



FINAL EVALUATION REPORT FOOD FOR EDUCATION (FFE) PROJECT - USDA CRS HONDURAS

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TABLE OF CONTENTS

| | |
|--|-----|
| List of Tables, Figures, and Matrices | 3 |
| Acronyms..... | 5 |
| Executive Summary | 6 |
| Final Evaluation Report | 9 |
| Introduction..... | 9 |
| Background..... | 9 |
| Baseline Study Report | 10 |
| Midterm Study Report..... | 11 |
| Final Evaluation Purpose and Objectives | 11 |
| Methods | 12 |
| Target Population | 12 |
| Sample | 12 |
| Measures and Data Collection Tools | 13 |
| Results | 14 |
| Child Literacy (Strategic Objective) | 14 |
| Quality of Literacy Instruction (Result 1.0)..... | 18 |
| Teacher Attendance (Result 1.1)..... | 21 |
| Access to School Supplies and Materials (Result 1.2) | 25 |
| Teacher Knowledge/Skills (Result 1.3) | 31 |
| School Administrator Knowledge/Skills (Result 1.4) | 35 |
| Student Attendance (Result 2.0) | 39 |
| Economic & Cultural Incentives (Result 2.1) | 46 |
| Health-Related Absences (Result 2.2) | 51 |
| School Infrastructure (Result 2.3)..... | 54 |
| Student Enrollment (Result 2.4) | 58 |
| Community Understanding Benefits of Education (Result 2.5) | 61 |
| Graduation and Sustainability | 65 |
| Multivariate Statistical Model | 67 |
| Discussion & Summary | 71 |
| Recommendations | 73 |
| References..... | 76 |
| APPENDIX A: Indicator Matrix for Baseline, Midterm, and Final Evaluations..... | 77 |
| APPENDIX B: Perceptions of Violence by Municipality | 80 |
| APPENDIX C: Tables for Qualitative Sample..... | 81 |
| APPENDIX D: Data Collection Instruments..... | 82 |
| APPENDIX E: Terms of Reference, Final Evaluation, FFE Project - USDA | 119 |

List of Tables, Figures, and Matrices

| | |
|--|----|
| Table 1. Sample – Teachers, Parents, & Children | 12 |
| Table 2. Reading Comprehension | 16 |
| Table 3. Trainings Provided to Teachers | 19 |
| Table 4. Teacher Attendance (School Year 2015) | 22 |
| Table 5. Materials Used at Schools | 25 |
| Table 6. Factors Behind Access to School Supplies and Materials..... | 27 |
| Table 7. Teaching Methodologies Reported By Teachers..... | 32 |
| Table 8. Administrators’ Techniques to Manage Operation of the School..... | 36 |
| Table 9. Student Attendance..... | 39 |
| Table 10. Reasons for Children Missing School..... | 40 |
| Table 11. Types of Aide Received According to Parents | 46 |
| Table 12. Parents’ Responses to Food Program | 47 |
| Table 13. Perceptions of FFE Impacts on Community | 48 |
| Table 14. Children’s Health Related Absences..... | 52 |
| Table 15. Top Priorities for Improving School Facilities | 55 |
| Table 16. Hygiene and Infrastructure Issues at Schools | 56 |
| Table 17. Student Enrollment (Primary and Pre-Primary Schools, 2015) | 58 |
| Table 18. Parents’ Reasons for the Importance of Education | 61 |
| Table 19. Parents’ Participation in Organizations | 63 |
| Table 20. Bivariate Relationships with Literacy | 68 |
| Table 21. Results of Multivariate Statistical Model | 69 |
| Table 22. Post-Hoc Tests – Rural and Urban Bivariate Differences | 70 |
| Figure 1. Changes in Reading Comprehension | 15 |
| Figure 2. Teacher Attendance at Baseline, Midterm, and Final Evaluations | 22 |
| Figure 3. Increased Skills and Knowledge of Teachers | 31 |
| Figure 4. Increased Skills and Knowledge of Administrators | 35 |
| Figure 5. Student Attendance Rates | 39 |
| Figure 6. Children’s Health Related Absences | 51 |
| Figure 7. Hygiene Practices Promoted at Schools | 53 |
| Figure 8. Student Enrollment 2013-2015 | 59 |

Qualitative Results Matrices:

| | |
|--|----|
| Matrix A. Factors contributing to the development of literacy skills | 17 |
| Matrix B. Significant changes in students due to increased literacy skills | 18 |
| Matrix C. Ways in which education quality has improved due to the adoption of technical training for teachers | 21 |
| Matrix D. Outside factors that influenced or had no effect on the improvement of teacher attendance | 23 |
| Matrix E. Contribution to the education process with the timely delivery of these materials | 26 |
| Matrix F. Factors that improved access to materials..... | 28 |
| Matrix G. Factors that limit access to materials | 29 |
| Matrix H. Factors hindering the up-take of improved teaching tools and techniques..... | 33 |
| Matrix I. Factors promoting the up-take of improved teaching tools and techniques..... | 34 |

| | |
|---|----|
| Matrix J. Ways in which quality of education increased based on techniques used by the administrators | 37 |
| Matrix K. Ways that FFE training of administrators affected teacher supervision and the application of educational quality standards..... | 38 |
| Matrix L. Factors hindering children’s attendance at school | 41 |
| Matrix M. Ways that school meals have contributed to increased student attendance | 44 |
| Matrix N. Ways that other FFE incentives (excluding school meals) have contributed to improved student attendance | 45 |
| Matrix O. Ways in which the school meal impacts school performance | 49 |
| Matrix P. Frequency and ways in which FFE incentives impact school performance..... | 50 |
| Matrix Q. Factors that help reduce student absences due to illness..... | 54 |
| Matrix R. Impact on education based on infrastructural improvements | 56 |
| Matrix S. Factors that have facilitated and/or been obstacles towards enrollment | 60 |
| Matrix T. Parents focus group comments describing the importance of education | 62 |
| Matrix U. Ways that parents and community organizations have actively participated in education | 63 |

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Acronyms

| | |
|-------------|---|
| APF | Asociación de Padres de Familia |
| Caritas SRC | Social Ministry of the Dioceses of Santa Rosa de Copán (Caritas de la Diócesis de Copán) |
| CCEPREB | Community Center of Pre-primary Education (Centro Comunitario de Educación Pre-Básica) |
| COCEPRADII | Central Committee for Water and Comprehensive Development of Intibucá (Comité Central pro Agua y Desarrollo Integral de Intibucá) |
| CEB | Centro de Educación Básica |
| CRS | Catholic Relief Services |
| CSB | Corn Soy Blend |
| EFA | Education For All (Educación para todos) |
| EGMA | Early Grade Math Assessment (Diagnóstico Inicial de Matemáticas) |
| EGRA | Early Grade Reading Assessment (Diagnóstico de Lectura Inicial) |
| EPRED | Dropout Prevention Team |
| FFE | Food for Education (Programa para la Alimentación) |
| ICC | Intra-Class Correlation |
| MoE | Ministry of Education |
| NGO | Non-Governmental Organizations |
| PASE | Safety Patrol |
| PEC | School Educational Project |
| POA | Annual Operational Plan |
| PROHECO | Honduran Community Education Programs (Programa Hondureño de Educación Comunitaria), a type of primary school in Honduras |
| SACE | School Administration System (Sistema de Administración de Centros Educativos) |
| USDA | United States Department of Agriculture |

Executive Summary

The Food for Education (FFE) project, implemented by CRS Honduras and funded by USDA, is a school feeding project focused on the strategic objective to improve the literacy of school-age children in 17 municipalities in the department of Intibucá. Since 2012, Catholic Relief Services (CRS), the Social Pastoral of the Diocese of Santa Rosa de Copán (Caritas SRC) and the Central Committee for Water and Integrated Development in Intibucá (COCEPRADII, for its acronym in Spanish), in coordination with the Ministry of Education, and the Ministry of Social Development, has been implementing the project "Food for Education (FFE)". To date, the FFE project in Honduras has benefited more than 50,000 children and over 2,000 teachers in the 17 municipalities of Intibucá. It has also provided school meals to all students enrolled in 1,047 schools (509 schools and basic education centers, 308 kindergartens and 230 pre-school centers and non-formal centers).

The purpose of the final evaluation is to assess the performance of the FFE project, by comparing final evaluation results with baseline and midterm evaluation (MTE) results, in order to provide recommendations to USDA, program participants, and key stakeholders related to future program planning related to food assistance and capacity building. As stated in the Terms of Reference (see Appendix E), the overall goal of the evaluation is as follows: *Utilizing a participatory approach, assess and analyze the performance of the project by comparing final evaluation finding with the results of the baseline and midterm evaluation studies in order to provide lessons learned and recommendations for USDA, program participants and other key stakeholders for future food assistance and capacity building programs.*

The research questions are as follows:

- (1) To what extent has student literacy changed over time (Strategic Objective)?
- (2) To what extent has the quality of literacy instruction improved (Result 1.0)?
- (3) To what extent has student attendance improved (Result 2.0)?

A full indicator matrix is provided in Appendix A, comparing final results with baseline and midterm results. The following provides a summary of the findings presented in the indicator matrix, as well as the multivariate statistical model used to answer research question #4. In the sections that follow and in Appendix A, **Green indicates good progress**, **Gold indicates minimal progress**, and **Red indicates a lack of progress and potential area of concern**.

Strategic Objective. The results of this study showed significant gains for children compared with baseline and midterm evaluations. At final evaluation, **39.4%** of boys showed 100% literacy compared to 36.1% at midterm and 17.5% at baseline, and this rate exceeds the initial target of 27.5% (+10 percentage points beyond baseline). Girls slightly decreased at final (**45.5%**) compared with midterm (46.5%), after making substantial gains since baseline (26.1%). This pattern suggests that girls may be at risk of losing their initial gains in literacy, although literacy rates are significantly higher for girls than for boys at each time point. Nevertheless, the literacy rate for girls exceeded the final target of 36.1% (+10 percentage points beyond baseline). Differences across grades emerged: Particularly for 4th graders, literacy rates have steadily increased over time, while 2nd and 3rd graders declined since midterm although still at higher levels than baseline.

The only subgroup that did not achieve the additional 10% gain in literacy rates were 2nd grade girls. Stakeholders believed school meals to be the primary driver of improved literacy, but that teacher support, tutoring and school materials also supported these improvements.

Results Stream 1. In terms of quality of literacy instruction, teachers have received a number of trainings, largely focused on math and Spanish, but also on hygiene, teaching methodologies, and other areas related to the FFE project. Teacher attendance (Intermediate Result 1.1) is strong at **93.3%** of school days. This rate reflects a decline since the midterm evaluation (97.8%) and is below the target of 95.3%, but is higher compared with baseline (90.3%). The number of schools receiving school supplies and materials as a result of USDA assistance (Intermediate Result 1.2) increased to **970**, compared with 660 at midterm and 0 at baseline and CRS nearly achieved (92.7%) the target of providing schools supplies to 1,047 schools. Directors and teachers were positive about the use and effectiveness of these materials (**82.7%**), although this number is lower than midterm (97.0%). The final evaluation saw a substantial increase in teachers using 5 or more teaching techniques (Intermediate Result 1.3) (**29.9%**) compared with 2.0% at midterm and 2.4% at baseline; yet, this rate did not achieve the final target of 50.0%. The percent of school administrators using three or more new or improved management tools (Intermediate Result 1.4) increased to **81.4%**, compared with 55.6% at midterm and 19.7% at baseline, and exceeded the final target of 70.0%. **91.7%** of school administrators reported understanding and implementing school plans, compared with 63.5% at midterm and 87.2% at baseline. Data from interviews and focus groups supported the finding that trainings are an effective means of increasing the quality of teaching. Support from CRS and implementing partners was deemed critical in ensuring higher quality of instruction, given the limitations of governmental support.

Results Stream 2. According to estimates provided by teachers, the percent of boys regularly attending USDA supported classrooms totaled **94.8%** at final, compared with 95.2% at midterm and 89.3% at baseline, exceeding the target of 80.0%. The percent of girls regularly attending USDA supported classrooms totaled **92.6%** at final, compared with 95.6% at midterm and 90.4% at baseline, exceeding the target of 80.0%. Girls' rates were significantly lower than for boys at final, a pattern that reflects a significant drop in attendance for girls since midterm. The reasons for this drop should be explored further, especially alongside the slight decrease in literacy rates for girls at final – as with literacy rates, girls appear to be at risk of losing earlier gains in school attendance. The number of children receiving educational incentives to encourage enrollment (Intermediate Result 2.1) increased to **54,195** at final, compared with 54,097 at midterm and 37,980 at baseline.

A number of parents noted that teacher trainings and general school meetings accounted for much of the school-related absences. Yet, 2/3rd of non-school related absences are due to children's sickness – and for those missing 10 or more days of school, nearly all were related to sickness, particularly respiratory infections and pneumonia. The percent of girls who missed more than 10 days of school due to illness (Intermediate Result 2.2) spiked to **9.3%** at final, compared with 1.6% at midterm and 4.5% at baseline, and much higher than the target of 3.8%. The percent of boys who missed more than 10 days of school due to illness also spiked to **8.6%** at final, compared with 2.0% at midterm and 4.3% at baseline, and also higher than the target of 3.8%. The reasons behind these rates of illness should be explored further to see whether they are reflective of regional disease, but also especially in light of hygiene practices at schools – fewer than half of directors and teachers, for example, reinforce food hygiene at schools, and about 25% do not emphasize hand-washing.

Children and parents were overwhelmingly positive about the FFE program, and each group identified that the program helped children do better in school. Parents and teachers also believed the FFE program helped strengthen parents' relationships with each other, as well as the wider community.

The number of educational facilities rehabilitated or constructed as a result of USDA assistance (Intermediate Result 2.3) increased to **173** at final, compared with 84 at midterm and 0 at baseline, well above the target of 94 facilities. Directors and teachers reported that construction and improvement of classrooms were the highest current priorities, as well as building perimeter fences. Stakeholders linked infrastructure improvements to educational improvements, specifically enhanced learning, increased student attendance, and improved health and safety. According to observations made by data collection supervisors, most schools had water available, but in 2/3rd of schools children were observed drinking water directly from the source (it is unknown whether this water was potable). This dynamic should be addressed by project staff and may be related to health absences, as noted above.

Student enrollment (Intermediate Result 2.4) increased **1.3%** since midterm for boys, after a 2.8% increase since baseline, and below the target of 10.0% increase from baseline. Girls' enrollment increased **0.6%** since midterm, after a 2.8% increase since baseline, and below the target of 25.0% increase from baseline. From qualitative data, stakeholders believe that these small increases are due to an overall decrease in the population of school-aged children in the region – some mentioned that migration to the U.S. accounted for the lower numbers of children. Boys were enrolled at higher rates than girls at baseline, midterm, and final evaluations, suggesting that more should be done in terms of outreach to girls in the community.

The percent of parents who could provide at least three valid reasons why it is important for children to attend school (Intermediate Result 2.5) increased to **96.9%**, an enormous increase since the midterm rate of 12.0%, and well above the target of 50.0%.

Multivariate Model: Results of the statistical model reinforced that girls, and children in higher grades, were more likely to achieve literacy. Greater number of teachers in the school was associated with higher literacy rates, regardless of whether schools were urban or rural. The results also suggested that that FFE's role in recruiting parents as helpers also has a relationship with literacy. Beliefs that relationships and communities are strengthened through FFE are associated with higher rates of literacy, a dynamic that suggest that community cohesion and support help improve children's education. Yet, community violence exerts a negative influence – as teachers experience violence, literacy rates go down. Post-hoc tests revealed that rural children experience more security issues, although urban teachers report more security issues for themselves. Urban parents are generally more positive about FFE than those in rural schools.

FINAL EVALUATION REPORT

USDA FOOD FOR EDUCATION PROJECT – CRS HONDURAS

Introduction

The links between childhood nutrition, literacy and development have long been established (Brown & Pollitt, 1996) with research showing significant developmental consequences for children experiencing malnutrition (Jyoti, Frongillo, & Jones, 2005). Children in Honduras experience high rates of malnutrition, with estimated rates ranging between 33.0%¹ to 48.5%². Statistics provided by UNICEF suggest that only 29% of children enrolled in primary school will finish; on average, children in urban areas complete 5.8 years of school, and children in rural areas complete only 2.9 years of school³.

Interventions frequently target early childhood development (Ruel et al., 2013) but the effectiveness of school-based feeding programs is often harder to evaluate given their dual goals of education and health (Alderman & Bundy, 2013). Some suggest that school feeding programs are in fact programs of social protection, where food transfers help create a social safety net for highly vulnerable populations (Alderman & Bundy, 2013; Ruel et al., 2013). In terms of education outcomes, school feeding programs in Cambodia have been shown to be effective in promoting school attendance, but less so in school achievement over time, although these programs were cost effective (Cheung & Berlin, 2014). In Ghana, one study found that the time required for school feeding reduced the time and quality of educational activities (Essuman & Bosumtwi-Sam, 2013). Despite immediate gains in reducing hunger, school feeding programs often fall short of achieving educational goals given problems in targeting, food quality, and systems of delivery. More research is needed on how these programs can best target vulnerable children and increase educational access.

Background

The Food for Education (FFE) project, implemented by CRS Honduras and funded by USDA, is a school feeding project focused on the strategic objective to improve the literacy of school-age children in 17 municipalities in the department of Intibucá. To date, the FFE project in Honduras has benefited more than 50,000 children and over 2,000 teachers in the 17 municipalities of Intibucá. It has also provided school meals to all students enrolled in 1,047 schools (509 schools and basic education centers, 308 kindergartens and 230 pre-school centers and non-formal centers).

Work Performed on the Project to Date

Improving teacher attendance and assistance to teachers in schools. CRS and its partners have worked with the directors of each school and members of the community to develop teacher support volunteer programs, which can continue to work despite the absence of the teacher.

¹ http://www.unicef.org/honduras/14241_16977.htm

² <http://www.wfp.org/countries/honduras/overview>

³ http://www.unicef.org/honduras/14241_16991.htm

Improving access to school supplies. FFE has worked to ensure that literacy teaching materials provided by the Government of Honduras, or purchased by the project, reach schools on time and in sufficient quantity. Additionally, the project has provided kits of supplementary materials to schools with better performance and as well as providing children with the basic kits of school supplies and educational materials to encourage them to enroll, attend and stay in school.

Increasing skills and knowledge of teachers and principals. FFE has provided training in methods to improve teaching skills for teachers; and administration and management to the principals.

Increasing economic and cultural incentives for students and reduce disincentives. FFE provides school lunches to students and delivers dry rations to take home. In coordination with educational authorities, children that have more difficulties in attending school have been identified and supported with school transport. Community patrol groups have been organized to prevent violence and ensure the safety of students in their community and school.

Reducing student absences for health reasons. Health education activities with teachers, parents and students have been developed to ensure the provision of adequate sanitation and hygiene (hand washing, safe water and adequate sanitation facilities management) practices. School gardens supported by FFE have been used as a platform to train students in dietary diversity and child health.

Improving school infrastructure. FFE has focused on improving the school environments by improving classrooms, and creating separate toilets, hand washing stations and safer school quality construction.

Increasing school enrollment. Education campaigns using local media have been used to sensitize the population about the importance of education and the legal steps for enrolling children. Peer tutoring, focusing on math and Spanish, is being provided through Student Peer Tutoring.

Ensuring that communities have greater understanding of the benefits of education. Teachers, directors and community members have been trained in preventing school dropouts. CRS and its partners have worked to address one of the key causes of illiteracy, which is the low priority of education in communities, through community participation. Local meetings with those involved have been carried out in the project for the discussion of results and decisions related to the topic of education.

Baseline Study Report

The Baseline Evaluation was conducted between February and April 2013⁴. Quantitative surveys were collected from 284 parents, 184 teachers, and 147 primary school directors, and 31 interviews or focus groups with key stakeholders. 129 schools were sampled. Based on EGRA reading comprehension scores, results showed literacy rates of 18.6% for 2nd graders, 20.3% for 3rd graders, and 27.1% for 4th graders. In regards to school attendance, 92.3% of kindergartners and 89.9% of primary school students regularly attended USDA-supported classrooms (80% time).

⁴ Herrera, R. C. (2013). *Baseline study of the project "Food for Education" (FFE)*. Intibucá, Honduras: Catholic Relief Services.

Mid-Term Study Report

The Mid-Term Evaluation (MTE) was conducted beginning in July 2014, and used a mixed methods approach of quantitative surveys, and qualitative methods using interviews and focus groups with key informants⁵. In the MTE, 149 schools were sampled, with a target of 15 randomly selected students assessed per school. The MTE surveyed 172 principals, 471 teachers, and 1,135 parents. EGRA assessments were conducted for 437 children across 180 schools. MTE results showed significant increases in students demonstrating 100% reading competency, compared with baseline results (2nd grade increased from 18.6% to 38.3%; 3rd grade increased from 20.3% to 43.1%; 4th grade increased from 27.1% to 42.5%). No significant differences emerged between non-critical and critical schools. The MTE also found that 95% of students attended more than 80% of their classes during the school year, compared with 89% in the baseline, with no differences between non-critical and critical schools. Teacher attendance also significant increased from baseline to MTE, with no significant differences between non-critical and critical schools.

Final Evaluation Purpose and Objectives

Overall Purpose

The purpose of the final evaluation is to assess the performance of the FFE project, by comparing final evaluation results with baseline and midterm evaluation (MTE) results, in order to provide recommendations to USDA, program participants, and key stakeholders related to future program planning related to food assistance and capacity building.

Evaluation Questions

The final evaluation is guided by a set of overarching Transversal Questions, under a set of criteria for the program. Key Evaluation Questions are rooted in the Transversal Questions, as well as the Strategic Objectives and Results identified in the FFE Honduras results framework. The Transversal Questions identify a set of criteria to be evaluated for the program, related to Relevance, Effectiveness, Efficiency, Impact, and Sustainability (see Executive Summary indicators matrix).

Key Evaluation Questions

The overall strategic objective of the FFE Honduras program is to improve student literacy. Within this strategic objective are 2 results streams: (1) Improving the quality of literacy instruction; and (2) Improving student attendance in 1,047 learning centers. Each of these questions is listed in the Appendix A, with indicators, specific key evaluation questions, and main variables to be considered in the final evaluation.

⁵ Guzmán, J. C. (2014). *Food for Education midterm evaluation*. Intibucá, Honduras: Catholic Relief Services.

Methods

Target Population

The project focuses on literacy for primary school students (2nd, 3rd, and 4th grade), as well as perceptions of teachers, administrators, parents and government officials. Table 1 outlines the number of children in the population (N=53,000) as well as the number of children enrolled in each municipality.

Table 1: Sample – Teachers, Parents, and Children

| Municipality | # Students Population | # Schools Sampled | # Teachers Sampled | # Parents Sampled | # Children Sampled |
|--------------------------|-----------------------|-------------------|--------------------|-------------------|--------------------|
| Camasca | 1,669 | 5 | 7 | 13 | 96 |
| Colomoncagua | 4,223 | 18 | 39 | 55 | 361 |
| Concepcion | 2,045 | 6 | 12 | 22 | 95 |
| Dolores | 1,509 | 5 | 10 | 14 | 96 |
| Intibucá | 11,310 | 23 | 40 | 67 | 456 |
| Jesus de Otoro | 6,697 | 20 | 36 | 71 | 377 |
| La Esperanza | 3,195 | 4 | 8 | 13 | 70 |
| Magdalena | 993 | 3 | 5 | 11 | 43 |
| Masaguara | 3,302 | 13 | 22 | 43 | 239 |
| San Antonio | 1,429 | 8 | 16 | 29 | 128 |
| San Francisco de Opalaca | 2,917 | 16 | 28 | 50 | 284 |
| San Isidro | 1,154 | 0 | 0 | 0 | 0 |
| San Juan | 3,066 | 14 | 30 | 35 | 268 |
| San Marcos de la Sierra | 2,501 | 7 | 10 | 23 | 126 |
| San Miguelito | 1,871 | 9 | 18 | 23 | 163 |
| Santa Lucia | 1,290 | 3 | 5 | 11 | 56 |
| Yamaranguila | 5,449 | 22 | 42 | 57 | 377 |
| Total | 54,620 | 176 | 328 | 537 | 3,235 |

Sample

The sampling plan took a multistage approach, using a stratified sample of schools within municipalities. Following the methodology of the midterm evaluation, 180 schools were randomly selected for inclusion in the study. Critical schools are considered vulnerable, as they do not meet at least one of the Honduran Government's *Education For All* targets (drop-out, grade repetition, coverage, academic performance in Spanish and Math). While critical schools (N=100) represent only 9.6% of the population of 1,047 schools, critical schools were oversampled for the purposes of this study, with a target set of n=60 critical and n=120 non-critical schools. However, given school closures, teacher trainings and other issues, the original list of schools needed to be modified, and some schools were not available for inclusion. The **final sample of schools in the study totaled n=176** (55 critical schools, and 121 non-critical schools).

Within each school, 2nd, 3rd, and 4th grade students were invited to participate in the study. For larger schools, 22 students were randomly selected for inclusion in the study using preexisting school rosters. For smaller schools, all 2nd, 3rd, and 4th grade students were invited to participate. All children assented to participation, and any parent volunteers present during data collection provided consent. The **final sample of students totaled n=3,235** (see Table 1 for numbers of students by municipality).

At each school, all principals and teachers (2nd, 3rd, and 4th grade) were invited to participate. Parent volunteers were also invited by principals to participate at each school, for a convenience sample. Each participant completed informed consent. The **final sample of directors was n=168, the final sample for teachers was n=328, and the final sample of parent volunteers was n=537.**

Field evaluation staff also conducted 61 qualitative interviews and/or focus groups with parents, teachers, school directors, Municipal Directors⁶, Mayors, CCEPREB volunteers, COCEPRADII staff, Caritas staff, CRS staff, and the Departmental Director for Education of Intibucá. Non-probability sampling was employed to purposefully sample these pre-specified groups.⁷ The parent/teacher/school director interviews and focus groups were the primary focus of qualitative analysis, to be consistent with the quantitative surveys, and were drawn from the final sample cited above. The remaining interviews/focus groups were additionally collected in order to complement the evaluators' understanding of the FFE program. The final sample of qualitative data was drawn from 44 randomly selected interviews and focus groups, or 72% of the total qualitative dataset (time constraints would not allow for analysis of all interviews/focus groups). Of these, the primary focus of analysis was the 25 interviews/focus groups conducted with parents/teachers/school directors, consistent with the quantitative sample surveyed (see Appendix C for qualitative sampling tables). The sample size (n), defined as comments per analytic category, is variable because not all participants answered every question.

Measures and Data Collection Tools

Data collection tools were developed by the consultant team and based in part on instruments used in the midterm evaluation for consistency. Project staff from CRS, COCEPRADII and Caritas reviewed all data collection instruments to ensure they were aligned to the objectives of the final evaluation. Multiple data collection tools were employed for data collection. These included the following:

- i. *Early Grade Reading Assessment (EGRA)*. The EGRA is a reading assessment test developed and customized for Honduras by USAID. This test was administered to 2nd, 3rd, and 4th graders in 176 randomly selected schools. For the purposes of this study, the reading comprehension portion of the EGRA assessment is used to assess literacy. This section is scored on a scale of 1-5, with a score of 5 indicating 100% literacy.

⁶ Also referred to as District Directors.

⁷ To account for the long distances between some parents' homes and the schools, parents with manageable geographic proximity to the interview site were selected for focus groups; invitations were made by teachers. As with purposive sampling, evaluators aimed to access diverse parent opinions, but it is possible that a subgroup of engaged parents is over-weighted in the data.

- ii. *School Principal Interviews (Formulario 1)*. Survey interviews were completed with principals in selected schools. These interviews assessed principals' perceptions of the program's relevance, effectiveness, adequacy, and gender equity, as well as estimates of student and teacher attendance and teaching quality.
- iii. *Teacher Interviews (Formulario 2)*. Survey interviews were completed with teachers within schools. These interviews assessed teachers' perceptions of the quality of teaching and training, student assistance and attendance, student hygiene, and infrastructure.
- iv. *Parent Interviews (Formulario 3)*. Survey interviews were completed with parents of school children. These interviews assessed parents' perceptions of student attendance, school assistance, health and hygiene, and parent participation at schools.
- v. *Food Intake Survey (Formulario 4)*. Children taking the EGRA were also administered an index of foods eaten during the day of data collection, based on the UN Food and Agriculture Organization's (FAO) dietary diversity index. This survey was administered immediately after the EGRA survey.
- vi. *School Observation (Formulario 5)*. A questionnaire was also completed by data collection supervisors from the consultant team, related to water usage, hygiene, and cleanliness of the school environments.
- vii. *Interviews and Focus Groups with Key Implementation Stakeholders*. Semi-structured interviews were completed with mayors (alcaldes), municipal directors, school principals, project and partner staff, and USDA staff. Focus groups were conducted with pre-primary school staff, teachers, and parents. A total of 61 interviews and focus groups were conducted.
- viii. *Baseline and Administrative Data*. Administrative data were drawn from existing datasets to report information about school enrollment and attendance. Enrollment data were provided by CRS from the central Ministry of Education database. Teacher attendance data were provided by CRS and collected by COCEPRADII and Caritas.

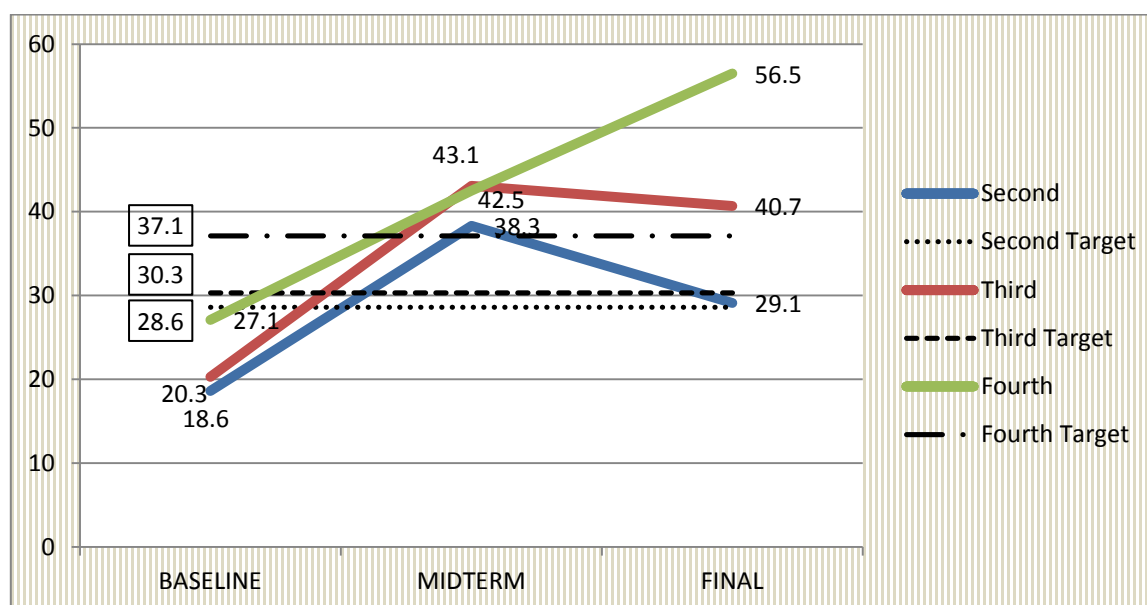
RESULTS

CHILD LITERACY (STRATEGIC OBJECTIVE)

The strategic objective of child literacy was determined by the percentage of *students who scored 5 out of 5 points on the EGRA reading comprehension subscale*. Overall, **42.4% of children demonstrated 100% reading comprehension at the final evaluation** (n=3,235).

Over half of 4th graders (56.5%), 40.7% of 3rd graders, and 29.1% of 2nd graders achieved literacy ($p < .001$; see Table 2). 4th graders demonstrated a steady increase over time since baseline and midterm (see Figure 1). 2nd and 3rd graders dropped in scores since midterm, but still were higher than baseline.

Figure 1. Changes in Reading Comprehension



All grades achieved or surpassed the final target of +10 points compared with baseline (see Figure 1 and Table 2). Significant differences emerged between non-critical and critical schools ($p < .001$), with more 4th graders and fewer 2nd and 3rd graders in critical schools achieving literacy, compared with non-critical schools⁸.

Overall, significantly more girls achieved literacy than boys (45.5% vs. 39.4%; $p < .001$), and this pattern held true within each of the 3 grades. More boys achieved literacy in non-critical vs. critical schools ($p < .001$) but no differences emerged among girls.

The final targets of +10% literacy rates were achieved for all subgroups, except for girls in 2nd grade who achieved a 9.1% increase. The greatest gains since baseline were for 4th grade boys (+32.6%) and 4th grade girls (+27.0%) (see Table 2).

In qualitative interviews and focus groups,⁹ the factors perceived to have the biggest contribution to the development of children's literacy skills were the school meal (24% of participants' comments¹⁰), teacher support (24%), and the tutoring program and related materials (24%; see Matrix A on p. 17). Parents, a mayor and municipal directors commented on the importance of the school

⁸ Critical schools are considered vulnerable as they do not meet at least one of the Honduran Government's *Education for All* targets (drop-out, grade repetition, coverage, academic performance in Spanish & Math).

⁹ These data are drawn primarily from parent focus group guide items 1 and 3, as well as from other respondents' comments where relevant and not attributed elsewhere.

