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End of Project Evaluation
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EXECUTIVE SUMMARY

A team fielded by ADRA consisting of team leader - Gordon Buhler (ADRA/I), Gregory Boyer (External Consultant), Maitland Di Pinto (ADRA/FED), and John Sipkens (ADRA/Philippines) evaluated projects at three sites in the Philippines from March 30 to April 14. The projects were funded by two sequential Matching Grants from USAID and scheduled for completion in December of 1988.

The four projects funded by the first Matching Grant (1982-1985) were to utilize the infrastructure of three SDA colleges in project administration and technical support in improving rural health status in nearby communities. These projects included child weighing and supplementary feeding for approximately 200 malnourished children, immuunization and deworming programs, family gardening, and Mother's Classes. Program activities under Matching Grant 2 (1985-1988) were extended to include a baseline study, training programs, child-to-child training, and a shift in emphasis from supplementary feeding to bio-intensive gardening training and support. The evaluation focused on the Matching Grant 2 project at Philipine Union College (PUC), but included an assessment of the residual effects of the earlier projects on Mindanao and Cebu.

The strong technical and managerial support from the PUC faculty developed student skills and provided expertise in public health, mursing, and nutrition. The student development workers are often talented and motivated individuals, many of whom are studying to become health professionals. In the long view, the training of these future development workers may well be one of the greatest achievements of the project.

Sustainability of the projects is facilitated by linkages between barangay (village) and local goverment officials. This was very helpful in attaining good immunization coverage and access to the communities.In addition, the connection with PUC is a strong factor. However, project administration levels were, at times, excessive, and patterns of communication were somewhat confused. The low pay and temporary nature of the appointment made it difficult to attract quality program management and field supervisory staff.

Some of the lessons learned include the need to make more use of published resources and local technical expertise in order to promote sustainability. Failure to use available technical resources was particularly evident in the Mindanoa project. Separate accounting systems were instituted during the course of the project that should be in place at the outset of any future projects. There remains a feeling in the community that "the college owes us this help". Efforts to design future programs should encourage the development of community capacities and attitudes of self-reliance. Emphasis should be placed on the enhancement of the local volunteer health workers.

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LIST OF ABBREVIATIONS

ADRA	Adventist Development and Relief Agency
ADRA/FED	Adventist Development and Relief Agency/Far East Division.
ADRA/I	Adventist Development and Relief Agency/International (same as ADRA/Washington)
ADRA/P	Adventist Development and Relief Agency/Philippines
BNS	Barangay Nutrition Scholar
BHS	Barangay Health Station
BHW	Barangay Health Worker
CPAC	Central Philippine Adventist College
EOP	End-of-Project
FP	Family Planning
GOP	Government of the Philippines
GOBI/FFF	UNICEF mnemonic standing for: Growth monitoring, Oral rehydration, Breastfeeding, Immunization, Food supplements, Family planning
IIH	International Institute of Health
IIRR	International Institute for Rural Reconstruction
IMR	Infant Mortality Rate
MCH	Maternal and Child Health
MOH	Ministry of Health
MG	Matching Grant
MVC	Mountain View College
NGO	Non-Governmental Organization
ORS	Oral Rehydration Salts
ORT	Oral Rehydration Therapy
PFNP	Philippine Food and Nutrition Program
PHC	Primary Health Care
PHO	Provincial Health Office
PUC	Philippine Union College
PVO	Private Voluntary Agency
RHU	Rural Health Unit
SAWS	Seventh-Day Adventist World Service
SDA	Seventh-Day Adventist Church
SDW	Student Development Worker
USAID	United States Agency for International Development
USAID/P	USAID/Philippines

1. BACKGROUND

1.1. The Evaluation

1.1.1. Purpose

The purpose of the evaluation was to examine selected projects operated by Adventist Development and Relief Agency/Philippines (ADRA/P) that have received USAID Matching Grant support. Soon to be completed after having received support from two Matching Grants, the Integrated Community Development Project at Philippine Union College was of primary interest in the evaluation. In the interest of examining project sustainability, appraisals of two projects supported under the first Matching Grant assumed secondary importance in the evaluation.

1.1.2. Approach

A four person team was fielded by ADRA. Gordon Buhler, team leader, is the Director of Evaluation for ADRA International (ADRA/I) and has extensive experience in community-based development and field training. Maitland Di Pinto is Executive Director for ADRA/Far East Division (ADRA/FED) and has many years experience in the management of community-based health and agriculture projects. John Sipkens is the Director of ADRA/Philippines (ADRA/P) and brings his career experience in educational management to his management role. Gregory Boyer, independent consultant and the evaluation's reporter, has managed primary health care and agriculture projects in Africa and evaluated disaster relief and rehabilitation projects in Latin America.

Gordon Buhler and Gregory Boyer were in the Philippines from March 30 to April 14, 1988. They spent six days at Mountain View College and project sites in central Mindanao, interviewing college administrators, project personnel, local government officials, and project participants. They worked together with the local staff and administrators to list findings and prepare recommendations relevant to the Bulalang and Bukidnon MG projects.

Five key resource people joined the team for the evaluation of the Matching Grant project at Philippine Union College in Cavite: Maitland Di Pinto; John Sipkens; Ricardo Salamante, Acting Director of the International Institute of Health; Marcelo Sigue, Project Manager; and Isaac Bekalo, the Programs Coordinator. They worked together to develop a list of principal evaluation questions (Appendix A) and interview guides (Appendix B) for use with project administrators, field supervisors, Student Development Workers (SDWs), local health and clinic personnel, GOP officials, and program participants. These protocols were developed to ensure that all members of the team would be gathering complete and comparable information in the field.

Evaluation team members visited four project communities, local barangay health workers, and political and health officials

at the municipal and provincial levels. Late in the evaluation, they developed a consensus on the major conclusions and recommendations for the report.

1.2. History

1.2.1. ADRA/I Matching Grant Projects

In September of 1982, the International Office of the Adventist Development and Relief Agency (ADRA/I) received a three-year worldwide Matching Grant (MG1) to carry out integrated community programming emphasizing primary health care, child nutrition, food for consumption, and child spacing activities. Funds didn't reach the MG1 projects in the Philippines until mid-to-late 1983. In July of 1985, ADRA/I received a second three-year Matching Grant. Since ADRA/I has been granted a six-month no-cost extension, this second Matching Grant (MG2) is scheduled for completion in December of 1988.

1.2.2. ADRA/Philippines

The Adventist Development and Relief Agency (formerly Seventh-Day Adventist World Service, or SAWS) activities in the Philippines began in 1954 with the signing of an agreement to receive and distribute donations of USAID excess property. Since that time, ADRA/P received and utilized excess U.S. government property in the extensive infrastructure of schools and hospitals (e.g. three colleges, eight hospitals) operated by the Seventh-Day Adventist Church in the Philippines. ADRA/P has not been involved in the implementation of USAID food programs.

USAID has played an important supporting role in the evolvement of ADRA/P towards a focus on community development. One of the first ADRA/P development projects was the Zambonga fishing cooperative which started in 1983 with funding from the USAID/Philippine mission. ADRA/P was selected to participate in the first worldwide Matching Grant program that ADRA/I began in September of 1982. During mid-to-late 1983, project implementation began in communities near three SDA colleges in the Philippines: Philippine Union College in Cavite Province, Mountain View College in central Mindanao, and Central Philippine Adventist College near Bacolod.

The activities of the first Matching Grant in the Philippines were designed to utilize the infrastructure of SDA colleges to facilitate project administration and technical support. Four different projects, serving the higher goal of improved rural health status, were implemented in communities near three different colleges.

1. The IIH-ADRA Integrated Community Development Project emphasized bio-intensive gardening training and enhancement of child health in barangays (villages) within a ten-kilometer radius of the College.

2. Based from Mountain View College, the Bulalang ADRA Project (83-1-05-032) provided innovative extension education for a remote tribal population. The integrated curriculum emphasized the development of literacy, numeracy, agricultural, vocational, and health skills.

3. Also based from Mountain View College, the Bukidnon Agricultural Extension Project (83-1-05-033) emphasized the improvement of health and nutritional status through the provision of agricultural credit and extension training to poor farmers.

4. A tuberculosis case-finding and treatment project was implemented in the communities around Central Philippine Adventist College (CPAC).

Under a second Matching Grant provided to ADRA/I in 1985, the project at Philippine Union College alone was refunded. Implementation under this second funding began in June of 1986. Due to a recent six-month extension of the Matching Grant, this project is scheduled to terminate in December of 1988.

1.2.3. Philippine Union College

Established in 1917 in Cavite Province south of Manila, Philippine Union College (PUC) has approximately 2,000 students enrolled in a wide range of undergraduate and graduate programs. One of its two graduate schools is the International Institute of Health (IIH), which has been offering a rigorous MPH study program since Governmental Recognition of its program in 1983. PUC also offers undergraduate and graduate degrees in nursing. Approximately fifty students are currently enrolled in the MPH course and twenty in the MSN course.

Since both PUC's academic program and the Government of the Philippines (GOP) require the graduate students to be involved in service to rural communities, the Matching Grant projects have enhanced mandated health services to nearby communities.

It is important to note that PUC's purchase in 1973 of a large tract of adjacent land displaced its residents ("squatters") into barangays close to the campus. Although the displaced families were well compensated with cash, when the cash was gone bitterness set in over the loss of "their lands." Between 1978 and 1983, PUC assisted these displaced people and their communities through donations of clothing, food, paint, watertanks, and plowing. More recently, assistance has been provided in the form of the services provided by the PUC Integrated Community Development Project.

1.2.4. Mountain View College and Foundation

Established in 1949 in rural central Mindanao, Mountain View College (MVC) has approximately 600 students enrolled in twelve undergraduate programs. The focus of the curriculum is on vocational studies - degrees are available in Business Management, Agriculture, Health, Electrical Engineering, etc. The majority of the students are poor and take one or two classes each semester while working full-time on the school farm or in one of the industries. The College industries, together with tuition payments, enable the College to be 97% self-supporting.

The Mountain View Foundation, with its headquarters on the MVC campus, was established in the early 1980s to receive donations from foreign governments and individual donors for the college and community development activities. Funds from the first USAID Matching Grant were received and managed by the Foundation. Since the termination of the Matching Grant in December of 1985, the Foundation has used other donor sources to subsidize continuing aspects of both the Bulalang and the Bukidnon projects.

Although legally independent, the Foundation has close working ties with MVC. The College President serves as Chairman of the Foundation's board.

1.3. Relevant Policies

1.3.1. USAID/Philippines

The primary commitment of USAID/Philippines is to promote agricultural policy reform. This commitment stems from its philosophy that solid economic development in the Philippines will find its source in an agricultural sector made healthy by price deregulation and other reforms. Funds from the Economic Support Fund (ESF) and PL480 made up over 75% of the FY1986 budget proposed in the most recent Country Development Strategy Statement. Most of these funds are programmed to provide incentive and institutional capability for agricultural policy reform.

Other priority areas for the bilateral program include facilitating the development of private enterprise, local government and rural infrastructure, and the rural primary health care (PHC) system. The strategy of USAID/Philippines to improve the effectiveness of the rural PHC system is reflected in its list of PHC projects. This strategy features four main elements:

- to continue to engage in PHC policy dialogue with the GOP, including a focus on elimination of duplication of services provided by the private sector;

- to support activities which demonstrate the viability of private sector financing and GOP/private sector co-

financing schemes, including a focus on private sector production and distribution of oral rehydration salts (ORS);

- to improve the cost-effectiveness of the current PHC system by improving the training of village level health workers, improving the viability of barangay drug stores, etc.;

- to assist the Ministry of Health (MOH) to improve its institutional capacity for epidemiological surveillance and the development and application of simple methods for diagnosing and treating important health problems at the barangay level.

