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Pre-Design
Info. ①

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MYP Project Proposal

Country: CHILE

Project Title: School/Family
Garden Program

MYP Period: FY 79 thru FY82

Prepared by: Arthur Flanagan

1. Introduction

The school garden program will afford 105,000 rural students throughout Chile the opportunity to acquire theoretical and practical agricultural and nutritional knowledge and skills. It will also supply approximately 60,000 needy students with supplemental rations of fruits, vegetables and animal protein. It is expected that this project will be completed within four years of its initiation.

The gardening curriculum will consist of three hours of basic gardening and nutrition/health education classes conducted weekly for students enrolled in grades three through eight. The theoretical portion of the curriculum (1 hour per week) will be conducted in the classrooms and will be integrated with other related subjects such as natural sciences etc. The practical portions of the course (2 hours per week) will be conducted in the school gardens and kitchens. The courses will focus on low input/intensive organic gardening and basic nutrition and health. CARE personnel will collaborate with the Ministry of Education in the development and implementation of a National School Garden curriculum which will allow students to select, economically produce, process and store foods which will help satisfy their nutritional deficiencies. (See appendix B for information concerning personnel costs).

All participating schools will assign a school garden monitor/teacher who will be responsible for the garden and informing other teachers concerning the gardening and nutrition curriculum. These garden monitor/teachers will receive an initial 80 hours of training from Ministry of Education agricultural and nutritional specialists (15 per Region) and U. S. Peace Corps Volunteers. The garden monitors will also receive on site training and consultations, when needed, by the extension personnel mentioned above and by the National Ministry of Education's Teacher Training Center.

Periodic 80 hour courses in gardening and small animal breeding courses will also be offered to teachers and interested parents by INACAP (National Training Institute) and/or other appropriate training agencies. These courses will be funded by SNCE (National Employee Training Service). In addition to the training activities of the Ministry of Education extensionists and Peace Corps Volunteers, it is hoped that SNS (National Health Service) and CONPAN (National Council for Food and Nutrition) will be able to train teachers in basic nutrition as they are now doing in the VII Region. CARE will coordinate the training activities of the various institutions mentioned above.

All participating schools will be required to have a minimum of 500 m² of irrigated land available for gardens. Schools that don't have irrigated land will be permitted to participate in the program only if the cost of irrigation for the demonstration plots and the family gardens in the surrounding areas are relatively inexpensive, for it would be unfair to teach marginal farmers methods which require irrigation if obtaining water is unreasonabl expensive. Schools wth less than 500 m² of land will be considered on a case by case basis.

In all cases, CARE, the Ministry of Education, and the Ministry of interior will agree upon the schools selected. Gardens which have more than two hectares of land will be the responsibility of the Ministry of Education and no CARE materials and equip-ment will be provided. All other requirements for seeds, fertilizer, tools and equipment will be assessed by CARE personnel with the assistance of the Ministry of Education. The need assessment form illustrated in Appendix A.1. will be sent to all participating schools and will be analyzed and evaluated by CARE and Ministry of Education Personnel. All material provided to schools will be recorded in the inventory form indicated in Appendix A.3. CARE personnel will also conduct periodic on-site inspections to insure the proper storage and use of materials donated. The crops to be cultivated will be chosen based on the nutritional needs of the students derived from the dietary questionnaires which will be filled out by all beneficiaries at the initiation of the program and each trimester thereafter (see Appendix C.1.). Produce will be cultivated year round to provide continuous supplies of commodities for the beneficiaries. It will also be preserved by students and teachers and stored for use when it is not in season. In order to insure the continuation of the school garden program, schools which cannot sell an adequate amount of their produce to buy needed seed and fertilizer for the following planting season will be reimbursed by the Ministry of Education for seeds and fertilizer expenditures made. In following years part of the crop will be used for seed purposes. This will teach subsistence farmers how each plant can be propagated each year without additional cash investments.

In no case will students be required to work more than the required curriculum (2 hours per week).

CARE and Ministry of Education personnel will be responsible for the production, planning, technical assistance, and evaluation of school gardens. The School/Family Garden Trimester Report (as indicated in Appendix C.2.) and the School/Family Dietary questionnaire will be completed every four months for evaluation purposes. Copies of the evaluation report will be distributed to all counterpart institutions.