¹⁰ Comments are employed as the unit of analysis across all qualitative analyses in order to compare individual interviews with multi-person focus groups.

Table 2. Reading Comprehension (% students who achieved 100% reading comprehension)

| | Baseline | Midterm | Final n=3,235 | % Change from Baseline | Final Target Reached? | Final | |
|--------------------|----------|---------|------------------|------------------------------|-----------------------------|--------------------------------------|----------------------------------|
| <i>Indicator</i> | | | | | | Non-critical schools (n=2,188) | Critical schools (n=1,047) |
| GRADE***+++ | | | | | | | |
| Second | 18.6 | 38.3 | 29.1 | +10.5 | YES | 32.8 | 21.5 |
| Third | 20.3 | 43.1 | 40.7 | +20.4 | YES | 41.6 | 38.7 |
| Fourth | 27.1 | 42.5 | 56.5 | +29.4 | YES | 55.1 | 59.4 |
| Girls | 26.1 | 46.5 | 45.5 | | | 46.2 | 44.3 |
| GRADE***+++ | | | | | | | |
| Second | 22.5 | 41.2 | 31.6 | +9.1 | NO | 35.2 | 23.9 |
| Third | 24.2 | 50.3 | 45.9 | +21.7 | YES | 46.5 | 44.6 |
| Fourth | 31.6 | 48.1 | 58.6 | +27.0 | YES | 56.4 | 62.8 |
| Boys+ | 17.5 | 36.1 | 39.4 | | | 40.9 | 36.1 |
| GRADE***+++ | | | | | | | |
| Second | 14.6 | 35.5 | 26.8 | +12.2 | YES | 30.4 | 19.3 |
| Third | 16.0 | 35.9 | 35.7 | +19.7 | YES | 37.2 | 32.2 |
| Fourth | 22.0 | 36.9 | 54.6 | +32.6 | YES | 54.0 | 56.0 |

*** $p < .001$ comparisons by grade at final; + $p < .05$ for comparisons by critical/non-critical at final;

+++ $p < .001$ for comparisons by critical/non-critical schools at final

meal for literacy development. Likewise, when asked ‘which incentive had the best impact on student *performance*’, the majority of sampled respondents highlighted the school meal as well (those responses are discussed in Intermediate Result 2.1). Participants also emphasized the positive impact of teachers’ pedagogical techniques for classroom engagement, homework support, specialized literacy instruction tools, and engagement of parents in promoting their children’s literacy. Parents and teachers equally described the value of the tutoring program and materials to assist with developing children’s literacy skills.

Of lesser emphasis, participants equally weighted the contribution of parent support (9%), backpacks and school kits (9%), and the school garden (9%) (see Matrix A on p. 17). Parents particularly highlighted the importance of their role in the development of their children’s literacy skills and learning; neither principals nor teachers emphasized parents’ importance in supporting their children’s literacy development. Backpacks and school kits are discussed in detail in Intermediate Result 1.2 and Results Stream 2.0. School gardens are discussed in detail under Intermediate Result 2.2. Overall, the factors cited cut across multiple domains of the analytic framework, suggesting that respondents perceived the multiple prongs of the program to interweave and complement one another towards the goal of child literacy development.

| Category | Example Comments Illustrating Category | % Frequency * |
|--|---|---------------------|
| School meal | <p>Mayor: "The impact is very positive [on educational achievement]... Parents, teachers, everyone is very happy with the program because it helps improve the capacities of the children. Because as you know, a child who doesn't eat cannot learn anything."</p> <p>Municipal Director: "Good nutrition [and] a good education, that's where it all starts. A child will not assimilate anything if he arrives to school yawning. So... we're very committed to this program as teachers... We help to coordinate the program in the schools to have [positive] results for the children. The children are being benefited and there are impacts in their learning."</p> | 24% (8 comments) |
| Teacher support | <p>Parent: "The teachers... help the students by giving them homework, so they improve. Sometimes the child has difficulties. Sometimes they can't write well, sometimes they can't draw the letters of the alphabet well. Sometimes the teachers give them [the children] exercises so they improve in writing their letters, or writing the numbers well. The teachers help."</p> <p>Parent: "[The teachers' pedagogical techniques help] the children explore and get interested in their classes... and not be afraid."</p> | 24% (8 comments) |
| Tutoring & tutoring materials | <p>Parent: "The teacher helps by assigning a tutor who is more advanced to the student who is behind. The tutor gives what he knows so the other student might catch up."</p> <p>Teacher: "[FFE] gives [the tutors] materials to work with younger pupils. And it's helped so that the children can read more fluently..."</p> | 24% (8 comments) |
| Parent support | <p>Parent: "For me, [to improve the quality of education my child receives], I counsel my son to pay more attention... And I tell my daughter that she should dedicate more time to studying so she learns more, and pays more attention."</p> | 9% (3 comments) |
| Backpacks & school kits | <p>Parent: "Also the backpacks and school supplies. It's apparent that the people who needed them were given them. So those children have improved..."</p> | 9% (3 comments) |
| School garden | <p>Parent: "And the school garden, because in our agricultural community, they plant there and use the vegetables to prepare the school meal."</p> | 9% (3 comments) |

* Frequencies are calculated as a percentage of the total comments (n=33) applied to the strategic objective. Comments are simultaneously coded if they pertain to two or more themes.

In qualitative data collection, 100% of participants expressed perceptions that children have improved in literacy and learning. Parents, teachers, principals, and municipal directors primarily noted observing significant changes in students, in terms of improved attitudes towards school and motivation to learn (55% of comments); these included increased happiness, punctuality,

attendance, and collaboration with teachers (see Matrix B). 35% of participants' comments described noticing improvements in student learning outcomes and learning behaviors, including an increase in students' active participation in the classroom. 10% of participants noted perceiving an improvement in children's hygiene and neatness at school and appeared to understand this as a marker of motivation and engagement. No comments emerged responding to quantitative findings that differentiate literacy/reading comprehension outcomes by grade and gender.

Matrix B. Qualitative Results: Significant changes in students due to increased literacy skills

| Category | Example Comments Illustrating Category | % Frequency * |
|---|--|----------------------|
| Improved attitude towards school & motivation to learn | Parent: "[The children] feel different. When they arrive to school, they look... happier. They even collaborate more with their teachers." Parent: "The child feels happy when he's arrived due to the help at school, because we received almost no help before... COCEPRADII supported us." | 55% (11 comments) |
| Improved learning outcomes & learning behaviors | Teacher: "Students are more active, more participatory... They assimilate the knowledge better... they learn in a more efficient way." Teacher: "The child is more interested in class [now], and learns more." | 35% (7 comments) |
| Improved hygiene & orderliness | Parent: "I notice they brush their teeth, everything neatly arranged, and the children feel very motivated. Every time they give them something new, they get happier. This helps them." | 10% (2 comments) |

* Total frequencies are calculated as a percentage of total number of comments (n=20) from respondents, attributed to this category. Comments were simultaneously coded if applicable.

QUALITY OF LITERACY INSTRUCTION (RESULT STREAM 1.0)

Improvements in quality of education related to the adoption of technical trainings for teachers

120 directors (71.4% of n=168) indicated they had facilitated trainings in techniques or methodologies to facilitate the learning process for teachers. These trainings were primarily managed with NGOs (58.5%) and with the Ministry of Education (30.7%), often in combination (20.5%), and with cooperatives (40.8%).

Directors and teachers both noted a number of types of trainings provided to teachers (see Table 3), and these responses were different to a statistically significant degree ($p < .01$). Most directors stated they provide trainings in Spanish (86.0%) and Mathematics (80.2%). Nearly half provide trainings on hygiene and sanitation (45.5%), and about 1/3rd provide trainings on teaching methodologies for children and school for parents. Fewer provide trainings on information technology, EGRA, and EGMA. All of the directors reporting on trainings (n=121) indicated that the techniques and methodologies used by teachers are appropriate to enhance the learning process of students.

Table 3. *Trainings Provided to Teachers (Directors' and Teachers' Reports)*

| | Directors** | | Teachers | |
|--|-------------|--------------------|----------|--------------------|
| | N | Valid % (n=121) | N | Valid % (n=328) |
| Mathematics | 97 | 80.2 | 299 | 91.2 |
| Spanish | 104 | 86.0 | 306 | 93.3 |
| Information Technology | 23 | 19.0 | 44 | 13.4 |
| EGRA | 19 | 15.7 | 35 | 10.7 |
| EGMA | 10 | 8.3 | 16 | 4.9 |
| Hygiene and Sanitation | 55 | 45.5 | 171 | 52.1 |
| Methodology for teaching children | 45 | 37.2 | 75 | 22.9 |
| School for parents | 38 | 31.4 | 96 | 29.3 |
| Other (varied) | 49 | 40.5 | 70 | 21.3 |

** $p < .01$

100% (16 of 16) of qualitatively sampled municipal directors also referenced their schools receiving some form of teacher training. Specific training topics were only mentioned 69% of the time (11 out of $n=16$ respondents). Of these, the most frequently mentioned topics were Spanish and mathematics (82%, 9 comments), mirroring teachers and directors comments in Table 3. Less frequently mentioned were tutoring topics, health/hygiene, and national education topics such as the EGRA and educational indicators (each mentioned 27% of the time; 3 comments each).

Over half of responding directors (59.7%; $n=168$) stated that their schools had the tools of the Basic National Curriculum (BNC – DCNB in Spanish). Most directors also reported training teachers to strengthen their abilities to address learning and literacy disabilities in students (79.0%).

In terms of supporting teachers, 139 directors (82.7% of $n=168$) reported providing pedagogical assistance. 39.6% of directors said they provide assistance on a quarterly basis, while 22.3% reported monthly and 19.4% reported bimonthly support. 12.2% reported providing support every four months or longer and the remainder did not answer the question.

Teachers also reported the types of trainings they had received (see Table 3). Teachers more frequently tended to report trainings related to Spanish (93.3%), mathematics (91.2%) and hygiene/sanitation (52.1%), and less frequently related to teaching methodologies (22.9%), information technology (13.4%), EGRA (10.7%), and EGMA (4.9%).

97.3% of teachers stated that the personnel administrator of the school uses MoE-approved administration techniques and tools for running the center. Most teachers reported receiving pedagogical support from directors either bimonthly (40.9%) or quarterly (30.5%), with 9.8% reporting semiannual supervision and 7.9% receiving annual supervision. 5.8% ($n=19$) reported receiving no supervision.

Nearly every director reported knowing the goals and objectives of the EFA (98.8% of $n=168$). Additionally, most directors stated that parents were involved in developing the School Educational Project (PEC) (95.2% of $n=168$). Similarly, teachers ($n=328$) reported that parents were very involved (68.3%) or somewhat involved (29.3%) in developing the PEC.

Most teachers reported having students with learning disabilities (83.2%) and 42.1% reported students having special needs. 13.4% reported having students from other ethnic backgrounds. Nearly half of teachers (48.5%) stated they had good or very good knowledge of how to identify learning disabilities in children, while 26.0% stated they had average or insufficient abilities to do so. 57.3% of teachers stated they had participated in trainings to enhance their knowledge of how to address learning and literacy problems in students.

Most teachers reported participating in FFE trainings (82.9%) with no statistically significant differences between critical and non-critical schools. Only 64.9% stated they had received an FFE school kit or that these materials are being used in schools (65.2%). Nevertheless, of those who are using these materials, 82.7% agreed or strongly agreed that the introduction of FFE materials helped to improve education.

Ways in which the quality of education has improved as a result of the adoption of technical trainings for teachers, and teachers' utilization of techniques

In qualitative interviews and focus groups, 100% of participants (n=14)¹¹ positively endorsed the value of teacher technical trainings, and described education quality as having improved as a result. Equally, 100% of these participants endorsed teachers' utilization of the technical trainings in their classrooms. Example comments from a principal first, then a municipal director, endorsing teachers' utilization of techniques, follow: "[The trainings] have helped us a lot because we've trained in knowledge, and we teachers have put it into practice. In truth, it's very important and I hope [FFE] continues training us always"; "we've gone to visit schools, and yes, they've [teachers have] put the knowledge into practice."

Speaking to specific ways in which the quality of education has improved as a result of the adoption of technical trainings for teachers, 47% of sampled principals', teachers', and municipal directors' comments focused on improvements in student learning, comprehension, and motivation to learn (see Matrix C on p. 21). 36% described improved teacher pedagogy and classroom management techniques, such as managing multi-grade classrooms¹², and teachers' improved use of locally available and other pedagogical resources. These comments also referenced improvements in teacher engagement and confidence resulting from the trainings, such as increased ease while teaching and the initiative to request specific types of training, leading to improved educational quality. The above responses demonstrate that while nearly half of sampled participants ascribe the value of the technical teacher trainings to improved student learning, another large grouping (36%) understood the trainings' value as enhancing teachers' pedagogical abilities. Some respondents discussed both elements as co-interacting.¹³ Finally, 18% of comments cited general endorsement of improved educational quality resulting from the adoption of technical trainings for teachers, but could not be otherwise categorized (see Matrix C for responses).

¹¹ Only principals (n=9) were asked this question directly (see Appendix C for Instruments: Principal Interview Guide, question 20), and thus are the primary qualitative sample for Results Stream 1.0. Comments by teachers and municipal directors are included here when participants mentioned the impact of teacher training on education quality in response to a broader question, such as Municipal Director question 1.

¹² The term "multi-grade" refers to multiple grades of children attending the same classroom with the same teacher"

¹³ Comments are simultaneously coded where appropriate.

Matrix C. Qualitative Results: Ways in which education quality has improved due to the adoption of technical training for teachers

| Category | Example Comments Illustrating Category | % Frequency * |
|---|--|---------------------|
| Student focused: Student learning and motivation | Principal: “[Speaking specifically of the teacher technical trainings] children’s performance has improved a lot, above all in mathematics and Spanish.... For example, when a child is behind in math and Spanish, we try to catch him up... The same is true with learning reading, the sounds of the alphabet, analyzing stories... For the children, it’s very satisfying, it’s fun and they’re very entertained with this teaching technique [Tree activity]. It’s really worth the effort... These techniques improve educational quality... because the children learn very well. Principal: I’d say that [the quality of education after implementng new teaching technqiues has improved] excellently. I’d say it’s because we remove [the students] from what they’re used to doing. But when [a teacher] arrives with something new, [the children] get very happy and responds more. And with that, they open up more. There are always some shy ones, but they lose their shyness little by little. They adapt along the way to the new [techniques].” | 47% (8 comments) |
| Teacher focused: Classroom management and pedagogical techniques | Teacher: “You know we have multi-grade classrooms, and it’s not easy... But the trainings have helped to improve our work [in this regard].” Principal: “We’ve improved because of all of the trainings that we’ve received. The [teachers] put them into practice and they try to apply the Spanish language [teaching] techniques, or in math too... [The trainings] also make it easier to teach because they cover themes with which one has more difficulty. We’ve also requested the themes, for example math is the one with which [teachers] have the most difficulty to be able to teach.” | 36% (6 comments) |
| General/other: | Municipal Director: “The truth is that [the FFE program] has helped us to increase the training of our teachers. This has logically led us to have an improved quality of education. When you train teachers, education gets a lot better. They’ve trained us in mathematics and Spanish, and also regarding the EGRA and trainings surrounding the basic national curriculum.” | 18% (3 comments) |

* Total frequencies are calculated as a percentage of total number of comments (n=17) from respondents, attributed to this category. Comments were simultaneously coded if applicable.

TEACHER ATTENDANCE (RESULT 1.1)

As displayed in Table 4, and based on data collected by Caritas and COCEPRADII, overall teacher attendance averaged **93.3%** for the 2015 school year. Among Caritas schools in the final evaluation sample, attendance rates ranged from 85.6% to 97.7%, for an average of 89.2%. Among COCEPRADII schools, attendance rates ranged from 94.5% to 100.0%, for an average of 97.4%¹⁴.

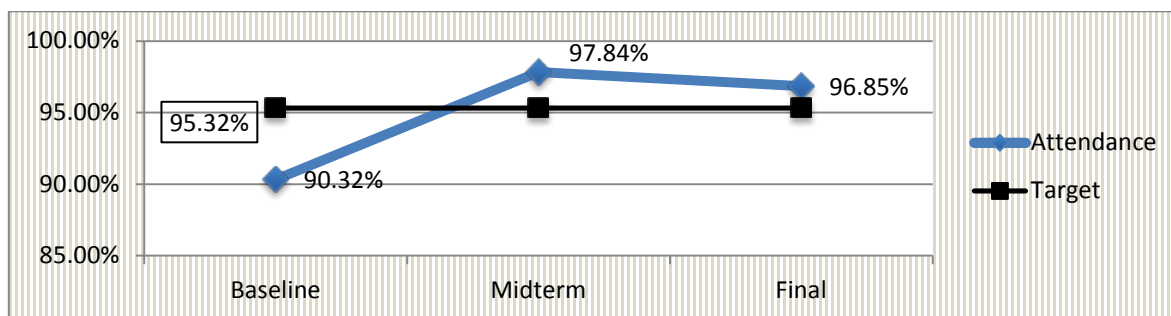
¹⁴ These data are based on teacher self-report and may be subject to bias.

Table 4. Teacher Attendance (School Year 2015)

| MUNICIPALITY | % Attendance |
|--------------------------|--------------|
| Caritas | |
| Dolores | 93.2 |
| Intibuca | 90.0 |
| La Esperanza | 97.7 |
| San Francisco de Opalaca | 87.1 |
| San Isidro | 82.3 |
| San Juan | 90.3 |
| San Miguelito | 87.2 |
| Yamaranguila | 85.6 |
| AVERAGE | 89.2% |
| COCEPRADII | |
| Camasca | 100.0 |
| Colomoncagua | 98.3 |
| Concepcion | 97.7 |
| Jesus de Otoro | 96.2 |
| Magdalena | 98.6 |
| Masaguara | 94.5 |
| San Antonio | 96.8 |
| San Marcos de La Sierra | 96.6 |
| Santa Lucia | 98.2 |
| AVERAGE | 97.4 |
| OVERALL | 93.3% |

To calculate the teacher attendance indicator, parents were identified who indicated the following reasons for their childrens' school absences: (a) problems with teachers' health; (b) problems with teachers' transportation; (c) there was no teacher; and (h) don't know (n=77; 19.1% of valid responses). Of these 77 parent responses, children missed an average of 6.43 (SD=7.70) days of schools, lower than those for other reasons, but not to a statistically significant degree. Students thus missed 3.15% of 200 days related to teacher absences - or teachers were present for **96.85%** of class days. This attendance rate represents an increase from the baseline rate of 90.3%, a decrease from the midterm rate of 97.8%, but still above the final target of 95.3% (see Figure 2)¹⁵.

Figure 2. Teacher Attendance at Baseline, Midterm, and Final Evaluations



¹⁵ These data are based on a small number of parent self-reports and so should be interpreted cautiously.

According to parent surveys (n=480), some parents noted issues with teacher attendance. In particular, parents noted that teachers' health problems (3.7%) and problems with teachers' transportation (2.4%) posed barriers to teacher attendance, and therefore to student attendance (see Results Stream 2 for further details related to student attendance).

Outside factors that influenced or that had no effect on the improvement of teacher attendance

In qualitative interviews, however, municipal directors and principals mainly described factors that had helped to improve teacher attendance in their schools, and/or affirmed that it is not a current problem. When asked how the district's management handles teacher attendance issues, and the external factors that influence its improvement, 91% of all responses (n=47) cited either factors that had improved attendance, or reported that teacher attendance was not an issue.

Composing this 91% (see Matrix D below and on page 24), 36% of responses described the successful handling of attendance issues through State mandates and district management techniques. For example, the State requires that teachers attend and teachers are not paid for unexcused absences. Local municipalities also support in helping school directors monitor and manage teacher attendance. Specifically, two municipal directors described the principal and schools' use of a logbook tracking teacher attendance as well as teacher meetings for reinforcement. A sizeable 32% of municipal directors' and principals' responses reported that teacher attendance has either never been a problem, or has improved in the last several years. Of lesser frequency, 13% of responses referred to the role of the volunteer-teacher program, in minimizing the impact of teacher absences. 6% of respondents cited teachers' need for livelihood as a primacy factor promoting teacher attendance; all respondents were principals.

While 36% of responses suggested a positive and collaborative relationship with the State and municipality, 9% of comments cited State-based factors that negatively influenced improved teacher attendance. These included loss of retirement benefits and frozen salaries; respondents were principals.

Matrix D. Qualitative Results: Outside factors that influenced or had no effect on the improvement of teacher attendance

| <u>Category</u> | <u>Example Comments Illustrating Category</u> | <u>% Frequency *</u> |
|--|---|----------------------|
| <u>Positive influence on improved teacher attendance:</u> | | |
| State mandates and District management techniques | Principal: "[Attendance is improved by] the requirements of the Secretary [of Education, and the need] to comply." Municipal director: "This has been managed above all by monitoring, with each school... Some teachers have a justified excuse... We have reports saying why teachers didn't show up." | 36% (17 comments) |
| Teacher attendance has improved/is not a problem | Municipal directors "It's a theme that has improved significantly in recent years. We haven't had voluntary absences – which is to say, because they didn't want to attend. [Absences have] been minimal and for authorized reasons, and in sporadic form." | 32% (15 comments) |

| | | |
|--|---|---------------------|
| | Principal: "Look, here in this school, to be honest, external factors have hardly contributed [to improving attendance] because we've always fulfilled this... We have always been here. I've been here more than 20 years, and the parents are witnesses that we miss school only when we're very sick." | |
| Volunteer program to support teachers: | <p>Municipal director: "At the municipal level, we've supported the project via an action implemented by Caritas. It's called the teacher support team, formed in each school. In the communities, about 3 members are trained by Caritas to be able to cover spaces when teachers go to training, or when they have a day off. They've been trained, so now they can help the boys and girls when there's a teacher absence."</p> <p>Municipal director: "Thank God that in our district, we haven't had many absentee problems. When it occasionally happens... If there's good communication amongst the parent, the teachers, and the principal, then the teacher looks for a teacher from the community who can cover those days... This has been one of the actions that we've done, and we've achieved [good results]. Because the schools [are] never alone."</p> | 13% (6 comments) |
| Need for livelihood | Principal: "So that teachers don't miss school, we work with PROHECO (Programa Hondureño de Educación Comunitaria). We're under contract, so we have to fulfill the contract. For example, if we miss a day we have to justify it or we lose the day's wages. So, in PROHECO, we only miss school for training... or for illness, but it's occasional." | 6% (3 comments) |
| FEE teacher trainings/oversight | Principal: "The [FFE teacher] trainings come and help raise awareness that we [teachers] should be in the schools." | 4% (2 comments) |
| <u>Negative influence on improved teacher attendance:</u> | | |
| State-related: | Principal: "[Outside factors negatively influencing improved teacher attendance] would be the regulation of the rules that impact teachers. Every teacher feels a little hurt. The bad thing is that they've taken away our benefits and our rights surrounding retirement, pensions.... We have nothing. I'm conscious that, as a teacher, according to the law, I have to retire at 65... I do not have a single [retirement] benefit for the children [I've taught for so long]. They're [the retirement benefits are] lost. So this negatively influences the teacher, putting him in a bad way." | 9% (4 comments) |

* Total frequencies are calculated as a percentage of total number of comments (n=47) from respondents, attributed to this category. Comments were simultaneously coded if applicable.

ACCESS TO SCHOOL SUPPLIES AND MATERIALS (RESULT 1.2)

According to CRS monitoring reports submitted to USDA semi-annually, **970 schools** have received school supplies and materials as a result of USDA assistance. This number represents 92.7% of the project's goal of n=1,047, and a 47.0% increase from the midterm number of n=660 schools.

Delivery of materials helping to improve education

Directors (n=168) and teachers (n=328) reported a number of resources used at their schools (see Table 5). Responses by directors and teachers were not different to a statistically significant degree. 83.9% of directors and 87.2% of teachers reported having teaching curricula. Over 3/4th of directors and teachers stated that their schools had workbooks, and about 2/3rd stated they had teaching materials in the schools.

Table 5. *Materials Used at Schools*

| | DIRECTORS (n=168) | | TEACHERS (n=328) | |
|---------------------|-------------------|------|------------------|------|
| | N | % | N | % |
| Teaching Curriculum | 141 | 83.9 | 286 | 87.2 |
| Teaching Materials | 118 | 70.2 | 198 | 60.4 |
| Workbooks | 133 | 79.2 | 255 | 77.7 |
| Tests | -- | -- | 238 | 72.6 |

About 2/3rd of teachers reported receiving an FFE school kit (64.9%; n=328), and of those teachers who reported receiving a kit, 100.0% stated the kits are being used in their schools¹⁶. *177 teachers agreed or strongly agreed (82.7%) that FFE school materials helped to improve education* (of n=215 teachers responding to the question).

Contribution to the education process with the timely delivery of these materials

In interviews and focus groups, 97% of participants' comments described the positive impact of delivery of school supplies and materials on the education process (n=37). 51% of principals' and teachers' responses endorsed the general positive impact of FFE materials on the education process, noting that materials are being utilized with both efficiency and fidelity (see Matrix E). 22% ascribed positive impact to the teaching materials specifically, as seen in students' academic performance. They also suggested a positive impact from educational continuity, in the event of teacher absence, and described financial relief for teachers who no longer must finance their own supplies. 16% attributed strongest educational impact to student materials specifically (backpacks and kits). Only 11% of participants ascribed high value to tutoring materials' impact on the educational process¹⁷.

¹⁶ Monitoring data provided by CRS show that 970 schools (92.7% of 1,047 FFE schools) received a school kit between 2013-2015.

¹⁷ According to data provided by CRS, in 2015, 276 schools participated in the tutoring program and 1,711 tutors received tutoring materials. The tutoring materials were provided to all the students participating in the tutoring program.

Some qualitative interviewees understood “school supplies and materials” broadly, and additionally mentioned varied FFE program incentives that supported the education process. Some of these additionally materials were school meals and infrastructural support. These are elaborated upon in their respective sections, school meals (Results Stream 2 and Intermediate Result 2.1), and infrastructure (Intermediate Result 2.3).

Matrix E. Qualitative Results: Contribution to the education process with the timely delivery of these materials

| <u>Category</u> | <u>Example Comments Illustrating Category</u> | <u>% Frequency *</u> |
|--|--|----------------------|
| Positive utilization contributes to education (general) | <p>Teacher: “The complementary [educational] materials have come to help fortify the education process... We know that this project has been, for us, like our right arm. We can say that because sincerely, it has helped us directly. We hope that it continues because it [provides us] coverage... I feel like we’re an educational network, and the benefit is universal... Everything that they’ve given us... has been well utilized.”</p> <p>Principal: “Yes [the delivery of materials has positively contributed to the education process]. We try to utilize them efficiently... for the function for which they were intended... to help the student use them correctly... Because the resources we get are scarce, we have to know how we will use them.”</p> | 51% (19 comments) |
| Teaching materials benefit learning/ performance | <p>Principal: “Having obtained teaching material [has helped student performance], as well as the preparation of local materials, to help us sustain high quality education. Because we cannot expect anything from the State.”</p> <p>Teacher: “Last week we received the Instructional Guides for Teachers. The day a teacher is absent, parent volunteers can be prepared so that they cover for the teacher’s absence.”</p> | 22% (8 comments) |
| Student supplies benefit learning & literacy | <p>Teacher: “The backpacks are very useful because they come equipped. For Math class, they come with a geometry game. And now the child has no excuse to say that he won’t assimilate the knowledge well.”</p> <p>Teacher: “[The school] kits that you’ve given us have served us hugely because no one supports us with materials... The project gave us a kit of books from the library... I had nothing in my school, not even a storybook. The children are so entertained [now]. It’s rare the school that can count on having a library. Almost all the rest, there’s not a single storybook, nothing for painting. Then here come some games!</p> | 16% (6 comments) |
| <u>Materials benefit tutoring program</u> | <p>Teacher: “[Materials provision] has helped us a lot in terms of teaching the children. In addition to the [teaching] material Caritas gave to prepare classes, they’ve also given us material to support the tutors –</p> | 11% (4 comments) |

the 4th, 5th, 6th grade students who are helping the 1st, 2nd, 3rd, graders who have difficulty in Math and Spanish.”

Teacher: “[CRS/USDA] comes to help with our classes, to fortify the subjects of Math and Spanish with the tutors, because they give them materials to work with younger pupils. And it’s helped so that the children can read more fluently, because we don’t have books for reading. And since it’s a kit that they were given, each child knows that s/he’s going to finish the subjects... And this has strengthened us where we always think the schools are weak – in the basic subjects of Spanish and Math.”

* Total frequencies are calculated as a percentage of total number of comments (n=37) from respondents, attributed to this category. Comments were simultaneously coded if applicable.

Factors that contributed to or hindered improved access to school supplies and materials

Teachers reported a variety of factors that contributed to, or hindered, improved access to school supplies and materials (n=328; see Table 6). The largest contributing factor to improved access was the work of the NGO (77.1%; presumably CRS, or implementing partners, but not named as such in the survey). About 1/3rd identified strong school management as a factor behind improvement, and smaller numbers identified the actions of the local government (18.3%) and civil society organizations (14.6%) as facilitating improved access.

The largest factor hindering access to school supplies was lack of resources (63.1%), followed by not enough materials for everyone (31.1%), and the location of school (29.0%, plus 2.1% of those who identified this as an “other” category). A small number of teachers stated that lack of interest from the government (5.8%) and poor management (4.3%) hindered access to school supplies.

Table 6. *Factors Behind Access to School Supplies and Materials (n=328)*

| IMPROVED ACCESS TO MATERIALS | | | LIMITED ACCESS TO MATERIALS | | |
|------------------------------|-----|------|-----------------------------|-----|------|
| | N | % | | N | % |
| Actions of Local Government | 60 | 18.3 | Lack of Resources | 207 | 63.1 |
| Management of the school | 116 | 35.4 | Location of School | 95 | 29.0 |
| NGO | 253 | 77.1 | Not Enough Materials | 102 | 31.1 |
| Civil Society Organizations | 48 | 14.6 | Other | 58 | 17.7 |
| Other | 39 | 11.9 | Lack of Govt. Interest | 19 | 5.8 |
| Caritas/COCEPRADII | 11 | 3.4 | Poor Management | 14 | 4.3 |
| Municipality | 9 | 2.7 | Lack of Access to Schools | 7 | 2.1 |

NOTE: This question had multiple response items so the totals do not sum to 100.0%.

In qualitative interviews and focus groups, participants’ comments agreed with the findings in Table 6 related to factors that *improved materials access*, in terms of order of frequency (see Matrix F). The majority of municipal directors’, principals’, and teachers’ responses (53%) described the important role of collaboration with NGOs in contributing to access. These comments primarily cited the NGOs involved with FFE-Honduras, including CRS, Caritas, and COCEPRADII. 34% of teachers’, principals’, and municipal directors’ responses described the impact of effective school management, including communication and collaboration with other

parties, as contributing to improved access to school supplies and timeliness of delivery. Frequently, participants also mentioned the role of NGO collaboration here, as part of effective school management. 2% of comments, from a municipal director and teacher, emphasized the important role of local government in improving access to school supplies, based on collaboration amongst local government actors, NGOs, school, and the communities they serve. Additionally, 2% of teachers described close geographic proximity to services as a contributing factor to enabling access to school supplies and materials. While qualitative categories mirror quantitative findings' order of frequency, geographic proximity is a new category that emerged in qualitative analysis.

Matrix F. Qualitative Results: Factors That Improved Access to Materials:

| Category | Example Comments Illustrating Category | % Frequency * |
|--|---|----------------------|
| Collaboration with NGOs | <p>Municipal Director: "We, above all, [work] with Caritas, Save the Children and Plan Honduras. With them, it's an excellent coordination, first-rate support. With them, we coordinate trainings, sometimes events of other types such as elaboration of [school] materials. There's always a coordination and collaboration on their parts... They have a lot of contact with the teachers... The activities that they do, it all goes to help support education."</p> <p>Municipal director: "If it [help] arrives [from the Secretary of Education], it's limited. There are no books in the schools about social sciences and science... Quizzes [are] not sent... By contrast, with COCEPRADII we've achieved impressive things. They've given the children their backpack, notebook, pen, crayons, their geometry kit, and for the school gardens. They've implemented so many things that, recently in a training I was in, we were all commenting that if this program disappears tomorrow, we'll return to our reality and it would be chaos."</p> | 53% (17 comments) |
| Management of the school | <p>Teacher: "I think that better communication amongst those in charge of our zone, with the teachers and those from COCEPRADII, and explaining to the principals so that they know about the materials will be delivered [has helped improve access to materials]."</p> <p>Teacher: "A needs assessment [evaluating] what other resource is needed by the school, related to teaching material and other materials to support students. The institution does the evaluation on which resources are most needed in the municipality and, depending on this, they distribute them."¹⁸</p> | 34% (11 comments) |
| Collaboration with local government | <p>Municipal director: "The management by the principal, teacher, the community – they play a very important role. They do it via NGOs, via the townships, more via the Mayors, and via the political party members (diputados) who very much support education. With these people we've successfully achieved doing projects... [And through] the huge help we've obtained from Caritas - which has been excellent. That has</p> | 6 % (2 comments) |

¹⁸ CRS coordinates with the MoE to select schools for this activity, based on criteria established by the Municipal and Departmental Education directors. The selection criteria include academic achievement and the school's level of need compared to other schools in the district and department.

| | | |
|--|---|--------------------|
| | accomplished many projects, always with communities putting in their part.” | |
| Geographic/ urban proximity | Teacher: “In our case, we’re accessible. We live close to Esperanza. To us, the materials always arrive, 100% of the time.” | 6% (2 comments) |

* Total frequencies are calculated as a percentage of total number of comments (n=32) from respondents, attributed to this category. Comments were simultaneously coded if applicable.