1.3.2. Government of the Philippines - Ministry of Health

The stated health policy of the GOP is to strengthen and decentralize the primary health care (PHC) system. Unfortunately, funding for the recurrent costs of operating the health care system is grossly inadequate. Another constraint is that disproportionate resources are allocated for the maintenance of the entrenched secondary and tertiary health care infrastructure.

A basic health care system, with the private sector providing nearly half of all services, is in place throughout the Philippines. The infrastructure includes about 800 district hospitals, 2,000 Rural Health Units (RHUs), and 8,000 Barangay Health Stations (BHSs). Each RHU serves 20-30 thousand people and is headed by a municipal health officer. Each BHS is staffed by a trained midwife and voluntary Barangay Health Workers (BHWs) at a rate of about one per twenty households.

To enhance the delivery of PHC services, the GOP has stated its intent to:

- train additional Barangay Health Workers (BHWs),

- fill all vacant posts in rural areas,

- repair existing Rural Health Units (RHUs) and Barangay Health Stations (BHSs), and

- improve logistic and management systems.

To achieve its ambitious targets, the GOP says it will focus on the following PHC and public health programs: communicable diseases, immunizations, nutrition, family planning, environmental sanitation, MCH, and hospital care.

GOP policy also focuses on improving child nutrition and the food purchasing power of low-income families. An interministerial council is responsible for the nationwide work of the Philippine Food and Nutrition Program (PFNP). This Program created

the cadre of Barangay Nutrition Scholars (BNSs) who provide basic nutrition services in barangays throughout the Philippines. Services such as supplementary feeding, food production, and nutrition education are targeted at malnourished children. Emphasis has recently been focussed on facilitating income-generating activities to raise food purchasing power.

2. PUC INTEGRATED COMMUNITY DEVELOPMENT PROJECT

2.1. Strategy

2.1.1. Purpose

The project under MG1 was designed to deal with major problems of nutritional deficiency and poor environmental conditions in four barangays (villages) located close to Philippine Union College. Students from the International Institute of Health and the School of Nursing were stationed permanently in the project barangays to serve as resident facilitators.

Grant-supported activities included routine programs of nutrition surveillance, child weighing, nutrition and health education, and latrine promotion and construction. Project activities under MG1 were appreciated by barangay residents and leaders and so were continued in the same barangays under MG2. Program activities under MG2 have been extended to include a baseline study, training of BHWs and BNSs, child-to-child training, and a shift in emphasis from supplementary feeding to bio-intensive gardening training and support.

2.1.2. Objectives

The objectives of the project during Matching Grant 1 (MG1) were stated in general terms concerning the improvement of health in nearby barangays. No use was made of specific activity objectives, as in a logical framework, because such planning was not required or facilitated at that time. Specific, but not trouble-free, activity objectives for the project under Matching Grant 2 (MG2) are spelled out in detail (Appendix C).

2.2. Achievements

2.2.1. Outcomes

Tracking of MG1 project activities against specific objectives was not accomplished for reasons given above. From summative data in the quarterly reports however, it can be seen that the Student Development Workers (SDWs) were busy with various community health activities. Child weighing and supplementary feeding were done routinely for approximately 200 malnourished children. Immunization and deworming programs, medical examinations, and Mothers' Classes were conducted in the barangays. The SDWs, who were permanently stationed in the project baran-

gays, maintained good liaison and cooperation with barangay leaders.

An End-of-Project Evaluation of the MG1 project was conducted by Dr. Ruth White of Loma Linda University in 1986. During a recent telephone interview, she noted that at the time of her evaluation, there were several problems in the project. She noted a lack of follow-up on identified malnourished children, inadequate attention given to pregnant and lactating mothers, report data that was summative and not conducive to tracking, and problems with the continuity of project activities in barangays as SDWs came and went.

Although data has been collected that would support partial tracking of MG2 project activities against periodic and EOP objectives, this was not done prior to the evaluation. Periodic reports have detailed output and outcome statistics, but not against targets.

The project's logframe and outcomes-to-date are listed and graphed in Appendix C. Measurement of several of the indicators is dependent on data that must be obtained through surveys or data extraction from project records. Records indicate that the project's gardening and child-to-child health education activities have been implemented beyond stated objectives. On the other hand, the records indicate that project activities such as family profiles, home visits, sanitary latrine construction, and health education through local health volunteers (e.g. BHWs, BNSs) are significantly behind schedule. More work needs to be done to properly assess the project outcomes and impacts against stated objectives.

2.2.2. Impact

The overall impact of the activities supported by the Matching Grants appears to be positive. However, an End-of-Project survey to collect data on baseline criteria would be necessary to more objectively ascertain impact in project communities.

2.3. Key Issues: Strengths and Weaknesses

2.3.1. Programming and Service Delivery

INFRASTRUCTURE: The basing of the project from the PUC infrastructure facilitates strong technical and management support for the project. Since student work in the project is an integral part of their study program, student skills and the expertise of faculty in PUC's public health, nursing, and nutrition departments flow into the project. Faculty and college administrators that participate in the project's controlling committee also provide management expertise.

Many of the SDWs say that their work in the barangays has helped them develop more positive attitudes towards working with poor communities. Practical new skills were also developed during their service. Hence, the project is helping to prepare a small segment of the next generation of development professionals.

There is evidence that the successive groups of students complicated project continuity and cast a somewhat academic atmosphere around the community work. Some residents express weariness with "being studied." It is reported that students have been allowed to focus on activities in the barangays that interest them. Although this is natural, it seems to disturb project continuity.

COLLABORATION WITH GOVERNMENT: Several sources concur that there has been good collaboration with government workers on immunization. Since the GOP has difficulty maintaining immunization records on local children, the project maintains an immunization record for every child in the project barangays. Using this data, project staff regularly invite GOP immunization personnel to accompany them to the barangays to immunize children they identify having need.

There is evidence that the project has neglected the building up of the volunteer health workers, the BHWs and BNSs, who are the official health workers in the barangays. Without such commitment to the building up of these workers, the inherently duplicative work of the SDWs may have lessened their roles and prestige in the barangays. The Municipal Health Officer has toured the project sites and is regularly visited and updated on project activities. She appears favorably impressed with the project, but suggests that greater emphasis be placed on enhancement of the local volunteer health workers.

EVANGELISM: It seems commendable that the project has not allowed active evangelism in the project barangays. This policy has been chosen to counteract the attitude that "Adventists come only to proselytize us" and to show the people that they are valued regardless of their beliefs.

2.3.2. Management

ORGANIZATION OF AUTHORITY: The Project Review Committee, which includes several highly qualified faculty, has apparently been quite effective in controlling the project. Its members meet together every first Tuesday of the month and are active in project details, including the review and editing of routine reports and new proposals.

However, committees also exert some negative influence on the project. Project matters concerning staff appointments, academic staff involvement, and commitment of institutional resources may require approval by four different committees: the

Project Review Committee, the Administrative Committee of IIH, President's Council, and the college board. Although this may be routine procedure for a college administration, the process caused significant time delays in the project.

There has been confusion over lines of authority during the project. Confusion over internal lines of authority was largely due to the early lack of job descriptions and to an organizational structure with three different project administrators (see Appendix E). Confusion over external lines of authority was created by the establishment of a new ADRA/P headquarters during the project and by contradictory information and undocumented directives from various personnel in ADRA/I.

Project personnel say that they had never seen or authorized a contract for the project. They concur that without such a contract it has not been possible to realize clear obligations in regards to project work outputs and timelines.

PERSONNEL: There is evidence that the barangay-based SDWs are well-motivated and talented individuals who enjoyed their work in the barangays. Most are studying to become health professionals. Their field supervisors are generally recent public health or nursing graduates and also seemed to be good workers. It is reported that field supervisors have received ample field orientation before assuming their responsibilities.

There was a significant gap between termination of the MG1 project and startup of the MG2 project. Upon order from ADRA/I in December of 1985, all field supervisory staff were laid off. These trained and experienced workers left the area and were not available for rehire when staff for the MG2 project were sought in March of 1986. Hence, an initial period of recruitment and field orientation without worker overlap was made necessary.

There is evidence that the Program Coordinator is a practical development manager with special interest in bio-intensive gardening. There are indications that his supervisor, the Project Director, lacks some management competence but is especially skilled in maintaining liaison with leaders in government and in the local barangays. There is evidence that the project's overall director, who is also the Dean of the IIH, exercises effective but ponderous control over the project.

It was noted by several individuals that low pay, inadequate benefits, and the temporary nature of the appointment make it difficult to attract and retain quality program management and field supervisory staff. No effort has been made to develop a counterpart worker to the Program Coordinator, even though the present Coordinator earlier communicated his intent to resign in April of 1988 to pursue his doctorate. This choice not to train in a counterpart is attributed to uncertainty concerning future project funding.

FINANCIAL MANAGEMENT: When the evaluation team arrived at PUC, an independent auditor who had just finished auditing the project's accounting system was preparing to leave. The auditor states that separate accounting records and bank accounts are being maintained for the project and that they appear to be in good order. The project may be somewhat underspent. Approximately fifteen months of operating funds are available to finance the remaining nine months of operations.

According to the auditor, the present accounting situation is significantly improved from the accounting under MG1. At that time, project funds were commingled with IIH funds and no separate project bank account(s) was maintained. However, those earlier financial transactions have since been reconstituted into separate accounting records. One significant accounts receivable item (approximately US$6,000) remains due to ADRA/P from the IIH.

2.3.3. Monitoring and reporting

The project under MG1 did not make use of a logframe or similar schema of activity objectives. Reports on project activities during MG1 contained largely summative data and narrative concerning process.

The logframe for the MG2 project established some indicators that cannot be verified without population-based studies. Reports issued during MG2 provide better periodic data on project activity than during the MG1 project on official ADRA/I report forms. Good use was made of charts, but prior to the evaluation, no charts have been produced showing progress towards project objectives. Official ADRA/I forms do not facilitate the tracking of project activities against periodic or cumulative target figures.

2.3.4. Sustainability

SELF-RELIANCE: The project under MG2 is phasing out direct assistance to project participants. SDWs in the barangays no longer weigh the children, but train and support local mothers to continue the program. In the first year of the gardening program, the project provided 100% of the material inputs while the participants provided their labor. In the following years, material donations were reduced to 75%, 50%, 25%, and 0%. This was carefully arranged with the participants at the beginning of the project. The participants have not complained and have been able and willing to come up with their larger shares of material inputs.

Some families have produced significant extra income through project gardening. A survey in the barangay where the project garden is located showed participating family incomes up 8.2% during three months of the gardening season.

Unfortunately, a strong attitude of dependency and "you-owe-us" remains evident in at least two of the four project barangays. This is undoubtedly related to the history of displacement of, and donations to, local barangay residents. Such attitudes might also be related to Carmen's lack of a pump maintenance fund. In response to a recent pump failure, PUC donated workers and money to help purchase and install a new pump. When asked what they would do if the pump fails again, the barangay captain replied that he would seek assistance from PUC and the government.

LINKAGES: Project workers have been active in facilitating linkages of barangay leaders with local government officials. In Carmen, the project coordinator helped the barangay leaders organize the community into five puroks (neighborhoods) and secure governmental assistance to bulldoze the streets. The project put up the money to install an impressive barangay water system and later negotiated with the government for total reimbursement. Project staff have also on several occasions accompanied barangay captains from Hukay and Santo Domingo to petition government officials for assistance in the installation of water systems.

Project workers have maintained regular contact with the municipal mayor and the municipal health officer. This has facilitated the government's provision of milk powder for supplemental feeding, inputs for latrine building, and immunization services.

Project workers have also facilitated linkages of barangay residents and leaders to local expertise. A large group of interested barangay residents were bussed to visit a successful commercial bio-intensive farm and a local chicken farm that has since become a major source of garden fertilizer. Another field trip is planned to visit seed houses in Manila where seed can be purchased much more inexpensively.