The family garden component of this program will reach 14,000 families. The school and SNS gardens will service as demonstration plots for INACAP and SNS adult education courses in gardening, nutrition and health which will be conducted in the schools and SNS health clinics to insure that the garden produce cultivated corresponds to the nutritional and health needs of the beneficiaries. The school

garden monitors and SNS extensionists will enroll interested parents in INACAP (and/or other training organizations) gardening and small animal breeding courses which will be offered free of charge to small farmers. Upon successful completion of the garden courses, CARE will provide students with sufficient seed to plant a 40m² home garden. INACAP will be reimbursed by SNCE (National Employment Training Program). SNS extensionist nutrition and health educators will conduct the nutrition and health courses which will also be free of charge. These formal training programs will be complemented by home visits conducted periodically by SNS extensionists, garden teacher/monitors and/or Peace Corps Volunteers assigned to the program. The home visits will aid the beneficiaries in applying gardening techniques and appropriate health and nutrition information acquired in the formal I. ACAP and SNS training courses. For more information concerning SNS rural health and community development centers, see Appendix D.

In addition, family gardens will be promoted informally by the parent/teacher associations, homework assignments involving family participation, and by the formation of school/family garden committees which will be initiated by the garden teacher/monitor.

The success of this project depends as much upon the sharing and coordination of information among the various donor and recipient participants (public and private, national, regional, provincial and municipal organizations) as it will upon the donation of needed materials and equipment. CARE will, therefore, have the responsibility of all project planning, implementation and evaluation as well as the administration of CARE and US/AID funds.

Since beneficiary self-reliance is achieved through direct involvement in all phases of the program, the local schools and communities will be required to make significant in-kind contributions of local resources and labor.

In short, this project may be defined as an agricultural/nutritional experimental learning program which will not only provide needed food for rural Chileans today, but also, the essential technical "know how" for their future self-sufficiency.

2. Project Design

Statement of the Problem(s): At present 43% of Chile's rural population occupies only 16% of the arable land of Chile. The percentage of malnutrition among rural youth is 35%, compared to the national average of 14%. The rural infant mortality rate is twice the national average of 54 per 1000, and the rural farmers income is 30% less than the average worker in Chile. In spite of these statistics, there is hope for the small Chilean landowner due to the favorable agricultural conditions in Chile. Recent studies indicate that even the smallest of landowners (1 acre) can achieve nutritional self-sufficiency if they are taught what to eat and how to utilize intensive farming and small animal breeding techniques. Due to a lack of agricultural and nutritional knowledge, however, most of Chile's rural poor live at an inadequate nutritional level. CARE's School/Family Garden Program is designed

to assist the rural poor in exploiting their lands more effectively by utilizing low-cost intensive gardening techniques and to improve their nutritional knowledge and habits.

Final Goal: The purpose of this program is to assist Chile's rural poor, who are now living at a level below subsistence, in increasing their nutritional intake and improving their nutritional habits and agricultural abilities by expanding the CARE Region Pilot School/Family Garden Program to nine Regions.

Intermediate Goal: The following end of project status conditions indicate the specific purposes which will be accomplished by the program.

I. 1,750 primary schools will have gardens in production by 10/1/82 and 60,000 students will be receiving daily rations from garden produce and/or animal livestock by 10/1/82.

II. 10% of the families (approximately 14,000) who will have children participating in the school garden program (priority will be given to the families of students in feeding programs) will have family gardens in production and 100,000 family members will be consuming daily rations from their gardens by 10/1/82.

<u>Project Activity Targets</u>		FY 80	FY 81	FY 82	TOTAL
1. School Garden Facilities allocated by MOE.	-MOE sends verification of allocation of garden land.	275H	135H	65H	475H
2. Garden Materials and equipment purchased and distributed.	-Increase in number of schools equipped.	1000	500	250	1750
3. Agricultural and nutritional teacher training program established.	-Increase in the number of garden teachers trained.	1000	500	250	1750
4. Gardening curriculum established.	-Increase in the number of Regions implementing the garden curriculum.	5*	2*	0	7 Regions
5. School/Family Garden Committees.	-Increase in the number of school/family garden committees.	1000	500	250	1750
6. 400 Department of Health (SNS) family demonstration gardens established.	-Increase in the number of SNS demonstration gardens.	300	100	0	400
7. Family Gardens established.	-Increase in the number of family gardens.	8000	4000	2000	14000
8. School gardens planted and production and food distribution system established.	-Increase in the number of school gardens planted and serving supplemental rations.	1000	500	250	1750
9. Trained parents and students.	-Increase in trained students.	60000	30000	15000	105000
10. Self-financing schedule established.	-Increase in the amount of project responsibility.		28% minimum		