Through qualitative methods (see Matrix G on p. 30), participants also mentioned systemic *hindrances to accessing supplies*, related to lack of resources (28% of comments) and government disinterest (22%). To obtain analyses that are comparable with quantitative surveys, these are categorized as separate factors. However, in many responses, qualitative respondents described these as fused and co-interacting and were simultaneously coded. Lack of resources and lack of government interest might most accurately be read as a combined category. This may provide context for what “lack of resources” meant to respondents in the quantitative surveys, and raises the question if “lack of government interest” was being under-reported. Of the qualitative responses, comments cited inadequate quantities of materials arriving to the schools and regional poverty as contributing to lack of resources. They also cited the role of the government in these shortfalls, and inadequate service generally on the part of the national education system of Honduras. Some noted that teachers often face pressure to fund their own materials.

16% of participants’ comments described the negative impact of not having enough FFE program materials for all participants. 4 of the 5 comments requested more amplified FFE program coverage the next year, primarily in terms of backpack distribution. These teachers and principals described how less than 100% of coverage of students led to negative feelings amongst parents, students, and the school staff. Of these, one principal requested that backpacks be provided to preschool and kindergarten students as well.

Principals’ and teachers’ comments also mentioned the systemic hindrance of location of schools (13%), as well as lack of access to these schools (13%). Like with lack of resources/lack of government interest, while these are distinct categories in quantitative surveys, qualitative data reveal that the geographic distance between schools and poor transportation infrastructure impacting access to them are interwoven. Participants cited hindrances like rural location and poor roads, aggravated by climate effects. Finally, 9% of teachers’ comments suggested that poor management at the school level is a hindrance to access. With the exception of the categories described to have significant overlap, qualitative orders of frequency coincide with quantitative findings.

Matrix G. Qualitative Results: Factors That Limit Access to Materials

| Category | Example Comments Illustrating Category | % Frequency * |
|--------------------------|---|----------------------|
| Lack of resources | Principal: “in this school, there’s need. There’s need for textbooks, and it’s difficult for one to always photocopy books for the children, because it has a cost for an individual [teacher]. We’ve also had problems with the quizzes that are given monthly. Sometimes we receive them at the end [of the month], or sometimes we don’t receive them because of some inconvenience that arose.” | 28% (9 comments) |

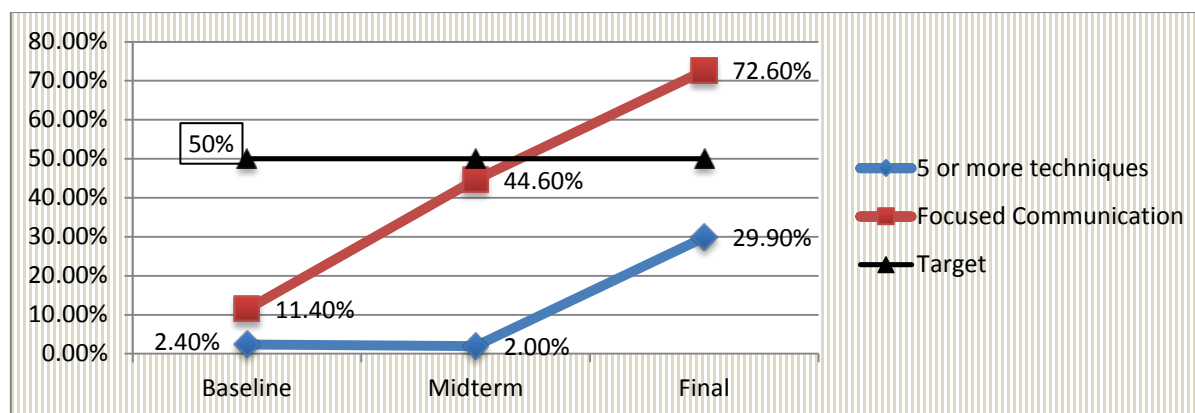
| | | |
|--|---|---------------------|
| | Principal: "The participation of the Ministry of Education in recent years is almost nil, so we don't have the tools to make education efficient. Really, we have to pay for photocopy materials, because we can't count on the instruments edited by the basic education national system. Not even the quizzes have arrived to us this year." | |
| Lack of interest from government | <p>Municipal director: "Unfortunately in our country, the responsible party [for education] is our President. But, through the Secretary of Education, it's very little help. If it arrives, it's limited. There are no books in the schools about social sciences and science... Quizzes [are] not sent..."</p> <p>Teacher: "We're forgotten by the current government and by the education authorities, so COCEPRADII as an organization has come for important educational action [supporting] the children of this sector."</p> | 22% (7 comments) |
| Not enough FFE materials for everyone | <p>Teacher: "It fortified us when they [FFE] gave us kits. [But] my school this year wasn't [given] a kit of teaching material, but yes [we were given] backpacks... I wish the project could be amplified more. Because they only gave out very little, to a small percentage of the students, and to my eye it would have to be [provided to] 100% of the children to motivate them more."</p> <p>Teacher: "That was the 'backpack coup', as we call it. That year, we handed out 50% of the backpacks, and the next year, the other part. For the first list, one says to the teacher, 'fill out this list with children who are having the most difficulty [in school].' If we're going to hand out [backpacks], let's have it be to the complete list instead of creating bad feelings between parents and the teacher."</p> | 16% (5 comments) |
| Location of schools | <p>Principal: "That which limits is, for example, in this zone [frontier with El Salvador] there aren't sufficient NGOs. Governmental organizations or private businesses where you can go are also very far away. In the city, the limitation is transportation... [But here], we don't have things around us, like schools near the city. For us, the business of accessing supplies is more difficult."</p> <p>Teacher: "It's the coverage factor. We know that it's not easy for any type of organization to cover 100% of the country."</p> | 13% (4 comments) |
| Lack of access to schools | <p>Principal: "One cannot travel because the roads are in terrible condition. This has caused some problems regarding the delivery materials."</p> <p>Teacher: "In the mountainous sectors... [a hindrance] could be highway access. When the torrential rains come... this contributes so that they can't get to schools to make the delivery."</p> | 13% (4 comments) |
| Poor management | Teacher: "In some cases, it's teacher disinterest. Not going to get the materials... and not arriving to school." | 9% (3 comments) |

* Total frequencies are calculated as a percentage of total number of comments (n=32) from respondents, attributed to this category. Comments were simultaneously coded if applicable.

INCREASED SKILLS AND KNOWLEDGE OF TEACHERS (RESULT 1.3)

All of the teachers (100%) indicated they currently use techniques or methodologies to facilitate the teaching process. Of 328 teachers surveyed, 98 (29.9%) identified 5 or more teaching methodologies currently being used. This represents a significant increase from both baseline (2.4%) and midterm (2.0%) reports, but is far from the final target of 50.0%. Focused Communication¹⁹ has increased substantially since baseline (11.4%) and midterm (44.6%) reports, and exceeds the 50.0% target (see Figure 3).

Figure 3. Increased Skills and Knowledge of Teachers



Teachers were asked to compare their current teaching methodologies with those they used prior to participating in FFE. According to teachers, the numbers of techniques currently being used differ significantly from before the Food for Education (FFE) program was implemented ($p < .001$; see Table 7). Focused Communication was the highest reported methodology being used (72.6%) and also represented the greatest increase from before FFE (+36.3%). Nearly 2/3rd of teachers reported using Active Participation and Group Work, and both of these methodologies increased by around 12.0% each. Deductive work was only reported by 4.0% of teachers, a decrease of 17.3% from before FFE. Throughout qualitative data collection, most participants similarly endorsed positive improvement in teaching and learning as a result of FFE-related teacher training. For example, one municipal director described the training as “excellent” for teachers in math and Spanish language. Another described them as “diverse.”

¹⁹ Focused Communication is a pedagogical approach in which language is taught functionally, versus following strict rules of grammar, and follows principles of communicative competence (Canale & Swain, 1980): grammatical competence (accuracy of the statement), sociolinguistic competence (use the social norms of the language) and strategic competence (uses verbal and nonverbal elements sufficient to communicate).

See <http://ibatefl.com/wp-content/uploads/2012/08/CLT-Canale-Swain.pdf>, and http://flenet.rediris.es/tourdettoile/NBailly_MCohen.html.

Table 7. Teaching Methodologies Reported by Teachers (n=328)

| | Currently*** | | Before FFE | | |
|-----------------------|--------------|-------------|------------|-------------|--------------|
| | N | % | N | % | % change |
| Active Participation | 208 | 63.4 | 166 | 50.6 | +12.8 |
| Group Work | 209 | 63.7 | 170 | 51.8 | +11.9 |
| Deductive | 13 | 4.0 | 70 | 21.3 | -17.3 |
| Investigation | 69 | 21.0 | 42 | 12.8 | +8.2 |
| Focused Communication | 238 | 72.6 | 119 | 36.3 | +36.3 |
| Brainstorming | 149 | 45.4 | 142 | 43.3 | +2.1 |
| 5 OR MORE | 98 | 29.9 | -- | -- | -- |

*** $p < .001$

Factors that have hindered the uptake of improved teaching tools and techniques.

Participants cited varied factors in qualitative data collection that have hindered the uptake of improved teaching tools and techniques. 56% of principals (5 of 9 comments²⁰) and 88% of sampled teachers' comments (7 of 8 focus groups) cited examples of hindrances. As seen in Matrix H, 53% of comments from principals and teachers overall described a lack of teaching materials, and how problems accessing pedagogical tools through the Ministry of Education hinder the uptake of improved teaching techniques.²¹ Both principals and teachers described having to buy their own teaching materials personally, putting a strain on their procurement and use. Both groups highlighted access problems in rural areas, and teachers suggested linking supply allocation to the quantity of students in each classroom. Teachers ultimately described a negative impact on teacher motivation and student learning resulting from problems accessing supplies. Still, a principal emphasized hope: "Despite this, we do everything possible. We try to work with updated techniques."

Half of teacher focus groups (27% of respondents' comments overall) cited problems with lack of time as meaningful hindrances to the employment of improved teaching techniques; that is, high student to teacher ratio in the classroom, multi-grade classrooms, class sessions that are too short in length, and perceived pressure from parents to not miss school in favor of attending trainings²². Additionally, 20% of sampled participants' comments overall (principals only) described State-based training options as insufficient. They described feeling insufficiently prepared by the trainings, lacking the tools to teach, and lacking access to training in rural areas.

²⁰ One principal described being new to his post in the last two months, and therefore had not yet received any training. As such, he did not comment on factors related to Intermediate Result 1.3.

²¹ Analysis provided across group (teacher and principals combined) and within-group, in order to examine differences in perceptions of hindrances, from teachers to principals. This was done for this indicator only, to examine potential differences in teacher self-perception versus perceptions of school director/supervisors.

²² Analysis of quantitative data provided by principals revealed that single- and double-teacher classrooms are found exclusively in rural schools. Multi-teacher classrooms constitute 100.0% of urban schools and 46.1% of rural schools.

Overall, principals and teachers expressed concern about the dearth of teaching materials, for the employment of improved pedagogical techniques. Teachers were about as concerned about time constraints in the classroom as they were about lack of materials. Principals, by contrast, were not. However, they were concerned about a systemic lack of available training for their teachers. There was no mention in the sampled interviews and focus groups of: needs assessment diagnostics, training plans for teachers, or teacher exchange visits.

Matrix H. Qualitative Results: Factors hindering the up-take of improved teaching tools and techniques

| Category | Example Comments Illustrating Category | % Frequency |
|---|--|---|
| Lack of teaching materials: <i>(Ex: Teacher forced to buy own materials, rural access issues, not enough for all students, negative impact on teacher motivation)</i> | Principal: "To implement all of the techniques, one would need to buy material. It costs money to make good materials. Sometimes, one has to buy it, photocopy, because each child implies a cost." Teacher: "One arrives to school after being trained with excitement. Then one arrives to the classroom, and sees nothing there. So one loses motivation because one needs materials... We have various difficulties with children, with whom we need to use more teaching materials so they can learn." | 53% total* (8 comments) <i>[44% of principals** (4 comments); 50% of teacher focus groups (4 comments)]</i> |
| Limited time: | Teacher: "One of the limitations is the [increase] in students and of grades. In my case, I'm multi-grade ²³ We don't have time to put a [new] teaching tool into practice" Teacher: "Using these techniques, students learn better. But 45 minutes is insufficient time." | 27% total (4 comments) <i>[0% of principals; 50% of teachers]</i> |
| Insufficient State-based training options: | Principal: "Some techniques and tools are not provided... Trainings aren't permanent, and recently the institutions are the only ones training.... The Secretariat comes, but if it weren't for COCEPRADII, [the trainings] wouldn't happen." | 20% total (3 comments) <i>[33% of principals; 0% of teachers]</i> |

* Total frequencies are calculated as a percentage of total number of comments from principals and teachers only, attributed to this category (n=15). Comments were simultaneously coded if attributable to multiple themes.

** Sub frequencies demonstrate the percent endorsement rate *within* sub-participant group, in order to identify any differences between principals' and teachers' views. In these cases, frequencies are calculated as a percentage of the amount of sampled principal interviews (9), and teacher focus groups (8).

Factors that have promoted the uptake of improved teaching tools and techniques:

Participants also cited varied factors through qualitative data collection that have promoted the uptake of improved teaching tools and techniques. 61% of all comments attributed to this question endorsed the value of FFE-related teacher trainings for the promotion of improved

²³ The term "multi-grade" refers to multiple grades of children attending the same classroom with the same teacher.

teaching techniques. Of these, 89% of principals (8 of 9 sampled²⁴) expressed satisfaction with training content. They described the positive impact of FFE-related trainings on student satisfaction and teacher preparedness, endorsed the value of a training requirement for teachers to ensure motivation, suggested the positive influence of diploma certificates to promote use of new teaching tools, and endorsed the high quality of FFE trainings. Likewise, of these 61%, 38% of teacher focus groups²⁵ emphasized the value of training for health and hygiene, nutrition for parents, and for tutors and teacher volunteers.

In terms of overall FFE incentives, 22% of comments attributed responsibility for the uptake of improved teaching techniques to CRS and FFE program incentives overall. Of these, 22% of principals emphasized the positive impact of FFE incentives on teaching, the school environment, and resulting attendance. Teachers, by contrast, endorsed the benefit of the school meal alone (25% of teacher focus groups). Finally, 17% of comments overall (38% of teachers) described how FFE pedagogical materials, along with teacher ingenuity to work with less, have improved teaching. Still, teachers referenced the ongoing need for more materials provision.

The data show that while principals primarily attribute the uptake of improved teaching techniques to strong FFE trainings, teachers evenly attribute the responsibility to FFE trainings, overall FFE incentives, and FFE pedagogy-specific materials.

Matrix I. Qualitative Results: Factors promoting the up-take of improved teaching tools and techniques

| Theme Area | Example Comments Illustrating Theme | % Frequency * |
|--|--|--|
| <u>FFE-related teacher trainings:</u> | Principal: "The trainings have been very important because a teacher becomes trained and this helps a lot to seek out other teaching techniques... We provided follow-up, and the children liked the new techniques they were taught." Principal: "[What has helped promote the uptake of improved teaching tools is], first of all, the [skillful] way that trainers impart the training seminar." | 61% total (11 comments) [89% of principals (8 comments); 38% of teacher focus groups (3 comments)] |
| <u>Overall FFE incentives:</u> | Principal: "Another clear factor is the help from institutions. For example... they gave us a mini library. Now the children are more comfortable in infrastructure, with school meals. These contribute so that the techniques that they're teaching, the good things that they're teaching, function well. Because the student receives them; he's present [at school]." | 22% total (4 comments) [22% of principals (2 comments); 25% of teachers (2 comments)] |

²⁴ As above, ²⁴ one principal described being new to his post in the last two months, and therefore had not yet received any training. As such, he did not comment on factors related to Intermediate Result 1.3.

²⁵ Analysis provided across group (teacher and principals combined) and within-group, in order to examine differences in perceptions of facilitators, from teachers to principals. This was done for this indicator only, to examine potential differences in teacher self-perception versus perceptions of school director/supervisors.

| | | |
|-----------------------------------|--|---|
| FFE pedagogical materials: | Teacher: "We need a lot of textbooks for the different grades, and materials. The [FFE] project has been supporting us in a direct way.... We almost have never had this direct support to be able to use with students. Yes, we would need for [CRS] to keep supporting us teachers." | 17% total (3 comments) 0% of principals; 38% of teachers |
|-----------------------------------|--|---|

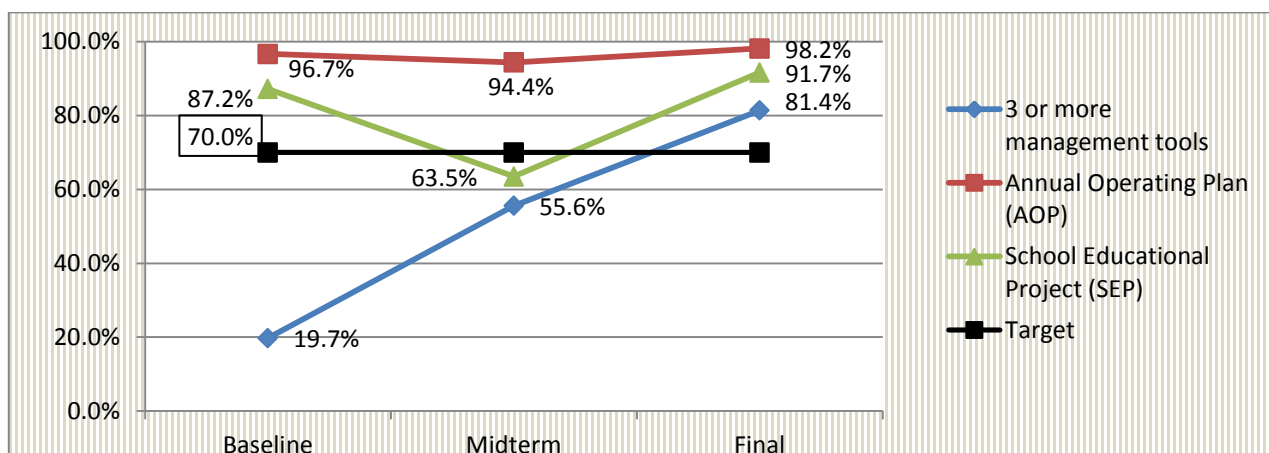
* Total frequencies are calculated as a percentage of total number of comments (N=18) from respondents attributed to this category. Comments were simultaneously coded if applicable.

** Sub frequencies demonstrate the percent endorsement rate *within* sub-participant group, in order to identify any differences between principals' and teachers' views. In these cases, frequencies are calculated as a percentage of the amount of sampled principal interviews (9), and teacher focus groups (8)

INCREASED SKILLS AND KNOWLEDGE OF SCHOOL ADMINISTRATORS (1.4)

81.4% of directors (n=161) reported using 3 or more new or improved management tools (see Figure 4 and Table 8). This number represents a significant increase from the baseline (19.7%) and midterm (55.6%) reports (see Figure 4). Directors' use of annual operating plans (AOP) remained steadily near 100.0%. Directors' use of school educational projects (PEC) totaled 91.7%, a significant increase from the midterm number of 63.5%.

Figure 4. *Increased Skills and Knowledge of Administrators*



Most directors (86.9% of n=168) reported that their schools had the tools of the basic national curriculum (BNC – DCNB in Spanish).

Nearly all directors (95.2% of n=168) said that they apply managing and control techniques for the operation of the school, and 97.3% of n=329 teachers agreed. No statistically significant difference emerged between administrators' and teachers' reports of administrators' use of techniques in managing the operations of schools (see Table 8). Most frequently, directors reported using the SACE (School Administration System) (81.4%), establishing annual operating plans (77.0%), instituting dropout prevention plans (70.8%), using teacher performance evaluations (64.6%), and establishing plans for monitoring and support of teachers (60.3%). Teachers most frequently

reported administrators' using the SACE (76.1%), performance evaluations for teachers (67.0%), educational management techniques (65.7%), annual operating plans (63.8%), and management of schools (57.6%).

Table 8. Administrators' Techniques to Manage Operation of the School

| | Directors' Reports n=161 | | Teachers' Reports n=318 | |
|---|-----------------------------|--------------|----------------------------|------|
| | N | % | N | % |
| Management of schools | 96 | 59.6 | 183 | 57.6 |
| Educational management techniques ²⁶ | -- | -- | 209 | 65.7 |
| Performance evaluations | 104 | 64.6 | 213 | 67.0 |
| Using the SACE | 131 | 81.4 | 242 | 76.1 |
| Information technology | 34 | 21.1 | 59 | 18.6 |
| Dropout prevention | 114 | 70.8 | 170 | 53.5 |
| Annual operating plans | 124 | 77.0 | 203 | 63.8 |
| Plan for monitoring and support to teachers | 97 | 60.3 | 171 | 53.8 |
| Other (varied) | 18 | 11.2 | 38 | 12.0 |
| 3 or more new techniques | 131 | 81.4% | -- | -- |

100% of qualitatively sampled participants asserted that education quality had increased based on techniques used by administrators. Underscoring the importance of administrator training overall, a teacher noted, "If the principal is bad, the head is bad and the entire body will be bad... The principal is he who has contact with every educational authority, including with CRS... The principal is the primary in charge of the school." 50% of participants' responses highlighted improvements to school organization, administration, and communication, resulting from administrators' techniques, which positively impacted education quality (see Matrix J). These teachers, principals, and municipal directors described improved administrator and teacher work output. They cited the benefits of administrator training as increasing awareness of new educational guidelines, indicators, and laws, and emphasized the importance of communication, in support of children's educational attainment. 25% of responses referenced the positive impact of increased training and certification for administrators, on education quality²⁷. Interview participants endorsed increased skills, knowledge, and certification levels of school administrators, resulting from the FFE training of administrators, and increased education quality. Responses also emphasized the impact of training on fundraising and NGO collaboration to support educational development. Finally, 25% asserted that the result of improved school management and administrator training is higher quality education, as seen through improved pedagogy in the classrooms and resulting student outcomes.

²⁶ This indicator was omitted from the Directors survey.

²⁷ Through FFE, CRS provided scholarships to principals for further training and certification. In 2013, 112 principals received scholarships; in 2014, 134 principals received scholarships; and in 2015, 97 principals received scholarships (343 principals total).

Matrix J. *Qualitative Results: Ways in which quality of education increased based on techniques used by the administrators*

| Category | Example Comments Illustrating Category | % Frequency * |
|---|--|----------------------|
| Better school organization, management & communication | <p>Municipal director "There's work completion [now]."</p> <p>Teacher: "I think that the [school administrator] trainings have contributed to students' education because... the organization of the school is paramount. Without organization everything is in disorder."</p> <p>Teacher: "Communication... is another point, so that teacher, principal, and parents can work [together]... to arrive at [expectations] with the student, and in this case, begin to change."</p> | 50% (10 comments) |
| Better administrator training/certifications | <p>Teacher: "In relationship to my school, we've acquired much knowledge because we went to... trainings and [so did] the principal and vice principal. [They received] a diploma in management and education administration."</p> <p>Principal: "They included us, even though we're a PROHECO center (Programa Hondureño de Educación Comunitaria), in a diploma program integral for principals. It's a very useful tool because a principal then can prepare himself to do management, and learn to handle the goings-on of our school."</p> | 25% (5 comments) |
| Improved teacher pedagogy and management of issues | <p>Teacher: "With the application of [administrator] techniques, it's helped us get out of traditional teaching, and help the students to be more active, participatory, and benefit more."</p> <p>Principal: "They've [the administrator trainings have] been good because we've come to understand how to support teachers."</p> | 25% (5 comments) |

* Total frequencies are calculated as a percentage of total number of comments (n=20) from respondents, attributed to this category. Comments were simultaneously coded if applicable.

Participants next described how improved educational quality has supported positive and collaborative teacher supervision, and affected the application of educational quality standards. 65% of participants (from Matrix J) endorsed the positive impact of FFE training of administrators, on improved school administration, certification acquisition, and improved teacher pedagogy. As seen in Matrix K, these positive endorsements aggregate with responses about teacher supervision, and the monitoring of educational indicators. 16% of remaining respondents (teachers) reported satisfaction with the new teacher supervision process, describing a shift from director oversight to collaborative engagement. Additionally, some expressed satisfaction that principals now help track student progress alongside teachers (this progress tracking was not measured through corresponding quantitative methods, and only emerged from qualitative data). 13% of respondents affirmed administrators' improved ability to monitor educational indicators and fulfill the standards due to enhanced training. Not all principals expressed feeling supported and satisfied with the current state of education, despite useful FFE administrator training. 6% of

all comments described satisfaction with FFE administrator trainings yet still reported dissatisfaction with the educational system in general. Still, overall, participants endorsed a 94% satisfaction rate.

Matrix K. Qualitative Results: Ways that FFE training of administrators affected teacher supervision and the application of educational quality standards

| Category | Example Comments Illustrating Category | % Frequency * |
|---|--|----------------------|
| Endorsement of positive impact of FFE training of administrators | See Matrix J comments | 65% (20 comments) |
| Positive endorsement of teacher supervision | Teacher: "Teacher accompaniment lends confidence to the teacher. Now waiting for a principal visit isn't pressured. Now it's normal because it's been coming little by little, and we're accustomed now. They let us know where we're making errors." Teacher: "Now it isn't supervision [anymore]. Rather, it's accompaniment to improve performance." | 16% (5 comments) |
| Positive endorsement of monitoring of educational indicators | Municipal director: "[Now after the trainings] we have teaching techniques in math and Spanish that we've given to the teachers for 1 st through 6 th grades. We also accompany that with educational indicators. This is something very good because we know how we're doing." Principal: "[Now] we have to be knowledgeable. We have to be permanently prepared with all documentation, and fulfill the educational standards." | 13% (4 comments) |
| Negative responses: | Principal: "They've [the FFE administrator trainings have] been good because we've come to understand how to support teachers... [Yet], however efficient education gets, we don't see this so advanced. Because we don't have absolute support... We're obliged to fulfill obligations [but] we don't have any incentive nor material to be able to work. Tools are taken from our hands." Teacher: "In relation to the State, it's abandoned us... We haven't had much government support." | 6% (2 comments) |

* Total frequencies are calculated as a percentage of total number of comments (n=31) from respondents, attributed to this category. Comments were simultaneously coded if applicable.

STUDENT ATTENDANCE (RESULT STREAM 2.0)

The second results stream is focused on student attendance. Teachers (n=328) were asked to report the number of children in their classes, divided by gender, and to report the number of children with fewer than 10 days unexcused absences from school, and 10 or more days unexcused absences. Teachers' aggregate, averaged responses are shown in Table 9. On average, teachers reported 5.4 girls (SD=4.0) and 5.8 boys (SD=4.2) in their classes (see Table 9). Among these children, teachers reported an average of 0.4 girls (SD=1.2) and 0.3 boys (SD=0.9) per class who missed 10 or more days of school with unexcused absences. The absentee rate is therefore 7.4% for girls ([0.4 girls absent 10+ days]/[5.4 girls in class]) and 5.2% ([0.3 boys absent 10+ days]/[5.8 in class]) for boys. The attendance rate is **92.6%** for girls and **94.8%** for boys ($p<.0001$), well above the goals of 70% for girls and 80% for boys.

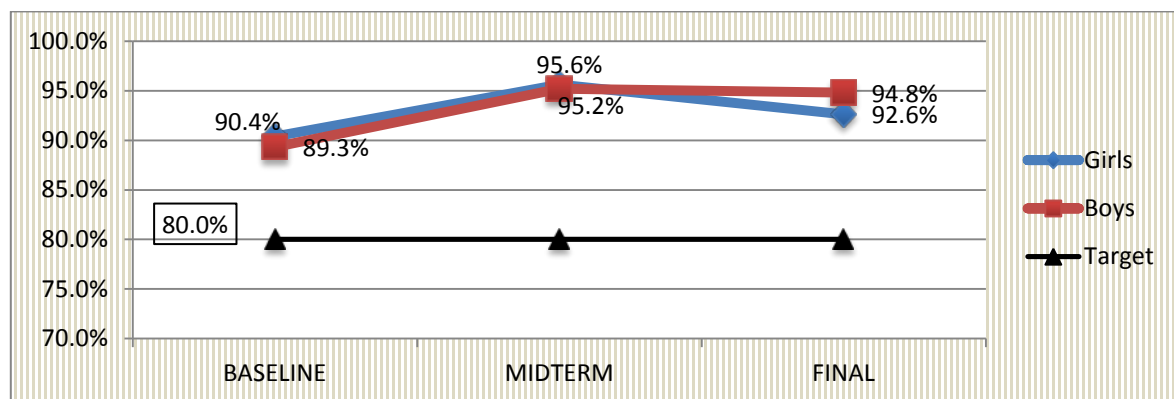
Table 9. Student Attendance (Reported by Teachers; n=328)

| | # children in class | # girls in the grade | # boys in the grade | # students with unexcused absences from school | | | |
|------------------------|---------------------|----------------------|---------------------|--|-----------|-----------------|-----------|
| | | | | Fewer than 10 days | | 10 or more days | |
| | | | | Girls | Boys | Girls | Boys |
| Preschool (n=8) | 12.6 (5.6) | 5.6 (3.6) | 7.0 (3.7) | 1.2 (2.0) | 1.6 (1.9) | 0.4 (1.0) | 0.0 (0.0) |
| First (n=108) | 8.8 (5.1) | 4.4 (3.0) | 4.5 (2.9) | 1.1 (2.0) | 1.0 (1.6) | 0.2 (0.9) | 0.2 (0.8) |
| Second (n=149) | 12.8 (9.4) | 5.9 (4.4) | 6.8 (5.6) | 1.6 (4.3) | 1.5 (4.0) | 0.7 (2.5) | 0.7 (2.0) |
| Third (n=147)* | 13.8 (9.7) | 6.7 (5.1) | 7.2 (5.5) | 1.6 (2.6) | 1.5 (2.7) | 0.6 (1.8) | 0.4 (1.1) |
| Fourth (n=142) | 3.6 (10.6) | 6.7 (5.7) | 6.9 (5.6) | 1.6 (2.9) | 1.4 (2.6) | 0.3 (0.9) | 0.4 (1.0) |
| Fifth (n=108) | 9.0 (6.0) | 4.6 (3.3) | 4.3 (3.1) | 1.0 (1.6) | 0.8 (1.4) | 0.2 (0.8) | 0.2 (0.9) |
| Sixth (n=109) | 8.1 (5.1) | 4.1 (3.0) | 4.0 (2.9) | 0.8 (1.6) | 0.8 (1.8) | 0.1 (0.4) | 0.2 (0.4) |
| OVERALL | 11.3 (7.4) | 5.4 (4.0) | 5.8 (4.2) | 1.3 (2.4) | 1.2 (2.3) | 0.4 (1.2) | 0.3 (0.9) |

*p<.05 for difference in boys and girls missing 10 or more days

Student attendance rates over time show a slight decline for boys since midterm, and a more significant decline for girls (see Figure 5). While 92.6% of girls have fewer than 10 days unexcused absences per school year, this rate is a 3.0% drop since midterm ($p<.0001$). A particular cause for concern is that boys did not experience the same rate of decline (only 0.4% decline)²⁸.

Figure 5. Student Attendance Rates



²⁸ These figures differ from the most recent CRS monitoring report to USDA, which showed 98% attendance for both girls and boys.

Factors that have facilitated or been an obstacle for attendance within the education system

Parents were also asked about student attendance. Many parents indicated that their child(ren) missed at least one day of school during the past school year (88.2% of n=543), with an average of 6.0 days missed (SD=5.6)²⁹. The most common reasons noted by parents for children missing school, *rooted in the school* (see Table 10), included teacher trainings (34.2% of n=480), general meetings (14.9%), teachers' health problems (3.7%), not having a teacher (3.5%), and problems with teachers' transportation (2.4%). Some parents also noted a number of other reasons for missing school (26.9%), the most common of which were national holidays (14.4% of n=480). The most common, *non-school related reason* for children missing school was child sickness (64.5%).

Table 10. *Reasons for Children Missing School (Reported by Parents)*

| School related (n=480) | | Non-school related (n=507) | |
|-----------------------------------|------|----------------------------|------|
| | % | | % |
| Teacher trainings | 34.2 | Child sickness | 64.5 |
| General meetings | 14.9 | Natural disasters | 3.0 |
| Teachers' health problems | 3.7 | Security issues | 0.2 |
| Not having a teacher | 3.5 | Don't know | 17.0 |
| Teachers' transportation problems | 2.4 | Other | 15.4 |
| Other | 26.9 | Caregiver illness | 1.2 |
| National holidays | 14.4 | | |

49 parents (9.0% of n=543) stated that their child had missed 10 or more days of school, and 42 of these parents (85.7%) stated the reason as child sickness. The most common illnesses reported were acute respiratory infection (52.4%), diarrheal diseases (14.3%), pneumonia (16.7%), allergies (14.3%), and intestinal parasites (11.9%). 4 parents (8.2%) reported there was no class during this period as the reason the child had missed 10 or more days of school.