A recent field trip to visit the world-renowned International Institute of Rural Reconstruction (IIRR) set the stage for later collaboration in barangay development. Carpenters and masons from the IIRR came to teach twenty-five participants from project barangays how to build latrines and bowl moulds. IIRR also brought fourty-nine of their staff to visit the bio-intensive garden and other project sites. The IIRR has since started a credit program in Carmen and it is planned that it will establish a credit program in Muzon and assist the project with its health programming.

Officials from USAID occasionally visit PUC to give presentations in the student assemblies, but have not made field visits to project sites.

Undoubtedly, the most important factor in project sustainability is the project's strong connection with PUC. Since the

GOP requires the deployment of students in community services, it is likely that the International Institute of Health, the School of Nursing, and the Nutrition Department will continue to deploy SDWs in local barangays. PUC's commitment to barangay development is shown in its plan to start a barangay sewing cooperative and discussion concerning projects for concrete block manufacture and basket weaving.

2.4. Recommendations

2.4.1. Service Delivery

To: **PUC** (1) It seems that the open-ended direction of **PUC's** SDWs led to shifts in barangay programs that disrupted a feeling of continuity. There should be more careful planning and control of the activities of successive student groups to facilitate the continuity of barangay programs.

(2) Although child-to-child training is a key component of the MG2 project, no published child-to-child materials are being utilized. There also seems to be a lack of relevant publications (e.g. Where There Is No Doctor, Helping Health Workers Learn) for use by project staff and SDWs. Funding for such materials should be included in the revised budget for the period of the MG2 grant extension.

2.4.2. Management

PUC (3) The evaluation team considers three levels of project administration to be excessive. Two levels of management on campus should suffice, possibly with the dean or associate dean as project director and chairman of the Project Review Committee and combining the functions of what are now the project director and project coordinator into the other position. Alternatively, the dean might act as committee chairman, giving general oversight to the project, while the project director would serve as secretary of the committee with direct responsibility for day-to-day implementation. In any case, the project director should be responsible for financial control and reporting.

ADRA/I
ADRA/FED
ADRA/P
PUC

(4) There is evidence that patterns of communication between the project, ADRA/P, and ADRA/I have shifted throughout the project. Various individuals from ADRA/I have communicated directly with project personnel without the knowledge of mid-level managers. Should further ADRA programming be done at this institution, communications should be conducted according to ADRA/I procedural guidelines. The guidelines outline proper communication flow: from ADRA/I project manager to Regional ADRA office, to country office, to

project director, and vice-versa back up the line from project level.

Where higher offices have agreed, communication may be direct between offices on either side of them if correspondence is copied to them. Telephone or face-to-face communication should be backed up by hard copies.

Since these lines of communication are also lines of accountability, it is by these channels that contractual obligations are to be communicated and sanctioned at each level.

ADRA/I (5) There is evidence of serious delays in the transmission of funding to MG1 projects with limited improvement during MG2. It is recommended that ADRA/I research the causation of these delays to insure that such problems will be prevented in the future.

ADRA/I (6) During MG1, project personnel did not understand that they were expected to maintain separate accounting records and bank accounts for the project. Although during MG2 a successful effort was made to establish an independent financial management system, the establishment of this custom-made system required an inordinate investment of time and effort. The project's auditor recommends that ADRA/I package with each project contract an accounting system adapted for that perticular project. Training of staff in project financial management might also be required.

PUC (7) Since dispute continues between ADRA/P and the IIH over accounts from MG1, it is recommended that the IIH pay ADRA/P the amount indicated in the auditor's findings.

PUC
ADRA/P (8) Since it has proven difficult to attract and retain quality staff at current compensation levels, it is recommended that benefits and a significant increment over full pay be provided for those whose employment is considered temporary.

2.4.3. Monitoring and Reporting

PUC
ADRA/P (9) Since several of the project's indicators are unmeasureable without population-based studies, it is recommended that the IIH conduct an EOP survey that will measure outcomes and impact against baseline criteria and logframe objectives. It is further recommended that in the future, output indicators be selected that enumerate activity statistics and do not require population-based data.
(Of course, the measurement of impact indicators will generally require population-based data.)

ADRA/I (10) Since ADRA/I reporting forms do not require the tracking of periodic progress against periodic and EOP objectives, it is recommended that ADRA/I redesign its reporting forms to facilitate such tracking and graphing. Since project managers expressed considerable frustration with the lack of clarity of the reporting requirements, better instructions should be provided with the revised reporting system.

2.4.4. Sustainability

PUC (11) Both the Municipal Health Officer and the Director of Community Health from the IIRR emphasize that the enhancement of local health volunteers offers significant promise for sustainability of project outputs. Since the project is behind schedule in regards to such enhancement, the highest priority in these remaining months should be on the training and support of these local health volunteers.

PUC (12) The IIRR is a world-renowned institution specializing in integrated community development. It has expertise in this project's activities: barangay credit, bio-intensive gardening, primary health care, and community organization programs. Since the IIRR is located near PUC, heightened efforts should be made to enhance collaboration with IIRR in project barangays and, if appropriate, to entrust selected project activities to the IIRR.

PUC (13) Efforts should be made to reduce attitudes of dependency in the project barangays and to develop attitudes and practical exercise of self-reliance. One thing that should be done now is to assist the barangay of Carmen to establish a pump maintenance fund.

2.4.5. Special Studies

PUC
ADRA/P (14) Although there are many ideas expressed about future programming in nearby barangays, there is evidence that PUC lacks a long-term strategic plan for development assistance. However, there seems to be consensus on the need for income-generation projects in the barangays. It is recommended that PUC and/or ADRA/P engage an expert in barangay income generation to study the feasibility of various income generation activities and to make recommendations and prepare proposals for PUC's long-term strategy of development assistance.

3. BULALANG ADRA PROJECT

3.1. Strategy

Prior to this project, Mountain View Foundation operated five extension elementary schools serving approximately 300 families of the Manobo tribe, a cultural minority of the southern Philippines. The extension schools had developed considerable stability and popularity in the communities they served. However, such practical education was not being extended to Manobo communities where MVC's schools were not located. Supported under Matching Grant 1, this project intended to train Manobo people to serve as self-supporting health and agricultural change agents in their home barangays.

Students came to the Bulalang "high school" from the five Manobo elementary extension schools. Their two-year curriculum consisted of courses in rice and vegetable cropping, community health, practical handicrafts, the Philipino language, Philippine history, math, English, and ethical issues. Student Development Workers (SDWs) from MVC were oriented and then deployed to teach at the school for periods ranging from four to twenty-four months.

3.2. Achievements

By the end of MG1, approximately two years after project initiation, the Bulalang ADRA Project had achieved its major objectives. Out of its first class, six students had returned to their home barangays to begin similar training programs. Construction at the training center (including two classrooms, two dormitories, and a cafeteria) was complete and the center had achieved self-sufficiency in food production.

The project Final Report contained a summary of project impact (Appendix E) as ascertained by comparison of EOP survey data against community baseline data. This summary indicates that the school's activity had brought about major changes in the host community. Dramatic improvements were indicated in environmental health, water supply, nutritional status, food production, personal health and hygiene, and elementary school attendance. No primary emphasis was given to improving child health. The project also enabled this tribe of shifting cultivators and hunters-and-gatherers to protect their land from unscrupulous speculators and to develop skills in planting lowland rice and other permanent crops.

Another significant impact of the project was the change that it produced in the lives of the SDWs. Several individuals who had taught at Bulalang said that their experience at Bulalang had changed their lives and re-oriented them towards serving underprivileged communities.

3.3. Sustainability

The Bulalang "high school" has continued with full enrollments since the termination of MG1 funding nearly three years ago. Approximately one-half of the resources needed to operate the training center are produced by the center, while the other support is provided largely by private donations to the Mountain View Foundation. While the Foundation's charismatic Director continues to cultivate the Foundation's international visibility as an independent, non-profit, indigenous community development agency, the funds keep flowing in. (Note that the present Foundation Director directed the Foundation as well as the Bulalang and Bukidnon projects during MG1.) The practical SDWs that MVC deploys to Bulalang and the feeder network of extension schools are also essential to its continued vigor.

It is reported that strong attitudes of dependency upon MVC have developed in the Bulalang barangay. This is due to early "hand-outs" and to staff use of impressive high technology in this low-technology environment. Much of the provisions required from outside have been delivered by small aircraft. The SDWs routinely use two-way radios, motorcycles, and power equipment (e.g. lawnmowers).

The Foundation Director says he is grooming a capable and experienced project coordinator as his "counterpart." However, the Foundation's operational details and the Director's national and international networks are largely unknown to this worker and to the Foundation's boardmembers. If the expatriate Director was not able to continue on at the Foundation, there is a possibility that the Foundation would collapse.

3.4. Other Selected Issues

It is important to note that when Manobo students have been brought to MVC for education, they have either failed in their studies or failed to return to serve their barangays. Success has come when they have received their education in a home-like setting.

The Project Director says that he never saw or signed a contract for this project. Furthermore, there is no evidence of an official logframe. The Director says that he was not appraised of reporting requirements until well into the project.

Although an independent auditor last year pronounced that the project's accounting records were "clean," he noted that MG1 funds and accounting records were commingled with general Foundation funds. In retrospect, the Project Director states that it would have been better to keep totally separate bank accounts and accounting records. He mentioned that even though individual project funds can easily be tracked in the present system, he intends to institute a system of "double vouchers." In such a

system, one set of vouchers will be project-specific while the other set will serve as general Foundation documentation.

3.5. Recommendations

3.5.1. Programming

To: **MVF**

(1) Increased program emphasis should be given to improving the health of the children in Bulalang. Immunization of the children has been sporadic and there has been no consistent charting of child weight-for-age. Hence, there is need to implement accepted interventions for child health (i.e., GOBI/FFF). Such an emphasis on child health should also be made a central feature of the curriculum.

3.5.2. Management

MVF **MVC**

(2) Development agencies generally require separate accounting systems to be maintained on projects. To enhance the Foundation's eligibility for grants, policy should be established for maintenance of separate accounting records and bank accounts for Foundation projects. This will pre-empt "co-mingling of funds" and facilitate project-specific financial reporting.

3.5.3. Sustainability

MVF

(3) Program activities should be designed to support the development of attitudes of self-reliance among the Manobos. Subsidies on Foundation-provided agricultural inputs should progressively be phased out. As a general policy, equipment used by SDWs at Bulalang should be at a level that the Manobo themselves can own and maintain.

MVF **MVC** **ADRA/P**

(4) The Board of the Mountain View Foundation should become better appraised and responsible for the ongoing operations of the Foundation. The Board should be copied on all project proposals and progress reports and should regularly be appraised of project-specific financial and monitoring data. Monitoring and evaluation of ongoing project activities should involve major local stakeholders (e.g. project community leaders, Foundation staff and Board members, relevant College personnel). This will broaden their sense of ownership of the Foundation and enhance the institutional memory of lessons learned.

MVF **MVC**

(5) The Foundation should institute a long-term plan for official appointment and training of national "counterparts" to administrators in the Foundation.

4. BUKIDNON AGRICULTURE EXTENSION PROJECT

4.1. Strategy

This project was originally intended to improve the nutritional and health status of 450 of the area's poorest farming families through agricultural and home economics extension training. Graduates from MVC's agriculture program and home economics students from MVC were to serve as the extension agents. Soon after the project began, it was discovered that the impoverished farming families were more interested in income generation than family nutrition. As a result, the general objectives of the project were revised to place emphasis on the production and marketing of cash crops.