*Additional

3. Project Overview

Project Development

In 1975, the Ministry of Education in Chile's VII Region requested and received permission from the National Ministry of Education to initiate a Regional School/Family Garden Pilot Project.

After encountering material, technical and management obstacles in 1975 and 1976, the VII Region requested the assistance of CARE in 1976 to provide needed materials, equipment and management advice. In October of 1977, CARE personnel arrived and began assessing the material, educational, technical and management aspects of the program.

Upon arriving, CARE personnel, with the Regional Ministry of Education staff in the VII Region, assessed the material and equipment needs of the participating schools. A questionnaire (See Appendix A.1.) was sent to all participating school garden teachers. The evaluation of these questionnaires indicated that the vast majority of the schools lacked even the most basic gardening tools, equipment and materials. We decided that the tools in the following list would be given to all participating schools and that other tools, such as wheelbarrows, insecticides, sprayers, etc would be given to schools which, due to the size of their gardens (not to exceed 2 hectares) or number of students, merited more equipment.

- 2 pitch forks
- 4 shovels
- 2 spades
- 3 hoes
- 3 rakes
- 1 hammer
- 1 saw
- 1 pruning saw
- 1 pruning shears

240 schools received a variety of seed and sufficient fertilizer to allow them to grow garden produce throughout the year. In addition, community support was solicited and many schools received materials such as manure, seeds and tools from local interested officials, neighbors, and parents.

Although the 15 Ministry of Education agricultural technicians assigned to the program performed well (they have trained 350 of the 480 garden teachers in two years), the ratio of technicians to school garden teachers was 1 to 32 when CARE became involved in the program. We have assisted the VII Region in reducing this ratio to 1 to 18 by assisting the Region in acquiring and coordinating the services of INACAP, SNS, Peace Corps and CONPARE training personnel to conduct teacher training seminars.

Due to the success of the Pilot Project in the VII Region, the garden program was expanded and 480 garden teacher/monitors had been trained by December 1978. In addition to their initial training, garden monitors receive quarterly visits from agricultural technicians assigned to the program. Changes in dietary habits will be measured by a quarterly dietary questionnaire (See Appendix C).

One of the primary duties of CARE personnel involved in this project has been to improve host country counterpart management personnel and infrastructure. Chilean institutional jealousy and the overspecialized nature of its agencies made the participation of a U. S. Volunteer Agency essential to project success. Perhaps the most significant contribution CARE has made to the pilot project has been the introduction of management techniques.

Often the garden program was primarily an educational program for the minimum employment workers who performed the real cultivation of the gardens. However, after CARE assistance and encouragement, in March of 1978, a regional school garden curriculum was created and approved by the Regional Director of Education. All rural primary schools have been informed that they are to schedule three hours per week for gardening classes. At present, over 50,000 students in the VII Region are participating in gardening and nutrition classes.

Chile has the potential to produce enough food for several times its population. However, due to a lack of technical agricultural and nutritional knowledge, many of Chile's rural people live at a sub-normal nutritional level. CARE is assisting the VII Region technical personnel in training gardening teachers in a variety of nutritional and health practices. This training is basically on the job training conducted through the daily contact of the CARE Program Coordinator with school garden personnel. The training focuses on high intensity/low input subsistence farming.

By March of this year, 480 school gardens involving students in the cultivation of more than 140 hectares of land, had been initiated with CARE's assistance. The program has benefitted over 50,000 rural students and their families who are participating in garden/nutrition learning activities. 15,000 other rural students have received more than \$20,000 annually in daily supplementary rations from the program. As a result of the VII Region's successes, the Chilean Ministry of Interior has sent a memo to all regions encouraging them to initiate gardens where possible.