67% of principals in qualitative interviews (6 of 9 sampled) reported the perception of an overall trend of improvement in attendance at their schools over time. In nearly all cases, no timeframe was cited; two principals, however, described this increase occurring since the FFE program began. This concurs with quantitative findings, which show an overall increase in attendance since baseline. A sampling of principals' responses follows: "With the help of USDA, via the FFE project, there is more attendance in our schools. Moreover, they've organized all of the support groups like CCEPREB, PASE, and the volunteer teacher program. This has, in truth, created an increase in the presence of children in the school"; "there has been no school desertion"; "attendance has increased"; and "before, the majority missed school. I think (school and attendance) have improved."

Obstacles to attendance:

Teachers, principals, and parents described several obstacles to attendance within the education system that children face. 28% of relevant responses from principals and teachers described severe weather and risks due to climate change as obstacles to student attendance. They

²⁹ The Ministry of Education MoE goal is for 200 class days per year, but the application of the law varies widely depending on the Municipality.

described dangerous travel conditions, where flooded rivers and landslides make roads and bridges impassible, and hinder the safety and attendance of students as well as staff. Future quantitative portions of evaluations may wish to specifically assess for the impact of severe weather and climate risk on student and/or teacher attendance. Framing the question in terms of “natural disaster” or “security risks” may be inadequate to capture and differentiate this particular concern. Child illness and family problems were also both mentioned as obstacles to attendance (20% of comments for each category). Teachers and principals mentioned illness as an obstacle to attendance, but in the context of the pertinent interview/focus group questions (“What happened to the school attendance this year at your schools? Has it increased/decreased? What has hampered the attendance of children to school?”), it received less detailed emphasis than weather-related risks, despite it being of principal non-school absence concern in quantitative findings (65% frequency). This may be because *health-related absences* are discussed as a distinct topic in the interview protocols. In qualitative findings, 20% of participants mentioned illness as influencing attendance. Health factors impacting attendance are further elaborated in Intermediate Result section 2.2.

In one of the 5 comments (20%) related to family problems, a teacher described an incident where a mother left her home after her children’s father migrated to the United States: “The mother was too young and fell in love again, and left her house, abandoning her children.” No other incidences were reported. A second, more generalized comment was made, however, where a teacher suggested that abuse in some children’s home would discourage student attendance. It cannot be discerned from this data if abuse is indeed a problem in communities, and if so, the magnitude of that problem, or what the specific link between abuse and school absence might be. CRS may benefit by following up on this issue in current programming and future evaluations (see Recommendations).

Finally, 16% of comments by teachers and parents emphasized the long distances children travel to school. Likewise, 16% of comments, made by teachers and principals, described how parents enlisting their children’s help with agriculture-based income generation and domestic work - that is, conditions of poverty - hinder attendance especially at harvest time, and impact learning.

By contrast with quantitative results, all sampled participants emphasized non-school related factors as obstacles to attendance. Some of these may be subsumed within the 15% “Other” category found above under quantitative findings, while the qualitative category of “severe weather and climate change” may currently coincide with both “natural disaster” and “security risks” on the relevant quantitative survey. While illness is not the primary emphasis here, it has a relatively high response rate frequency overall.

Matrix L. Qualitative Results: Factors hindering children’s attendance at school

| Category | Example Comments Illustrating Category | % Frequency * |
|--|--|---------------------|
| Severe weather and climate change | Teacher: “The problem is climate change... There’s a bridge and if it rains at night, [the river underneath] floods and they call it a lake because it’s impossible to cross... The only problem with absenteeism is when the river floods.” | 28% (7 comments) |

| | | |
|--|--|---------------------|
| Illness: | <p>Teacher: “Regarding our school, we have great attendance... Look, I always pass by the classrooms where the children are, and they’re there almost 100% of the time. Sure, there are always children who [miss school] due to sickness, or because it’s winter due to the [flooded] river, but in general it’s excellent attendance.”</p> <p>Principal: “[Students] don’t miss, only for illness.”</p> | 20% (5 comments) |
| Family problems: | <p>Parent: “There always exceptions of parents who... don’t want their children to do better and prosper.”</p> <p>Principal: “Here generally the attendance is good. There have only been a few kids, one or two who have an obstacle where they live with their grandmother; the grandmothers are matchmakers... Sometimes they take the [children] out and about with them, and they don’t come to school much.”</p> | 20% (5 comments) |
| Long distances to school: | <p>Teacher: “The children walk two hours to get to school from their houses.”</p> <p>Teacher: “The distances influence [attendance]... It demotivates the students a bit, who live far away. I think this large geographic displacement impacts all the communities.”</p> | 16% (4 comments) |
| Child agricultural/domestic work: | <p>Teacher: “Another factor is at the start of the year, with the coffee bean harvest. We emphasize to parents that when older children - 4th, 5th, 6th grade - go to harvest coffee bean, it interferes with their ability to integrate into educational activities at the start of their school year.”</p> <p>Teacher: “The children tell me, ‘teacher, I can’t come tomorrow because my mom is going out, and I have to care for my little brother.’ Parents give childcare roles to their children, or send them to market [to sell produce]. This is the mind frame of the parents.”</p> | 16% (4 comments) |

* Total frequencies are calculated as a percentage of total number of comments (n=25) from respondents, attributed to this category. Comments were simultaneously coded if applicable.

Factors that have facilitated attendance

In qualitative interviews, participants described the school meal as the primary factor facilitating student attendance. Out of a sample of 46 responses by principals, teachers, and parents to a series of questions about attendance facilitators (‘What factors have facilitated the attendance of children at school?’; How have school meals contributed to the attendance of children to school?; Can you describe how the rest of the incentives of the project have contributed to student attendance?’), 37% of responses (17) cited the school meal as their sole response, or as one response among others. In the subsequent section follows a discussion of the most common response types related to the contribution of school meals, and following that, the contribution of the other FFE program incentives. The next most frequently cited responses after school meals

were backpacks and their enclosed supplies with 15% (7 responses), infrastructural improvements with 13% (6 responses), and institutional collaborations with 11% (5 responses). Less frequently cited factors included the impact of parent-school partnership (9%; 4 responses), transportation (7%; 3 responses), and the State-provided Bonus (4%; 2 responses). FFE-related incentives are discussed below.

Contribution of school meals to improved student attendance

A sample of principals, teachers, parents, mayors, and municipal directors endorsed satisfaction with the school meals: “100%, [school meals have] been excellent”; “[The school meal] has been the biggest impact of all {in terms of} having these children in school every day, no school desertion, less malnutrition”; “the school meal has an impact that causes children and teachers to complete their 200 days of classes. It’s fundamental to achieve this [attendance] goal.” The most frequently cited categories of response type, describing the contribution of school meals to attendance, are grouped in the table below in order of frequency.

Three category types were equally cited in 24% of responses. First, 24% of principals, teachers, and parents identified that, in the absence of the school meal, attendance decreases. They shared their experiences that, prior to FFE and currently, children attend school less frequently if no meal is provided. They also shared their belief that if a meal were no longer to be provided, children similarly would not attend school. They reported that children express concern on days when there is no school meal. In an additional comment, a teacher noted that the meal has come to be so essential, that without it, school staff dismiss children early from school: “We’ve arrived at a recommendation: when the mother, for whatever reason, doesn’t arrive to make the school meal, we dismiss the children early from school. Because, by now at 10am, the child is looking to see what time he’ll receive a meal.”

Next, 24% of teachers, parents, and principals described the school meal as important because it helps alleviate child hunger due to poverty. Participants described hunger as a protracted experience for many children, referenced poverty rates in the region of Intibucá, and emphasized the school meal’s importance especially in rural areas. Likewise, 24% of responses (parents and principals) emphasized the motivating impact of the school meal on attendance and learning. Finally, another 24% of responses, by principals, teachers, and parents described that, in the absence of the school meal, attendance decreases.

18% of respondents (teachers and parents) described the value of meal diversification for student attendance, emphasizing students’ motivation to attend school for the varied types of meals. Finally, 12% of respondents (principals) described how the school meal enhances parental participation in the school, in terms of contributing to its provision (vegetables for taste, and its preparation). Despite broad satisfaction with school meals, a Mayor additionally suggested increasing the nutritional content of the school meal by adding red meat and dairy in future years; this comment is not included in frequency calculations.

| Category | Example Comments Illustrating Category | % Frequency * |
|--|--|---------------------|
| In the absence of school meal, attendance decreases | <p>Parent: "Speaking of the school meal, there's no excuse to not come [to school]. Before, when there wasn't a school meal, [parents] didn't send their kids. But now that there is, their child gets to drink milk and eat lunch."</p> <p>Principal: "The day that there's no school meal, children won't come to school. They need the meal... When [an NGO] was supposed to bring the meal in March, they were a week late. That week, you cannot imagine the amount of absences we had ... For the children, that small meal they'll eat [at school] is what will get them through the entire day."</p> | 24% (4 comments) |
| School meal helps alleviate child hunger due to poverty | <p>Teacher: "It's helped student attendance a lot because there are children who sometimes have nothing to eat in their houses. They die for their meal of rice, their milk, their CSB... even without any flavoring."</p> <p>Parents: "Sometimes children leave home without eating anything. They wait for this school meal, and it helps them."</p> | 24% (4 comments) |
| Motivating impact of school meal on learning & attendance | <p>Parents: "The children are much more motivated to continue their studies. [The meal] has taken on a lot of importance."</p> <p>Principals: "[the school meal] benefits the child. If he doesn't come [to school] well fed, it serves as a strengthening reinforcer."</p> | 24% (4 comments) |
| Impact of meal diversification on student attendance. | <p>Parent: "When there's meal variety, the children say, 'Today they're serving such and such a thing. We're going to go [to school]... because we like that [food].' The children go for the food, more than anything."</p> | 18% (3 comments) |
| School meal enhances parental participation in the school | <p>Principal: "[The school meal] has [had] an impact on parents' integration.... It's a big impact to achieve integration of [student attendance, reduced malnutrition, and parent involvement]."</p> | 12% (2 comments) |

* Total frequencies are calculated as a percentage of total number of comments (n=17) from respondents, attributed to this category. Comments were simultaneously coded if applicable.

Ways that other FFE incentives have contributed to improved student attendance

FFE incentives, other than school meals, were described as important for motivating attendance. When asked to remove school meals from consideration, backpacks and related school supplies were now mentioned as the most important incentive for improving attendance (46% of the time). The order of importance mirrors the prior section, however when excluding school meals from consideration, backpacks increased meaningfully in relative importance (rising from 15% to 46% of responses). Specifically, teachers, principals, and parents emphasized the value of choosing the least economically resourced children to receive supplies and backpacks. Some emphasized the

value of the institutional collaboration with COCEPRADII in terms of these supplies. A teacher requested that school supply provisions continue: “next year, take [the importance of school supplies] into account.” Overall, backpacks and school supplies clearly emerge as the second most important incentive to respondents, after the school meal.

The next most frequently cited responses were institutional collaborations (27%), which did not emerge when considering school meals. Participants acknowledged the important role of collaboration amongst FFE program stakeholders and the municipalities, COCEPRADII’s participation on committees with the schools, and training opportunities for diverse stakeholders including child tutors, PASE committee, volunteer teacher helpers, directors, and the school meal committee – especially in the absence of other institutional support.

Infrastructure (14%) and transportation (14%) were cited as important incentives impacting student attendance. These retained similar levels of importance as when factoring school meals (infrastructure rose from 13% of responses to 14%; transportation rose from 7% to 14%). Principals and teachers noted that infrastructural improvements helped to increase attendance. The positive influence of infrastructure on attendance is also discussed in Intermediate Results section 2.3. Teachers also emphasized the power of the transportation incentive for increasing attendance - when it is provided (low frequency usage rate detailed in Intermediate Result 2.1) - and highlighted the importance of parent involvement in supporting transportation. A teacher about expressed concern about its inconsistency throughout the year, however: “In my school, one of the very important factors is transportation. Sadly, it was only covered from March to September. [In that time] we achieved great attendance by our students.”³⁰ Transportation’s impact on academic performance is discussed in Intermediate Results section 2.1.

Matrix N. Qualitative Results: Ways that other FFE incentives (excluding school meals) have contributed to improved student attendance

| Category | Example Comments Illustrating Category | % Frequency * |
|---|---|----------------------|
| Backpacks and related school supplies: | Principal: “They’ve selected the poorest children, so these children with their supplies have felt good, and they’re permanently coming to school.” Principal: “[Children] feel more motivated to attend school every day... This has helped us a lot because attendance is what motivates [more attendance] most of all.” | 46% (10 comments) |
| Institutional collaboration: | Principal: “We work with Caritas and all of the benefits are very good... In the case of the town of Viejo, Caritas via the USDA is the only [relationship] that we have... Save the Children is absent; they don’t come anymore. They abandoned us. Now we only count on Caritas via USDA.” | 27% (6 comments) |
| Infrastructure: | Teacher: “Also important is the school environment. When the school is attractive, the student feels more motivated to attend school.” | 14% (3 comments) |

³⁰ It should be noted that CRS has attempted to hand over the FFE transportation activity to the communities.

Transportation: Teacher: “The transportation is something very important. There are 14% children who walk 2-3 hours [to school]... Now that they have (3 comments) transportation, we notice in the attendance sheet that one or two students are absent daily or weekly. But they’re not repetitive. We have parents take turns riding the bus.”

* Total frequencies are calculated as a percentage of total number of comments (n=22) from respondents, attributed to this category. Comments were simultaneously coded if applicable.

Overall, FFE incentives appear to have had a positive impact on student attendance since the beginning of the FFE 3-year program. The most critical incentives are the school meal along with backpacks and other school supplies. According to participant reports, these incentives meaningfully motivate student attendance, and help them overcome hindrances to attendance presented by severe weather, child illness, family problems, long distances between children’s home and their school, and seasonal child work.

INCREASED ECONOMIC AND CULTURAL INCENTIVES (RESULT 2.1)

According to the most recent CRS monitoring report to USDA (April-September 2015), **54,195 students** have received educational incentives to encourage enrollment in school. This number is 3.3% higher than the goal of 52,451 students.

Parents also reported various types of aide received (n=468); these responses are compared to baseline and midterm responses in Table 11. From midterm to final, parents reported a 20.0% increase in receiving money as a form of aide³¹ ($p<.01$), with 41.35% of parents in the final evaluation reporting receiving money. 90.53% of parents in the final evaluation reported receiving food supplies, an increase of 78.12% since midterm ($p<.001$). Those receiving transportation or scholarships remained low at the final evaluation, with no statistically significant changes since midterm³².

Table 11. *Types of Aide Received According to Parents (n=468 at Final)*

| | Baseline | Midterm | Final |
|----------------------|----------|---------|----------|
| | % | % | % |
| Money | 17.39 | 21.36 | 41.35** |
| Transportation (FFE) | 0.00 | 1.73 | 1.85 |
| Food supplies (FFE) | 8.27 | 12.41 | 90.53*** |
| Scholarships | 2.85 | 2.66 | 0.41 |

** $p<.01$; *** $p<.001$

Parents were also asked their opinions on the food program in individual survey interviews (n=543). As displayed in Table 12, parents reported significant enthusiasm for the project, with an overall standardized score of 87.8% out of 100.0%. Most parents agreed that school meals help

³¹ This money is not received from the FFE program but from the Government of Honduras.

³² FFE does not provide scholarships.

children pay more attention (98.3%) and learn more at school (96.7%). Slightly fewer said that food preparation was well organized at the school (94.7%), but most said that community members consistently prepared school food (97.2%; see Table 12).

Unexpectedly, some stakeholders mentioned that children had stomachaches after drinking the “milk” (soy/corn blend mixed with water). Several children noted that rice or oil also contribute to having stomachaches. Anecdotally, some interviewers felt that cooks may not always boil water, to make the milk potable; this could not be confirmed with stakeholder data.

By contrast, one principal felt the stomach pains were attributable to parasites, and reported that children’s stomach reactions had dissipated over time. He stated, “They [the students] de-worm. At first (the students) said ‘no teacher’, that the milk hurts (their stomachs). But it almost wasn’t the milk; it was that they had parasites or something. But in the course of these (FFE program) years, the children don’t say this, that their stomachs hurt....”

Table 12. Parents’ Responses to Food Program (n=537)

| | Range | Mean (SD) | % Agree or Strongly Agree |
|---|---------|----------------------|---------------------------|
| Having a complementary meal at school helps my child pay more attention in the classroom. | 1-5 | 4.5 (0.6) | 98.3% |
| My child has learned more at school since receiving complementary meals. | 1-5 | 4.6 (0.6) | 96.7% |
| Food preparation is well organized at school. | 1-5 | 4.5 (0.7) | 94.7% |
| Food preparation is consistently done by community members. | 1-5 | 4.5 (0.6) | 97.2% |
| OVERALL PARENT RESPONSES | 0%-100% | 87.8% (13.6%) | -- |

Parents and teachers were asked about security issues faced by students and teachers³³. 230 parents (42.4% of n=543) stated that children faced security issues on the way to school at least occasionally, compared with 68.9% of teachers ($p<.0001$). 246 parents (45.3%) said that teachers faced security issues on the way to school at least occasionally, and results for teachers were not different to a statistically significant degree, with 49.7% of teachers agreeing.

Appendix B presents average scores for children and teachers facing security issues, by municipality. The highest scores for perceived violence indicated the following municipalities as “hot spots” for violence: (1) San Francisco de Opalaca; (2) San Miguelito; (3) Camasca; and (4) Colomoncagua (see Appendix B for full set of results).

Qualitative responses agreed that security risks exist on the way to school, but emphasized risks to children. Participants named risks as adult drunkenness, drug use, rape, kidnapping and murder. One teacher described problems as recounted by parents stating, “Some parents told us they don’t want to send their children to school because people outside are drunk, others are on drugs, and the parents tell us that they’re afraid of a drug-affected man will rape a young girl. [Their

³³ These questions were newly applied in the final evaluation to explore the context of violence in Honduras and its impact on the learning environment. As such, comparisons to baseline and midterm evaluations are not possible for these questions.

daughter] is in 6th grade. It's a risk that students run when they travel to school." Another teacher expressed a similar concern about adults who drink and use drugs in the alley behind her school. She stated, "It's a danger as much for kids as it is for teachers, and the children are seeing bad examples." A third teacher described risk of kidnapping and murder suffered by children and teachers alike. He stated, "Where we work, there have been murders. We've even seen bodies thrown on the street when we pass by in bus. This produces insecurity for us because not even the bus is safe - there have even been kidnappings." Parents in focus groups expressed concerns about safety and school distance. One noted, "My daughter walks 30-40 minutes... She has to walk alone and cars pass by. We've heard many things, that they rob children even."

Parents and teacher were also asked about their perceptions of how the FFE program impacted community dynamics. Nearly all parents and teachers agreed (98.5% and 97.9%, respectively) that FFE project activities have strengthened parents' relationships within the school as well as the wider community (96.7% and 96.3%, respectively; see Table 13). Fewer parents and teachers, although most (91.2% and 90.9%, respectively), said that FFE project activities helped to reduce violence among students while at school. Responses for each group were summed and standardized on a scale from 0.0%-100.0%. On average, parents scored 87.4% out of 100.0% on their perceptions of FFE's impacts on the community, and teachers scored 85.9% (see Table 13).

Table 13. Perceptions of FFE Impacts on Community

| | PARENTS (n=543) | | | TEACHERS (n=328) | | |
|---|-----------------|----------------------|-------------------------------|------------------|----------------------|-------------------------------|
| | Range | Mean (SD) | % Agree/ Strongly Agree | Range | Mean (SD) | % Agree/ Strongly Agree |
| FFE project activities have helped to reduce violence among students while at school. | 1-5 | 4.3 (0.8) | 91.2% | 1-5 | 4.3 (0.8) | 90.9% |
| FFE project activities have strengthened parents' relationships with the school. | 1-5 | 4.6 (0.6) | 98.5% | 1-5 | 4.6 (0.6) | 97.9% |
| FFE project activities have strengthened the wider community. | 1-5 | 4.6 (0.7) | 96.7% | 1-5 | 4.5 (0.7) | 96.3% |
| OVERALL RESPONSES | 8.0%-100.0% | 87.4% (13.0%) | -- | 8.0%-100.0% | 85.9% (14.2%) | -- |

Through qualitative interviews and focus groups, participants also described improvements in parent-school relationships due to FFE, and the subsequent positive impact on student attendance. Principals noted: "All of the directives have united us... When children are absent often, all of the directives come together to support the teacher to do home visits to see what's impeding the child. Then they talk to the parents and teach them how important it is... We, the teachers, train the parents so that the children don't miss too much school"; "this school has improved... There are only two (students) who have missed school more (than others), but we've talked with their parents. They're sending them (to school now)"; and "following the [Education] Secretary's instructions, we're a school with an extended day. [But] we saw, in winter, it gets complicated. We met with the parents and made it so children leave a little earlier, because this is

topography with many rivers, and the parents didn't want to send their children when it was cloudy." A parent described parents' role in attendance accountability, by recounting her role accompanying teachers to a government office to report a parent's withholding of her child from school for three months. Suggesting parents' empowered contributions to increasing attendance, teachers noted, "Parents getting closer to the school has contributed to this goal. They've integrated into different support committees, like being security patrol, being with CCPREB, and on the committee of teacher support. All this has helped integrate teachers and parents for the benefit of children."

Incentive(s) with the best impact on school performance: the school meal

From qualitative data, the school meal emerged as the incentive with the greatest impact on school performance, according to participants, both in terms of the amount of times it was mentioned and in strength of the description (see its impact on attendance under Results Stream section 2). Participants described the school meal as "a great benefit," and emphasized that "within these children who are hungry, there is potential." When describing the nature of the impacts, participants nearly equally emphasized the importance of the school meal for knowledge acquisition, learning, and comfort in the school environment (50%), as well as for enhancing attention and alertness (44% of responses). While these categories are distinct, the latter supports the former. In terms of the school meal helping to improve knowledge acquisition, learning, and comfort in the school environment, principals, parents, and teachers emphasized the critical importance of the school meal for supporting academic performance. In terms of attention and alertness, principals and parents emphasized the meal's value for improving motivation, punctuality, energy and enthusiasm in the classroom, and that this leads to learning.

Matrix O. Qualitative Results: Ways in which the school meal impacts school performance

| Category | Example Comments Illustrating Category | % Frequency * |
|---|---|---------------------|
| Knowledge acquisition, learning, and comfort in the school environment | Principal: "A hungry child cannot advance his knowledge, while a child who has eaten can perform well... This project has come to fortify [children] so they have more knowledge, and can assimilate it better." Teacher: "The school meal is important because there are children who don't learn due to malnutrition. There are children who, from right out of their mother's womb, have poor nutrition, are subject to alcoholism, domestic violence, [and] extreme poverty. So when a child arrives to school, she arrives happy because she feels as though she's in her second home." | 50% (9 comments) |
| School meal enhances attention and alertness | Principal: "[School meals] have a great influence because if you're well fed, you won't fall asleep the moment you enter the schoolroom. You'll take advantage of it." Principal: "The impact is large. The children are more awake and attentive, there's more learning happening, because a well-fed child is an active child... In terms of learning, it's helped us a lot because a full child is going to learn. A child who hasn't eaten, nothing". | 44% (8 comments) |

* Total frequencies are calculated as a percentage of total number of comments (n=18) from respondents, attributed to this category. Comments were simultaneously coded if applicable. A single-item response outlier (n=1) was dropped from discussion, but calculated towards the total percentage frequencies.

Ways in which other incentives impacted school performance:

As described in the section above, 50% of responses referenced the impact of the school meal on school performance. 30% of responses referenced the indirect value of the school security patrols and other community supports in enhancing student's school performance, via supporting teachers' work. Teachers and parents noted that school security patrols serve as psychosocial protectors for students, ensuring student safety and wellbeing inside and outside of school, and thus indirectly impact academic performance. A teacher recommended a way that FFE could enhance its support of at-risk youth over time: "In our school, there's a group of students that live with high social risks, in places where there are drug addicts. These children are at risk. Raising parents' consciousness – that's the way that [FFE] could help. Work with them, or do another project apart, an action plan because they [those who are drug addicted] are opening a way so the children will follow the same path."

10% of responses referenced the impact of the transportation incentive on school performance. Each of these 3 comments by parents and teachers, however, were negative responses reporting geographically inadequate and inconsistent transportation coverage, along with a request to expand this incentive.³⁴ Finally, 10% of responses (teachers only) also referenced the importance of the dry ration incentive for supporting school performance by enhancing nutrition.

Matrix P. Qualitative Results: Frequency and ways in which FFE incentives impact school performance.

| <u>Category</u> | <u>Example Comments Illustrating Category</u> | <u>% Frequency *</u> |
|---------------------------------|--|----------------------|
| School meal: | <i>See table above for details on ways in which the school meal impacts school performance.</i> | 50% (15 comments) |
| School security patrols: | <p>Parent: "[School security patrols] check everything to ensure respect amongst students, so they have good behavior."</p> <p>Parent: "[School security patrols] set an agreement with the parents, student, and teacher... to be aware if a problem is happening in the streets. We have to be vigilant to see what's happening with this child to resolve the problem."</p> | 30% (9 comments) |
| <u>Transportation:</u> | <p>Parent: "A need we have here is support for children that travel to school far distances... There are children who still aren't covered under this [transportation incentive], and they come from far away. It's important to expand this [the transportation incentive]."</p> <p>Teacher: "Transportation would help [with sustaining the attendance of students], when they begin classes, and it should continue the entire year. We began in April to September. We were given help in the first few months, and in the last months we received no help."</p> | 10% (3 comments) |

³⁴ The remaining sparse comments about transportation as related to attendance are available in Results Stream 2.0 above.

Dry rations: Teacher: “[FFE] give[s] the dry ration to the child, and he can have it in his house, so that on weekends, the child doesn’t come to the school. He can have this reinforcement apart from the school meal.” 10% (3 comments)

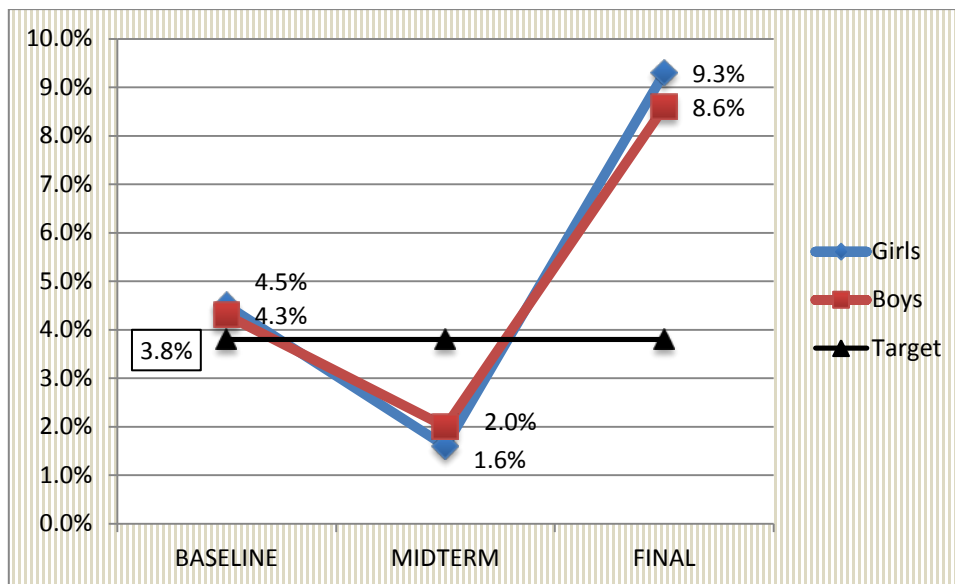
Teacher: “The parents are motivated also... because there are dates when they receive a dry ration. The child likes to bring it to his house. This means that the dry ration is well utilized.”³⁵

* Total frequencies are calculated as a percentage of total number of comments (n=17) from respondents, attributed to this category. Comments were simultaneously coded if applicable.

REDUCED HEALTH RELATED ABSENCES (RESULT 2.2)

Health related absences saw a steep increase since midterm (see Figure 6). Girls’ absentee rates related to illness increased 7.7%, from 1.6% at midterm to **9.3%** at final. Boys’ absentee rates related to illness increased 6.6%, from 2.0% at midterm to **8.6%** at final, well above the target absentee rate of 3.8%.

Figure 6. Children’s Health Related Absences (Reported by Teachers)



Teachers were asked to report the number of children in their classes, divided by gender (see Table 14). Teachers were also asked to report the number of children who had 10 or more absences per school year because of illness. On average, teachers reported 5.4 girls (SD=4.0) and 5.8 boys (SD=4.2) in their classes (see Table 14). Among these children, teachers reported an average of 0.5 girls (SD=1.0) and 0.5 boys (SD=0.9) per class who missed 10 or more days of school because of illness. The absentee rate due to illness is therefore **9.3%** for girls and **8.6%** for boys, a statistically significant increase since midterm for both groups ($p<.001$; see Table 14 and Figure 6).

³⁵ Dry rations are distributed two times per year.

Table 14. Children's Health Related Absences (Reported by Teachers; n=328)

| | # girls in the class | # boys in the class | # students with 10+ absences per school year due to illness | |
|------------------------|----------------------|---------------------|---|-----------|
| | | | Girls | Boys |
| Preschool (n=8) | 5.6 (3.6) | 7.0 (3.7) | 1.1 (1.1) | 1.1 (1.1) |
| First (n=108) | 4.4 (3.0) | 4.5 (2.9) | 0.4 (1.0) | 0.5 (1.1) |
| Second (n=149) | 5.9 (4.4) | 6.8 (5.6) | 0.7 (1.8) | 0.5 (1.2) |
| Third (n=147) | 6.7 (5.1) | 7.2 (5.5) | 0.5 (0.9) | 0.4 (0.8) |
| Fourth (n=142) | 6.7 (5.7) | 6.9 (5.6) | 0.4 (0.9) | 0.4 (0.9) |
| Fifth (n=108) | 4.6 (3.3) | 4.3 (3.1) | 0.3 (0.7) | 0.3 (0.6) |
| Sixth (n=109) | 4.1 (3.0) | 4.0 (2.9) | 0.2 (0.5) | 0.2 (0.6) |
| OVERALL | 5.4 (4.0) | 5.8 (4.2) | 0.5 (1.0) | 0.5 (0.9) |

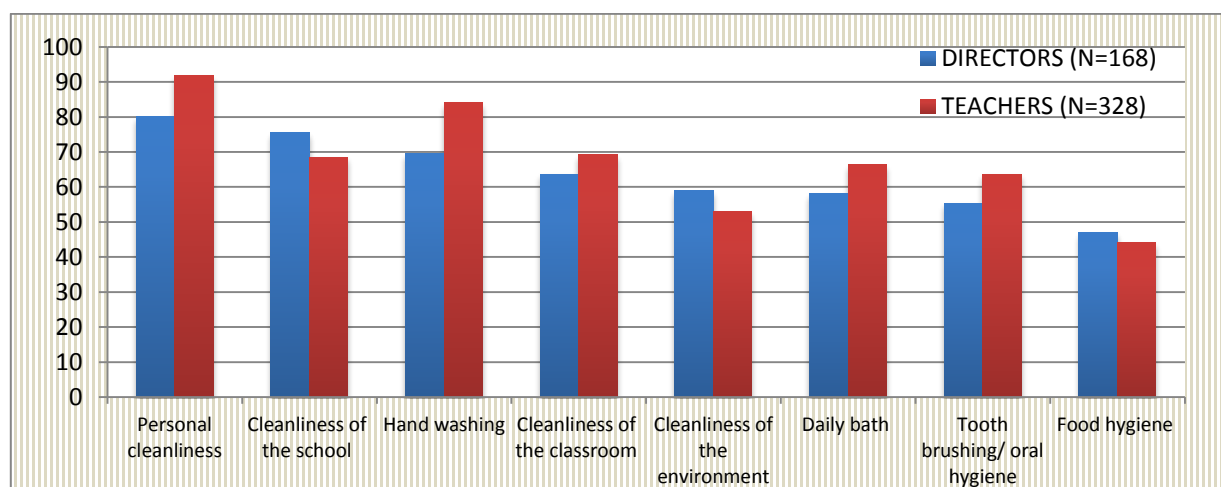
Likewise, and as also reported in Results Stream 2.0, 49 parents (9.0% of n=543) stated that their child had missed 10 or more days of school, and 42 of these parents (85.7%) stated the reason as child sickness. The most common illnesses reported were acute respiratory infection (52.4%), diarrheal diseases (14.3%), pneumonia (16.7%), allergies (14.3%), and intestinal parasites (11.9%). 4 parents (8.2%) reported there was no class during this period as the reason the child had missed 10 or more days of school.

While some qualitative participants' responses concurred with quantitative findings - that children miss school if they are sick - parents and principals primarily affirmed that health-related school absenteeism is not a significant problem at present. Acknowledging that health conditions at times afflict their students, such as colds, endemic diseases such as Dengue and Chikungunya, and serious conditions such as organ disease and convulsive disorders, participants reported that on the whole health-related absenteeism is not an issue. For example, one principal stated, "Absences for illness? No." Parents agreed: "Thank God, my children this year have not missed school due to illness. If they've missed, it's been one or two days."

