Has absenteeism been reduced since food became available?
12. How does attendance of children in the project compare with attendance of those not in the project?
13. Have dropout rates fallen?
14. How is this feeding activity integrated into health and nutrition education curriculum?
15. To what extent has feeding activity served as a catalyst to attract support from the community?

Interview Outline
Food for Work Project

I. Community Characteristics

1. What are the principal economic activities?
2. What is the unemployment rate?
3. How does this rate compare with the national average?
4. What is average family income of workers in community?
5. How many workers in average family?
6. What percentage of adults and children are mal-nourished, by degree?
7. What is general health and nutrition status of each target group?
8. What percentage of community has access to sanitation facilities?
9. What percentage of community has access to potable water?
10. What percentage of community has worms?
11. What kind of health and nutrition programs are available?
12. What kind of self-help programs are available?
13. What is the basic diet of the community?
14. What essential foods are not available or too expensive to purchase?

II. Operations and Management

1. What kind of Food for Work activities are undertaken; i.e., constructing roads, bridges, dams, canals, schools, health centers, digging wells? When did they begin?

2. What are the purposes? Planned benefits?
3. Is this an ongoing or terminal activity (specific starting and completion date)?
4. Who initiated this activity, and what steps were involved to get it implemented? To what extent was there community involvement?
5. Who or what agency is responsible for implementation? How was manager selected?
6. Is the work full or part-time?
7. Are the workers employed on other full-time jobs, seasonally unemployed, or permanently unemployed?
8. How many workers participate each week?
9. What is total employment? What percentage are women?
10. Do workers receive cash as well as food? If so, how much cash and food per week or month?
11. What is the breakdown of food distribution per family member?
12. Does the activity include training or increased capacity in skill opportunities, or is the work all menial?
13. Are similar activities being planned or carried out in same community independent of Food for Work?
14. Are records kept of time worked, rations distributed? Do these correspond to record plans?
15. Have work norms been established as a basis for pay, or does everyone who has worked in a given pay period receive the same amount of food or cash?
16. What steps are taken to eliminate food leakages, selling of food by participants, etc.?

17. Is activity on schedule? If not, why?
18. What is being done to keep the schedule?
19. What are critical problems, if any?
20. What improvements have been recommended and have they been implemented?
21. How often does voluntary agency supervise each activity?

III. Effectiveness

1. Have results of activity plans and expectations of participants been met? If not, why?
2. Are similar activities being planned under Food for Work?
3. Has this activity generated other self-help activities?
4. What have been identifiable benefits since the activity was completed?
5. What were identifiable benefits during the activity?
6. What have been negative results of activity and why?
7. Is the group of workers on the activity the same group to benefit when activity is completed? If not, why?
8. Is food being paid for work which was previously done for pay?
9. What is local market value of food paid for work?
10. Are there difficulties in getting persons to work for food? If so, why?
11. What is local market value of the work. That is, if you paid the worker with money, how much would he or she be paid?

12. How does community perceive this activity?
13. Do workers consider pay arrangements and distribution to be equitable?
14. Is food being diverted through sale, etc.?
15. Are recipients reselling some foods and why?
16. Do recipients like the foods? What criticism do recipients have, if any? What commodities should be substituted?
17. Has worker productivity increased since food has been distributed (i.e., are they able to work longer or get more done in same period)?

CARE Input Analysis, Fiscal Year 1977
(Quantity in pounds; value
in dollars)

Source	Item	School feeding				Maternal child health			
		Approved		Actual		Approved		Actual	
		Quantity	Value	Quantity	Value	Quantity	Value	Quantity	Value
<u>AID</u>	<u>Title II foods:</u>								
	12 percent soya fortified flour	12,096,000	2,607,897	10,335,278	2,228,285	--	--	--	--
	Vegetable oil	1,323,000	667,057	988,515	498,409	--	--	--	--
	Instant corn soya milk	2,349,000	668,525	661,550	188,277	8,964,000	2,524,262	1,785,350	410,630
	Wheat soya blend	783,000	177,976	2,179,990	495,511	2,839,000	645,307	8,484,150	1,399,885
	Sub-total	16,551,000	4,121,455	14,165,333	3,410,482	11,803,000	3,169,567	10,097,500	1,810,515
<u>GSL</u>	<u>Local foods:</u>								
<u>MOE</u>	Sugar	--	--	1,004,340	481,121	--	--	--	--
<u>MOE</u>	Special fat (oil)	161,213	73,255	161,213	73,255	n.a.	n.a.	25,410	7,708
<u>MOH</u>	Sorghum	--	--	--	--	n.a.	n.a.	223,834	n.a.
<u>MOH</u>	Maize	--	--	--	--	n.a.	n.a.	1,522,056	n.a.
<u>MOH</u>	Soyabeans	--	--	--	--	n.a.	n.a.	258,263	n.a.
	<u>Other foods:</u>								
<u>MOE</u>	Milk powder	601,476	--	448,250	267,453	--	--	--	--
<u>MOE</u>	Butter oil	112,234	189,676	110,757	187,179	--	--	--	--
<u>CARE</u>	<u>Materials:</u>								
	Polythene bags	--	--	--	--	n.a.	n.a.	6,928,065	109,104
	Paper bags	--	--	--	--	n.a.	n.a.	228,409	71,394
	<u>Miscellaneous:</u>								
	Transport	--	--	--	658,683	n.a.	n.a.	n.a.	200,000
	Production/ processing	--	--	--	1,823,821	n.a.	n.a.	n.a.	125,146
	<u>Personnel by type or function:</u>								
<u>CARE</u>	CARE Int/National staff			23	146,200			23	146,200
<u>MOE</u>				7,608	195,312			--	--
<u>MOH</u>	(Other) 2 food storage consultants, Sf and MCH			--	--			4,519	324,719
	Sub-total				341,512				470,919
	<u>Infrastructure</u>								
	Thriposha capital development	--	--	--	--	--	--		65,000
	Growth cards	--	--	--	--	--	--	50,000	2,995
	<u>Grand total</u>				7,243,506				3,143,220

EXAMPLE