Family Garden Component

The Health Department (SNS) founded an integrated rural development program in 1973 which included sponsoring family gardens in its plans. The program began in the IX Region and is still concentrated there though it has now been extended to other regions. Because of the proximity of many of these SNS centers to primary schools and their focus on food preparation and nutrition, CARE believes it is important to integrate these centers into our rural development plans. (For more information about the centers and their personnel, see Appendix D.)

Project Strategy:

Since March of 1978, CARE has received eight formal requests from various regions to assist them in initiating school/family gardens. The Ministry of Education has included monies in its 1979 budget destined to be used for the continuation of the school garden project in the VII Region, and some other regions (VI, IX and X) have included monies in their 1979 budgets for agricultural technicians to initiate garden programs. Finally, due to the success of the pilot project in the VII Region, the National Ministry of Education is presently writing a national school garden program which will hopefully be implemented this year with the assistance of AID and CARE.

The Rural Model Kitchen Program will complement the Garden Program.

Project Impact

High population growth (42% since 1960), increases in agricultural input and credit costs, extremely high inflation rates, high unemployment and under-employment have reduced the average Chilean's real purchasing power by 26% since 1970. The rural sector has undoubtedly been most drastically affected by the reduction in real purchasing power since the average small farmer earns only 70% as much as the average urban worker.

For example, a recent conomic/nutritional study by the University of Wisconsin Land Tenure Center confirms that the lower income unskilled laboring families are not able to buy an adequate amount of food to satisfy even the most basic acceptable diet based purely on bread, beans, potatoes, and noodles. Incredible price increase, such as the following, illustrate the plight of the lower income groups in Chile.

<u>Product</u>	<u>FOOD PRICE COMPARISON</u>		
	<u>1974</u>	<u>1976</u>	<u>%Change</u>
Rice (per kg.)	.94	7.14	756
Flour (kg.)	.66	9.35	1,417
Noodles (kg.)	.425	4.98	1,172
Bread (kg.)	.46	4.61	872
Beans (kg.)	.610	11.39	1,767
Sugar	1.07	6.19	571
Oil (per lt.)	1.84	13.21	718
Powdered Milk (kg.)	1.55	10.40	671
Liquid Milk	.20	2.68	1,340
Tea	.332	2.11	636

While the primary purpose of this project is not economic, the garden and small animal foods produced will have a very positive effect upon the school feeding program and family food budgets. The value of the food produced by this project will allow rural schools and family beneficiaries to use more of the disposable income they would normally have had to use to buy fruits, vegetables, and small animal livestock for additional food purchases. It is hoped that better nourished and educated rural farm families will be more productive.

Technology Impact:

"Development doesn't start with goods, it starts with people and their education, organization and discipline. Without these, all resources remain latent." This quote from Small Is Beautiful describes the approach which we have utilized in the VII Region Pilot Project and hope to apply in the proposed national program. We are advocating an appropriate technology which will be generated from the participation and interaction of beneficiaries and technicians and teachers. The beneficiaries will provide information concerning the present local agricultural and nutritional technology and the beneficiaries perceived needs, wants, preferences and aspirations. Since students learn faster and better when they study what they want to learn, technological training should begin with a student, not a fixed plan. Technicians will provide alternatives to the perceived needs and desires of the beneficiaries and the interaction between the two will generate a truly appropriate technology and curriculum.

Because appropriate technology must begin with this interaction, the program will be more concerned with facilitating contact between agriculture/nutrition technologists and the beneficiaries involved than in a master plan oriented towards technology transfer (American technology to Chileans). In many cases, like the use of imported tools, this transfer can make the indigenous beneficiaries dependent on replacement elements which would signify dependence on foreign solutions for Chilean problems.

Therefore, materials and equipment for the various participating Regions will not be distributed until technical personnel is hired and stationed in the regions by participating agencies.

While the curriculum will vary from region to region, it is planned that the following topics will be covered:

1. Soil Analysis.
2. Water and irrigation practices .
3. Seed selection .
4. Climatic situations and gardening techniques .
5. Garden planning (terrain and erosion, rotation).
6. Soil preparation.
7. Seed bedding and planting.
8. Transplanting.