Contrary to quantitative findings from the teacher survey showing increased rates of health-related absences since baseline, qualitative data from parents, teachers and principals endorsed a low health-related student absentee rate, due to support from Caritas, COCEPRADII, and the FFE program. Suggesting a perception of improvement over time, a parent stated, "I think the children almost never miss school now." A principal agreed: "No, the children don't get sick here now." A teacher described his community facing flu, Chikungunya and Dengue, but noted reduction in grave diseases throughout the FFE program. Teachers attributed this perceived reduction in health-related absences to institutional support: "In the past three years, we've been lucky because this institution (CRS) arrived to support us with school meals, and related to health. I notice that there's more attendance." Indeed, quantitative results in Results Stream 2.0 displayed an overall improvement in student attendance since baseline, 3 years ago. Intermediate Result 2.2, however, shows specifically that *health*-related absences have also increased since baseline. The lack of consistency between the actual number of health-related absences and participant observations may be attributable to participant perception. When describing the factors that help reduce student absences due to illness (below), participants reported satisfaction with the health care support components of the FFE program in general. Nevertheless, it is unclear what accounted for the health-related absence spike in the final year of the FFE program.

When surveyed about hygiene practices, 100.0% of directors (n=168) reported promoting hygiene practices at their schools, and 95.8% said that these practices are *always* applied at their schools. Likewise, 94.5% of teachers (n=328) said that students *always* applied hygiene practices at school. Directors and teachers both indicated specific hygiene practices they promoted with students; overall, the pattern of responses was not different between the groups to a statistically significant degree (see Table 17). Of note, most respondents emphasized personal cleanliness and cleanliness of the school. Only 69.6% of directors emphasized hand washing compared with 84.1% of teachers. Fewer than 50.0% of respondents emphasized food hygiene (see Figure 7).

Figure 7. Hygiene Practices Promoted at Schools



Of the 176 schools in the sample, 60 (34.1%) had improvements to hand washing and latrine facilities provided through the FFE project.

Perceived factors that help reduce student absences due to illness

As stated above, contrary to quantitative findings showing increased rates of health-related absences since baseline, respondents perceived a low health-related student absentee rate in qualitative interviews and focus groups. Frequently cited factors in qualitative interviews and focus groups that were perceived to have reduced student absenteeism included medical treatment for intestinal parasites (de-worming) and vaccinations. 47% of responses highlighted the importance of institutional assistance with treating intestinal parasites and flea infestations, as well as vitamin and vaccine provision to reduce health-related absences. A teacher cited Caritas critical role in delivering de-worming treatments.³⁶ A principal described the important role played by communities themselves in promoting de-worming and reducing health-related absences. Teachers noted the positive impact of FFE-related staff providing healthcare support within the school building itself on improving health and ensuring attendance.

³⁶ The FFE program supported delivery of medicines for the deworming program sponsored by the World Food Program.

In 35% of responses, principals, teachers, and parents described the importance of improved habits surrounding personal as well as meal preparation hygiene. This concurs with quantitative findings. Respondents also emphasized the importance of potable water for meal preparation. Finally, in 18% of responses, teachers and parents referred to the value of the school garden as a means to promote student health, enhance parent-school involvement, and support education.

Matrix Q. Qualitative Results: Factors that help reduce student absences due to illness

| Category | Example Comments Illustrating Category | % Frequency * |
|--|---|---------------------|
| Health care (de-worming and vaccinations): | Principal: "In my community, treatment for intestinal parasites has been very effective. There were cases where the children were absent due to excessive stomach pain. We concluded that there were parasites in small children. With the de-worming, and help from the community, we've reduced health-related absences a lot." Parent: "They've de-wormed us and gotten rid of flees. They've given us vitamins and vaccinated our children." | 47% (8 comments) |
| <u>Improved habits around health and hygiene:</u> | Principal: "In my school (health-related absences) have diminished due to children's hygiene habits. It makes children get ill less by washing hands, brushing teeth every day, washing hands before eating (and) when they go to the bathroom." Teacher: "The school meal committee is in charge of overseeing.... a good quality meal - that it won't go out with rat feces, because they produce dangerous diseases." | 35% (6 comments) |
| School gardens: | Teacher: "We're thankful to Caritas for the support they've provided, and for the school garden. It's what incentivized us to cultivate. It's not cultivated by the students nor teachers, but by parents, and parents are maintaining it. We've also planted a parcel of corn, which complements children's nutrition." | 18% (3 comments) |

* Total frequencies are calculated as a percentage of total number of comments (n=17) from respondents, attributed to this category. Comments were simultaneously coded if applicable.

IMPROVED SCHOOL INFRASTRUCTURE (RESULT 2.3)

For school year 2015, according to CRS reports to USDA, 89 facilities were rehabilitated or constructed as a result of USDA assistance. These included 39 latrines and hand washing stations and 50 classrooms and/or other school structures. This puts the final number of improved educational facilities at **173** (84 at midterm + 89 at final), 84.0% beyond the target of 94 infrastructure improvements.

In reporting on the state of school infrastructure, 37.5% of directors (n=168) stated that the facilities were in good condition, 53.0% stated they were in "regular" or acceptable condition, and 9.5% reported they were in poor condition. Similarly, 39.9% of teachers (n=328) stated that

facilities were in good condition, 48.8% stated they were in acceptable condition, and 11.3% said facilities were in poor condition. By contrast, however, 73.5% of parents (n=543) indicated that classrooms or latrines at their children's schools required immediate attention.

Directors and teachers were also asked to prioritize the top activities to improve the state of school facilities (see Table 15). Overall, there was no statistically significant difference in the pattern of the responses between the groups. In both groups, construction of classrooms was the highest priority (36.3% and 37.2% for directors and teachers, respectively), followed by improvement of classrooms (35.2% and 34.1%, respectively). About 1/4th of directors prioritized a perimeter fence, and almost 1/3rd of teachers agreed. Sinks and bodegas were lowest on the list of priorities, as were kitchens and latrines/toilets.

Table 15. Top Priorities for Improving School Facilities

| | DIRECTORS (n=168) | | TEACHERS (n=328) | |
|---|-------------------|------|------------------|------|
| | N | % | N | % |
| Improvement of classrooms | 62 | 35.2 | 112 | 34.1 |
| Improvement of latrines / toilets | 27 | 16.1 | 39 | 11.9 |
| Improvement of sinks | 8 | 4.8 | 14 | 4.3 |
| Construction of classrooms | 61 | 36.3 | 122 | 37.2 |
| Construction of latrines / toilets | 32 | 19.0 | 59 | 18.0 |
| Construction of sinks | 14 | 8.3 | 14 | 4.3 |
| Perimeter fence | 44 | 26.2 | 103 | 31.4 |
| Kitchen | 30 | 17.9 | 50 | 15.2 |
| Bodega/Warehouse | 9 | 5.4 | 18 | 5.5 |

While collecting data at schools, data collection supervisors conducted observations and noted a number of hygiene- and infrastructure-related issues (see Table 16). Most schools had water available (86.7%), and water was used for handwashing (86.7%), washing dishes (75.0%), drinking (60.0%), washing mops (66.6%) and washing the floor (63.3%), while 13.3% of supervisors were not able to see any activities. A majority of schools (68.3%) were observed in which children were drinking water directly from the source, most commonly from a faucet (63.6%); it is unknown whether this water was potable.

Many schools had separate bathrooms (71.1%) – of these, 100.0% had separate bathrooms for boys and girls and 66.7% had separate bathrooms for children and teachers. Only 6.7% of bathrooms were observed to have a towel, and only 10.0% had soap. Many were observed to have water (71.7%) and 58.3% had a trash can. Many bathrooms were well ventilated (68.3%) but only 41.7% had adequate lighting.

Table 16.

Hygiene and Infrastructure Issues at Schools (n=60 Schools)

| | Yes (%) | Details |
|---|---------|---|
| Water Available | 86.7% | <ul style="list-style-type: none"> • Handwashing (86.7%) • Washing dishes (75.0%) • Drinking (60.0%) • Washing mops (66.6%) • Washing the floor (63.3%) • Did not see (13.3%) |
| Children Drinking Water Directly | 68.3% | <ul style="list-style-type: none"> • From faucet (58.3%) • From pipes (10.0%) • From water fountain (1.7%) |
| Toilets Used Separately | 71.7% | <ul style="list-style-type: none"> • Boys and girls separately (100.0%) • Children and teachers separately (66.7%) |
| Condition of Bathrooms | -- | % of Bathrooms which contain the following: <ul style="list-style-type: none"> • Towel (6.7%) • Soap (10.0%) • Water (71.7%) • Trash can (58.3%) • Ventilation (68.3%) • Lighting (41.7%) |

Overall, 82% of comments described positive satisfaction with infrastructural projects, and their impact on education (see Matrix R). This 82% was comprised of the following: 32% of comments described the positive impact of infrastructure on health and safety. Participants noted improvement in student hygiene resulting from building latrines and hand washing stations, the health value of enclosed classrooms with washable floors, and the safety value of strong roofs and walls in case of earthquake. 26% of comments by mayors, municipal directors, and principals described how needs assessments and infrastructure requests promote collaboration amongst schools, the municipality, and FFE. 13% of all comments described the value of infrastructural improvements for promoting student attendance, due to increased motivation, pleasure and pride to be in the school environment. 11% of comments described enhancements to classroom attention and learning, resulting from infrastructural improvements. These focused on the importance of ameliorating distractions to learning, such as leaky classrooms.

Only 18% of all infrastructure-related comments described challenges to successful implementation of infrastructure projects. These comments suggested that no FFE infrastructural support had been yet received (3 comments; 8%), and described the generally poor condition of municipal schools (2 comments; 5%).

Matrix R. Qualitative Results: Impact on education based on infrastructural improvements

| <u>Category</u> | <u>Example Comments Illustrating Category</u> | <u>% Frequency *</u> |
|---------------------------------|---|----------------------|
| Ensure health and safety | Principal: "We built latrines because they were bad... Now they're different and the children now use the bathrooms. Their cleanliness is more apparent, and the risk of illness is less because before there were many mosquitos. Now there's less risk because [the bathrooms are] washable." | 32% (12 comments) |

| | | |
|---|--|----------------------|
| | Teacher: "They contributed windows to three classrooms and it's helped a lot... When it was cold, the children were cold because the classroom was uncovered. But now, it's helped a lot both the children and teachers." | |
| Needs assessments/ infrastructure requests promote collaboration (school, municipality, & FFE) | Principal: "It's been great, excellent because we've completed our proposed goals in our annual operating plan and in the PEC. Via COCEPRADII and the municipality, we've received great benefit, and this contributes to improving [education] because our students like to see a beautiful school." Municipal Directors: "In truth, these are impactful projects. What we do is support when [the school or NGO] wants to request funds. We check it over carefully, we support them in meetings with parents when we can get to the place, and they look for our help as a district." | 26% (10 comments) |
| Promote student attendance and motivation | Teacher: "In our case, the girls - I've seen that they want to go to school more now, to use the bathroom. They have their toilet paper that they've purchased... They've gotten together and bought it. This gives them more [motivation] to go to school, seeing everything pretty. Seeing that they will sit in a bathroom that they've maybe never used before, since in these communities it's difficult and there are no latrines." Teacher: "One only transports oneself [to school] who wants to see a beautiful classroom. This is the general environment that we have to have prepared for children, beginning with a chair... We should aspire always to having the best in our schools." | 13% (5 comments) |
| Enhance classroom attention and learning | Principal: "When there's good infrastructure, the education process isn't interrupted. For example, if we're receiving classes and a strong rain comes, the class separates because water is falling on their heads. A classroom that's protected and secure doesn't interrupt the education process." Teacher: "The roofs and walls demotivate student attendance, when it always rains and everything fills with water... It demotivates children to have to tolerate the rain. They can't work well." | 11% (4 comments) |
| Challenges exist for successful implementation of infrastructure projects | Principal: "In this school, on behalf of the [FFE] project, we haven't received any infrastructure. We've received it due to the requests we've made of the municipality." Mayor: "We're still completely lacking in the building of school infrastructure, the schoolrooms, so that the primary schools function well. It's a big challenge for each primary school to have its own building" | 18% (7 comments) |

* Total frequencies are calculated as a percentage of total number of comments (n=38) from respondents, attributed to this category. Comments were simultaneously coded if applicable.

INCREASED STUDENT ENROLLMENT (RESULT 2.4)

How many students have continued on for the following school year?

According to data provided by the Ministry of Education³⁷, 54,620 children were enrolled in Intibucá in the 2015 school year. 26,675 (48.8%) were girls and 27,945 (51.2%) were boys (see Table 17).

Table 17. Student Enrollment (Primary and Pre-Primary Schools, 2015)

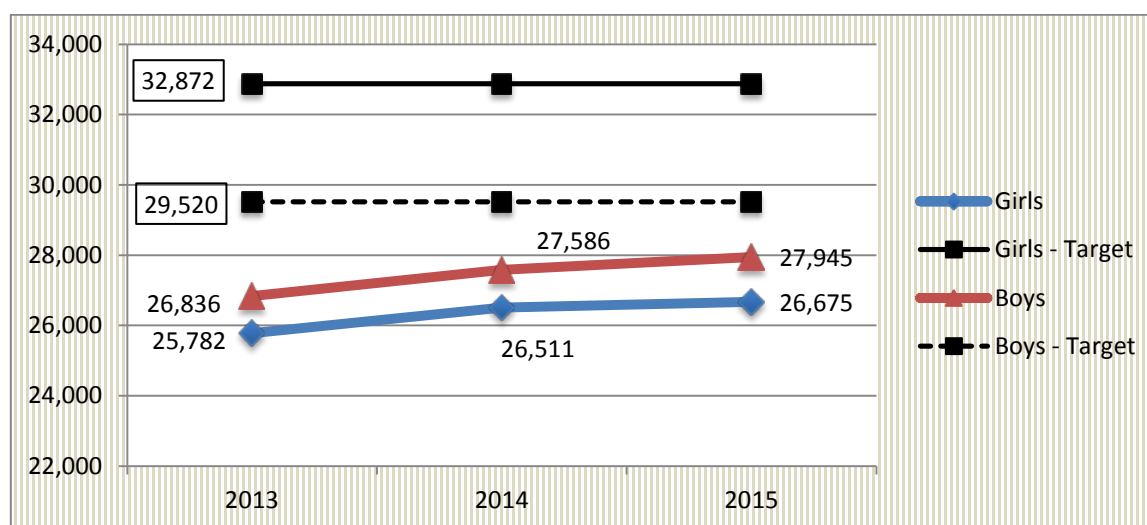
| Student Enrollment | | | |
|-------------------------|---------------|---------------|---------------|
| | Girls | Boys | TOTAL |
| CAMASCA | 817 | 852 | 1,669 |
| COLOMONCAGUA | 2,038 | 2,185 | 4,223 |
| CONCEPCION | 1,022 | 1,023 | 2,045 |
| DOLORES | 740 | 769 | 1,509 |
| INTIBUCA | 5,520 | 5,790 | 11,310 |
| JESUS DE OTORO | 3,288 | 3,409 | 6,697 |
| LA ESPERANZA | 1,526 | 1,669 | 3,195 |
| MAGDALENA | 476 | 517 | 993 |
| MASAGUARA | 1,652 | 1,650 | 3,302 |
| SAN ANTONIO | 699 | 730 | 1,429 |
| SAN FCO. DE OPALACA | 1,461 | 1,456 | 2,917 |
| SAN ISIDRO | 573 | 581 | 1,154 |
| SAN JUAN | 1,497 | 1,569 | 3,066 |
| SAN MARCOS DE LA SIERRA | 1,173 | 1,328 | 2,501 |
| SAN MIGUELITO | 928 | 943 | 1,871 |
| SANTA LUCIA | 619 | 671 | 1,290 |
| YAMARANGUILA | 2,646 | 2,803 | 5,449 |
| TOTAL | 26,675 | 27,945 | 54,620 |

By what percentage has following-year enrollment increased for students annually?

Enrollment numbers have increased since the midterm evaluation but are still below the target of +10% (boys) and +25% (girls) enrollment compared with baseline (see Figure 8). Boys saw a **1.28%** increase in enrollment since midterm and a 3.97% increase since baseline. Girls saw a more modest increase in enrollment since midterm, with a **0.62%** increase, and a 3.35% increase compared with baseline.

³⁷ See <http://sace.se.gob.hn/reportes/sace/matricula/>.

Figure 8. Student Enrollment 2013-2015



Most participants' perceptions in qualitative inquiries were that student enrollment had sustained itself or increased. 23% of comments by principals, teachers, and municipal directors (see Matrix S) described generally positive perceptions of enrollment, believing that all school children were enrolled (4 comments), that there was no school desertion (4 comments), enrollment levels had sustained themselves over time (2 comments), or that enrollment had increased (2 comments). These perceptions contradict the quantitative findings and may reflect a correction in the quantitative data towards more accurate estimates compared with earlier points.

50% of participants' responses highlighted factors that currently facilitate enrollment. Of these, participants' placed highest importance on the school meal. 17% of responses mentioned the importance of the school meal, either alone, or in conjunction with backpacks and the tutoring program. Next, 12% of comments cited the importance of the tutoring program for sustaining enrollment. 8% mentioned the value of children receiving backpacks as an incentive to enrollment. 8% of comments referenced the power of communication campaigns for increasing enrollment, in terms of teachers' participation as well as parents role transmitting the message throughout the community. Finally, 6% of comments focused on the importance of the collaboration amongst CRS, COCEPRADII, Caritas, FFE project schools, municipalities and parents to improve education quality and thus reduce school desertion rates.

While 73% of comments overall focused on factors that have facilitated enrollment, 27% of participants' comments referenced declines in enrollment and noted enrollment obstacles (also see Matrix S). 8% of these respondents highlighted a lack of school-age children in their communities as an obstacle to enrollment. 8% of teachers' and parents' comments observed the phenomenon of new schools opening with improved geographic proximity to children. These participants noted that decreases in enrollment are due to the existence of more schools, and resulting school choice. 4% described fewer children entering school at the early grades. 4% described the impact of migration and lower birth rates on declining enrollment. Finally, 4% of teachers' comments highlighted parents' perspectives on gender and age as obstacles to enrollment, especially for girls or any student as s/he ages.

| <u>Category</u> | <u>Example Comments Illustrating Category</u> | <u>% Frequency *</u> |
|--|---|---------------------------------|
| General Perceptions of Maintained/ Increased Enrollment | Principal: "In this community, there's not one child of school-age that isn't enrolled. They all are." Municipal director: "We've improved a lot and there's almost no school desertion now. It's rare." | 23% (12 comments) |
| <u>Enrollment Facilitators (total):</u> | | <u>50% (26 comments)</u> |
| <i>School Meal</i> | Parent: "[The school meal] is very important because it's provided a lot of benefit. Sometimes the children feel more motivated to continue their studies [because of it]. It's gained a lot of importance, the school meal." | 17% (9 comments) |
| <i>Tutoring Program</i> | Teacher: "[Our school] has been benefited by Caritas. [Tutors] give classes to pupils and this is an advantage for us teachers and, for the under-performing child, tutoring helps [enrollment].... We ask that [FFE] continue as it has." | 12% (6 comments) |
| <i>Backpacks</i> | Teacher: "The backpacks [are important] too, because maybe parents don't have the capacity to buy a backpack for their child, so they enroll him because the school will give the child one, via Caritas." | 8% (4 comments) |
| <i>Communication campaigns</i> | Teacher: "The motivation of the teacher [is important] because parents enroll a child in 1st grade, and then say, 'I'm going to bring my child to school again next year.' This allows the parent to not only enroll the child, but also be a transmission network to the other parents." | 8% (4 comments) |
| <i>Collaboration: NGOs</i> | Municipal director: "The change [in education] is very significant... in reducing absences and school desertion because through this [FFE] help, the [educational] indicators have improved." | 6% (3 comments) |
| <u>Enrollment Obstacles (total):</u> | | <u>27% (14 comment)</u> |
| <i>Lack of school-age children</i> | Teacher: "It's not because parents don't want to send their children. It's that there aren't any more school-age children." | 8% (4 comments) |
| <i>New schools available</i> | Teacher: "Something that hurt our school [enrollment] is that, nearby there are other schools that are closer, within our same town." | 8% (4 comments) |
| <i>Fewer children entering</i> | Principal: "There have been fewer children entering school. For example, this year only 6 children entered first grade, but 10 completed [last year] it so it declines a little. Last year we had 61 [students], and today we have 55." | 4% (2 comments) |

| | | |
|----------------------------|--|-----------------|
| Migration | Principal: "In this school, enrollment... has been diminishing but it's not because children are left out. Here, we have 100% enrollment of community children... Before, there were more students but they didn't attend, and today, there's 100% enrollment but there's lower matriculation in the school... This generation of students is less because many parents have emigrated and single women have remained. This is now a community of women, and there aren't young students... The other factor appears to be that the new generation of parents here isn't like before, where each family had 10 children, with only 4 in the school. Today, here, parents have few children." | 4% (2 comments) |
| Parents perceptions | Teacher: "It's about the culture of each community.... Parents of girls only send them [to school] until 4 th grade. After that, they teach them domestic roles because they think that it's no longer helpful for them [to study], and that they're not meant for this. The boys, in some cases [are sent] until 5 th grade." | 4% (2 comments) |

* Total frequencies are calculated as a percentage of total number of comments (n=52) from respondents, attributed to this category. Comments were simultaneously coded if applicable.

INCREASED COMMUNITY UNDERSTANDING OF THE BENEFITS OF EDUCATION (RESULT 2.5)

100.0% of parents (n=543), when asked, stated that education is important for their children. Parents were also asked to indicate the specific reasons why education is important (see Table 18).³⁸ Out of 480 parents surveyed, 465 (96.9%) provided at least 3 valid reasons. On average, parents provided 6.8 reasons (SD=2.4), with a median of 7 reasons and a mode of 7 reasons. The most common reasons provided included To have a better future (88.1%), Improve quality of life (87.5%), More knowledge (76.5%), Acquire better values and have good conduct (63.5%), Achieve greater social prestige (58.5%), Contribute to local development and to Honduras (56.5%), and Get a higher income (54.2%) (see Table 18).

Table 18. *Parents' Reasons for the Importance of Education (n=480)*

| | N | % |
|--|-----|------|
| To have a better future | 423 | 88.1 |
| Improve quality of life | 420 | 87.5 |
| More knowledge | 367 | 76.5 |
| Acquire better values and have good conduct | 305 | 63.5 |
| Achieve greater social prestige | 281 | 58.5 |
| Contribute to local development and to Honduras | 271 | 56.5 |
| Get higher income | 260 | 54.2 |
| So children can defend their rights | 190 | 39.6 |

³⁸ The survey question was intended to allow parents to identify multiple reasons, as a way to determine the indicator for Result 2.5: "Percent of parents who, when asked, can provide at least three valid reasons why it is important for children to attend school." However, because of a data coding error in iFormBuilder, enumerators were allowed only to select one response instead of multiple responses. Therefore, an additional data collection effort was undertaken in 24 randomly selected schools from the original sample of 176 (n=480 parents). The findings for Result 2.5 correspond to this additional data collection effort.

| | | |
|--|-----|------|
| To be leaders and contribute to development of children and community | 182 | 37.9 |
| Opportunity for better employment | 175 | 36.5 |
| Improve self-esteem, become better parents, and be respected | 142 | 29.6 |
| Obligation to provide education | 139 | 29.0 |
| It is the best legacy to leave children | 79 | 16.5 |
| Access to food | 11 | 2.3 |

Parent focus groups also endorsed the value of education and school attendance for their children. 100% of parent focus group comments (n=10) noted variations of, “I think that education is very important.” 30% explained the value of education for children’s future in general, and another 30% for their future work/livelihood opportunities (see Matrix T). 20% described education as important for developing good moral character. Finally, 20% suggest that the value of education is in supporting one’s child to do better than oneself in life. Except for congruence around the top category “to have a better future”, qualitative data varies from quantitative findings in magnitude and order of frequency. Still, findings highlight similar categories of interest for parents across analyses.

Matrix T. Qualitative Results: Parents Focus Group comments describing the importance of education

| Category | Example Comments Illustrating Category | % Frequency * |
|--|--|----------------------|
| To have a better future | Parent: “It’s [education is] important because the child receives education and they would not have learned anything. Education is important for the child to begin to develop a future, one that will serve the child when s/he’s an adult. We know that today, education is important to develop oneself.” | 30% (3 comments) |
| To have work/livelihood opportunities | Parent: “If a child has no education, there is no progress and s/he cannot get a job. That’s why education is important.” | 30% (3 comments) |
| To develop moral character | Parent: “[Education is important in order] to become good men and women, to not shame their parents, their families, or anyone. May they be of benefit.” | 20% (2 comments) |
| To do better than one’s parents | Parent: “[Education is important] so they’re [children are] not like oneself. I didn’t study, but I’m not going to leave my child as I was. [My child] has to understand that, that he must study because it’s very important to study.” | 20% (2 comments) |

* Total frequencies are calculated as a percentage of total number of comments (n=10) from respondents, attributed to this category. Comments were simultaneously coded if applicable.

Parents and community organizations have actively participated in education

When asked whether they had participated in the implementation of the School Education Project, 63.5% of parents said yes (of n=543). 87.7% of parents stated they participated in the development of the project, and 95.2% of directors and 97.6% of teachers agreed with parents’ participation in development.

67.2% stated they belonged to one or more organizations promoted or strengthened by the FFE project (see Table 19). Among those who participate in organizations, parents most commonly belonged to the snack committee (37.2%), and/or serve as a teachers' support volunteer (31.1%). About 1/4th of parents serve on the security patrol (PASE), and 22.4% serve on the school dropout committee (EPRED). A smaller number served on the APF (15.8%).

Table 19. Parents' Participation in Organizations (n=366)

| | N | % |
|-----------------------------------|-----|-------|
| PASE (Security patrol) | 88 | 24.0% |
| EPRED (School dropout) | 82 | 22.4% |
| Teachers support volunteer | 114 | 31.1% |
| Snack committee | 136 | 37.2% |
| APF | 58 | 15.8% |

In qualitative interviews and focus groups, 100% of parents' and principals' comments described ways that parents and community organizations participate in supporting children's education. Of these, 23% of responses by parents and principals (see Matrix U) described meaningful parental involvement in school projects, including consistently supporting the labor for infrastructural improvements and repairs. 19% of responses described parents' involvement in the school, including attending school committee meetings and parent-teacher meetings. School principals also endorsed parent's positive participation in school activities. 19% of responses by parents and principals also endorsed community organizations valuable participation in education, as well as their important collaboration with municipalities and parents themselves. Responses described NGO participation in organizing school meetings to support parent participation, and collaborations with local shops, churches, and community groups to augment education and school supplies.

Of lesser frequency, 15% of participants' comments described parents' role promoting and ensuring hygiene and nutrition, including contributing to school meals with extra vegetables and spices for flavor. Finally, 12% of parents' comments endorsed supporting their children's homework completion, valuing education for their children, and actively participating in promoting education and literacy at home. Also, 12% of principals' and teachers' comments underscored the role that parents play in preventing school desertion and improving student enrollment, including supporting school security patrols. These extend the quantitative findings by additionally highlighting parents' involvement in infrastructural projects, nutritional support, and homework assistance.

Matrix U. Qualitative Results: Ways that parents and community organizations have actively participated in education

| Category | Example Comments Illustrating Category | % Frequency * |
|-------------------------------------|--|---------------------|
| Parent involvement in school | Principal: "The municipality, COCEPRADII... last year we all painted walls... and [in past years] we built the building... And parents in the community are organized. They collaborate their part. Not only | 23% (6 comments) |

| | | |
|---|---|---------------------|
| infrastructural projects | <p>requesting from the school. They're also open to collaborate in whatever difficulty that we have in the school."</p> <p>Parent: "When we did the bathrooms, there wasn't a parent left out [who didn't participate]. Everyone worked. The youth who were 18 years and older worked."</p> | |
| Parents attend school committee & parent-teacher meetings | <p>Parent: "We also have to be attentive to jobs in the school, the school meetings, to know how our children are doing, and to be able to help them. Because if one never goes to these sessions, one will never know how the child is doing."</p> <p>Parent: "These [school] committees have served us so that we show up for activities that happen at the school."</p> | 19% (5 comments) |
| Community organizations collaborate with schools & parents | <p>Principal: "In this municipality it's been difficult for the parents to collaborate 100% with their children. The problem is due to illiteracy, but with the help of Caritas, I feel that what's happened in this school has been a great change... When there are school meetings, parents come, helpers come, church members come, and we're all working together."</p> <p>Principal: "COCEPRADII has given us a kit of textbooks that the children can read, and also others in small [community] shops contribute construction paper, and commercial establishments give us little things... The whole community supports us."</p> | 19% (5 comments) |
| Parents support health/nutrition | <p>Parent: "I tell [my child] so he learns, first one has to go [to school] well bathed every day, nutrition also."</p> <p>Principal: "Parents always send food [to the school]. They're very open to preparing meals. They collaborate such that the meals are nutritious. For example, they give us the vegetables."</p> | 15% (4 comments) |
| Parents support children's homework completion | <p>Parent: "I have to check and if [the younger children] have homework, I make sure they do it so the next day they bring to the teacher what's expected."</p> | 12% (3 comments) |
| Parents prevent school desertion/improve enrollment | <p>Principal: "[Parents] have participated in monitoring the children, [ensuring] that all are on time, and remain permanently [attending] school. They've sent even the last school-age child in this community [who wasn't enrolled, to attend school]."</p> | 12% (3 comments) |

* Total frequencies are calculated as a percentage of total number of comments (n=26) from respondents, attributed to this category. Comments were simultaneously coded if applicable.

GRADUATION AND SUSTAINABILITY

The sustainability of the FFE program is an important consideration, after the program graduates from receiving USDA support. These issues were addressed primarily through qualitative data collection, and focused mainly on two issues: maintaining quality literacy instruction; and maintaining student attendance. Each of these areas is explored below.

Most effective project activities ensuring that *quality literacy instruction* is maintained long-term

In interviews and focus groups, participants described the following activities to ensure quality long-term literacy instruction: ongoing training, teaching for creativity, and the tutoring program.

Ongoing training: Multiple principals described training as fundamental to the goal of literacy instruction. One noted, “Training is basic to [ensuring that quality literacy instruction can be maintained long-term]. Clear training objectives should [come in] when there’s a change in an educational model. The teachers are the ones who will [present this]. We teachers have to be very clearly trained about the new guidelines. The parents too, need to know what we’ll teach the children.”

Teaching for creativity: A principal described that sustainably improving reading proficiency over the long-term will be enhanced by teaching for creativity, and assessing for learning difficulties. He shared, “I was in a training about how a child can have reading fluency and a creative form of writing – not copying but creating. Maybe before we didn’t have the opportunity to have this knowledge. [Also] now they’re evaluating the student in writing and reading. They focus most in math and Spanish [instead of creative faculties]. And if we find [learning] problems... they’ll need a lot of time to be able to learn.”

Tutoring: Some participants suggested the importance of the tutoring program for supporting long-term literacy gains amongst students, especially in cases of learning difficulties. One teacher described, “The child tutors have been a great stimulus for the [younger] children. They have good attitudes and they’re leaders in each classroom. These children are very [valuable] for the children who have learning problems in 1st, 2nd and 3rd grades.” A parent agreed: “[For helping children when they have learning difficulties], we’ve been lucky to have trainings from Caritas. They [help] make children tutors, and these children teach other children classes... so it’s not as hard on the teacher. So that’s how education is happening. It receives more support. Tutors help the pupils... who are behind.” A municipal director agreed: “In the schools... we’ve trained girls and boys in tutoring, which is a very good strategy for those children who have learning problems.”

Project activities with the most potential for maintaining *improved student attendance* long-term

Most participants cited the importance of continuing the school meal, above all, to continue to motivate attendance after the project ends. Some felt that at least some FFE benefits could be self-sustained, if not the activities themselves. The benefits cited that could be sustained included school motivation, knowledge gained through trainings, and infrastructural improvements. Others expressed concern that crucial project activities, such as school meals and supplies, could not be sustained after the program ended. They requested that FEE support continue³⁹.

³⁹ According to an USDA administrator interviewed during this study, one hope is that parents will take over food provision using a potluck-style format. In this case, a parent or group of parents would take charge of

Some participants agreed with the importance of self-sustainability after the program ends. One principal noted, “It would have to come from the self-sustainability of the school, because they’re preparing us so that after this project ends, we can be self-sustaining, regarding the food as well as with the other [incentives]... such as the agriculture project and the participation of groups in the school.” Some of these participants cited ways that the FFE activities might be sustained over the long-term. Like the previously quoted principal, others mentioned the potential impact of groups continuing to participate in school activities. One teacher cited the sustainability potential of security patrols.

Some mentioned the positive impact of having received support for those three years. One principal acknowledged the impact of removing material support, but emphasized the value of having received such support. He stated, “When you finish this project, they won’t have any more good support. What will remain is that the children and parents will have had positive support. Today, what remains is that they will continue to feel motivated even though the project doesn’t continue. It’s only when someone doesn’t have something in their hand, that one has to do something, and always continue [trying].”

Others mentioned the sustainability value of having received trainings and knowledge. One principal stated, “One can work more with what one’s learned. And the trainings we’ve received continue. One continues implementing practices, because one cannot remain in the moment in which one was learning.” Another agreed: “[There are] trainings that were given to teachers and children. Here, we’ve all been trained.” Teachers described the importance of parent trainings stating, “The key strengths are the trainings that parents received... because in organizations, we’re always dependent on the notion that they go and produce a multiplying effect for other parents. So they feel motivated, and it’s one of the principal reasons for doing trainings.” A teacher described the power of retaining a fundamental vision for a stronger school. She stated, “Even though the project ends, we retain the vision. We remain trained to give it continuity.”