According to the revised design, the project would train the farmers and provide selected graduates with necessary crop inputs: seeds, fertilizer, herbicides, and fungicides. In return, the farmers would give over their entire harvest to project personnel who would transport and market it. Net proceeds, the sale price less the value of inputs provided, would be returned to the farmers. Margin realized on project operations would be placed in a revolving loan fund intended to provide farm credit in the future.

4.2. Achievements

Four hundred and ninety farmers faithfully attended three-hour training sessions for ten weeks. A typical session was hosted by six or more SDWs, together with one or two government trainers. About 80% of the class time was devoted to detailed instruction on the management of various crops. The balance of the class time was spent on health and community development topics.

Approximately 100 wives of farmers were provided training on cooking and nutrition by home economics majors from MVC.

Although the farmers planted several different crops, the largest and most expensive plantings were of an exotic potato that commanded high prices in Manila (for McDonald's french fries). Ten tons of this potato seed was purchased and delivered to project participants for planting. Although the project coordinator soon became aware of disastrous failure of this seed due to bacterial wilt, this wasn't communicated to the Project Director in time to prevent him from ordering another twenty tons of the seed. It is estimated that up to US$12,000 of the project's US$29,000 budget was lost due to failure of this seed.

Another complication in the project was that an estimated 20 - 40% of the participant farmers did not give their harvest to project personnel for transport and marketing. These farmers sold to local middlemen, regardless of the 800% annualized in-

terest that the middlemen routinely charge farmers for crop input loans. Instead of seeking reparations, the project took a loss on the inputs provided to these dishonest farmers. Since the project kept no record of inputs provided to individuals and required no contracts to be signed, this abuse was not surprising.

In spite of major problems in the project, there is evidence that it had impact and was much appreciated. Project participants mentioned that the most important, and long-lasting, effect of the project was changed crop management practices. There is evidence that learning from the project's extension training was put into practice throughout the district. Farmers interviewed expressed enthusiasm for MVC to provide additional extension training and support.

4.3. Sustainability

Discussion concerning Foundation sustainability under section 3.3 is also relevant here.

The project failed to maintain the revolving fund for agricultural loans. Successful maintenance of such a fund would have enabled long-term sustainability of the project. There is much evidence that the loans to farmers were not handled in a business-like manner.

Major planting of exotic imported potato seed was a non-sustainable feature of the project. Regardless of the terminal problem with bacterial wilt, there is evidence that the exotic potato crop required a level of management beyond the capabilities of the participants.

Since the end of MG1 support, extension training and provision of crop inputs has not been continued. Although Foundation personnel still transport and market some produce, in this marketing role they do not function much differently from local middlemen.

Since the use of volunteer SDWs from MVC could serve as the foundation for future extension program, margin realized on the Foundation's current marketing program might support a renewed program of agricultural extension training.

4.4. Other Selected Issues

By the time project funding arrived at the project, there were only about two years remaining to implement the project. The Project Director states that this was far too short a time to implement such a complex project. There is evidence that the late funding and approaching deadlines, combined with major

delays due to weather, forced hasty and ill-informed decisions to be made.

During the project, it became apparent that there was great need for seed propagation in the area. Evidently, seed available locally is often of poor quality. After a proposal for a seed propagation project was sent to Washington, a verbal commitment of funding was made by an ADRA/I official. Permission was granted to use Bukidnon project funds for seed propagation until the new funding arrived. Unfortunately, the seed propagation project has never been funded. This borrowing from the Bukidnon Agriculture Extension Project resulted in a permanent revision of the project's program.

4.5. Recommendations

4.5.1. Programming

To: **MVF**

(1) There is evidence that the Foundation's marketing of farmers' produce offers farmers little advantage over marketing their produce through local middlemen. It is recommended that the Foundation not continue the marketing of local farmers' produce unless significant comparative advantage can be documented. It is recommended that a special study be conducted on this matter and that MVF board action be taken on the findings.

MVF

(2) Consultation with experts from the nearby Center for International Potato Research may have prevented the major potato crop losses. Furthermore, no current reference materials on agriculture or health were seen in the Foundation offices. It is recommended that the Foundation make full use of locally available technical expertise during project design and operations.

If expertise is required that is not locally available, then requests for such assistance should go out to the higher organization. It is also recommended that the Foundation allocate funds for the development of a small library of agriculture, health, and other development literature.

4.5.2. Management

To: **ADRA/I**

(3) Recommendations #4-6 in the Recommendation section for the PUC Integrated Community Development Project are also relevant here.

ADRA/I
ADRA/P

(4) Evidence has shown that revolving loan projects are fraught with hazard. It is recommended that ADRA/I require that adequate technical support be provided in the design and implementation of such projects.

4.5.3. Sustainability

MVF
ADRA/P
ADRA/I

(5) Sustainability of project activities necessitates the use of local resources. Dependence on exotic imported seed or imported equipment should not be developed among farmers. Generally, agricultural inputs made available to framers by the Foundation should be those which could otherwise obtained by local farmers. Targeted markets for the farmers' produce should be markets accessible to local marketing institutions.

4.5.4. Special Studies

MVF
ADRA/P

(6) There is evidence of significant need for alternative agricultural financing in the district. It is recommended that a feasibility study be conducted concerning the development of a farmer's cooperative or farm credit institution. This feasibility study should include research into the history of cooperative movements in Bukidnon and throughout the nation. The study should also document the willingness of local barrio captains and other leaders to become involved in the setting of project policies and in the selection and discipline of cooperators.

5. CONCLUDING STATEMENTS

There is evidence that the basing of community development projects from Philippine SDA educational institutions has major implications for project sustainability. The infrastructures studied intend to continue community programming whether or not there is provision of external funding. Hence, there is determination to sustain community programs and to provide them operational and technical support on a permanent basis. The enhancement of such permanent, infrastructure-based programs represents an attractive opportunity for development funding.

There is evidence that these projects neglected the development of strong community institutions that might continue self-sustained community programs. Attitudes of dependency were noted in all of the project communities. Programs could be designed that would emphasize the development of community capacities and attitudes of self-reliance.

There is evidence that the use of Student Development Workers is a low-cost means of utilizing skilled and enthusiastic development workers. The communities benefit from their service and the students themselves are often re-oriented towards community service and assisting the poor. This represents an important investment in the next generation of community development pro- fessionals. There is evidence that the activities of successive groups of SDWs should be carefully designed and supervised to ensure project continuity.

APPENDIX A
Principal Evaluation Questions

APPENDIX A

PRINCIPAL EVALUATION QUESTIONS
PUC Integrated Community Development Project

1. Community impact: To what extent did the project achieve its stated objectives and what is the community's perception of, and relationship to, the project?

Tools: Document review, observation, focus groups, mapping, chronology, sample survey (later, against baseline)

Interviews: Bekalo, mayor, barangay captains, beneficiaries, outside community individuals

2. Programming through institutional infrastructure: What are the principal issues, strengths, problems, and constraints associated with operating the project through the institutional infrastructure of the college?

Secondary questions: What were the various management roles of administrators at all levels?

Tools: Document review, chronology, focus groups

Interviews: Sigue, Bekalo, field staff, Salamante, Haynal, McGhee, Rafanan

3. Student learning: To what extent did the project serve as a learning experience and laboratory for the students involved?

Tools: Document review, chronology, focus groups

Interviews: faculty - AH, RR, AM, students

4. Lessons learned: What are the significant lessons learned that will contribute to improved project management (i.e. planning, design, implementation, and monitoring)?

5. Sustainability: To what extent is this project sustainable after funding ceases?

<u>Other principal evaluation questions</u>

6. Relationships with donors: How did relationships with donors facilitate, and hinder, project implementation?

7. How useful and valid were the monitoring measures?

8. How did this institution get into this kind of project?

APPENDIX B
Interview Guides

APPENDIX B

INTERVIEW GUIDES
PUC Integrated Community Development Project
Compiled 4/7/88

1. Community Impact

Achievement:
- output against logframe purpose and objectives
- description of project activities
- perception of activities' values
- fit of activities to felt needs

Impact: project-caused changes in health, economy, community organization, and spirit

Community participation:
- perceptions and extent of satisfaction with management style, strengths, and weaknesses
- formation of new community organization and leadership

Linkages:
- changes in service utilization
- changes in political networking

Sustainability:
- fostering of dependency or self-reliance
- community-provided inputs
- infrastructure: organizational, political, technical resource
- plans and predictions for the future

Unanticipated outcomes

Management issues
- monitoring and reporting
- personnel
- service delivery

2. Institutional Programming

Job descriptions and role: supervisors, subordinates, responsibilities

Relationships to external organizations, e.g. ADRA/P, government departments

Management process: perceived advantages, disadvantages/glitches, lessons learned

Management style: extent of collaboration and participation

APPENDIX B, cont.

Cost-effectiveness of using existing infrastructure

Linkages: to local government, local services, community groups

Sustainability:
- how will institution support program without external funding
- has project experience stimulated any spin-off of new projects

3. Academic Impact

Description of activity

Organizational relationships:
- how understood by project personnel, students, faculty, and administrators
- where do individuals fit in these organizational relationships
- effect on the placing of students
- how did academic organizational relationship support the project
- What was the academic organization's orientation/place to the project

Learnings:
- relation and contribution to overall course/program, usefulness to professional goal
- effects of community work experience (e.g. enthusiasm, new career directions)
- changed perception of the poor and of service

Sustainability:
- after funding ends, will program be continued and in what form

Specific experiences: extent of helpfulness

USAID-relevant issues:
- did project prepare development workers
- is this use of student volunteer manpower in our educational institutions replicable

APPENDIX C
Logical Framework

ADRA INTERNATIONAL

LOGICAL FRAMEWORK MATRIX

MATCHING GRANT PROJECT - PHILIPPINES

NARRATIVE SUMMARY	OBJECTIVELY VERIFIABLE INDICATORS	MEANS OF VERIFICATION	MAJOR ASSUMPTIONS
Higher Goal: Improved health/nutrition status of inhabitants of Cavite and Laguna provinces	~ Decreased morbidity ~ Decreased mortality ~ Increased economic well-being	~ Provincial morbidity and mortality statistics ~ Provincial socio-economic indicators	
Project Goal (Purpose): Improved health/nutrition status of preschool children (0-6) and mothers of child bearing age (15-45) in four barangays of Cavite and Laguna provinces, namely Hukay, Carmen, Puting Kahoy and Santo Domingo	~ Decreased prevalence (70%) of malnutrition (Gomez Classification) among children (0-5) ~ Decreased prevalence (40%) of nutritional anemia among women (15-45) ~ Decreased incidence (30%) of low birth weight children ~ Decreased prevalence (50%) of gastro-enteritis and selected intestinal worms in children (0-5)	~ Comparison of baseline and endline data analyzed by external evaluator hired by project staff ~ Post project opinion survey conducted independently of project management ~ Project records and progress reports with NCP ~ Evaluation by standard instrument of NCP (Nutrition Center of the Philippines)	~ No major child epidemics ~ No major food decline or crop epidemics ~ Potable water remains functional
Sub-Project Goal (Purpose): Enhance capacity of Public Health and parahealth graduates of Philippines Union College and International Institute of Health to assess and develop non-formal rural community development initiatives	~ Increased (25%) student community involvement.	Survey ~ Comparison of knowledge regarding community health of current graduates with those who will graduate at the end of two years ~ Pre and post test of students ability to identify problems and solve with self-confidence	~ PUC and IIH support maintained ~ No undue civil disorder ~ Motivational level of IIH students maintained
Outputs: 1. Food for Family table consumption program established	1. a. Families producing home garden vegetables raised from current 17% (130 families) to 50% (367 families) in target communities by December 1986	~ Site visitation/family counts ~ Project Records	~ IIH-PUC support maintained ~ No major decline on average rainfall