9. Fertilizer.
10. Pest Control.
11. Harvesting and food preservation.
12. Food preparation.
13. Pruning.
14. Basic nutrition.
15. Basic health and hygiene.

The Ministry of Education in Santiago is planning to develop a national curriculum (which will take regional differences into account) for grades 3 through 8 for 1980.

Finally, the availability of agricultural technical manpower is abundant and the Ministry of Education has indicated that it is willing to hire needed personnel. Also, since the School Feeding Program JUNAB (National Council for Student Aid and Scholarships) has vehicles available for distribution, distribution of excess produce from one school to another should be no problem.

Sociocultural Impact:

Many of the garden monitors and agricultural technicians in this program are women, and new opportunities in agricultural education will be created, not only for those employed now, but also for the female students who will aspire to work in this field in the future. Women living on small farms can work in the gardens while their husbands are working for larger landholders, and thus make a significant contribution to small farm productivity. Since nutrition is being included in the gardening curriculum, it is hoped that the food production, food preparation hygiene, and nutritional knowledge which female students and mothers learn in school and adult education seminars will have a positive effect on their health and that of their families.

Furthermore, a recent Chilean Department of Health report states that, the "environment into which many malnourished children are born and raised makes typical programs for nutritional intervention ineffective." The Department of Health, as well as the Ministries of Education and Interior, strongly supports this program because it affects the child, not only at school, but also in his or her home environment. School and family gardens will produce foods in the summer as well as during the school year. Students in the school feeding program will be given priority in the distribution of seed and fertilizer for home gardens, thus giving the school feeding program some continuity during summer vacations.

Project Continuity

To insure program continuity, seed production and composting will be taught so gardens initiated in FY 79 will not be dependent upon the continuation of funding in FY 80. The School/Family Garden Curriculum planned by the Ministry of Education will further insure continuation.

PROCUREMENT REQUIREMENTS

<u>Tools</u>	<u>FY 80</u>	<u>FY 81</u>	<u>FY 82</u>	<u>Total</u>	<u>Total Cost US \$</u>
Pitchforks	2000	1000	500	5500	We have estimated all tool costs according to our real costs incurred in the VII Region Pilot Project. Since costs vary greatly, due to supply and demand factors, I haven't estimated prices.
Shovels	3000	1500	750	8250	
Hoes	3000	1500	750	8250	
Rakes	3000	1500	750	8250	
Hammers	2000	1000	500	5500	
Saws	2000	1000	500	5500	
Pruning Shears	2000	1000	500	5500	
Wheelbarrows	1000	500	250	1750	
Insecticide Sprayers, etc.	50	25	13	138	
TOTAL FOR TOOLS					
Seeds (hectars planted) (10% for family gardens)	275	138	69	482	35,000
Fertilizer (hectars planted) (10% for family gardens)	275	138	69	482	26,300
Fencing					8,750
Irrigation Pumps	12	6	3	21	21,000
Greenhouse Materials	20	10	5	35	35,000
Educational Materials (Manuals, etc.)	1000	500	250	1750	3,950
Cars/Trucks	5	2	1	8	45,000
TOTAL					350,000
<u>PROCUREMENT REQUIREMENT FUNDING</u>					
<u>CARE</u>	<u>AID</u>				
87,500	262,500				

Personnel Requirements

See Appendix B and pages 3 of 5 and 4 of 5 of AIP.

5. Project Evaluation
Final Goal (s)

Narrative Summary

Final Goal: The broader objective to which this project contributes is to improve the agricultural & nutritional knowledge, horticultural & small animal production, & nutritional intake of rural Chileans.

Measures of Goal Achievement

1. The rural poor population of Chile participating in gardening & nutritional educational activities is increasing & the evaluation of subject matter learned by participants is positive.
2. School and home garden & small animal production is increasing.
3. There is an increase in the nutritional intake of the rural poor participating in the program.

Evaluation Measures & Benefit Incidence at Goal Level

1. Rural poor are participating in agricultural/nutritional activities & the majority are receiving positive learning evaluations.
2. 1,750 increase in new school gardens & 14,000 family gardens in production.
3. There is a 15% increase in the vegetable, fruit & small animal food intake of rural Chileans participating in the program.

Intermediate Goals (s)

Narrative Summary

Intermediate Goal:
To expand the CARE School Family Garden Pilot Program to other Regions in Chile.