Others noted the potential sustainability of infrastructural improvements that have been generated during the FFE project. One teacher stated, “There are certain things that, yes, can be maintained. For example, the hand washing station... Things that are positive because they’ll be supervised.” Another noted the value of having received potable water: “With this project, they give the schools safe water.” A principal also named the school garden.

Still others felt that the benefits cannot be sustained, and that ongoing FFE assistance is required. A teacher described that student attendance in rural areas would be hit hardest. She stated, “In the [rural] towns, they don’t give [a meal]. There is where you’ll see the [negative] impact.” Another stated, “In terms of the school meal, this goes away if the government doesn’t take it on.” A principal also stated, “We farmers, without beans we don’t survive. So, please keep giving beans, rice and eggs.” A teacher emphasized the importance of the school meal and backpacks for sustaining student attendance, and requested ongoing help. She stated, “We feel that [FFE] is a great help... May you continue to always implement it in the years to come.” Teachers emphasized the value of the school meal for increasing attendance, and repeated the value of the dry ration on student attendance and parent motivation: “We’d like to suggest that you support us

providing and preparing food one day per week. It may be necessary to conduct a feasibility study to determine whether parents could provide a similar level of food provision if USDA ceased providing school meals.

with another implementation of the school meal. It would benefit the nutrition of this community, especially since we're in a municipality, and we live in a country where there's a lot of poverty. There are children who go to school having had a small cup of coffee and sometimes without eating anything." Others agreed: "We'd like for you to support us with more foods, like lactose-based products."

A principal underscored a sustainability problem, related to NGO efforts to progressively share the school meal burden with local government. He pointed out, "It's a shame that, now, we're going to make an observation. Last year we felt better because through COCEPRADII, they gave us bean, corn, rice, CSB, and oil. After, we'd only get from them rice, oil, and the CSB – which we haven't had a problem with. The Secretary and the Government agreed to give us beans and rice. Look, we don't have those in recent days. They come every now and then, and we're often left without those... It's rare that they come lately... Lately, we don't have them... It's not often that they're punctual." Describing the value of the school supplies and backpacks to the children, a teacher described her doubts that the government would step in to support the schools after the FFE project ends. He stated, "What would happen if this project goes away? The children are hopeful and heartened that, next year, they'll get a backpack. We're worried because, yes we retain the knowledge [we've gained], but who would help us on behalf of the government? Even if they want to, they're not going to help all of the schools."

MULTIVARIATE STATISTICAL MODEL

Quantitative datasets for respondents (children, parents, and teachers; endline only) were merged to conduct a multivariate statistical regression model, for the purposes of examining correlates of children's literacy. After accounting for a small amount of missing data through listwise deletion (n=88 children), the analysis dataset contained n=3,147 children within 155 schools and 16 municipalities. Children's EGRA scores for reading comprehension are the dependent variable, dichotomized into literate (vs. not literate), with the following independent variables:

Child Level: child's gender (female vs. male); child's age (in years); and child's grade (3rd and 4th grade vs. 2nd grade, respectively).

School Level: Critical school (vs. non-critical school); Rural school (vs. urban); Teachers per school (one, two, or three+); parents' perceptions of the impact of the effectiveness of the FFE program for their child and community (originally on a 5-point Likert scale, averaged at the school level; see Tables 22 and 23 for specific questions); and parents' and teachers' perceptions of the impact of the FFE program on their community (originally on a 5-point Likert scale, averaged at the school level; see Tables 22 and 23 for specific questions).

The analytical approach used a generalized linear mixed model to account for children nested within schools within municipalities. The research questions are as follows:

- (1) How do literacy rates differ based on child demographics, accounting for variation within schools and municipalities?
- (2) To what extent are parental reports of effectiveness related to literacy rates?
- (3) What is the relationship between parents' and teachers' reports of FFE's impact on their communities, and literacy rates?

Independent samples t-tests, or chi-square tests, were used to examine average differences in study covariates and literacy rates (see Table 20). Girls accounted for less than half of the study sample (48.6%) but were more likely to be literate (52.2%; $p<.001$). Children in 3rd and 4th grade were more likely to be literate than those in 2nd grade ($p<.001$). Critical schools accounted for 1/3rd of the sample, but were slightly less likely to include children achieving literacy (30.8%; $p<.05$). Rural schools accounted for 93.7% of schools overall, but were underrepresented among children achieving literacy (91.4%; $p<.001$). Nearly half of schools (49.5%) had three or more teachers, with 39.3% having two teachers and 11.2% having one teacher. Yet, those with three or more teachers were more likely to have children achieving literacy (54.4%) compared with those with fewer teachers ($p<.001$). Averaged 5-point Likert scale questions revealed an interesting pattern: all statistically significant results were higher for schools in which children tended to be less literate, so that parents and teachers of less literate children were more likely to report higher opinions. Overall, parents scored higher on their overall opinions of the program in the not literate category (87.7% compared with 86.1% in the literate category; $p<.001$) and this same pattern emerged for teachers ($p<.05$). These results suggest that, at the bivariate level – not accounting for variation within schools and municipalities – higher opinions of the FFE program are related to lower rates of literacy.

Table 20. *Bivariate Relationships with Literacy (n=3,147 children)*

| | TOTAL (n=3,147) M(SD) or % | Literate (n=1,330) M(SD) or % | Not Literate (n=1,817) M(SD) or % |
|---|----------------------------------|-------------------------------------|---|
| <i>Child Level</i> | | | |
| Gender (female) *** | 48.6% | 52.2% | 45.9% |
| <i>Grade ***</i> | | | |
| 2 nd Grade | 31.0% | 21.3% | 38.1% |
| 3 rd Grade | 35.6% | 34.2% | 36.7% |
| 4 th Grade | 33.4% | 44.5% | 25.2% |
| <i>School Level (average scores on Likert scales)</i> | | | |
| Critical School (yes) * | 32.6% | 30.8% | 34.0% |
| Rural School (vs. urban) *** | 93.7% | 91.4% | 95.5% |
| <i>Teachers per school ***</i> | | | |
| One | 11.2% | 9.5% | 12.3% |
| Two | 39.3% | 36.0% | 41.8% |
| Three+ | 49.5% | 54.4% | 45.9% |
| Child pays more attention (parents) *** | 4.51 (0.47) | 4.48 (0.45) | 4.54 (0.47) |
| Child has learned more (parents) ** | 4.54 (0.46) | 4.52 (0.47) | 4.56 (0.45) |
| Food preparation is well organized (parents) | 4.41 (0.56) | 4.40 (0.51) | 4.42 (0.60) |
| Food preparation is done by community (parents) ** | 4.49 (0.47) | 4.46 (0.45) | 4.51 (0.47) |
| Children face security issues (parents) | 1.68 (0.62) | 1.69 (0.63) | 1.67 (0.62) |
| Children face security issues (teachers) | 2.07 (0.72) | 2.07 (0.70) | 2.06 (0.73) |
| Teachers face security issues (parents) | 1.60 (0.59) | 1.60 (0.58) | 1.60 (0.59) |
| Teachers face security issues (teachers) *** | 1.74 (0.74) | 1.68 (0.67) | 1.78 (0.78) |
| FFE helps reduce violence (parents) *** | 4.28 (0.53) | 4.23 (0.51) | 4.33 (0.53) |
| FFE helps reduce violence (teachers) | 4.34 (0.60) | 4.33 (0.56) | 4.36 (0.62) |
| FFE helps parents' relationships (parents) * | 4.61 (0.43) | 4.59 (0.41) | 4.62 (0.44) |
| FFE helps parents' relationships (teachers) * | 4.60 (0.45) | 4.58 (0.42) | 4.62 (0.48) |

| | | | |
|--|---------------|---------------|---------------|
| FFE helps strengthen community (parents) *** | 4.55 (0.50) | 4.51 (0.49) | 4.58 (0.50) |
| FFE helps strengthen community (teachers) | 4.53 (0.52) | 4.51 (0.48) | 4.54 (0.55) |
| PARENTS' OVERALL OPINIONS *** | 87.0% (10.4%) | 86.1% (10.0%) | 87.7% (10.6%) |
| TEACHERS' OVERALL OPINIONS * | 87.3% (11.5%) | 86.8% (10.6%) | 87.6% (12.0%) |

* $p<.05$; ** $p<.01$; *** $p<.001$

Yet, when entered into a regression model that accounts for variation within schools and municipalities, the direction of many of these relationships reversed (see Table 21). As in the bivariate relationships, girls ($p<.001$) and children in 3rd and 4th grade, compared with 2nd grade ($p<.001$) were significantly more likely to be literate. For each additional year in age, however, children were 12.2% less likely to be literate ($p<.001$). With each additional teacher at the school, children were 21.5% more likely to be literate ($p<.01$). Parents' perceptions that food preparation is well organized is associated with a 45.1% greater likelihood of children's literacy ($p<.01$). Teachers' perceptions of their facing security issues on the way to school results in 20.1% lowered likelihood of children's literacy ($p<.001$). Counterintuitively, parents' belief that FFE helps reduce violence in the community is associated with a 36.7% lowered likelihood of literacy ($p<.001$). Parents' opinions that FFE helps strengthen parents' relationships with each other results (i.e. improved cohesion) in a 72.2% greater likelihood of children's literacy ($p<.01$).

Table 21. Results of Multivariate Statistical Model (Generalized Linear Mixed Model for Logit Distribution; n=3,147)

| | Odds Ratio | 95% Confidence Interval | p |
|---|------------|-------------------------|------|
| <i>Child Level</i> | | | |
| Gender (female vs. male) *** | 1.347 | 1.158-1.567 | .000 |
| Age (years) *** | 0.878 | 0.815-0.945 | .001 |
| 3 rd Grade (vs. 2 nd Grade) *** | 2.003 | 1.622-2.475 | .000 |
| 4 th Grade (vs. 2 nd Grade) *** | 4.596 | 3.538-5.971 | .000 |
| <i>School Level</i> | | | |
| Critical School (vs. non-critical) | 0.989 | 0.830-1.179 | .903 |
| Rural School (vs. urban) | 0.720 | .511-1.014 | .060 |
| Teachers per school | 1.215 | 1.072-1.376 | .002 |
| Child pays more attention (parents) | 0.857 | .598-1.230 | .403 |
| Child has learned more (parents) | 0.989 | .735-1.331 | .941 |
| Food preparation is well organized (parents) ** | 1.451 | 1.146-1.838 | .002 |
| Food preparation is done by community (parents) | 0.750 | .557-1.010 | .058 |
| Children face security issues (parents) | 1.135 | 0.953-1.351 | .155 |
| Children face security issues (teachers) | 1.022 | 0.898-1.164 | .741 |
| Teachers face security issues (parents) | 1.164 | .980-1.383 | .083 |
| Teachers face security issues (teachers) ** | 0.799 | 0.703-0.909 | .001 |
| FFE helps reduce violence (parents) *** | 0.625 | 0.508-0.770 | .000 |
| FFE helps reduce violence (teachers) | 0.938 | 0.778-1.130 | .499 |
| FFE helps parents' relationships (parents) ** | 1.722 | 1.247-2.379 | .001 |
| FFE helps parents' relationships (teachers) | 0.839 | 0.615-1.145 | .269 |
| FFE helps strengthen community (parents) | 0.793 | 0.600-1.048 | .103 |
| FFE helps strengthen community (teachers) | 1.233 | 0.947-1.604 | .119 |

| |
|--------------------------------------|
| <i>Intraclass Correlations (ICC)</i> |
| School: 0.376 |
| Municipality: 0.168 |

* $p < .05$; ** $p < .01$; *** $p < .001$

Additional tests were conducted post-hoc to examine differences in patterns between rural and urban schools (see Table 22). No statistically significant differences emerged for gender, grade level, or number of critical schools. 100.0% of urban schools had 3 or more teachers, compared with only 46.1% of rural schools ($p < .001$). Parents in urban schools were generally more positive about FFE than parents in rural schools. Parents in urban schools were likely to say that their child pays more attention ($p < .001$), that the child has learned more ($p < .001$), that food preparation is well organized ($p < .001$), that food preparation is done by community members ($p < .001$), that FFE helps reduce violence ($p < .001$), that FFE helps parents' relationships ($p < .001$), and that FFE helps strengthen the community ($p < .001$). Rural parents were more likely to report children facing security issues on the way to school ($p < .001$), and rural teachers agreed with this assessment ($p < .001$). Yet, urban teachers were more likely to report facing security issues on the way to school ($p < .001$).

Table 22. *Post-Hoc Tests – Rural and Urban Bivariate Differences*

| | TOTAL (n=3,147) M(SD) or % | Rural (n=2,950) M(SD) or % | Urban (n=197) M(SD) or % |
|--|----------------------------------|----------------------------------|--------------------------------|
| <i>Child Level</i> | | | |
| Gender (female) | 48.4% | 48.4% | 47.7% |
| Grade | | | |
| 2 nd Grade | 30.7% | 30.8% | 28.9% |
| 3 rd Grade | 35.6% | 35.5% | 37.6% |
| 4 th Grade | 33.7% | 33.7% | 33.5% |
| <i>School Level (average scores on 5-pt Likert scales)</i> | | | |
| Critical School (yes) | 32.6% | 32.6% | 33.0% |
| Teachers per school *** | | | |
| One | 11.2% | 11.9% | 0.0% |
| Two | 39.3% | 42.0% | 0.0% |
| Three+ | 49.5% | 46.1% | 100.0% |
| Child pays more attention (parents) *** | 4.51 (0.47) | 4.34 (0.62) | 4.52 (0.45) |
| Child has learned more (parents) *** | 4.54 (0.46) | 4.42 (0.60) | 4.55 (0.45) |
| Food preparation is well organized (parents) *** | 4.41 (0.56) | 4.03 (0.54) | 4.44 (0.56) |
| Food preparation is done by community (parents) *** | 4.49 (0.47) | 4.24 (0.47) | 4.51 (0.46) |
| Children face security issues (parents) *** | 1.68 (0.62) | 2.01 (0.50) | 1.65 (0.62) |
| Children face security issues (teachers) *** | 2.07 (0.72) | 2.15 (0.23) | 2.06 (0.74) |
| Teachers face security issues (parents) | 1.60 (0.59) | 1.55 (0.40) | 1.60 (0.60) |
| Teachers face security issues (teachers) *** | 1.74 (0.74) | 1.45 (0.45) | 1.76 (0.75) |
| FFE helps reduce violence (parents) *** | 4.28 (0.53) | 4.09 (0.54) | 4.30 (0.52) |
| FFE helps reduce violence (teachers) | 4.34 (0.60) | 4.33 (0.45) | 4.35 (0.61) |
| FFE helps parents' relationships (parents) *** | 4.61 (0.43) | 4.44 (0.36) | 4.62 (0.43) |

| | | | |
|--|-------------|-------------|-------------|
| FFE helps parents' relationships (teachers) | 4.60 (0.45) | 4.59 (0.41) | 4.60 (0.46) |
| FFE helps strengthen community (parents) *** | 4.55 (0.50) | 4.42 (0.39) | 4.56 (0.50) |
| FFE helps strengthen community (teachers) | 4.53 (0.52) | 4.56 (0.41) | 4.60 (0.46) |

* $p < .05$; ** $p < .01$; *** $p < .001$

DISCUSSION & SUMMARY

Strategic Objective. The results of this study showed significant gains for children compared with baseline and midterm evaluations. Particularly for 4th graders, literacy rates have steadily increased over time, while 2nd and 3rd graders declined since midterm although still at higher levels than baseline. The only subgroup that did not achieve the additional 10% gain in literacy rates were 2nd grade girls. Gender differences emerged overall: Boys increased over time, but girls slightly decreased at final compared with midterm, after making substantial gains since baseline. This pattern suggests that girls may be at risk of losing their initial gains in literacy, even though literacy rates are higher than for boys at each time point. Stakeholders believed school meals to be the primary driver of improved literacy, but that teacher support, tutoring and school materials also supported these improvements.

Results Stream 1. In terms of quality of literacy instruction, teachers have received a number of trainings, largely focused on math and Spanish, but also on hygiene, teaching methodologies, and other areas related to the FFE project. Teacher attendance is strong at 93.3% of school days, but this rate reflects a decline since the midterm evaluation. COCEPRADII schools reflect a higher rate of teacher attendance than Caritas schools. CRS nearly achieved (92.7%) the goal of providing schools supplies to 1,047 schools, and directors and teachers were positive about the use and effectiveness of these materials. The final evaluation saw a substantial increase in teachers using 5 or more innovative techniques, and teachers' use of Focused Communication rose to nearly 75%, a substantial increase since midterm. Similarly, directors' use of management tools, annual operating plans, and school educational project all increased substantially since midterm. Most teachers (82.3%) reported having students with learning disabilities in their classrooms, but only half said they had sufficient knowledge of how to identify learning disabilities; 57.3% said they had participated in trainings to address learning problems among children. Data from interviews and focus groups supported trainings as being an effective means of increasing the quality of teaching. Support from CRS and implementing partners was deemed critical in ensuring higher quality of instruction, given the limitations of governmental support.

Results Stream 2. Student attendance rates, as reported by teachers, substantially exceeded final targets. However, girls' rates were significantly lower than for boys at final, a pattern that reflects a significant drop in attendance for girls since midterm. The reasons for this drop should be explored further, especially alongside the slight decrease in literacy rates for girls at final – as with literacy rates, girls appear to be at risk of losing earlier gains in school attendance. A number of parents noted that teacher trainings and general school meetings accounted for much of the school-related absences. Yet, 2/3rd of non-school related absences are due to children's sickness – and for those missing 10 or more days of school, nearly all were related to sickness, particularly respiratory infections and pneumonia. Furthermore, *the rate of health-related absences spiked to nearly 10% at final, compared with less than 2% at midterm.* The reasons behind these rates of

illness should be explored further to see whether they are reflective of regional disease, but also especially in light of hygiene practices at schools – fewer than half of directors and teachers, for example, reinforce food hygiene at schools, and about 25% do not emphasize hand-washing.

Children and parents were overwhelmingly positive about the FFE program, and each group identified that the program helped children do better in school. Parents and teachers also believed the FFE program helped strengthen parents' relationships with each other, as well as the wider community. Yet, nearly half of teachers and parents alike stated that students and teachers face security issues on the way to school. Qualitative responses revealed that some communities experience serious risk of violence, including fears of robbery, kidnapping, and murder. Qualitative responses also indicated that school security patrols help children feel safer in their communities.

In terms of infrastructure improvements, CRS significantly exceeded the target number of schools. Both directors and teachers reported that construction and improvement of classrooms were the highest current priorities, as well as building perimeter fences. Stakeholders linked infrastructure improvements to educational improvements, specifically enhanced learning, increased student attendance, and improved health and safety. According to observations made by data collection supervisors, most schools had water available, but in 2/3rd of schools children were observed drinking water directly from the source (it is unknown whether this water was potable). This dynamic should be addressed by project staff and may be related to health absences, as noted above.

Overall student enrollment increased less than 1% since midterm, after a nearly 3% increase since baseline, potentially due to increased validity of data collected by the MoE. From qualitative data, stakeholders believe that this marginal increase is due to an overall decrease in the population of school-aged children in the region – some mentioned that migration to the U.S. accounted for the lower numbers of children. Boys were enrolled at higher rates than girls at baseline, midterm, and final evaluations, suggesting that more should be done in terms of outreach to girls in the community.

Multivariate Model: Results of the statistical model reinforced that girls, and children in higher grades, were more likely to achieve literacy, although older children were less likely to be literate. Greater number of teachers in the school was associated with higher literacy rates, regardless of whether schools were urban or rural. The results also suggested that that FFE's role in recruiting parents as helpers also has a relationship with literacy. Beliefs that relationships and communities are strengthened through FFE are associated with higher rates of literacy, a dynamic that suggest that community cohesion and support help improve children's education. Yet, community violence exerts a negative influence – as teachers experience violence, literacy rates go down. Parents' beliefs that FFE helps with community violence are also associated with lower literacy rates. Post-hoc tests revealed that rural children experience more security issues, although urban teachers report more security issues for themselves. Urban parents are generally more positive about FFE than those in rural schools.

RECOMMENDATIONS

(1) Increase efforts to support girls' school enrollment, attendance, and literacy, and identify barriers to girls' school attendance.

While girls' literacy rates were consistently higher than boys' over time, these rates have slipped since the midterm evaluation. Girls' attendance rates have also dropped significantly since midterm, after having increased compared to baseline and compared to boys' attendance rates. Student enrollment increased less than 1% since midterm, after a nearly 3% increase since baseline. Boys were enrolled at higher rates than girls at each point in time, suggesting that more should be done in terms of outreach to girls in the community. While girls have made substantial gains over time, they may also be facing unique challenges to enrollment, attendance, and achievement that threaten to undermine these gains. A number of stakeholders noted that overall enrollment is down due to increased migration and other factors. Efforts should be made, in concert with implementing partners and with consensus from parents, to explore the issue of gender differences in education and identify root causes. Identifying these causes can then form the basis of a gender-specific strategy during the next phase of FFE implementation.

(2) Explore health-related school absences.

The rate of health-related absences spiked to nearly 10% at final, compared with less than 2% at midterm. This is an unexpected result that warrants further examination. According to parents, for children missing the most school, nearly all were related to sickness, particularly respiratory infections and pneumonia. The reasons behind these rates of illness should be explored further to see whether they are reflective of regional disease. Efforts should be made to communicate with directors and implementing partners regarding their observations on illnesses in the community. If available, public health data could also be examined to look for trends, or public health officials could be contacted to get their assessments of community health.

(3) Reinforce hygiene practices at schools.

This study identified some potential problems related to hygiene practices at schools. Fewer than half of directors and teachers, for example, reinforce food hygiene at schools, and about 25% do not emphasize hand washing. While most observed schools had water available, in 2/3rd of these schools, children were observed drinking water directly from the source. This may be a problem of program implementation, as some schools are aware of the need to drink clean water and have special chemicals provided by the FFE program to purify drinking water (note - not all schools received water purification supplies because of project financial resource limitations). These issues also may be related to the increased health-related school absences, noted above. Project staff should reinforce hygiene protocols, perhaps by creating a poster for schools that outlines the importance of clean drinking water, and steps needed to purify water before drinking.

(4) Provide additional trainings for teachers to identify and address learning disabilities among children.

Most teachers reported having students with learning disabilities in their classrooms and over 40% of teachers indicated that children with special needs attended their classrooms. Yet, fewer than 2/3rd of teachers reported participating in trainings around addressing learning disabilities, and

even fewer reported feeling confident in even identifying learning disabilities. During the next phase of implementation, CRS and implementing partners should develop trainings to help teachers identify learning disabilities, and provide them with the knowledge and skills to address these learning disabilities effectively.

(5) Provide enhanced school security patrols targeted to those communities at highest risk for violence.

Many respondents reported security issues faced by children and teachers on the way to school, and some provided an insight into the serious concerns facing children in some communities. Yet, some respondents also expressed that school security patrols help children feel safer in their communities. CRS and their implementing partners should dedicate enhanced resources to school safety patrols, perhaps with specialized training on how to respond to situations of violence or potential violence. *Appendix B* of this report presents the municipalities with the highest expressed concerns around violence, with the top “hot spots” being the following: (1) San Francisco de Opalaca; (2) San Miguelito; (3) Camasca; and (4) Colomoncagua. These municipalities should be targeted first, with monitoring indicators developed to track incidences of violence and the effectiveness of school security patrols in reducing violence over time.

(6) Collect standardized data on teacher attendance.

It is helpful to have spreadsheets from implementing partners on teacher attendance data. Yet, attendance rates were also significantly different between COCEPRADII and Caritas schools; it is difficult to assess whether this difference reflects an accurate disparity in attendance rates or differences in data collection and reporting. Reliance on parental report, as was necessary in this study, is of unknown validity and limited generalizability. Spreadsheets provided by COCEPRADII and Caritas (one source of data used in this study) include separate tabs for each municipality, and data on teacher attendance appear to be entered directly into the spreadsheet for each month of the year and then tallied for a final percentage. To avoid human error and to make data entry and reporting easier, it would be preferable to create a centralized system for data collection for all sites. This system could be built into the existing iFormBuilder platform, with required fields to be entered for each school on a monthly basis. Reports could then automatically generate attendance rates at a variety of time intervals (month, quarter, year, etc.).

(7) Consider mandating the use of student attendance and achievement databases at schools.

The final evaluation noted significant variations in student attendance since midterm. Yet, given that these data were provided by teachers’ estimates, the results are of unknown reliability and validity. One way to ensure greater data validity is to mandate the use of databases in schools, such that directors and/or teachers could oversee collection of data for student attendance as well as student achievement and FFE program outputs. As in the recommendation for teacher attendance above, student data could easily be built within the existing iFormBuilder platform, and reports designed to show attendance data over time. It may be possible to provide teachers with electronic tablets for attendance and achievement data collection. Even if an internet connection is not available, data can be stored on the tablet locally until a connection is available where data can be synchronized with the iFormBuilder platform.

(8) Articulate what sustainability looks like for the FFE program and communicate this with beneficiaries.

One of the cross-cutting evaluation questions for the final evaluation relates to the long-term sustainability of the program. At this stage of the program, it would be helpful to articulate the meaning of the concept of sustainability, so that expectations and outputs could be anticipated post-support. For example, sustainability will likely involve ongoing parent participation, and peer leadership and training. However, the provision of food supplies in the quantities currently delivered will be difficult to sustain by communities, and in a post-support phase, one can imagine a steep decline in the amount of food available. A similar decline in student kits and materials, as well as teaching supplies, is likely as well. Beneficiaries should be aware of expectations for their involvement if and when support ends, particularly as related to provision of food, but also to education materials and techniques.

(9) Begin specific planning for FFE sustainability upon graduation from USDA support.

Related to the above recommendation for articulating the meaning of sustainability, is the need for advance program planning after USDA support for FFE ends. Central to this planning is the provision of food by communities, rather than through CRS and USDA. Some stakeholders cited in this report said that agricultural activities might help offset the loss of food provisions, or that families could take turns volunteering to bring food on different days of the week. In any case, the findings of this study reinforce the strong link between food provision and the outcomes of student attendance and literacy. Therefore, planning for school feeding after graduation from USDA support should be a top priority during the next phase of FFE implementation. School administrators, teachers, and parents could also benefit from enhanced activities to support peer leadership and training related to quality instruction. In a post USDA-support environment, CRS could potentially provide virtual trainings to school staff and parents, to enhance peer leadership activities around teaching methodologies and curriculum enhancement.

(10) Aim for more rigorous research design in evaluation.

One of the difficulties of the final evaluation is that the methodology relies on a point-in-time analysis (although aggregate results can be compared with baseline and midterm results). Another difficulty is the lack of a comparable group who did not receive the intervention. This evaluation attempted to correct for this problem through the use of multivariate statistical modeling. In the future, it would be preferable to create an evaluation design alongside the implementation plan of the program. While a randomized controlled trial is likely not possible in this context, it would be possible (in theory) to conduct a phased design. In this type of design, the program would be rolled out in phases, with multiple points of data collection over time in all sites. Sites would be randomly assigned to phases of implementation. In this way, it would be possible to examine sites at different points of development, over time, and attribute greater causality in changes in outcomes to the FFE program itself, rather than unknown variables. As mentioned in this report, with the current design limitations, we can observe changes both positive and negative, but we cannot say that FFE caused those changes.

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APPENDIX A.
Indicator Matrix for Baseline, Midterm, and Final Evaluations

| Project Objective and Results | Indicator | Key Questions | Evaluation Criteria | Final Target | Baseline Results | Midterm Results | Final Results |
|--|---|--|------------------------------|--------------|-----------------------------|-----------------------------|---|
| Strategic Objective: Improve literacy of school-age children in 17 municipalities in the department of Intibucá | Percent of students that have developed 100% reading competency | EGRA scores for 2 nd , 3 rd , and 4 th graders | Effectiveness, Impact | +10% | Girls: 26.1% Boys: 17.5% | Girls: 46.5% Boys: 36.1% | Girls: 45.5% Boys: 39.4% |
| Intermediate Result 1.1: More consistent teacher attendance | Percent increase in teacher attendance per year | -- | | +5% | 90.32% | 97.84% | 96.85% |
| Intermediate Result 1.2: Better access to school supplies and materials | Number of schools receiving school supplies and materials as a result of USDA assistance | -- | | 1,047 | 0 | 660 | 970 |
| | | Do you think that the delivery of these materials has helped to improve education? | Relevance | -- | 0 | 97% agree | 82.7% agree |
| Intermediate Result 1.3: Increased skills & knowledge of teachers | Percent increase of teachers using 5 new or improved teaching techniques in the classroom | -- | | 50% | 2.38% | 2.03% | 29.9% |
| Intermediate Result 1.4: Increased skills & knowledge of school administrators | Percent of school administrators using three or more new | -- | | 70% | 19.73% | 55.6% | 81.4% |

| | | | | | | | |
|---|--|--|----------------------|--------|---------------------------|---------------------------|---|
| | or improved management tools | | | | | | |
| | | How many understand and implement school plans (Annual Operating Plans)? | Relevance | -- | 87.2% | 63.5% | 91.7% |
| Results Stream 2 Improve student attendance in 1,047 education centers | Percent of boys regularly (80%) attending USDA supported classrooms | -- | | 80% | 89.32% | 95.2% | 94.8% |
| | Percent of girls regularly (80%) attending USDA supported classrooms | -- | | 80% | 90.38% | 95.6% | 92.6% |
| Intermediate Result 2.1: Increased economic & cultural incentives | Number of children receiving educational incentives to encourage enrollment | -- | | 52,451 | 37,980 | 54,097 | 54,195 |
| Intermediate Result 2.2: Reduced health-related absences | Percent decrease of students who miss more than 10 school days due to illness | What % of absences of are due to illness? | Effectiveness | 3.8% | Girls: 4.5% Boys: 4.3% | Girls: 1.6% Boys: 2.0% | Girls: 9.3% Boys: 8.6% |
| Intermediate Result 2.3: Improved school infrastructure | Number of educational facilities (i.e., school buildings, classrooms, and latrines) rehabilitated or | -- | | 94 | 0 | 84 | 173 |

| | | | | | | |
|--|--|----|----------------------|-------|-------|-----------------|
| | constructed as a result of USDA assistance | | | | | |
| Intermediate Result 2.4: Increased student enrollment. | Percent increase in boys enrolled in school as a result of USDA assistance | -- | 10% | 0% | 2.8% | 1.28% |
| | Percent increase in girls enrolled in school as a result of USDA assistance | -- | 25% | 0% | 2.8% | 0.62% |
| | How many students have continued on for the following school year? | | Effectiveness | | | 54,620 for 2015 |
| Intermediate Result 2.5: Increased community understanding of the benefits of education | Percent of parents, when asked, who can provide at least three valid reasons why it is important for children to attend school | -- | 50% | 1.96% | 12.0% | 96.9% |

APPENDIX B. Perceptions of Violence by Municipality

| Municipality | Children Face Security Issues (Likert scale 1-5) | | Teachers Face Security Issues (Likert scale 1-5) | |
|---------------------------------|---|------------------|---|------------------|
| | TEACHERS M(SD) | PARENTS M(SD) | TEACHERS M(SD) | PARENTS M(SD) |
| OVERALL | 2.1 (0.9) | 1.6 (0.9) | 1.7 (0.9) | 1.6 (0.8) |
| Camasca | 2.3 (0.8) | 1.9 (0.9) | 1.9 (0.9) | 1.2 (0.4) |
| Colomoncagua | 2.1 (0.8) | 1.8 (1.0) | 2.0 (1.1) | 1.8 (0.9) |
| Concepcion | 1.8 (1.1) | 1.2 (0.4) | 1.6 (0.9) | 1.5 (0.6) |
| Dolores | 1.7 (0.7) | 1.5 (0.7) | 1.6 (0.5) | 1.7 (0.5) |
| Intibucá | 2.3 (0.8) | 1.8 (0.9) | 1.7 (0.9) | 1.6 (0.9) |
| Jesus de Otoro | 1.8 (0.9) | 1.5 (0.8) | 1.7 (0.8) | 1.7 (0.7) |
| La Esperanza | 2.4 (0.5) | 2.0 (0.7) | 1.5 (0.5) | 1.5 (0.7) |
| Magdalena | 2.2 (0.8) | 1.5 (0.8) | 1.6 (0.6) | 1.6 (0.9) |
| Masaguara | 1.9 (0.6) | 1.7 (0.7) | 1.6 (0.7) | 1.5 (0.6) |
| San Antonio | 1.8 (0.8) | 1.2 (0.6) | 1.4 (0.6) | 1.3 (0.5) |
| San Francisco de Opalaca | 2.2 (1.1) | 2.2 (1.1) | 1.9 (1.1) | 2.2 (1.0) |
| San Juan | 2.0 (0.9) | 1.3 (0.6) | 1.6 (0.9) | 1.3 (0.6) |
| San Marcos de la Sierra | 2.0 (0.8) | 1.6 (0.8) | 1.6 (1.2) | 1.7 (0.8) |
| San Miguelito | 2.6 (1.1) | 1.7 (0.9) | 2.2 (1.2) | 1.4 (0.7) |
| Santa Lucia | 1.6 (0.9) | 1.0 (0.0) | 1.6 (0.9) | 1.5 (0.8) |
| Yamaranguila | 2.1 (0.8) | 1.8 (0.8) | 1.7 (0.7) | 1.6 (0.7) |

The table above presents average 5-point Likert scale scores, by municipality, for the following questions: (1) *For students, how often do security issues occur on the way to school?* and (2) *For teachers/staff, how often do security issues occur on the way to school?* This question was answered by both teachers (n=328) and parents (n=537).