ADRA INTERNATIONAL | LOGICAL FRAMEWORK MATRIX | MATCHING GRANT PROJECT - PHILIPPINES

NARRATIVE SUMMARY	OBJECTIVELY VERIFIABLE INDICATORS	MEANS OF VERIFICATION	MAJOR ASSUMPTIONS
	b. 70 families of Muzon (sub-community of Puting Kahoy) producing adequate amount of vegetables in 100 sq. m. plot/ family utilizing bio-intensive gardening technique by December 1988	~ Site observation of community farm ~ Project records	~ PUC continuous land loan agreement ~ IIH-ADRA support maintained ~ No crop epidemics occur
	c. 150 farmers received a minimum of 10 hours non-formal training in bio-intensive gardening and composting techniques by December 1988	~ Field workers weekly reports ~ Training Records ~ Knowledge survey comparison of pre and post training	~ Local leaders continue to support water use ~ Project training support maintained ~ Local leaders support maintained
2. Nutrition Rehabilitation and surveillance program established for children (0-6) in all target communities	2. a. All children (0-6) weighed/ those at risk identified (Gomez 1°, 2°, 3°) by June 1987)	~ Community Health educators report ~ Project records	~ Project support maintained ~ PUC paramedics (Nutrition Nursing) service remains available
	b. 75% of identified at risk enroll in regular motherly weighing program		
	c. 50% of enrolled malnourished children (0-6) demonstrating positive weight gain towards the normal age weight curve by December 1987	~ Individual child's road to health charts ~ Monthly weighing records	~ Food for table consumption maintained

ADRA INTERNATIONAL | LOGICAL FRAMEWORK MATRIX | MATCHING GRANT PROJECT - PHILIPPINES

NARRATIVE SUMMARY	OBJECTIVELY VERIFIABLE INDICATORS	MEANS OF VERIFICATION	MAJOR ASSUMPTIONS
3. Child-to-Child school and Community Health Program established in target communities	3. a. 120 school age children receiving minimum of 20 hours school Child-to-Child (12-16) health training in the four community schools by December 1987.	~ Training records ~ Community Health Workers report	~ Community Schools support maintained ~ Community leaders cooperation maintained ~ Project training support maintained
	b. 60% of school age children (8-13) who are unable to attend school receive 20 hours of child to child health training by December 1987		
	c. 40% of trained school and school age children demonstrate knowledge and provide simple care of younger siblings	~ Comparison of pre and post knowledge survey of children ~ Parents opinion survey ~ Observation of Community health team and teachers survey	~ Minister of education and local government support maintained ~ Parents respect and goodwill maintained
4. Community Health Training established	4. a. Training of trainers completed	~ Comparison of pre and post survey results	~ Trainees retain the skills and knowledge learned
	b. Barangay volunteers (Health and Nutrition Scholars, traditional healers and birth attendants) completing a minimum of 10 hours training in MCH-FP education	~ Training Record ~ Training skill evaluation pre and post test	

ADRA INTERNATIONAL

LOGICAL FRAMEWORK MATRIX

MATCHING GRANT PROJECT - PHILIPPINES

NARRATIVE SUMMARY	OBJECTIVELY VERIFIABLE INDICATORS	MEANS OF VERIFICATION	MAJOR ASSUMPTIONS
	c. 65% trainees increased in MCH-FP/Nutrition knowledge by December 1988		~ Ministry of Health and Local Government support maintained
	d. Each trainee organize and participate in a minimum Health Education Session on monthly basis by December 1987	~ Site visitation of Community Health team	~ Project support system remains functional
5. Barangay-student Interaction and Education information exchange program established	5. a. 200 family profile, case studies completed by Decemeber 1988	~ Family profile case study	~ PUC/LH support maintained
	b. A minimum of 10 teams of two students making 20 home visits monthly by June 1987	~ Team reports	~ Community people remain friendly
	c. 70% increased KAP of family members who are visited regularly by June 1987	~ Comparison survey of health practices and knowledge of those included in the program as opposed to the rest	
6. Environmental Health and Sanitation program maintained	6. a. 80% families in target communities utilizing a sanitary latrine by June 1989	~ Public Survey	~ Project support remains available
	b. 150 additional sanitary latrines construced in target communities by June 1988	~ Site visitation	~ Water made available
		~ Comparison of baseline data with post project latrine count	

APPENDIX D

Objectives vs. Outcomes

APPENDIX D
Objectives vs. Outcomes

APPENDIX D

OBJECTIVES VS. OUTCOMES
PUC Integrated Community Development Project

NOTE 1: Since the project is approximately twenty-two months into its thirty-one month lifespan, it is assumed that activity levels should be at 22/31, or the 70% level, of EOP objectives.

NOTE 2: Several indicators are percentage-of-sample indicators that depend on baseline or monitoring data that is not yet provided. There is time remaining to gather this data.

NOTE 3: For objectives that call for finished activity before the present (04/12/88), total activity for that indicator to date is counted regardless of its relation to the deadline. In other words, in this analysis, all activity is measured against EOP activity targets and early deadlines are extended to EOP.

NOTE 4: 100% accomplishment is recorded if a non-outgoing activity has been accomplished. Ongoing activities that surpass targets are measured against EOP targets.

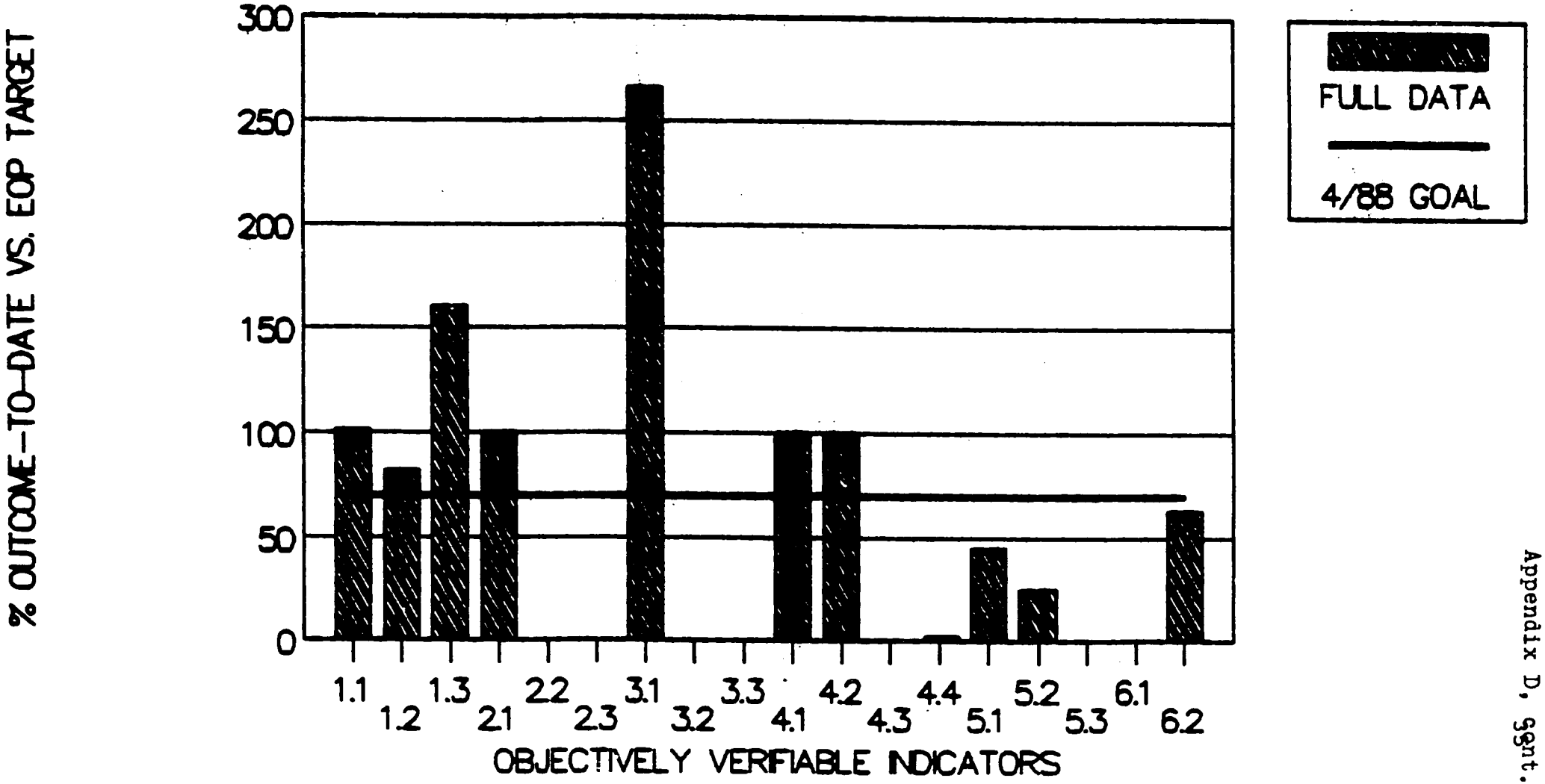
NOTE 5: For objectives that call for periodic activity levels to be attained by a stated date, it is assumed that the EOP activity target is equal to: (The number of periods between attainment and EOP dates) X (The periodic activity target).

SPECIFIC ACTIVITY OBJECTIVES	OUTPUTS TO DATE
1.1 Families producing home garden vegetables raised from current 17% (130 families) to 50% (367 families) in target communities by December, 1988.	240 families = 101%
1.2. Seventy families of Muzon producing adequate amount of vegetables in 100 sq. m. plot/family utilizing bio-intensive gardening technique by December, 1988.	57 families = 81%
1.3. 150 farmers received a minimum of ten hours non-formal training in bio-intensive gardening and composting techniques by December of 1988.	240 farmers = 160%
2.1. All children (0-6 years) weighed/those at risk identified (Gomez 1st, 2nd, 3rd degree) by June, 1987.	589 weighed, 439 (75%) identified = 100%
2.2. 75% of identified at risk enroll in regular motherly weighing program.	insufficient data
2.3. 50% of enrolled malnourished children (0-6) demonstrating positive weight gain towards the normal age weight curve by December, 1987.	insufficient data

SPECIFIC ACTIVITY OBJECTIVES	OUTPUTS TO DATE
3.1 One hundred and twenty school age children receiving minimum of twenty hours child-to-child (12-16) health training in the four community schools by December, 1987.	319 children = 266%
3.2. 60% of school age children (8-13) who are unable to attend school receive 20 hours of child-to-child health training by December, 1987.	131 children of unknown total = insufficient data
3.3. 40% of trained school and school age children demonstrate knowledge and provide simple care for younger siblings.	
4.1. Training of trainers completed	insufficient data
4.2. Barangay volunteers (Health and Nutrition scholars, traditional health and birth attendants) completing a minimum of ten hours training in MCH-FP education.	accomplished = 100%
4.3. Each trainee organizes and participates in a minimum health education session on monthly basis by December, 1987.	18 trained for 21 hours = 100%
5.1. 200 family profiles, case studies completed by December of 1987.	none accomplished = 0%
5.2. A minimum of ten teams of two students making twenty home visits monthly by June, 1987.	90 completed = 45%
5.3. 70% increased KAP of family members who are visited regularly by June, 1987.	90 completed, of 200 (10 mos. x 20) = 25%
6.1. 80% families in target communities utilizing a sanitary latrine by June 1989.	insufficient data
6.2. 150 additional sanitary latrines constructed in target communities by June, 1988. (Revised to seventy-five latrines.)	insufficient data
	47 constructed= 63%

PROGRESS OF MG2 PROJECT AT PUC

INSUFFICIENT DATA FOR BLANK COLUMNS



Appendix D, cont.