Conditions Expected at End of Project

1. EOPS: By 82, 1750 primary schools will have gardens in production.
2. 14,000 families of participating students will have initiated home gardens.

Evaluation Indicators & Benefit Incidence Expected at End of Project

1. 60,000 increase in students receiving daily supplemental rations from garden produce. 105,000 attending classes.
2. 60,000 increase in family members receiving daily supplemental rations from gardens.

6. Project Funding

PROJECTED FUNDING REQUIREMENTS
CARE MANAGED

Country: Chile

Project Title: School/Family
Garden Program

<u>SOURCE</u>	<u>M&E</u>	<u>F I N A N C I A L</u>	
		<u>P&O</u>	<u>IN-KIND</u>
<u>Headquarters</u>			
FY 80	61,008		
FY 81	30,504		
FY 82	<u>15,252</u>		
TOTAL HEADQUARTERS	106,764		

<u>Non-Headquarters</u>			
<u>(Source)</u>			
<u>AID</u>			
FY 80	138,992	11,008	
FY 81	69,496	5,504	
FY 82	<u>34,748</u>	<u>2,752</u>	
TOTAL	243,236	19,264	
<u>Peace Corps</u>			
FY 80		150,000	
FY 81		150,000	
FY 82		<u>150,000</u>	
TOTAL		450,000	
<u>Ministry of Interior</u>			
FY 80		60,000	(for CARE P&O)
FY 81		30,000	
FY 82		<u>15,000</u>	
TOTAL		105,000	
<u>Ministry of Education</u>			
FY 80		185,000	
FY 81		370,000	
FY 82		<u>462,500</u>	
TOTAL		1,017,500	
<u>Health Department</u>			
FY 80		20,000	
FY 81		20,000	
FY 82		<u>20,000</u>	
TOTAL		60,000	
Sub-Totals (Non-Hq)	243,236	1,651,764	
Sub-Totals (M&E, P&O)	350,000	1,651,764	
TOTAL HEADQUARTERS	106,764		
TOTAL NON-HEADQUARTERS	1,895,000		
GRAND TOTAL	2,001,764		

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APPENDIX A

- A.1 MATERIAL AND EQUIPMENT NEED
ASSESSMENT QUESTIONNAIRE
- A.2 MATERIAL AND EQUIPMENT and
P&O BUDGET
- A.3 CARE INVENTORY FORM

School/Family Garden Material Need Assessment

- I. How many students attend your school.....
- II. How many students are participating in the school feeding program.....
- III. How much irrigated land is available for a school garden.....m2. Unirrigated land available.....m2 . . .
- IV. What types of crops and small animals are grown for home consumption in the community surrounding the school.....
- V. What kinds and numbers of gardening tools does the school have at present.....
- VI. What tools, seeds and fertilizers will be needed to initiate a garden in your school.....
- VII. List the type of assistance and donations which you are receiving from the community.....
- VIII. Are there times during the year when fresh fruits and vegetables are scarce.....
- IX. Do people in the area dry or can fruits and vegetables.....
- X. Are there any crops or small animals which are not acceptable for consumption by the people in the community.....

PROCUREMENT REQUIREMENTS

<u>Tools</u>	<u>FY 80</u>	<u>FY 81</u>	<u>FY 82</u>	<u>Total</u>	<u>Total Cost US \$¹</u>	
Pitchforks	2000	1000	500	5500	We have estimated all tool costs according to our real costs incurred in the VII Region Pilot Project. Since costs vary greatly, due to supply and demand factors, I haven't estimated prices.	
Shovels	3000	1500	750	8250		
Hoes	3000	1500	750	8250		
Rakes	3000	1500	750	8250		
Hammers	2000	1000	500	5500		
Saws	2000	1000	500	5500		
Pruning Shears	2000	1000	500	5500		
Wheelbarrows	1000	500	250	1750		
Insecticide Sprayers, etc.	50	25	13	138		
TOTAL FOR TOOLS						175,000
Seeds (hectars planted) (10% for family gardens)	275	138	69	482		35,000
Fertilizer (hectars planted) (10% for family gardens)	275	138	69	482		26,300
Fencing						8,750
Irrigation Pumps	12	6	3	21	21,000	
Greenhouse Materials	20	10	5	35	35,000	
Educational Materials (Manuals, etc.)	1000	500	250	1750	3,950	
Cars/Trucks	5	2	1	8	45,000	
TOTAL					350,000	
<u>PROCUREMENT REQUIREMENT FUNDING</u>						
<u>CARE</u>	<u>AID</u>					
87,500	262,500					