The **red** color indicates higher than average scores within each respondent group (teachers or parents) for each question. The name of the municipality is colored red if 3 or more scores for the municipality were higher than average. Given this approach, the following municipalities are of highest concern related to perceived violence experienced by students and teachers on the way to school:

- (1) San Francisco de Opalaca
- (2) San Miguelito
- (3) Camasca
- (4) Colomoncagua

Appendix C. Tables for Qualitative Sample

*Final Qualitative Sample - Interviews/Focus Groups**

| | <i># School Director Interviews</i> | <i># Teacher Focus Groups</i> | <i># Parent Focus Groups</i> | <i># Municipal Director Interviews</i> | <i># Mayor Interviews</i> | <i>Total</i> |
|---------------------------------|---|---------------------------------------|--------------------------------------|--|-------------------------------|--------------|
| Total # Conducted | 10 | 8 | 9 | 16 | 3 | 46 |
| # Sampled | 9 | 8 | 8 | 16 | 3 | 44 |
| (Total # Participants) | 10 | 80 | 81 | 16 | 3 | 190 |
| (# Participants Sampled) | 9 | 80 | 72 | 16 | 3 | 180 |

*Additional Qualitative Data Collected, Complementing Analysis - Interviews/Focus Groups**

| | <i># Departmental Director Interviews</i> | <i># CCEPREB volunteer Focus Groups</i> | <i># COCEPRADII Staff Focus Groups</i> | <i># Caritas Staff Focus Groups</i> | <i># CRS Staff Focus Groups</i> | <i>Total</i> |
|-------------------------------|---|---|--|---|---|--------------|
| Total # Conducted | 1 | 6 | 1 | 1 | 1 | 10 |
| (Total # Participants) | 1 | 42 | 10 | 9 | 5 | 67 |

*The total number of focus group participants is approximate.

APPENDIX D. Data Collection Instruments

QUESTIONNAIRE FOR SCHOOL PRINCIPALS

1. Supervisor _____ 2. Interviewer _____

3. Date of interview: _____

I. School and principal identification

1. Name of school: _____ 2. Code _____

3. School type 1) Official: _____ 2) PROHECO: _____ 3) Others _____

4. Method: 1) One teacher _____ 2) Two teachers _____ 3) More than two teachers _____

5. Area: 1) Urban: _____ 2) Rural: _____

7. Community: _____ 8. Name of School Principal: _____

9. Academic degree of School Principal: _____ 10. Do you also teach at school? 1) Yes 2) No

11. If "yes", ¿which grades? _____

II. Characteristics of the Principal

1. Sex

- a. Man
- b. Woman
- c. DK
- d. NR

2. What is your age in completed years? _____

3. How many years have you been principal of the school you work in? _____

4. What is your level of education today?

- a. Complete High School
- b. Technical High School
- c. Technical College
- d. Incomplete College
- e. Complete College
- f. Postgraduate
- g. Profession
- h. DK
- i. NR

III. Quality of teaching (RS 1)

5. Have you managed training in techniques or methodologies that facilitate the learning process for teachers?

- a. Yes
- b. No
- c. DK
- d. NR

(If 'no', go to number 9)

6. ¿With which institutions have you managed these trainings?

- a. Department of Education
- b. NGO
- c. Cooperatives
- d. Others _____
- e. DK
- f. NR

7. Specify the techniques and methodologies the teachers have been trained in

- a. Mathematics
- b. Spanish
- c. Information Technology
- d. EGRA
- e. EGMA
- f. Hygiene and Sanitation
- g. Tutor children methodology
- h. School for parents
- i. Other _____
- j. DK
- k. NR

8. Do you believe the techniques and methodologies used by teachers are appropriate to enhance the teaching-learning process of students?

- a. Yes
- b. No
- c. DK
- d. NR

9. Does your school have the tools of the basic national curriculum (BNC)?

- a. Yes
- b. No
- c. DK
- d. NR

10. Have you trained teachers to strengthen their abilities to address learning and literacy disabilities in students?

- a. Yes

- b. No
- c. DK
- d. NR

(If 'no', go to number 12)

11. To which institutions have you managed these training sessions?

- a. Department of Education
- b. NGO
- c. Cooperatives
- d. Others _____
- e. DK
- f. NR

12. Do you give pedagogical assistance for teachers?

- a. Yes
- b. No
- c. DK
- d. NR

13. How often do you give pedagogical assistance?

- a. Monthly
- b. Bimonthly
- c. Quarterly
- d. Every four months
- e. Semiannually
- f. Annually
- g. Other _____
- h. DK
- i. NR

14. The school you direct, has (select all that apply):

- a. Teaching curriculum
- b. Annual Operative Plan (AOP)
- c. Teaching materials
- d. Workbooks
- e. School Educational Project (PEC)
- f. DK
- g. NR

15. Overall, how would you rate the availability of these resources?

- a. Abundant
- b. Sufficient
- c. Insufficient
- d. Very insufficient
- e. DK
- f. NR

16. Do you apply managing and control techniques and tools for the operation of the school?

- a. Yes
- b. No

17. What techniques and tools do you apply?

- a. Educational management techniques.
- b. Management of Schools
- c. Teaching performance and evaluation.
- d. Using the SACE.
- e. Infotech
- f. Dropout prevention
- g. Annual operating plans
- h. Plan for monitoring and support to teachers
- i. Others _____
- j. DK
- k. NR

IV. Student Assistance (RS 2)

18. Do you promote hygiene practices in your school?

- a. Yes
- b. No
- c. DK
- d. NR

(If 'no', go to number 21)

19. What hygiene practices do you promote?

- a. Personal cleanliness
- b. Hand washing
- c. Daily bath
- d. Cleanness of the environment

- e. Cleanness of the school
- f. Cleanness of the classroom
- g. Tooth brushing/ oral hygiene
- h. Food hygiene
- i. Other _____
- j. DK
- k. NR

20. How often are these practices applied in your school?

- a. Always
- b. Sometimes
- c. Never
- d. DK
- e. NR

| | | |
|--|--------------|-----------------|
| 21. In your opinion, what was the average number of school days missed by the children due to illness in 2015? | 1st grade | # of days _____ |
| | 2nd grade | # of days _____ |
| | 3rd grade | # of days _____ |
| | 4th grade | # of days _____ |
| | 5th grade | # of days _____ |
| | 6th grade | # of days _____ |
| | Doesn't know | 33 |

22. Have you trained teachers in addressing students with (select all that apply):

- a. Learning disability
- b. Special educational needs
- c. Belonging to ethnic groups
- d. DK
- e. NR

23. How would you rate the knowledge of teachers to identify learning problems in students?

- a. Insufficient
- b. Not good
- c. Acceptable
- d. Good
- e. Very good

- f. DK
- g. NR

24. Does your school have accessibility for children with disabilities?

- a. Yes
- b. No
- c. DK
- d. NR

25. In your opinion, what is the state of physical facilities of the school you direct?

- a. Bad
- b. Regular
- c. Good
- d. DK
- e. NA

26. What are the top two activities that you would prioritize in order to improve the state of the facilities?

- a. Improvement of classrooms
- b . Improvement of latrines / toilets
- c . Improvement of sinks
- d . Construction of classrooms
- e. Construction of latrines / toilets
- f . Construction of sinks
- g . Perimeter fence
- h. Other _____
- i. DK
- j. NA

27. Are parents involved in developing the School Educational Project (PEC)?

- a. Yes
- b. No
- c. DK
- d. NR

28. Do you know the EFA goals and education indicators?

- a. Yes
- b. No
- c. DK
- d. NR

QUESTIONNAIRE FOR TEACHERS

PERSONNEL IDENTIFICATION AND DATE OF IMPLEMENTATION

1. Supervisor _____ 2. Interviewer _____
3. Date of interview: _____

I. School and teacher identification

1. Name of school: _____ 2. Code _____
3. School type 1) Official: _____ 2) PROHECO: _____ 3) Others _____
4. Method: 1) One teacher _____ 2) Two teachers _____ 3) More than two teachers _____
5. Area: 1) Urban: _____ 2) Rural: _____
6. Community: _____ 7. Name of teacher: _____

II. Characteristics of the teacher

21. Gender
- a. Man
 - b. Woman
 - c. DK
 - d. NR
22. What is your age in completed years? _____
23. What grade(s) do you teach? Select all that apply.
- a. Preschool
 - b. First
 - c. Second
 - d. Third
 - e. Fourth
 - f. Fifth
 - g. Sixth
 - h. Seventh
 - i. Eighth
 - j. Ninth
 - k. 10th
 - l. 11th
 - m. 12th
 - n. Other _____
 - o. DK
 - p. NR

4. What is your main position in the school?

- a. Principal
- b. Principal assistant
- c. Secretary
- d. Adviser
- e. Counselor
- f. Librarian
- g. Teacher
- h. other _____
- i. DK
- j. NR

5. What is your level of education today?

- a. Complete High School
- b. Technical High School
- c. Technical College
- d. Incomplete College
- e. Complete College
- f. Postgraduate
- g. Profession
- h. DK
- i. NR

III. Quality of teaching (RS 1)

6. In how many centers of education you work? _____

7. Specify the techniques and methodologies in which you have been trained (select all that apply).

- i. Mathematics
- j. Spanish
- k. Information Technology
- l. EGRA
- m. EGMA
- n. Hygiene and Sanitation
- o. Tutor children methodology
- p. School for parents
- i. Other _____

- j. DK
- k. NR

8. Do you apply a technique or methodology to facilitate the teaching process?

- a. Yes
- b. No
- c. DK
- d. NR

9. Do you use any of these techniques or methods? Select all that apply.

- a. Active Participation
- b. Group Work
- c. Deductive
- d. Investigation
- e. Focused Communication
- f. Brainstorming
- g. Other _____
- h. DK
- i. NR

10. Of these, which are already used before the start of Food for Education project? Select all that apply.

- j. Active Participation
- k. Group Work
- l. Deductive
- m. Investigation
- n. Focused Communication
- o. Brainstorming
- p. Other _____
- q. DK
- r. NR

11. How often do you receive pedagogical assistance from the Principal?

- a. Monthly
- b. Bimonthly
- c. Quarterly
- d. Every four months
- e. Semiannually
- f. Annually
- g. Never
- h. Other _____
- i. DK

j. NR

12. The school where you work uses:

- a. Teaching curricula
- b. AOP
- c. Didactic material
- d. Workbooks
- e. School education Project
- f. Tests
- g. DK
- h. NR

13. Does the personnel administrator of the school use SoE approved administration techniques and tools for running the center?

- a. Yes
- b. No
- c. DK
- d. NR

14. To your knowledge, what administrative techniques and tools are they using? (Select all that apply).

- a. Techniques for recruiting/interviewing
- b. SACE
- c. Infotech
- d. Management techniques for teachers and personnel
- e. Methods of effective communication
- f. Training in procedures and processes
- g. Preventing drop-outs
- h. Annual Operational Plans
- i. Others _____
- j. DK
- k. NR

15. Do you help students with (select all that apply):

- a. Learning difficulties
- b. Special needs
- c. Other ethnic backgrounds
- d. DK
- e. NR

16. How would you rate your knowledge of identifying learning disabilities in your students?

- a. Insufficient
 - b. Average
 - c. Acceptable
 - d. Good
 - e. Very Good
 - f. DK
 - g. NR
17. Have you participated in training sessions to enhance your knowledge of how to address learning and literacy problems in students?
- a. Yes
 - b. No
 - c. DK
 - d. NR
18. Where have you received this training?
- a. Secretary of Education
 - b. NGO
 - c. Donors
 - d. Other _____
 - e. Don't know
 - f. DK
 - g. NR
19. Have you participated in FFE training sessions?
- a. Yes
 - b. No
 - c. DK
 - d. NR
20. Have you received a school kit for "Food for Education"?
- a. Yes
 - b. No
 - c. DK
 - d. NR
21. Are FFE materials used in the schools?
- a. Yes
 - b. No
 - c. DK
 - d. NR
22. Has the introduction of these FFE materials helped to improve education?
- a. Strongly disagree
 - b. Disagree
 - c. Neutral
 - d. Agree
 - e. Strongly Agree
 - f. DK
 - g. NR

23. What factors have contributed to the improvement of access to school supplies/materials?
(select all that apply)

- a. FFE
- b. Actions of the local government
- c. Management by the direction of the school
- d. NGO
- e. Civil Society Organizations
- f. Other _____
- g. DK
- h. NR

24. What factors have limited access to school materials/supplies? (select all that apply)

- a. Lack of resources
- b. Location of school
- c. Not enough materials for everyone
- d. Other _____
- e. DK
- f. NR

IV. Student assistance (RS 2)

25. Students in your classroom.

| Grade | 26 | 27 | 28 | 29 | | | | 30 | |
|---------------|----------------------------------|------------------------------|-----------------------------|---|------|-------------------|------|--|------|
| | Number of children in your class | Number of girls in the grade | Number of boys in the grade | Specify how many students have unexcused absences from school | | | | What is the number of students that have more than 10 absences per school year due to illness? | |
| | | | | Less than 10 days | | More than 10 days | | | |
| | | | | Girls | Boys | Girls | Boys | Girls | Boys |
| Preschool | | | | | | | | | |
| First | | | | | | | | | |
| Second | | | | | | | | | |
| Third | | | | | | | | | |
| Fourth | | | | | | | | | |
| Fifth | | | | | | | | | |
| Sixth | | | | | | | | | |
| Seventh | | | | | | | | | |
| Eighth | | | | | | | | | |
| Ninth | | | | | | | | | |
| Don't know/NR | | | | | | | | | |

31. What hygienic practices do you promote among your students? (select all that apply)
- a. Personal hygiene
 - b. Hand washing
 - c. Bathing daily
 - d. Clean environment
 - e. Clean school
 - f. Cleaning the classroom
 - g. Brushing teeth/ Oral health
 - h. Clean food
 - i. Other _____
 - j. DK
 - k. NR
32. How often do your students employ these practices?
- a. Always
 - b. Sometimes
 - c. Never
 - d. DK
 - e. NR
33. In your opinion, in what condition are the physical structures of the school in which you teach?
- a. Bad
 - b. Fine
 - c. Good
 - d. DK
 - e. NR
34. What would you propose as the two top priorities for improving the building?
- a. Improving classrooms
 - b. Improving bathrooms
 - c. Improving sinks
 - d. Building classrooms
 - e. Building bathrooms
 - f. Building sinks
 - g. A fence
 - h. Other _____
 - i. DK
 - j. NR
35. Does the director of the school provide support for teachers?
- a. Yes
 - b. No
 - c. DK
 - d. NR

35^a - if yes, what type of support does the director provide? (open-ended):

36. How much are parents involved the execution of the School Education Project?

- a. Very Much
- b. A Good Amount
- c. Not too much
- d. None
- e. DK

| | Never | Infrequently | Sometimes | Frequently | Always |
|---|-------------------|--------------|-----------|------------|----------------|
| 37. For students, how often do security issues occur on the way to school? | 0 | 1 | 2 | 3 | 4 |
| 38. For teachers/staff, how often do security issues occur on the way to school? | 0 | 1 | 2 | 3 | 4 |
| Please rate your level of agreement with the following statements: | | | | | |
| | Strongly Disagree | Disagree | Neutral | Agree | Strongly Agree |
| 39. FFE project activities have helped to reduce violence among students while at school. | 0 | 1 | 2 | 3 | 4 |
| 40. FFE project activities have strengthened parents' relationships with the school. | 0 | 1 | 2 | 3 | 4 |
| 41. FFE project activities have strengthened the wider community. | 0 | 1 | 2 | 3 | 4 |

QUESTIONNAIRE FOR PARENTS

PERSONNEL IDENTIFICATION AND DATE OF IMPLEMENTATION

1. Supervisor _____ 2. Interviewer _____
3. Date of interview: _____

I. Parent and school identification

1. Name of school: _____ 2. Code _____
3. School type 1) Official: _____ 2) PROHECO: _____ 3) Others _____
4. Method: 1) One teacher _____ 2) Two teachers _____ 3) More than two teachers _____
5. Area: 1) Urban: _____ 2) Rural: _____
7. Community: _____ 8. Name of parent: _____

II. Characterization of the parent

1. Gender
 - a. Woman
 - b. Man
2. What is your age in completed years? _____
3. How many people live in the household including yourself? _____
4. How many years of schooling do you have?
 - a. Incomplete elementary
 - b. Complete elementary
 - c. Incomplete High School
 - d. Complete High School
 - e. Technician
 - f. Incomplete College
 - g. Complete College
 - h. DK
 - i. NR
5. What is your main occupation?
 - a. Housewife
 - b. Farmer
 - c. Cattle rancher

- d. Worker/ laborer
- e. Merchant
- f. Professional
- g. Services/ trades
- h. DK
- i. NR

III. Student Assistance (RS 2)

6. Do you have children aged between 5 and 18 years?
 - a. Yes
 - b. No
 - c. DK
 - d. NR
- NOTE : THIS QUESTION IS THE INTRODUCTORY TO QUESTION 7. WE EXPECT ALL PARENTS INTERVIEWED HAVE CHILDREN BETWEEN THOSE AGES
7. Do you have children aged between 5 and 18 who are not studying?
 - e. Yes
 - f. No
 - g. DK
 - h. NR

8. How many children do you have aged between 5 and 18 who *are not* studying? _____

9. What is the primary reason {name} is NOT studying?

- a. Did not have documents
- b. Did not have money
- c. Did not want to study
- d. Was not accepted
- e. They have some disabilities
- f. Did not want to repeat one year
- g. They had to help at home
- h. Work
- i. Learning disability
- j. Other

k. DK

l. NR

10. Have you received some information regarding the necessary documentation for school registration of {name} ? THIS QUESTION REFERS TO THE CHILD WHO IS NOT STUDYING

- a. Yes
- b. No
- c. DK
- d. NR

11. Do you think this information has been useful?

- a. Yes
- b. No
- c. DK

d. NR

12. How many children aged between 5 and 18 years do you have who *are* studying?

INSTRUCTION. IF THE PARENT HAS MORE THAN ONE CHILD IN SCHOOL, THE INTERVIEWER MUST ASK THE PARENT TO PROVIDE INFORMATION FOR THE CHILD CLOSEST TO GRADE 3.

13. Can you tell me the name of the child?

14. What is the gender of {name} ?

- a. Boy
- b. Girl

15. In what type of school does {name} studies?

- a. Preschool
- b. CCEPREB
- c. School
- d. Basic Center
- e. Alternative Education Program
- f. DK
- g. NR

16. What grade is {name} currently in?

- q. Preschool
- r. First
- s. Second
- t. Third
- u. Fourth
- v. Fifth
- w. Sixth
- x. Seventh
- y. Eighth

z. Ninth

aa. 10th

bb. 11th

cc. 12th

dd. Other _____

ee. DK

ff. NR

17. In any of the months of this year, has {name} been absent for more than 10 days to his/her place of study?

a. Yes

b. No

c. DK

d. NR

(If **no**, go to number 20)

18. What was the main reason for this absence to the place of study?

a. Disease

b. Did not want to attend

c. Needed his/her help at home

d. Transportation difficulties

e. Insecurity in the area

f. There was no class

g. Other _____

h. DK

i. NR

(If the answer **is not** 'disease', go to number 20)

19. What was the disease or diseases {name} suffered during this period? (select all that apply)

a. Acute respiratory infections

b. Diarrheal diseases

c. Pneumonia

d. Allergies

e. Intestinal parasitism

f. Skin diseases

g. Malnutrition

h. Anemias

i. Dengue

j. Malaria

k. Chikungunya

l. Other _____

m. DK

n. NR

20. Approximately how many days in the SCHOOL YEAR did { NAME } NOT RECEIVED CLASSES? _____

(If the answer is 0 , go to number 22)

21. In general, do you know the main reason, ROOTED IN THE SCHOOL, for which {name} did not get class during this period?

a. Teacher's health problems

b. Teacher's transportation problems

c. There was no teacher (a)

d. General meetings

e. Teacher's Training

f. Strike

g. Other _____

h. DK

i. NR

22 In general, do you know the main reason, ROOTED OUTSIDE THE SCHOOL, for which {name} did not get class during this period?

a. Natural disaster

b. Security issues

c. Child sickness

d. Other _____

e. DK

f. NR

23. Have you received any assistance (FOR
EXAMPLE, FOOD, BACKPACKS OR
TRANSPORTATION) by any organization or
education center for {name} to remain in it?

- a. Yes
 - b. No
 - c. DK
 - d. NR
- (If **no**, go to number 25)

24. What are the assistances received for {name} and how often?

| Assistance | 0 times | 1 time per day | 1-5 times | 6-10 times | 11 – 15 times | 16 and more times | From which institution? | Does not know |
|------------------------------------|------------|----------------------|--------------|---------------|---------------------|-------------------------|----------------------------|---------------------|
| a. Money/ Certificate | | | | | | | | |
| b. Transport | | | | | | | | |
| c. Food | | | | | | | | |
| d. School supplies/ uniforms | | | | | | | | |
| e. Scholarships | | | | | | | | |
| f. Perimeter fence | | | | | | | | |
| g. Roofs | | | | | | | | |
| h. Does not know | | | | | | | | |
| i. Other _____ | | | | | | | | |

25. Do you consider that there are some classrooms and latrines that require immediate attention in the center where {name} studies?

- a. Yes
- b. No
- c. DK
- d. NR

26. Do you think school attendance is important for your children?

- a. Yes
- b. No
- c. DK
- d. NR

(If **not “yes”**, go to number 28)

27. If yes, please provide reasons why school attendance is important for your child, in your opinion?

- a. To have a better future
- b. Improve quality of life
- c. Achieve greater social prestige
- d. Get higher income
- e. Contribute to local development and Honduras
- f. Other _____
- g. Other _____
- h. Other _____
- i. DK
- j. NR

28. Do you participate in the implementation of School Educational Project (PEC) ?

- a. Yes
- b. No
- c. DK
- d. NR

29. Would you participate in the development of the School Educational Project (PEC)?

- a. Yes
- b. No
- c. DK
- d. NR

30. Do you belong to some of the organizations promoted / strengthened by the FFE project?

- a. Yes

b. No

c. DK

d. NR

31. To which?

a. PASE (Security patrol)

b. EPRED (School dropout)

c. Teachers support volunteer

d. Snack committee

e. APF

f. Other _____

g. DK

h. NR

32. As a volunteer (of PASE, EPRED and Teachers support volunteer) Have you received dry rations personally?

a. Yes

b. No

c. DK

d. NR

| Please rate your level of agreement with the following statements: | | | | | |
|--|-------------------|----------|---------|-------|----------------|
| | Strongly Disagree | Disagree | Neutral | Agree | Strongly Agree |
| 33. Having a complementary meal at school helps my child pay more attention in the classroom. | 0 | 1 | 2 | 3 | 4 |
| 34. My child has learned more at school since receiving complementary meals. | 0 | 1 | 2 | 3 | 4 |
| 35. Food preparation is well organized at school. | 0 | 1 | 2 | 3 | 4 |
| <i>Please explain your answer to the question above, and give any other thoughts about food preparation at the school.</i> | | | | | |
| 36. Food preparation is consistently done by community members. | 0 | 1 | 2 | 3 | 4 |
| <i>Please explain your answer to the question above. In particular, if the community is not preparing the food, please indicate the reasons why.</i> | | | | | |

| | Never | Infrequently | Sometimes | Frequently | Always |
|--|--------------|---------------------|------------------|-------------------|---------------|
| 37. For students, how often do security issues occur on the way to school? | 0 | 1 | 2 | 3 | 4 |
| 38. For teachers/staff, how often do security issues occur on the way to school? | 0 | 1 | 2 | 3 | 4 |

| Please rate your level of agreement with the following statements: | | | | | |
|---|--------------------------|-----------------|----------------|--------------|-----------------------|
| | Strongly Disagree | Disagree | Neutral | Agree | Strongly Agree |
| 39. FFE project activities have helped to reduce violence among students while at school. | 0 | 1 | 2 | 3 | 4 |
| 40. FFE project activities have strengthened parents' relationships with the school. | 0 | 1 | 2 | 3 | 4 |
| 41. FFE project activities have strengthened the wider community. | 0 | 1 | 2 | 3 | 4 |

Food for Education - Final Evaluation Project

CRS Honduras

Checklist of food intake

IMPORTANT: The instrument must be placed at the end of the test for all children taking the EGRA assessment. Explain that they should only answer yes or no and make a circle.

| Question | Yes | NO |
|--|-----------|-------|
| 1. Did you eat something at home this morning? | 1 | 2 |
| 2. At school, did the teachers give you any food? | 1 | 2 |
| 3. If the teachers gave you food, was it for breakfast or lunch? | BREAKFAST | LUNCH |

4. If you ate any food this morning, what did you eat? Put an "X" for "Yes" for each food you ate.

| | YES |
|---------------------------------|-----|
| Tortillas | |
| Beans | |
| Coffee or Tea | |
| Eggs | |
| Porridge or Oatmeal | |
| Potatoes | |
| Tamalitos | |
| Bread | |
| Green leafy vegetables | |
| Fruit | |
| Rice | |
| Cereal | |
| Fish | |
| Noodles | |
| Milk or Cheese | |
| Meat | |
| Barley | |
| Soup or broth | |
| Chirmol | |
| Hot water | |
| Sweets (Candy, chocolate, soda) | |
| Other: Escriba aquí: _____ | |

| Pregunta | SI | NO |
|--|-------------|----|
| 5. With the project's food, do you feel less hungry at school? | 1 | 2 |
| 6. With the project's food, Can you study or perform better at school? | 1 | 2 |
| 7. Do you like the food you get at school? | 1 | 2 |
| 8. If you do not like the food being served in school, why or why not? | Write here: | |

Form V
Food for Education – Final Evaluation Project
CRS Honduras
Observation Guide: Kitchen, Water, latrine

| | |
|----------------------|---|
| School | |
| Municipality/Town | Date: _____ |
| Name of the observer | |
| INDICATOR | Rating the proper use of cooking equipment for food preparation |

Instructions: This observation guide will be used in the same schools where the focus groups will be conducted with education councils. To obtain the information and visit the kitchen, the water system and bathrooms, ask the authorization of the director. Describe what you observed according to the following questions:

NOTE: THIS FORM IS ONLY TO BE USED IF THE PROJECT BUILT INFRASTRUCTURE AT THE SCHOOL.

YES, there has been construction _____
NO, there has not been construction _____

(1) How are they using the kitchen right now?

| |
|--|
| |
|--|

(2) What other uses does the kitchen generally have?

| |
|--|
| |
|--|

(3) What is the state of cleanliness in the kitchen: *Choose a number for each*

| | Very clean | Clean | Neutral | Dirty | Very Dirty |
|-----------|-------------------|--------------|----------------|--------------|-------------------|
| Stove | 5 | 4 | 3 | 2 | 1 |
| Floor | 5 | 4 | 3 | 2 | 1 |
| Equipment | 5 | 4 | 3 | 2 | 1 |
| Walls | 5 | 4 | 3 | 2 | 1 |

(4) If they prepare food, observe the following – Choose a number for each

| | Strongly agree | Agree | Neutral | Disagree | Strongly disagree | Did not see |
|---|-----------------------|--------------|----------------|-----------------|--------------------------|--------------------|
| Food preparers show good hygiene. | 5 | 4 | 3 | 2 | 1 | 33 |
| Preparers wash their hands. | 5 | 4 | 3 | 2 | 1 | 33 |
| Preparers use hair nets to keep their hair up | 5 | 4 | 3 | 2 | 1 | 33 |
| Preparers use aprons. | 5 | 4 | 3 | 2 | 1 | 33 |

(5) At this time, are there animals in the kitchen?

| | |
|----------|--|
| YES 1 | If the answer is YES, indicate which animals (dogs, cats, mice, cockroaches, chickens, flies, pigs?) Write here: |
| NO 2 | |

(6) Are there any boys or girls under 7 years old in the kitchen?

- This is important for risk and/or hygiene.
-

| | |
|----------|--|
| YES 1 | If the answer is YES, how many children? Write here: |
| NO 2 | |

Water

(7) Is there water at school?

| | |
|----------|---|
| YES 1 | If the answer is YES, for what are they using the water? Select all that apply: <input type="checkbox"/> drink <input type="checkbox"/> Handwashing <input type="checkbox"/> Washing dishes <input type="checkbox"/> Washing mops <input type="checkbox"/> Wash the floor <input type="checkbox"/> Other Specify (Write here): _____ |
| NO 2 | |

(8) Do the children drink water directly from the water jet (chorro), pipe (tubería) or stack (pila)?

| | |
|------------------|--|
| SI 1 | <i>If the answer is yes, please check all that apply</i> <input type="checkbox"/> water jet <input type="checkbox"/> pipes <input type="checkbox"/> water fountain/trough <input type="checkbox"/> Other: specify (Write here: _____) |
| NO 2 | |
| Did not see 3 | |

(9) Did you see waste in the water?

| | |
|----------|--|
| YES 1 | <i>If the answer is YES, explain here:</i> |
| NO 2 | |

Latrine or bathroom

(10) Are the toilets used separately?

| | |
|--------------------|--|
| YES 1 | If the answer is YES, select all that apply: <input type="checkbox"/> Boys and girls separately <input type="checkbox"/> Children and teacher separately |
| NO 2 | |
| Doesn't know 33 | |

(11) Note if the bathrooms are clean with minimal conditions.

| | YES | NO |
|-----------------------------|-----|----|
| Towel | 1 | 2 |
| Soap | 1 | 2 |
| Water | 1 | 2 |
| Trash can | 1 | 2 |
| Ventilation | 1 | 2 |
| Lighting | 1 | 2 |
| Note further comments here: | | |

(12) What infrastructure improvements have been made at this school in 2014-2015, related to the project?

INTERVIEW ADRESSED TO MUNICIPAL MAYORS

PERSONNEL IDENTIFICATION AND DATE OF IMPLEMENTATION

1. Supervisor _____ 2. Interviewer _____

3. Date of interview _____

I. Municipal Mayor Identification

1. Name of municipality: _____ 2. Code of municipality: _____

3. Name of Mayor: _____ 4. Gender: _____

5. Age: _____ 6. Years as mayor _____

7. Academic degree: _____

Questions

1. What are the main strengths in the municipality in education field?
2. What issues have you identified in education field?
3. What actions are taken in your government to overcome the problems that you told me?
4. What has been the outcome of each of these actions?
5. Who has supported you to carry out the reforms or changes and in what ways have they supported you?
6. Tell me about the schools' governance in terms of infrastructure maintenance - how is it done, how often and by whom?
7. Tell me about feeding programs in schools, are there any? Who are those responsible? ¿Do they monitor the process?
8. What is your opinion on the impact of school feeding programs in the educational achievement of children?
9. What has been the support the municipal government has provided for school feeding? What could be the contribution of the municipal government for the sustainability of school feeding?
10. Aids of school supplies (books, notebooks , teaching materials), From whom have you received them? Who are they granted to? Under what criteria?
11. What do you know of the actions developed in the region by Caritas Santa Rosa de Copan, COCEPRADII and CRS in education field?
12. What changes have you noticed in education due to the actions and programs by these institutions?
13. Please describe the coordination between the municipal government and school district director.
14. What are the obstacles to better coordination of work between the municipal government and the school district director?
15. Please, describe the main education areas in which you invest municipal budget.

16. What is your opinion about the performance of COMDE (municipal committee for education development in this municipality?
17. What can be the contribution of the municipal government to improve the performance of COMDE?

INTERVIEW ADDRESSED TO MUNICIPAL DIRECTORS

PERSONNEL IDENTIFICATION AND DATE OF IMPLEMENTATION

1. Supervisor _____ 2. Interviewer _____

3. Date of interview: _____

I. Identification of District Director

1. Name of municipality: _____ 2. Code of municipality _____

3. Name of municipal director: _____ 4. Sex: _____

5. Age: _____ 6. Years as District Director _____

7. Academic degree: _____

Questions

1. What kind of actions have been implemented in schools in terms of teacher training?
2. What kind of actions have been implemented to improve the skills of the administrative staff?
3. How has the district's management address the issue of teachers' absences?
4. Tell me about the managing of resources for aid to schools?
5. What criteria have you defined for granting aid to schools?
6. What are the main challenges that teachers face in carrying out their duties?
7. Tell me about the monitoring of schools in infrastructure, how is it done, how often and by whom?
8. Tell me about feeding programs in schools, are there any? Who are those responsible? ¿Do they monitor the process?
9. What is your opinion on the impact of school feeding programs in the educational achievement of children?
10. What has been the support the municipal government has provided for school feeding? What could be the contribution of the municipal government for the sustainability of school feeding?
11. Aids of school supplies (books, notebooks, teaching materials), From whom have you received them? Who are they granted to? Under what criteria?
12. What do you know of the actions developed in the region by Caritas Santa Rosa de Copan, COCEPRADII and CRS in education field?
13. What changes have you noticed in education due to the actions and programs by these institutions?
14. Please describe the coordination between the municipal government and DDEI.
15. What are the obstacles to better coordination of work between the municipal government and the DDEI?
16. Please describe which are the main areas in which you invest municipal budget for education.
17. What is your opinion about the performance of COMDE in this municipality?
18. What can be the contribution of the municipal government to improve the performance of COMDE?