APPENDIX E
Evaluation Report (PUC-MG1)

APR 2 1986

PUC-ADRA COMMUNITY PROJECT

SUMMARY REPORT

OF THE PROJECT COVERING

THE THREE YEAR PERIOD

APRIL 1983-MARCH 1986

PHILIPPINE UNION COLLEGE

SILANG, CAVITE, PHILIPPINES

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INTRODUCTION

This project proposed to deal with the major problems of nutritional deficiency and inadequate environmental conditions in three main barrios, namely, Casile, Carmen, Puting Kahoy and its satelites. These communities, located close to Philippine Union College, are characterized by poor nutritional states among pre-school children and inadequate or non-existent sanitary facilities. These problems, however, were amenable to correction through public health measures by educating the populace towards a more healthful lifestyle.

This project proposed to raise the level of health consciousness, knowledge, attitudes and practices of the target population through family-centered nutrition and environmental health education.

The following report is a summary of the main activities that were carried out during the three-year period and an evaluation of how much was accomplished.

NUTRITIONAL COMPONENT

In April 1984, Operation Weighing was conducted among all the preschoolers of the three communities. The criteria used to determine malnutrition was weight for age. Thus, the malnourished child may be classified into any of the following: First degree or mild malnutrition, Second degree or moderate undernutrition, Third degree or severe undernutrition. As the result of our assessment at the beginning, the number of malnourished children were classified as follows: 42 First degree, 61 Second degree and 4 Third degree. (See Table 1)

A. Nutrition Intervention Program for Pregnant and Lactating Mothers

In collaboration with MPH students of the International Institute of Health, PUC, the project has conducted a three-month intervention and education program for 24 pregnant and lactating mothers in one of the satelite community. The intervention measures included were nutritional screening for calory intake (Figure 2) and screening for hemoglobin and hematocrit level (Figure 3). As indicated in the figures all subjects were underfed and over 41 per cent were either low or deficient in red blood cell value which is suggestive of anemia.

The nutrition education included, growing of home gardens, cooking demonstrations, formal instructions and identification and values of the basic food groups.

The results indicate that, six out of the total 24, reached the RDA for protein, and nine or 36 per cent for total calories (Table 5). Great improvement was also noticed on hemoglobin and hematocrit level (Table 6).

B. Feeding Program

After assessment of nutritional status of the preschoolers, the rehabilitation of the malnourished children was begun by enrolling them in a feeding program.

Our feeding program started in April, 1984 in barangays Carmen and Puting Kahoy. It was only in October of the same year that barangay Casile had theirs. There were 107 children who participated. In December, 1984, 31 or 29 per cent were restored to normal health, while others were restored from higher degrees to lower degrees of malnutrition (Table 1).

From January to March, 1985, 143 children in the three communities enrolled in the program and at the end of the quarter there were 22 or

16 per cent who were restored to normal health (Table 2). Restoring children to health did not only confine us to feeding them but educating the parents in food grwoing, meal planning, nutrition education and other related health areas. Were it not for the cooperation of the local government as well as the community in general and the parents in particular, the program could not have been accomplished by the few part-time health workers.

Because of a need in barangay Hukay, a feeding program was started during that same quarter with 29 children enrolled. Even though there were none restored to normal health, a few improved in nutritional status.

Because of a need too, in Muzon, one of the puroks of Puting Kahoy, adjacent to PUC campus, a feeding program was started in March, 1985.

The program included growing vegetable gardens, food fair, backyard poultry raising, dressmaking which also raised income for a few. It was in Muzon where the populace indicated the need for scientific farming and its corresponding needs for additional land and water supply. With these activities better health for the community in general and the preschoolers in particular will be obtained.

This nutritional intervention program was not of long duration since it was also a training for the people to continue on their own, while our project personnel are still around to be of help in case they are needed.

By the end of June 1985, of the 25 preschoolers who were enrolled in Hukay, 5 or 20 per cent were restored to normal health. Of the 55 preschoolers who were enrolled in Muzon, 19 or 35 per cent gained normal status (Table 3).

Every time a group of preschoolers were restored to normal health a graduation exercise was conducted, parents and friends in the community

were invited and certificates were issued. Three times those exercises were held and every time local officials and parents expressed their gratitude for better health their families have achieved through better nutrition with the coordinated efforts of the local government, the local community, International Institute of Health, PUC and ADRA International.

C. Evaluation of Feeding Program

At the end of our entire feeding program, there were 96 out of 399 or 24 per cent of the malnourished preschoolers who were restored to normal status (Table 4). Compared to the 80 per cent which we had set for ourselves as the objective at the beginning of the project, we conclude that we did not reach it. The reasons were many. The more obvious ones were the limited factor and an objective that was apparently set too high.

Please note however, that most of those preschoolers who failed to reach normal status, nevertheless showed substantial weight gain over the period. In addition, they were treated, dewormed, immunized and their parents instructed.

ENVIRONMENTAL SANITATION AND FAMILY FOOD PRODUCTION

As a whole, environmental sanitation and vegetable gardening in the barangays involved in the project has marked improvement. When we started the project three years ago the communities in general were low in the various components of the program such as the number of toilets, drainage, garbage disposal and vegetable gardens (Figure 1).

As the project gained momentum, there was a steady improvement in toilet construction. As we started from digging pits, we gradually moved on to water-sealed toilets for families who were available.

With drainage, people started from draining stagnant water which collect from the kitchen to building soakage pits.

With garbage disposal, people started from dumping anywhere around the house to burning and digging garbage pits. We realize however that in this part of the world people still dump their garbage in creeks.

With vegetable gardens, a moderate number of families who had not cared to cultivate their own vegetable gardens started learning how to do so. Those who own farms and grow crops for sale, began planting vegetables such as stringbeans, eggplants, sweet potatoes, sweet peas, gabi and various other vegetables between their cash crops to supplement their diets. We realize however that there was a drop in the number of vegetable gardens due to long dry season and lack of irrigation. Families who depend on their farms for kitchen supply are awaiting the rainy season to grow their vegetables again.

Evaluation of Environmental Sanitation
and Vegetable Gardens.

The various components of environmental sanitation as a whole have substantially improved, except for vegetable gardens. As the long dry season comes to an end and water in abundance is available, significant improvement along this line may be expected.

Scientific gardening may be a long-range solution to this problem.

WATER SUPPLY

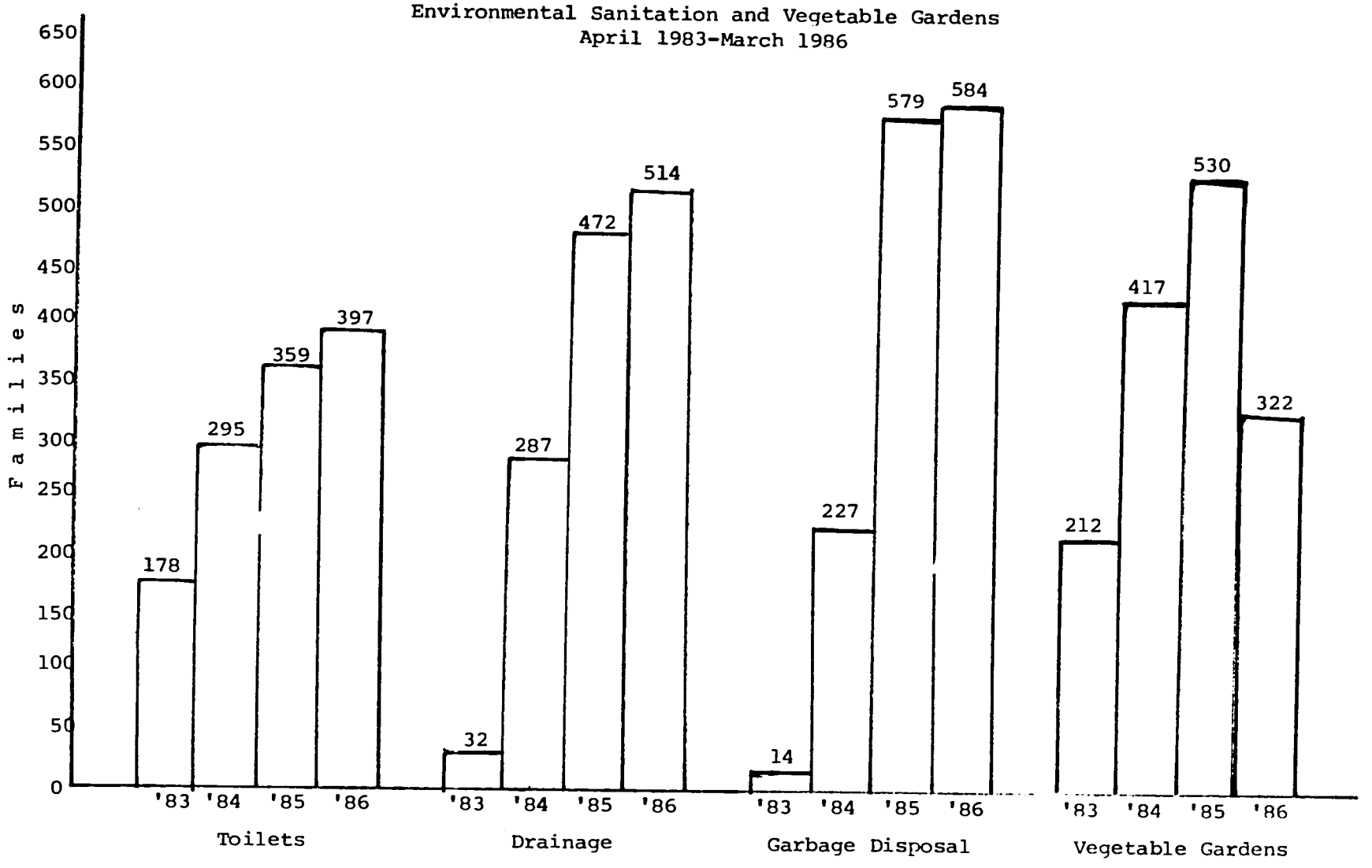
In 1983 a water supply system was designed and constructed in Carmen. It was a cooperative endeavor. The local government provided the funding, the local community provided much fo the manpower and Philippine Union College provided the technology and expertise.

Before the water system was built the villagers had to obtain water at the village outskirts out of a ravine located about 300 feet at the bottom of a dangerous precipice. The water was totally inadequate, contaminated and a source of disease agents. At the same site community dwellers did their laundry, took their baths and drew water for drinking and other domestic use.

The installation of this modern water supply system, through the use of appropriate technology, is one shining example of multisectorial collaboration. As a result, several hundred people how have fresh, uncontaminated, pipe bourne, potable water available to them and within a few feet of their doors. The system is perhaps the most visible and crucial achievement of this project and PUC is proud to have facilitated its realization.