Project Materials & Equipment and Personnel & Operations Cost (Continued)

PERSONNEL AND OPERATIONS EXPENSES

Ministry of Education (Total)

1,750 Teachers, part-time
70 Ag/Nutrition Extensionists
Training Costs for above personnel 1,017,500

Ministry of Health

300 Health Extensionists 60,000

Peace Corps

15 Peace Corps Volunteers 450,000

TOTAL 1,527,500

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APPENDIX B

Personal PROGRAM COST PROFILE

School/Family Gardens

PROGRAM PERSONNEL PROFILE

<u>Needed Personnel</u>	<u>Personnel Objectives</u>	<u>Personnel Cost</u>
1 US CARE Field Representative	To direct all program planning, implementation and evaluation.	US\$ 1,000 per man month
5 CARE Agricultural Extension Specialists	To coordinate all regional garden activities.	US\$ 375 " " "
15 Peace Corps Volunteers	To assist in the training of teachers in agriculture and nutrition.	US\$ 837 " " "
7 MOE Regional School/Family Garden Coordinators.	To coordinate Regional MOE Staff	US\$ 250 " " "
60 Agricultural and nutritional assessors.	To consult, assess, train and evaluate teachers & garden production.	US\$ 100 " " "
1750 Garden Teachers	To teach gardening and basic nutrition.	US\$ 10 " " "
350 SNS Auxiliaries	To conduct home visits in gardening health education & nutrition	US\$ 83 " " "
300 INACAP Staff	To train school teachers and parents of students	US\$ unknown (paid by SNCE).

OPERATION

Annual Transport and Travel Cost	US \$15,000 for the CARE personnel assigned to the project.
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APPENDIX 'C

EVALUATION AND MONITORING CHARTS

- C.1. School/Family Dietary Questionnaire
- C.2. Trimester and Yearly Project
Evaluation Form

SCHOOL/FAMILY SUPPLEMENTAL DIETARY QUESTIONNAIRE

NAME.....AGE.....

WEIGHT.....HEIGHT.....LOCAL.....

BREAKFAST	OBSERVATIONS	QUANTITY
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Coffee with Milk		
Tea with Milk		
Bread		
Other		

LUNCH	APPETIZER	MAIN DISH	DESERT	BREAD
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No. of Persons	
Quantity Consumed by Children:	

DINNER

No. of Persons	
Quantity Consumed by CHILDREN:	

SNACKS
SOFT DRINKS
SWEETS
ICE CREAM
CRACKERS

<u>FOOD</u>	<u>TABLE OF EQUIVALENT MEASURE</u>	<u>EQUIVALENT IN GR.</u>
Milk	1 Cup	200 cc.
Cheese	regular unit	30 gr.
Beef	size	100 gr.
Eggs	regular unit	50 gr.
Carrots	regular unit	50 gr.
Coca-Cola	1 small bottle	185 gr.



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APPENDIX D

SNJ FAMILY GARDEN PROJECT SUMMARY

SNS FAMILY GARDEN BACKGROUND SUMMARY

The SNS Regional Rural Integrated Development Program began in 1973 in Chile's VII Region, which has the largest concentration of rural and indigenous poor, and has since been expanded to Regions VII, VIII and IV.

Presently, there are 470 rural inhabitants who have been trained as Rural Garden/Health Community Developers operating 470 Rural Integrated Development Centers. Each center generated its own program based on the decisions of the beneficiaries and community developers involved. Naturally, since these areas are rural in nature, many of the goals set are directly related to food production, processing and preserving. Also, since many rural areas lack pure drinking water, and proper health and sanitation facilities, most centers concentrate on these problem areas.

In the past five years, this development program has assisted more than 500,000 rural poor in improving their nutritional levels by initiating 5,000 family gardens with local community resources and a small U.S. \$1,200 grant from CONPAN.