GUIDE FOR FOCUS GROUPS WITH CCEPREB

PERSONNEL IDENTIFICATION AND DATE OF IMPLEMENTATION

1. Supervisor _____ 2. Interviewer _____

3. Date of interview: _____

I. District identification

1. Name of municipality: _____ 2. Code of municipality _____

| Name | Age | Gender | Community | Number of students served | Years in CCEPREB |
|------|-----|--------|-----------|---------------------------|------------------|
| | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |
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Questions

1. How is a CCEPREB (Pre-Basic Education Community Centers)sustained?
2. What techniques do you use for children to develop their skills?
3. What kinds of difficulties are presented with children and how do you solve them?
4. Who supports you with school meals?
5. How many trainings and on what topics do you receive each year?
6. Describe the conditions under which are the physical facilities of the school.
7. Do you get any help to strengthen the teaching-learning process? What kind of help do you receive? From whom and how often?
8. What would need to change to enhance the impact of CCEPREB?
9. What are the constraints you face to carry out your work?
10. Could you tell us about the financial support a CCEPREB volunteer receives monthly?
From which institution?

GUIDE FOR FOCUS GROUPS WITH SCHOOL PRINCIPALS

PERSONNEL IDENTIFICATION AND DATE OF IMPLEMENTATION

1. Supervisor _____ 2. Interviewer _____

3. Date of interview: _____

I. District identification

1. Name of municipality: _____ 2. Code of the municipality _____

| Name | Age | Sex | Area of the school (urban, rural) | Method (one, two, more than two teachers) | School type (official, PROHECO or others) |
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Improving the quality of literacy instruction of children

1. How has the delivery of materials from the project contributed to improve education?
2. What factors have contributed to the improvement in access to school supplies and materials?
3. What factors have limited the improvement in access to school supplies and materials?
4. How are these materials being used in schools?
5. What factors have prevented the adoption of teaching tools and techniques?
6. What factors have facilitated the adoption of teaching tools and techniques?
7. In what aspects has quality of education changed through management and control techniques used by administrators?
8. What effect has the training of administrators in monitoring of teachers and implementation of educational quality standards of the Ministry of Education had?
9. Who of you run schools that have received support in infrastructure? What has been the impact infrastructure improvements have had on education?
10. Can you describe how parents and community organizations have participated in the education of students?

Improve school attendance of students

1. What happened to the school attendance this year at your schools? Has it increased? Decreased?
2. What factors have facilitated the attendance of children at school?
3. What factors have hampered the assistance of children to school?
4. In your opinion, how school meals have contributed to the assistance of children to school?

5. Can you describe how the rest of the incentives of the project have contributed to student attendance?
6. In your opinion, what are the project activities that have the potential to improve attendance at the end of the project?
7. In which schools has enrollment increased? What factors have helped to increase the current enrollment?
8. In which schools has enrollment decreased? What factors have helped to decrease the current enrollment?
9. Do you believe that school absenteeism due to illness has been reduced? Why “yes” or why “not”?
10. How has the quality of education improved after the adoption of technical training provided by the project FFE to teachers?
11. For a future project, what activities should be prioritized to ensure that the quality of instruction be sustainable?
12. What activities should be a priority for improvement in reading proficiency be sustainable?
13. What were the external factors that influenced the improvement of teacher attendance?
What were the external factors that negatively influenced the improvement of teacher attendance?

GUIDE FOR FOCUS GROUPS WITH TEACHERS

PERSONNEL IDENTIFICATION AND DATE OF IMPLEMENTATION

1. Supervisor _____ 2. Interviewer _____

3. Date of interview: _____

I. District identification

1. Name of municipality: _____ 2. Code of municipality: _____

| Name | Age | Gender | Area of the school (urban, rural) | Method (one, two, more than two teachers) | School type (official, PROHECO or others) |
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Improving the quality of literacy instruction of children

11. How has the delivery of materials from the project contributed to improve education?
12. What factors have limited the improvement in access to school supplies and materials?
13. What factors have contributed to the improvement in access to school supplies and materials?
14. How are these materials being used in schools?
15. What factors have prevented the adoption of teaching tools and techniques?
16. What factors have facilitated the adoption of teaching tools and techniques?
17. In what aspects has quality of education changed through management and control techniques used by administrators?
18. What effect has the training of administrators in monitoring of teachers and implementation of educational quality standards of the Ministry of Education had?
19. Have there been improvements to the infrastructure in this school? What has been the impact infrastructure improvements have had on education?
20. Can you describe how parents and community organizations have participated in the education of students?

Improved school attendance of students

14. What factors have facilitated the attendance of children at school?
15. What factors have hampered the assistance of children to school?
16. In your opinion, how school meals have contributed to the assistance of children to school?
17. Can you describe how the rest of the incentives of the project have contributed to student attendance?

18. What are the project activities that have the potential to improve attendance at the end of the project?
19. What factors have helped to increase the current enrollment?
20. What factors have helped to decrease the current enrollment?
21. Do you believe that school absenteeism due to illness has been reduced in the last two years? Why “yes” or why “not”?

Relationship between program and community

1. What types of security issues do students (and teachers/staff) face on the way to school? Please include environmental (e.g., floods and landslides) as well as social issues that affect security.
2. How often do these security issues occur? Everyday? Weekly? Monthly?
3. Are there project activities that help to address these security issues? Which activities?
4. What FFE project activities have impacted students' interpersonal relationships with each other as it relates to violence in the school, bullying, and empathy? What have been those impacts?
5. What FFE project activities have impacted parental relationships with each other and with the school as it relates to violence in the school and the community? What have been those impacts?
6. Are there any activities that have proven effective for improving or creating community cohesion? If so, what changes have you noticed?

GUIDE FOR FOCUS GROUPS WITH PARENTS OF BENEFICIARIES

PERSONNEL IDENTIFICATION AND DATE OF IMPLEMENTATION

1. Supervisor _____ 2. Interviewer _____
3. Date of interview: _____

I. School identification

1. Name: _____ 2. Code _____
3. School type 1) Oficial: _____ 2) PROHECO: _____ 3) Others _____
4. Method: 1) One teacher _____ 2) Two teachers _____ 3) More than two teachers _____
5. Area: 1) Urban: _____ 2) Rural: _____
7. Community: _____

| Name | Age | Gender |
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Introduction. We will discuss the impact of Food for Education (FFE) Project, specifically the aspects of the project that you consider are most important and those that can be improved. All information you provide will be kept strictly confidential.

Improving the quality of children literacy instructions

1. In what ways does the classroom teacher help your child when they have difficulties in a subject or topic?
2. What would you change to improve the education quality your child receives?
3. Talking about support provided by the project, what had the greatest impact on your child's education?
4. In general, in what ways do you think the project has influenced the education of children?
5. Have school infrastructure developments helped improved education? Why?

Improve school attendance of students

6. What factors have aided school attendance?
7. What factors have hampered school attendance?
8. In your opinion, school attendance has improved due to school lunch? In what ways have school meals contributed to the improvement of school attendance?
9. At this point, that the project is ending, what activities do you think should continue after the project ends to increase school attendance?
10. Have you noticed any increase in enrollment this year? If yes, what factors do you think have helped to increase current enrollment?
11. Do you think that enrollment has decreased this year? What factors do you think have reduced current enrollment?
12. Could you explain, how do parents and community organizations have participated in the education of children?
13. Do you think that school absenteeism due to illness has reduced? Why “yes” or why “not”?
14. Why do you think education is important for your children?

Relationship between program and community

15. What types of security issues do students (and teachers/staff) face on the way to school? Please include environmental (e.g., floods and landslides) as well as social issues that affect security.
16. How often do these security issues occur? Everyday? Weekly? Monthly?
17. Are there project activities that help to address these security issues? Which activities?
18. What FFE project activities have impacted students' interpersonal relationships with each other as it relates to violence in the school, bullying, and empathy? What have been those impacts?
19. What FFE project activities have impacted parental relationships with each other and with the school as it relates to violence in the school and the community? What have been those impacts?
20. Are there any activities that have proven effective for improving or creating community cohesion? If so, what changes have you noticed?

1. REFERENCE FRAMEWORK

Since 2012, Catholic Relief Services (CRS), the Social Pastoral of the Diocese of Santa Rosa de Copán (CARITAS) and the Central Committee for Comprehensive Development of Water and Intibucá (COCEPRADII, for its acronym in Spanish), in coordination with the Ministry of Education, the Ministry of Agriculture and Livestock and the Ministry of Social Development through its School Feeding Programme has been implementing the project "Food for Education FFE". This project is funded by the Department of Agriculture of the United States of America (USDA) and provides, through CRS, complementary foods for school meals, as well all the financial resources required to implement each of the technical components of the project. The project's strategic goal is to improve the literacy of school age children in the 17 municipalities of Intibucá for a period of 3 years (2013-2015).

Improving literacy includes the improvement of overall education with interventions that include, among others: increasing reading skills in students; teaching teachers; providing management, control and administration skills training to directors; increasing enrollment of children; decreasing student absences either from disease or other causes, as well as teachers' absences regardless of the cause; providing supplies and materials to students and schools; improving the infrastructure of some schools, to create or strengthen incentives for the promotion of school enrollment; and increasing understanding of the benefits of education at parents' level.

The FFE project in Honduras has benefited more than 50,000 children and over 2,000 teachers in the 17 municipalities of Intibucá. It has also provided school meals to all students enrolled in 1,047 schools (509 schools and basic education centers, 308 kindergartens and 230 pre-school centers and non-formal basic CCEPREBs).

OVERVIEW OF WORK PERFORMED IN THE PROJECT – (Please see Attachment A Results Framework to better understand project design)

Improving Assistance Teachers in schools. CRS and its partners has worked with the Directors of each school and members of the community to develop teacher support volunteer programs for the schools to continue to work despite the absence of the teacher.

Improving access to school supplies. FFE has worked to ensure that literacy teaching materials provided by the Government of Honduras or purchased by the project reach schools on time and in sufficient quantity. Additionally, the project has provided kits of supplementary materials to schools with better performance and as well as providing children with the basic kits of school supplies and educational materials to encourage them to enroll, attend and stay in school.

Increasing skills and knowledge of teachers and directors. Has provided training in teaching methods to improve teaching skills, in the case of teachers; and administration and management to the directors.

Increasing economic and cultural incentives for students and reduce disincentives. FFE provides school lunches to students and delivers dry rations to take home. In coordination with educational

authorities, children that have more difficulties for attending school have been identified and supported with school transport. Community patrol groups have been organized to prevent violence and ensure the safety of students in their community and school.

Reducing student absences for health reasons. Health education activities with teachers, parents and students have been developed to ensure the provision of adequate sanitation and hygiene (hand washing, safe water and adequate sanitation facilities management) practices. School gardens supported by FFE have been used as a platform to train students in dietary diversity and child health.

Improving school infrastructure. Has focused on improving the school environments by improving classrooms, separate toilets, hand washing stations and safer school quality construction.

Increasing School Enrollment. Education campaigns using local media have been used to sensitize the population about the importance of education and the legal steps for enrolling children. Peer tutoring, focusing on math and Spanish is being provided through Student Peer Tutoring.

Ensuring that communities have greater understanding of the benefits of education. Teachers, directors and community members have been trained in preventing school dropouts. CRS and its partners have worked to address one of the key causes of illiteracy, which is the low priority of education in communities, through community participation; local meetings with involved have been carried out in the project for the socialization of results and decisions related to the topic Education.

2. OBJECTIVES OF THE CONSULTANCY.

General:

Utilizing a participatory approach, assess and analyze the performance of the project by comparing final evaluation finding with the results of the baseline and midterm evaluation studies in order to should seek to provide lessons learned and recommendations for USDA, program participants and other key stakeholders for future food assistance and capacity building programs.

Specific:

- Update midterm questionnaires to measure how project activities 1)have responded to the project environment, 2)have prepared communities to 'graduate' while identifying milestones that indicate progress towards sustainability of results.
- Conduct a critical and objective analysis, utilizing technical and methodological techniques, to assess the effectiveness and adequacy of the strategies used in the project.
- Review the recommendations provided by the MTE and USDA's feedback on the MTE, and evaluate whether these recommendations have been incorporated. The results of these recommendations being included, if applicable, should also be measured.
- Using the project level framework and the most recently approved Performance Monitoring Plan, conduct a performance evaluation of the project. Evidence collected for suitable outcome indicators, including but not limited to, improved literacy for children and student attendance should be compared to national statistics and statistics from other Departments to identify impact differences.
- Document lessons learned and evaluate sustainability efforts.
- Generate data for accountability, both for the people CRS serves (beneficiaries) as well as the program donor.

3. SCOPE OF CONSULTING

a. Defining Evaluation Questions.

Included in *ATTACHMENT B Key questions Final Evaluation* are the questions that have been developed to evaluate the project's level of achievement both qualitatively and quantitatively. ***These should be considered in the design of all questionnaires and other data collection tools that are used to capture information*** with different key actors in the Final Evaluation. Evaluation questions are to be used to derive conclusion from two groups of beneficiary types:

- Group 1: The consultant will initially conduct a review of the surveys/focus groups conducted during the baseline and mid-term with teachers, administrators and parents, in that these questionnaires include information that should be collected and compared during the Final Evaluation. This review should result in an update of MTE questionnaires to measure how project activities 1)have responded to the project environment, 2)have prepared communities to 'graduate' while identifying milestones that indicate progress towards sustainability of results.
- Group 2: As part of the MTE, project staff, in coordination with the Ministry of Education, identified 'critical schools' to receive multiple project interventions to address lower academic achievement. An analysis of the continued effect, or lack thereof, of these interventions on academic achievement is expected along with a comparison of these results to those gathered from Group 1. The sample selection for this group should be based on the same sampling methodology used during the Mid Term Evaluation.

b. Establish the methodological design for the realization of the Final Evaluation.

The consultant can consider the following elements for the design of the evaluation but the elements suggested will be evaluated along in conjunction with the consultant's experience in evaluation and research.

The design should reflect how the collection of information will take place and ensure that the assessment has the necessary scientific validity and rigor. The methodology for the whole process of the final evaluation must be participatory considering the interested parties in the project and oriented to learning as well as ensure an objective view of the results from the perspective of all parties and from the analysis of evidence in the field. The design must have a mixed or multimodal (quantitative and qualitative) approach, based on indicators and expected results.

It is expected that the evaluation can be performed in the following 4 phases:

- A. Phase 1: Review of Implementation of the project.
- B. Phase 2: Measuring the indicators
- C. Phase 3: Evaluation of the Implementation
- D. Phase 4: Identification of lessons learned and making recommendations

The evaluation results should be based on the five criteria noted below:

- **Relevance** – The extent to which the project interventions met the needs of the project beneficiaries and are aligned with Honduras’ agriculture and/or development investment strategies and with USDA and US Government’s development goals, objectives, and strategies. Relevance should also address the extent to which the project was designed taking into account the economic, cultural and political context.
- **Effectiveness** – The extent to which the project has achieved its objectives. Effectiveness will also assess what interventions contributed to the expected results or objectives.
- **Efficiency** – The extent to which the project resources (inputs) have led to the achieved results will be analyzed. An assessment of efficiency will determine whether the same results could have been achieved with fewer resources or whether alternative approaches could have been adopted to achieve the same results.
- **Impact** – Assessment of the medium and long-term effects, both intended and unintended, of the project intervention. Effects can be both direct or indirect and positive or negative. To the extent possible, the evaluation should assess the extent to which the effects are due to the project intervention and not other factors.
- **Sustainability** – An assessment will determine how project activities will continue with the absence of support from both USDA and CRS. Sustainability will also assess the extent to which the project has planned for the continuation of project activities, developed local ownership for the project, and developed sustainable partnerships.

Phase 1 Review of project implementation:

This review will consist of an analysis of the results compiled during the baseline study and midterm evaluation, along with an analysis of key indicator data collected during 36 months of project implementation that has been gathered through regular project monitoring. This analysis will define the starting point for understanding the project’s performance.

- 1.a. **Determine the technical and research tools:** that will provide a complete and detailed study on the implementation of the project. The Final Evaluation will use a set of quantitative and qualitative techniques to capture and process information relevant to the measurement of indicators such as:

- ≈ **Secondary data collection and review of documents:** The Consultant must analyze the operational plans and project reports, databases of the Ministry of Education as well as other documents and records, such as school attendance and the results obtained.
- ≈ **Key informant interviews:** The Consultant will conduct structured and unstructured interviews with people responsible for implementation of project activities and some key informants from schools, government offices, partners, and others donors and organizations doing related education and community organization work in Honduras. USDA Washington and the Regional Agricultural Attaché are also considered as key informants and should be interviewed before field data collection.
- ≈ **Beneficiary Interviews:** The Consultant team will review the questionnaires used at baseline and midterm evaluation. This questionnaires should be adjusted to measure how project activities to date 1)have responded to the project environment, 2)have prepared communities to ‘graduate’ while identifying milestones that indicate progress towards sustainability of results. Also may include other aspects that will be relevant to making a measurement in the final evaluation.

- ≈ **Application of the Early Grade Reading Assessment (EGRA):** to measure the indicator reading skills of randomly selected students in second, third and fourth grade. Please see *Attachment C EGRA Test and Methodology* to review the test. The results from the first application can be found in *Attachment D EGRA Baseline Results* and the results from the baseline and the midterm applications can be found in *Attachment E Baseline Evaluation and Attachment F Mid Term Evaluation*. The findings from the application during the final evaluation will then be compared with the baseline and midterm findings.
- ≈ **Direct observation:** Direct observation techniques will be used to verify, for example, the quality of teaching and administration as well as to verify and / or triangulate other data sources. It is important to consider that this technique requires established links with teachers, district and departmental so they can be participants in this process.
- ≈ **Field observation:** The Consultant will coordinate with CRS to identify and train a local support team, as necessary. This coordination will also include logistical coordination for travel to and from project sites to verify reported achievements.
- ≈ **Focus group interviews:** Interviews with focus groups will be used to better understand the local perceptions and opinions regarding the implementation, results and impact of the project. To obtain qualitative information, intentional or unintentional, non-probability sampling methods should be considered for participants with similar characteristics. This will allow more exhaustive interviews and enrich the investigation with ideas and opinions based on the knowledge of the participants. The main evaluation questions should be taken into account to understand the cause and effect as well as the allocation of project intervention.
- ≈ The focus group interviews will focus on the following five groups:
 - Students
 - Teachers
 - Administrators
 - Parents and caregivers
 - Local authorities and community leaders

The design of instruments for gathering information such as: surveys with structured questions, interview guides for key informants or guides for conducting focus groups [teachers, administrators, parents, local authorities]), will be presented to CRS for prior approval.

1.b. Sample design: As mentioned in the previous section *Defining Evaluation Questions*, two sample groups should be considered: 1) communities with ‘critical schools’ and 2) communities with ‘non-critical schools’ from across the intervention area. The critical schools have been identified by the Ministry of Education to receive a higher concentration of project focus due to lower academic achievement in the previous year. Because of this focus, the Final Evaluation must attempt to determine if the impact of these activities can be plausibly attributed for having improved academic achievement in the children in these schools than those in the other non-critical schools and specifically whether children in critical schools are now achieving at the same level as children in non-critical schools. As a result, the Final Evaluation should build upon the methodology used in the MTE and conduct two samples for the two groups. For the communities with critical schools, a weighted sampling should be done. In the communities with non-critical schools an equal probability random sampling should be conducted. The sample design from the Baseline and the

MTE has been included as *Attachment F Baseline Sample Design* and *Attachment H Midterm Sample Design* as a point of reference. The final design will be determined jointly by the CRS MEAL Manager and Consultant. Each of these groups must include the following aspects:

- ≈ ***Definition of units of study:*** should consider the students, teachers, school administrators, parents and school.
- ≈ ***Type of sampling:*** should be done for beneficiaries from both the communities with critical schools and the other communities with non-critical schools in the department. Within these groups the probabilistic type (simple random - systematic) should be used to ensure that all units have equal probability of being selected. Sampling for qualitative information should be based on non-probability sampling (intentional or purposeful manner) ensuring that selected participants have similar characteristics allowing for a thorough treatment of the issues based upon their ideas and opinions. Potential groups should include: municipal governments, municipal Directorates of Education, Intibucá Education Department, CED, and COMDE, among others.
- ≈ ***Determine the size of the sample:*** ensuring that the sample is representative enough of all beneficiaries so that the results can be extrapolated to all parties (universe).
- ≈ ***Procedure for the selection of the sample:*** (method) to ensure that each of the two groups are sampled correctly the CRS MEAL Manager will work with the Consultant to calculate appropriate sampling weights for each group.
- ≈ ***Calculation of indicators*** will be based upon the mathematical formulas used during the baseline and MTE ensuring that the results from the Final Evaluation and the previous studies can be compared.

1.c. Managing the data collection process

- ≈ **Define the criteria** for selecting interviewers.
- ≈ **Recruit and train support staff** (interviewers) to implement the instruments designed for data collection as well as in the different techniques that are established as a way to ensure quality. CRS must approve the personnel responsible of surveys.

In addition to the Final Evaluation interview team, the Consultant will work with CRS to identify a local team of primary education teachers or with a background in education/experience teaching to implement the EGRA test. During the MTE, CRS and the Mid-Term Consultant successfully coordinated the application of the EGRA tool with the Universidad Nacional Autonoma de Honduras (UNAH). While the final decision to contract local enumerators will remain at the discretion of the Consultant, CRS would like to build upon the positive MTE experience and continue collaborating with UNAH.

- ≈ **Conduct field tests** for the validation of the instruments to be used for the collection of information and change them if necessary.
- ≈ **Survey information** qualitative and quantitative in accordance with the units defined in the study and research design techniques.

- ≈ **Supervise** the implementation of the different techniques of collecting information (suggested perform daily quality control)
- ≈ **Clean database.** To validate information typed and have reliable and consistent data.
- ≈ **Ongoing Coordination** with links to each partner organization implementing the project. The consultant will communicate regularly with CRS, Caritas Santa Rosa de Copan and COCEPRADII staff and the Secretary of Education to guarantee appropriate logistical support for conducting Final Evaluation activities in beneficiary communities.

Phase 2: Measurement of Project Performance – Indicators:

To measure the project impact on its outcome indicators, the external consultant should ensure:

- 2.a. **Database tabulated:** for quantitative tabulation should use recognized software such as the Statistical Package for the Social Sciences (SPSS). The analysis of qualitative information must be based on the variability and uniqueness of responses, using software for consolidation of qualitative information (eg Atlas Ti). Also it must consider how the calculation of the indicators in the baseline and MTE was done so that the results are comparable. CRS will provide the consultant with baseline and MTE databases so that they can be used as inputs.
- 2.b. **Information Analysis:** The consultant will develop an analysis plan to get the information required to measure indicators of the project, the analysis of data collected from schools, kindergartens and CEPREBs and municipalities must be integrated and separated by gender and by municipality.
- 2.c. **The Final Evaluation project area compared** with statistics taken from the Ministry of Education database of other Departments that do not have this type of intervention, but have similar characteristics. With these comparisons, the Final Evaluation can determine which strategies implemented by the FFE project have plausible attribution for significant improvements in the education of children, as indicated in the results framework.

Phase 3. Evaluation of project implementation:

The Evaluation will provide an analysis of the results obtained to be used for data output tables and other forms of relational data analysis to better understand the possible effects and impacts. These tables will be used triangulate data from multiple sources using the participative, prospective, quantitative and qualitative data generated. The analysis that results from this triangulation should be used to provide lessons learned and best practices for all outcome and output indicators. This requires:

- ≈ **Analysis of the implementation of project strategies:** This analysis is required to determine the effectiveness, achievements and significant changes in project strategies for achieving the intended results and sustainability. The analysis of project strategies should also include an analysis of beneficiary selection criteria utilized to prioritize the delivery project services and products. The analysis should also include how project design has incorporated and responds to the project environment and how it has prepared beneficiary communities for ‘graduation’ and overall project sustainability. Project environment include beneficiaries, government, local communities as well as the natural environment.

- ≈ **Conduct performance feedback meetings with key staff:** Regular progress update meetings will be scheduled as necessary with CRS and partner staff. These meetings will be utilized to adjust ongoing Final Evaluation activities as required.

Phase 4: Identification of lessons learned and develop recommendations:

This phase will identify the principal lessons learned and develop a set of recommendations. While these recommendations can range widely, e.g. implementation, strategy, management, best practices and monitoring and evaluation are some examples; they must be clear, concise, relevant and practical and should follow directly from findings and conclusions established in the evaluation report. The results of the evaluation will be shared with USDA and the project team in order to analyze the overall impact of the project.

a. Preparation of Final Evaluation

- ≈ Prepare a final report of the research in English. Suggested as important elements in the report include:
- Introduction.
 - Executive Summary
 - Methodology (each design phase detail)
 - Analysis of the indicators (Life of Project) using the five criteria previously mentioned: Relevance, Effectiveness, Efficiency, Impact, and Sustainability and organized according to Attachment B.
 - Analysis of the project from the perspectives of USDA, CRS, Partners, School Administrators, Teachers, Parents, and Children
 - Conclusions and relevant findings using the five criteria previously mentioned: Relevance, Effectiveness, Efficiency, Impact, and Sustainability
 - Recommendations
 - Annexes
 - Scoreboard with existing comparative situation with the baseline, mid-term and original targets.
 - Chart calculation of indicators.
 - Instruments used: surveys, interviews among other formats.
 - Archive photographs in JPG format with resolution of 300 DPI and description of each photo.
- ≈ The report should include the analysis of the data collected and use statistical tables, graphs and other graphics to support the analysis, allowing the reader to more thoroughly understand the findings being presented.

b. Dissemination of the results of the final evaluation.

Dissemination of results: must include a presentation to USDA, CRS authorities, Caritas Santa Rosa de Copan, COCEPRADII, Departmental Director and departmental staff from the Ministry of Education. One color hard and one soft copy of the evaluation must be delivered to each of these organizations.

EXPECTED PRODUCTS

- Design and methodology of the study program approved by the CRS Honduras and support staff at headquarters.
- Data collection instruments approved by CRS and Partner Staff.

- Work plan with established critical path for the realization of the different phases to be implemented in the evaluation.
- Provide daily check-ins with appropriate technical project staff CRS, Caritas Santa Rosa de Copan and COCEPRADII regarding methodological issues, results, and troubleshooting for difficulties.
- Draft Report of the results of the final evaluation English for review by CRS. CRS will contract a separate Translation Consultant for translation of the draft into Spanish.
- The Final Evaluation Consultant will lead a first draft review workshop with CRS and its partners to identify information gaps that have yet to be addressed in the first draft. The Final Evaluation Consultant will be responsible for incorporating all products from the workshop into the final English version.
- Final Evaluation Report in English, including qualitative and quantitative aspects in hard and electronic color copy delivered to CRS. CRS will be responsible for translating the final approved version into Spanish and deliver one copy all project stakeholders.
- Executive summary of the Final Evaluation.
- Database of the information collected.
- Dissemination workshop for sharing result with authorities from USDA, CRS, Caritas Santa Rosa de Copan, COCEPRADII, and the Ministry of Education.
- Report identifying successful experiences for further follow-up and documentation by CRS and Partner Staff.

Documents and / or any other material produced as a result of this consultancy will be for the exclusive use of USDA and other partner organizations implementing the FFE project. The total or partial reproduction or publication and / or disclosure of any of the documents and other materials produced without the consent of the same is prohibited. The Consultant gives all proprietary rights of these materials exclusively to USDA and CRS on all copyright rightful productions generated by the occasion of the execution of this consultancy.

All sets of both quantitative and qualitative data remain the property of CRS and must be presented in formats without prior manipulation to CRS.

4. CRS HONDURAS AND PARTNERS COMMITMENTS

- Accompany and introduce the Consultant to Education, Community, and Governmental authorities and leaders.
- Provide technical and programmatic inputs and project information such as: Project Description, Monitoring Plan and Evaluation Plan, operational plans, project reports, baseline and midterm evaluation reports, databases and data collection instruments that were used, including the design documents of the project strategies and criteria for selection of beneficiaries of project services. Additional details will be discussed with the consultant.
- Provide training for Consultant and team for the application and interpretation of the EGRA Test and its results.
- Pay in accordance with CRS and USDA policies based upon agreed product costs and schedule as established in the contract with the consultant.
- To guide and monitor the timely execution of the Final Evaluation by the Consultant and team. This will include coordinating direct support with the operating field staff.
- Approve the different products in the stipulated time, without causing a prolongation of the duration of the contract.

- CRS will contract a separate Translation Consultant for translation of all Final Evaluation Drafts and Final Report into Spanish.

5. COMMITMENTS AND PROGRAMME TO BE CONTRACTED FOR THE PART

- Follow the guidelines set forth in the terms of reference of this consultancy and working arrangements with the FFE Project Manager.
- Inform and act in consensus and coordination with FFE teams: CRS, Caritas and COCEPRADII.
- Introduce and implement the weekly work plan and schedule of activities according to the product development schedule.
- The lead consultant must ensure their presence in the field, once a week, to ensure and control the quality of products of this consultancy.
- Show proof of life insurance for the Consultant and team.
- Will cover the cost of salaries of support staff, accommodation, food, transportation, and the costs associated with conducting events for data collection.

6. SUPERVISION

The consultant will depend administratively and technically on CRS Honduras but will coordinate with FFE partner organization, Caritas Santa Rosa de Copan and COCEPRADII, who will be responsible for sharing recommendations and observations with the Consultant. The focal points of the Consultant in Honduras will be the CRS FFE project Manager and the Monitoring, Evaluation, Accountability and Learning (MEAL) Manager in coordination with the FFE, ICT4D, MEAL Project Coordinator, but the working relationship and coordination will be with CARITAS Santa Rosa de Copan and COCEPRADII field coordinators and field technicians. CRS Honduras staff will receive technical support for the process from the Regional Technical Advisor for MEAL and CRS Education Technical Advisor throughout the process.

7. WORKPLACE

The Consultant and team will work with CRS and Partners in the areas that the Consultant considers appropriate. However, the Consultant and team will be expected to complement any office time with time in the field working in each of the 17 municipalities of Intibucá where the Food for Education project is being implemented.

8. CONSULTANT QUALIFICATIONS AND EXPERIENCE

Professional Profile:

- a. Consulting firm with extensive experience in the field of Education or an Individual with a Social Sciences Masters and demonstrated experience conducting educational research with a focus on educational outcomes.

Experience

- a. At least five years of Supervisory Experience with demonstrated capacity to lead teams in meeting goals and objectives

- b. Demonstrated experience leading and managing complex evaluations and statistics for complex sampling designs that involve analyzing multiple sources of data and information to establish relevant findings, conclusions, and recommendations. Experience with USDA funded projects and/or USG supported Education projects preferred
- c. Produced at least two documents demonstrating a high capacity for utilizing advanced statistical management programs such as SPSS and Atlas Ti to synthesize complex data and share results in a clear and concise manner
- d. Facilitated and led trainings, workshops and conferences

Competencies:

- a. Knowledge/experience in the geographical area of the project is preferred.
- b. Knowledge/experience in education programming (especially school feeding and/or literacy)
- c. Knowledge and experience in working with organized community groups.
- d. Ability to establish work with actors from both the public and private sector.
- e. Literacy skills in English and Spanish are required.
- a. Knowledge of the geographical area of the project.
- b. Ability to work under pressure and meet agreed upon objectives and goals according to stipulated agreements.

9. CRITERIA FOR TECHNICAL PROPOSALS - ECONOMIC AND SELECTION OF CONSULTANT

CRS and its partners will nominate a Commission of Review, which will evaluate the different proposals based on these terms of reference, and recommend to the CRS Administration a consultant that has prepared the best qualified proposal. The criteria are:

| No | CRITERIA | % |
|----|--|-----|
| 1 | Resumes / CV institutional and personnel proposed for consulting. | 20% |
| 2 | Experience in similar work in assessments social projects conducted. | 20% |
| 3 | Technical Proposal | 40% |
| 4 | Cost Proposal | 20% |

10. IMPORTANT DATES AND TIME OF CONSULTING

| Scheduling activities | Date |
|--------------------------------------|------|
| Distribution of terms of reference | |
| Receiving Technical – Cost proposals | |
| Review and selection of proposals | |

| | |
|--|--|
| Interviews | |
| Selection and Contract Signing | |
| Work Plan Presented | |
| Field Activities Conducted | |
| Presentation of first draft report | |
| CRS Review with Comments to the Consultant | |
| Presentation of the final report | |

Based on the expected products of the consultancy, the estimated duration thereof shall not exceed 60 calendar days from the signing of the contract for professional services.

11. CONSULTANCY COSTS

The value of the offer must include the professional fees of the consulting firm or individual consultant, all costs of transportation, logistics and field activities, and any other costs related to the development of an activity of this nature. The total value of the consultancy will be a deduction of 12.5% as income tax, as established by the Act and Procurement Services.

Consulting payments will be made in accordance with the Implementation Phases and MTE products or agreed deliverables as stipulated in the terms of reference and will be detailed in the contract that is signed between CRS and the selected consultant.

12. PRESENTATION OF OFFERS

The submission of technical and financial proposals must be submitted in printed and digital form in a sealed envelope in both Spanish and English. The date of submission of offers shall be July 10, 2015, in the office of CRS Honduras, in Tegucigalpa MDC, or via email to Nicole Leitzelar at nicole.leitzelar@crs.org