Figure 1

Environmental Sanitation and Vegetable Gardens
April 1983-March 1986



(NB. The 1983 values constitute our baseline in each category)

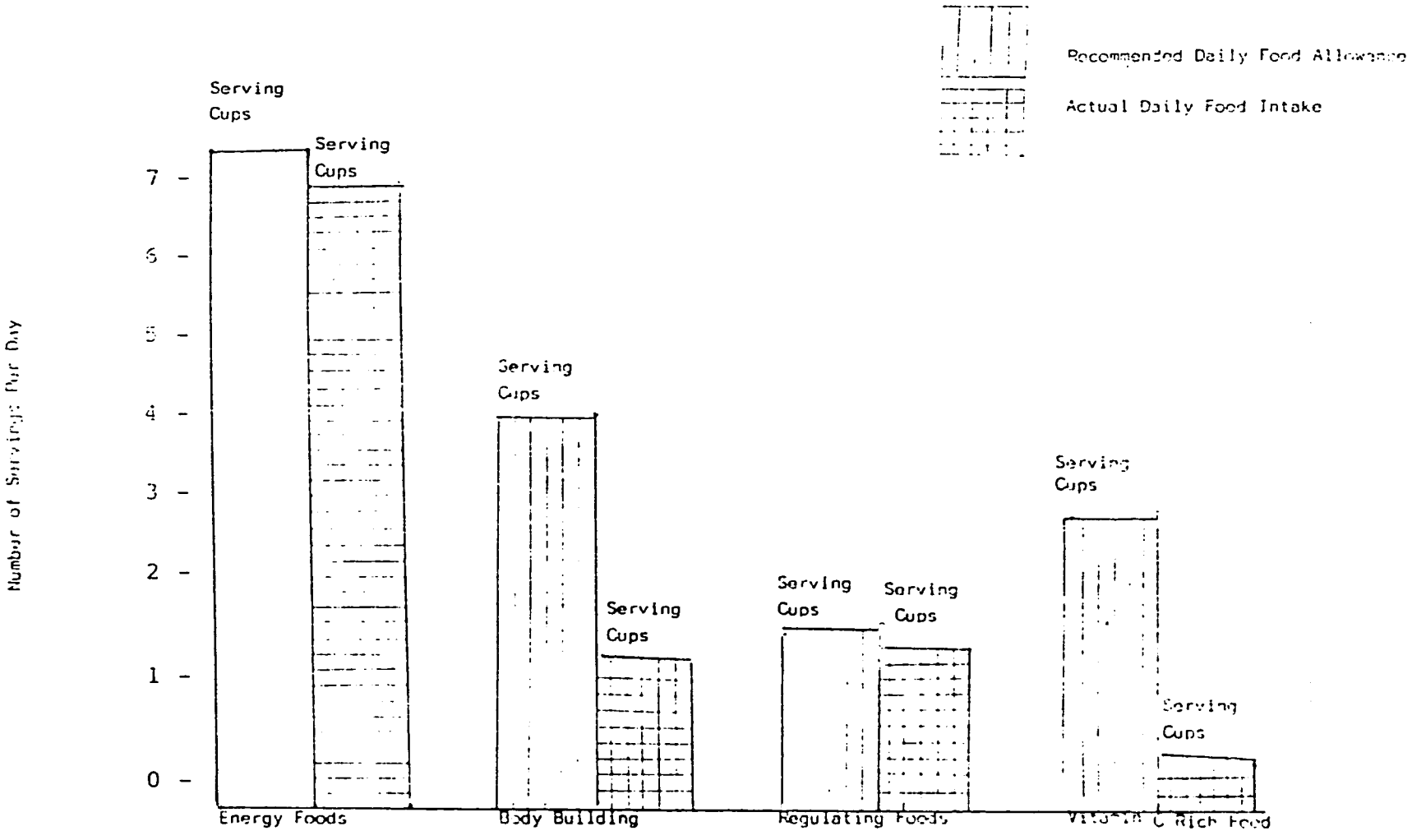


Figure 2 Comparison of Actual Daily Food Intake with the Recommended Daily Food Allowance Among Pregnant and Lactating Mothers Surveyed At Sitio Muzon, Puting Kahoy

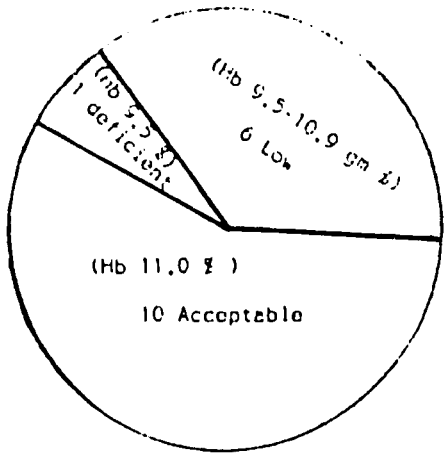


Figure 3-A
Relative Distribution of Acceptable,
Low and Deficient Hemoglobin Among Pregnant
and Lactating Mothers in Sitio Muzon

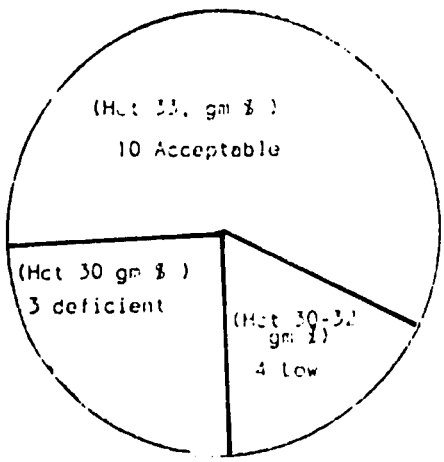


Figure 3-B
Relative Distribution of Acceptable,
Low and Deficient Hematocrit Among Pregnant
and Lactating Mothers in Sitio Muzon

Table I

Nutritional Status of Preschoolers
Feeding Program, April to December, 1984

	Casile		Puting Kahoy		Carmen		Total	
Total Enrolled	12		65		30		107	
Nutritional Status	Oct	Dec	April	Dec	April	Dec	April	Dec
Normal	0	1	0	20	0	10	0	31
First Degree	3	5	21	30	18	12	42	47
Second Degree	7	6	42	9	12	5	61	20
Third Degree	2	0	2	0	0	0	4	0
Discontinued Added				6		3		9
Total	12	12	65	65	30	30	107	107

Table 2

Nutritional Status of Preschoolers
Feeding Program January to March 1985

	Casile		Puting Kahoy		Carmen		Hukay		Total	
Total Enrolled	12		60		33		29		134	
Nutritional Status	Jan	March	Jan	March	Jan	March	Jan	March	Jan	March
Normal	0	0	0	12	0	10	0	0	0	22
First Degree	5	9	30	36	10	14	13	15	58	74
Second Degree	6	3	9	12	6	9	15	14	36	38
Third Degree	0	0	0	0	0	0	1	0	1	0
Discontinued Added	1		22		17				39	
Total	12	12	60	60	33	33	29	29	134	134

Table 3

Nutritional Status of Preschoolers
Feeding Program April to June 1985

	Puting Kahoy		Muzon		Carmen		Hukay		Total	
Total Enrolled	55		55		23		25		158	
Nutritional Status	April	June	April	June	April	June	April	June	April	June
Normal	0	15	0	19	0	4	0	5	0	43
First Degree	41	32	41	24	13	14	15	11	110	81
Second Degree	13	8	12	12	10	5	10	9	45	34
Third Degree	1	0	1	0	0	0	0	0	2	0
Discontinued Added			1						1	
Total	55	55	55	55	23	23	25	25	158	158

Table 4

Nutritional Status of Preschoolers
Feeding Program April '84 to June '85

Total Enrolled	399	
Nutritional Status	Beginning	Ending
Normal	0	90
First Degree	210	202
Second Degree	142	92
Third Degree	7	0
Discontinued		9
(Added--new enrollees in all categories)	40	
Total	399	399

Table 5

Table of Dietary Intake of Pregnant and Lactating Women of Sitio Huzon

	Prior to Nutrition Intervention Program Mean Actual Intake	RDA	After Nutrition Intervention Mean Actual Intake	RDA
Calorie	2,100 Kcal	2,500 Kcal	2,282 Kcal	2,350 Kcal
Protein	35 gms	58 gms	41 gms	58 gms
Iron	15 gms	36-60 gms	13 gms	36-60 gms
Vit. C	31 mg	120 mg	66 mg	120 mg

Change in Hemoglobin and Hematocrit Value During After Program

Towards the end of the program their homoglobin and hematocrit values were again obtained to assess the subjects' response the supplementation and dietary modification initiated to correct for anemia favorable results were obtained and as follows:

Table 6

	Hb and Hct Results Prior to Program	Hb and Hct Results After the Program
Deficient	12%	0
Low	37%	25%
Acceptable	51%	71%
High	0	4%

levels?

sample description

FINANCIAL STATEMENT

July 01, 1985 to February 28, 1986

		Local Currency	U. S. Dollar
Community Program			
Salaries		63 536 00	3 176 80
Benefits		17 936 00	896 80
Supplies and Expenses		121 303 00	6 065 15
Travel		19 792 00	989 60
Feeding Program		1 078 00	53 90
Seminars		500 00	25 00
Vehicle Maintenance & Repair		78 520 00	3 926 00
Vehicle Registration & Insurance		2 040 00	102 00
General Supplies		18 325 00	916 25
Office Supplies & Duplicating		1 048 00	52 40
Equipment		837 00	41 85
Environmental Sanitation & Beautification		44 630 00	2 231 50
Miscellaneous		10 603 00	530 15
Janitorial, Honorarium	3 332 00	3 332 00	166 60
Total Expenditures		251 574 00	12 578 70

Pesos: 20.00: US$1.00

PHILIPPINE UNION COLLEGE
INTERNATIONAL INSTITUTE OF HEALTH
COMMUNITY PROJECT
COMPARATIVE STATEMENT OF EXPENSES

Exhibit A -- Matching Grant (PUC Health Community PROJECT) 25%

	May 1983	1984	1985	%	Total
1. Administration: Annual Salaries					
Dr. Alfonso P. Roda	₱ 14 000 00	₱ 23 000 00	₱ 33 000 00	10	₱ 7 000 00
Dr. Maria G. Tumangday			33 000 00	5	2 000 00
Dr. Ricardo G. Salamante		22 000 00	31 000 00	10	5 300 00
Bienvenido E. Capule	13 000 00	22 000 00	31 000 00	5	3 300 00
Don Van Ornam	50 000 00	60 000 00	25 000 00	10	13 500 00
Hedrick J. Edwards	50 000 00	60 000 00	70 000 00	20	36 000 00
Andrew P. Haynal		60 000 00	70 000 00	5%	6 500 00
2. Associates in Administration			[redacted] ₱3,500		
Secretary					
Treasury	9 000 00	17 000 00	24 000 00	10	5 000 00
Sam Robinson	12 000 00	21 000 00	31 000 00	5	3 200 00
Bernanrdo Gumarao	50 000 00			5	2 500 00
Students	12 000 00	20 000 00	30 000 00	5	3 000 00
Physician/Dentist/medical technologist					5 000 00
TOTAL				3	9 000 00
					₱101 300 00
3. C. H. Central Office (Rent	4 000 00	6 000 00	6 000 00		16 000 00
4. Moving projector/Slides					7 000 00
5. Vehicle-Toyota Jeep					16 000 00
6. Carmen Feeding Center (Rental)					10 000 00
7. Provincial Government & Local					23 500 00
8. Community Volunteers (Labor)					6 200 00
					[illegible]

₱9,000

PHILIPPINE UNION COLLEGE
INTERNATIONAL INSTITUTE OF HEALTH
COMMUNITY PROJECT
COMPARATIVE STATEMENT OF EXPENSES

	May 01, 1983 to March 31, 1984	April 01, 1984 to April 30, 1985	May 01, 1985 to December 31, 1985	Totals: May 01, 1 to December 31, 198
Action staff salaries				
-Regular	₱ 22 631 00	₱ 38 679 00	₱ 30 506 00	₱ 91 816 00
-Assistantship	14 770 00	104 619 00	45 179 00	164 568.00
Surveys/Operations				
a) Local Travel	14 345 00	30 153 00	20 338 00	64 836 00
b) Consultant(Medical)	110 00			110 00
c) Materials	458 00			458 00
d) Evaluation sharts	140 00			140 00
Nutrition samples/supplies				
-Feeding Program	1 180 00	95 485 00	18 606 00	115 271 00
Health Education Materials				
Training and Seminars		4 239 00		4 239 00
Vehicle Operation				
-Maintenance and Repairs	4 654 00	10 399 00	27 619 00	38 [illegible]
-Registration/Insurance		1 886 00	998 00	2 [illegible]
General and Office Supplies	3 966 00	11 483 00	11 280 00	[illegible]
Equipment:				
-Suzuki generator/cablewires	8 480 00			8 [illegible]
-P. A. system	4 448 00	2 226 00		6 [illegible]
-Streamers/painting supplies	843 00			843 00
-Kitchen utensils/stove etc.	2 125 00	3 005 00		5 130 00
-Feeding center (Materials & Labor	5 814 00	1 420 00		7 23[illegible]
-Medical		1 184 00		1 [illegible]
-Motorcycles (3 units)		12 000 00		[illegible]

PHILIPPINE UNION COLLEGE
INTERNATIONAL INSTITUTE OF HEALTH
COMMUNITY PROJECT
COMPARATIVE STATEMENT OF EXPENSES

(Continuation)	May 01, 1983 to March 31, 1984	April 01, 1984 to April 30, 1985	May 01, 1985 to December 31, 1985	Totals: May 0 to December 31,
Barrio Development				
-Water supplies (3 wells)				
-Toilet (200 units)				
-Carmen Project Center & Equipment				
-Minipark Carmen and Hukay			₱ 12 937 00	₱ 12 937 0
-Playgrounds			30 064 00	30 064 0
-Garage (PUC Campus)			6 536 00	6 536 0
-Sign Board			50 415 00	50 415 0
-Nipa Hut			5 654 00	5 654 0
			10 170 00	10 170 0
Evaluation and Reporting				
-Rural Services	₱ 245 00	₱ 4 551 00		4 796 0
Rural Consultant Services		6 490 00		6 490 0
Overhead and Accounting	4 800 00	5 200 00	3 200 00	13 200 0
Miscellaneous				
-Moving Expenses	3 077 00			3 077 0
-Incentive Pay			1 150 00	1 150 0
-Tuition Scholarship			1 198 00	1 198 0
-Duplicating			302 00	302 0
-Others: N Janitorials, Food Service, etc			3 714 00	3 714 0
TOTALS	₱ 92 086 00	₱ 333 019 00	₱ 176 466 00	₱ 7[illegible]

Total amount received from ADRA (Appropriation), plus interest ₱ 8[illegible] 758 6

Total amount still available: December 31, 1985 ₱ 1[illegible]

Cash at bank	₱ 22 [illegible] 46	
Cash in Hand	[illegible] 00	
Receivable from the Grad Division and the Seminary	[illegible]	₱ [illegible]

EXHIBIT A 25% Matching Grant ₱180 000 00

BUDGET SHEET

S. DOLLARS		YEAR I		YEAR II		YEAR III		
ESCRIPTION	Monthly Total	Local Input	Agency Input	Local Input	Agency Input	Local Input	Agency Input	Total
ction Staff Salaries								
-Regular	422		5 066		5 067		5 067	15 200
-Assistantship	400		3 500		3 500		3 500	10 500
urveys								
-Consultant								
-Local Travel								
-Material								
-Evaluation			4 800					4 800
utrition Samples/Supply			3 000		1 000		1 000	5 000
ealth Education Materials			1 500		500		500	2 500
raining & Seminars			500		250		250	1 000
ehicle Purchase		2 000						2 000
ehicle Operation (Maintenance/Travel)	139	500	500	500	1 167	500	1 833	5 000
ffice Supplies		335			335		330	1 000
verhead Accounting		3 000	467	3 000	467	2 000	466	9 400
quipment		2 000		3 500				5 500
arrio Development								
-Water supply (3 wells)			4 800					4 800
-Toilets (220)			5 000		4 000		2 000	11 000
ural Services		1 000	633	1 000	633	600	634	4 500
aterial Services (SPH)		400		400		400		1 200
ural Consultant Service		1 000	500	800	500	600	500	3 900
dministrative Service		3 000		3 000		3 000		9 000
ffice Space		500		500		500		1 500
valuating & Reporting		1 500	1 500		1 500	500	2 000	7 000
iscellaneous			3 500		1 000		1 000	5 500
nf. Factor (Approx. 15%)			7 800		2 500		2 500	12 800
		13 400	47 568	9 200	22 418	8 100	20 714	121 400
ocal								30 700

CONCLUSION

In the last three years, the project staff has gone through most interesting experiences. It was not all fun. There were ups and downs too. Motivating the villagers even for their own good prove challenging.

The data indicates that we did not meet all the objectives that were set. The reasons were many. One factor may relate to unrealistic goals which perhaps result from initial excessive enthusiasm. Other reasons include insufficient time and somewhat unstable action staff for full implementation, and seasonal variations which were not taken into account. These experiences have made the project staff wiser than they were three years ago.

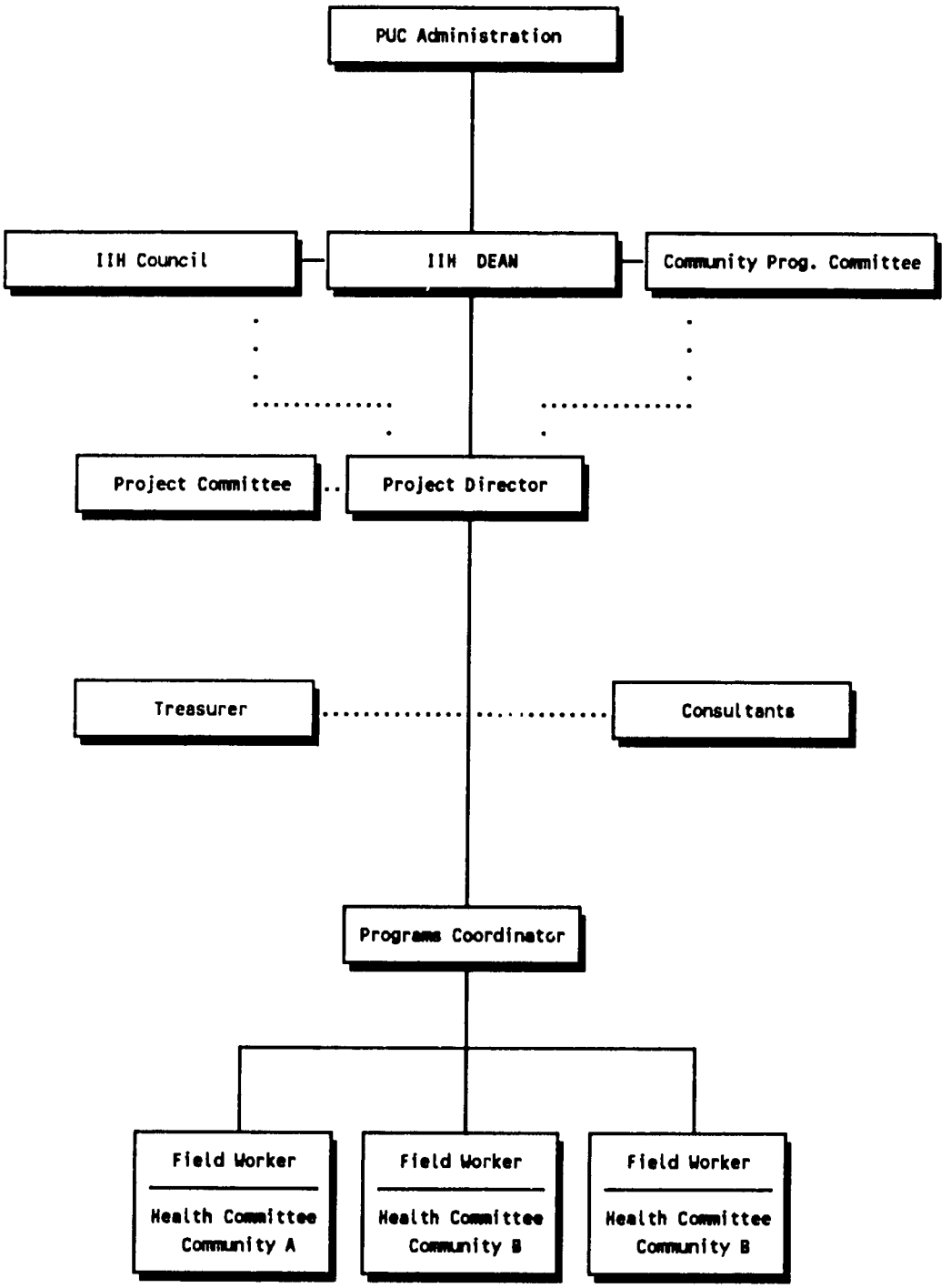
On the other hand, so many significant things could be said about the achievements. Many lives have been saved. The quality of life has improved greatly. There is an atmosphere of cleanliness in the environment. The educational component of the project has raised the awareness level greatly. The villagers' attitudes by and large have changed from indifferent or negative to positive involvement. People are moving towards self-reliance.

The project has only begun to release the major capacities of the people for self-development. Food production and water supply are among the major needs felt by both the government and the villagers.

Since January, the project staff has been putting a lot of effort in gardening projects whereby the villagers are actively involved. Demonstration plots for intenstive gardening are well underway. As soon as the rains come we are expecting many farmers to be actively involved in planting home garden vegetables.

It is hoped that with renewed funding, the long term as well as immediate positive impact of this project could be more fully established and documented.

APPENDIX E, cont.



Matching Grant II
Philippines Organizational Chart

Appendix F
Outcome Summary: Bulalang ADRA Project

BULALANG PROJECT EVALUATION
April 30, 1986

EVALUATION	TARGET	BASELINE	ACHIEVED TO DATE
Barrio--			
Houses with latrine	100%	1%	96%
Children using shoes	90%	1%	8%
People regularly bathing	80%	5%	69%
Houses with home garden	100%	5%	96%
Average income per family	N/A	N/A	N/A
Potable drining water supply (well)	Yes	None	Yes
Fences around homes	90%	5%	96%
Children in elementary school	70	20	68
Number of families in residence	75	55	71
Barrio Health--			
Children considered malnourished	10	75	25
Children taking baths	90%	5%	80%
Children infected with parasites	50%	100%	N/A
Children with dental caries	5%	10%	10%
Incidence of major disease	5%	20%	5%
Vocational School--			
Instructional areas provided	2 classrooms	None	2
Sleeping/housing provided	2 dorms	None	2
Cooking areas provided	1 cafeteria	None	1
Drinking water supply	1 well	None	1
Rice gardening area constructed	6 hectares	None	6
Upland farming area constructed	6 hectares	None	7
Varieties of vegetables/fruits provided	15	2	11
Sewing classes provided	Yes	None	Yes

Appendix G
Outcome Summary: Bukidnon Agriculture Extension Project

OUTCOMES-TO-DATE (12/31/85)
Bukidnon Agricultural Extension Project

PROGRESS TO DATE:

PLANNED PROJECT INDICATORS	TARGET	CURRENT STATUS	% OF TARGET
1. Train 450 farmers	450	490	100%
2. Train 200 farmers' wives/cools	200	96	48%
3. Hours of formal instruction given to each set of trainees (50 per set)	30	30	100%
4. Hours spent by project technicians per week	50	50	100%
5. Number of farmers/participants implementing techniques in their own gardens/farms	450	180	40%
6. Number of square meters under production by each farmer/trainee in 85	10,000	1,100	11%
7. Number of square meters under table garden cultivation in own gardens	2,500	500	20%
8. Number of individual crops being raised	20	17	85%
9. Number of hours of formal instruction given in home economics per trainee	6	6	100%
10. Number of hours of practice/demonstration received per trainee	15	15	100%
11. Number of hours of health education training given to each trainee; i.e. sanitation, etc.	12	1	4%
12. Harvest techniques adopted by ? percent of farmer/cooperators	100%	80%	80%
13. Provision made for post-harvest transport of crops Y/N		Yes	100%
14. Cold storage provided for crops harvested -- four cold storage units Y/N		Yes (1)	25%
15. Percent of farmer/cooperators given tools for use in project	100%	100%	100%
16. Double each farmer/cooperators' income	100%	70%	70%