



Group of students with their morning CSB Plus

MID-TERM EVALUATION STUDY

Program	MCGOVERN-DOLE INTERNATIONAL FOOD FOR EDUCATION AND CHILD NUTRITION
Agreement Number	FFE-522-2020-007-00-B
Project Duration	October 30th, 2020 - September 30th, 2025
Implemented by	CATHOLIC RELIEF SERVICES (CRS) HONDURAS
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**“Education is the most
powerful weapon you
can use to change the
world”**

Nelson Mandela

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EXECUTIVE SUMMARY

Since 2012, Catholic Relief Services (CRS), has been working in coordination with local partner organizations, the Ministry of Education, the Ministry of Agriculture and Livestock and the Ministry of Social Development to implement the McGovern-Dole Food for Education and Child Nutrition program in Honduras. Over a period of approximately five years CRS will use USDA-donated commodities and funds provided by FAS to implement this school feeding program in Honduras.

CRS brings together a strategic consortium to achieve these objectives, with roles designed to support the Ministries of Social Development, Education, and Health along with local municipalities to address systemic challenges through evidence-based methodologies. The project's strategic goal is to improve the literacy of school age children in the 17 municipalities of Intibucá and 19 municipalities in La Paz, Honduras. Phase III (MGDII) of the project runs from November 2020 to September 2025, and is implemented in the department of Intibucá, with an initial budget of \$ 25 million. The department of La Paz was added in 2021 with an additional \$10 million, bringing the total MGD III budget to \$35 million.

MGD III uses a systems strengthening and collaborative approach to seamlessly build on and expand USAID's early grade reading work; address maternal child health deficiencies in the poorest municipalities (this activity is implemented for the first time with MGD III); increase capacity to procure food products locally; and consolidate local stakeholders' capacity to implement school feeding, nutrition and WASH interventions in 1,953 schools, reaching 96,632 preschool, primary and lower secondary school students and a total of 106,588 direct participants in Intibucá and La Paz.

To measure the progress of the implementation of the MGD III Program, CRS has designed an evaluation plan approved by USDA in which three evaluation moments are contemplated, the first was carried out through a baseline in 2021 in the department of Intibucá and 2022 in the department of La Paz with the purpose of establishing the reference values of the Program's evaluation indicators, a second was carried out in 2023 through the mid-term evaluation to document the performance of the indicators and make adjustments in the implementation of the activities, which is described in this report, and a final evaluation will be conducted in the years 2024 and 2025.

The purpose of the midterm evaluation is to assess progress toward achieving project goals, critically and objectively reviewing the implementation experience and environment. It aims to assess the relevance of the intervention, provide an early signal of intervention effectiveness and coherence, document lessons learned, evaluate sustainability efforts, and recommend mid-course corrections, if necessary.

To achieve this purpose, a performance evaluation was conducted using mixed methods of social research (quantitative and qualitative), employing a non-experimental pre-post design. The design allows the consortium to determine if there have been statistically significant changes in output and outcome-level indicators by measuring and comparing baseline values with the same indicators in the midterm evaluation.

In the quantitative evaluation, a significant number of informants were consulted using statistically representative random sampling procedures. For the qualitative evaluation, more open-ended techniques were developed with a selection based on key informant criteria, emphasizing the use of participatory modalities that facilitated extensive qualitative information. A comprehensive review of project reports was also incorporated into the analysis process. The methodology of the entire process was participatory, focused on learning, and aimed to ensure an objective view of the results from the perspective of all

parties, analyzing the evidence in the field. Data collection took place between October and November 2023.

Limitations of the study:

The data collection took place at the end of the school year and therefore some schools were preparing for final exams and closing the school year. This limited some classroom observation. There was also a delay in data collection due to difficult road access to some communities and municipalities as the final evaluation took place during the rainy season.

In some schools, certain indicators were not evaluated because not all interventions or activities are implemented across all schools in both departments. Additionally, assessing the implementation of the interventions became more complex due their varying durations in each department.

MAIN RESULTS

The project indicators are 44, however 15 of these have been measured directly by the consulting team the analysis are presented below and the remaining 29 are from the project record. Indicating for each: the indicator description, the baseline value, the goal for the third year of project implementation, the value found in this midterm evaluation, and the final value expected by the end of the project in year 2025. The green signals that the life of project goal has already been met or passed and the red signals that the goal may not be met as it currently stands.

Summary of most significant changes according to participants

INDICATORS	Baseline 2020	Goal third year 2023	MTE Nov. 2023	LOP Target (Life of Project) Sep-2025	Observations
Percent of students who, by the end of two grades of primary schooling, demonstrate that they can read and understand the meaning of grade level text	43.6	48.8	62	51.8	The results in the mid-term exceed the goals proposed for year 3 and LOP. Gains achieved can be due to program interventions such as new teacher training techniques, remedial materials to address pandemic-related learning loss and provision of other didactic materials.
Percent of schools with a School Feeding Committee with varied and culturally acceptable meals (School feeding committees).	45	60	82.5	80	The midterm value slightly exceeded the LOP goal because more individuals participated in the school feeding committee trainings on school meal preparation. .
Number of individuals who demonstrate use of new child health and nutrition practices as a result of USDA assistance	0	360	1,580	360	This indicator was surpassed due to a change in strategy to include more individuals such as care group members, health volunteers and school meal committee members. Initially only Care Groups were considered.
Number of enrolled beneficiaries who drop out due to migration to the U.S. and other countries.	402	523	375	290	This reflects a positive reduction even though overall migration has increased in Honduras.
Number of school administrators and officials in target schools who demonstrate use of new techniques or tools as a result of USDA assistance	0	125	573	125	Many teachers have a double role as school administrators and classroom teachers and so they were included here as demonstrating new techniques in school management and teaching.
Number of teachers/educators/teaching assistants in target schools who demonstrate use of new	0	1,277	1,586	1,277	The original goal was based on 70% of teachers demonstrating use of new techniques however, the mid-term evaluation shows that approximately 94%

INDICATORS	Baseline 2020	Goal third year 2023	MTE Nov. 2023	LOP Target (Life of Project) Sep-2025	Observations
and quality teaching techniques or tools as a result of USDA assistance					of teachers are implementing new techniques resulting from the new curriculum and teacher training
Percent of students in the classrooms defined as "very attentive" using a scale that defines established criteria	70	78	87.3	85	The midterm value reflects the effectiveness of the interventions.
Value of annual sales of farms and firms (Producer/producer groups)	61,603	392,637	973,319	476,634	The midterm value exceeds the Year 3 and LOP goals because local producer organizations were able to sell more vegetables and eggs to the LRP component than planned.
Volume of commodities sold by farms and firms receiving USDA assistance.	85.70	423	1,225	486	The midterm value exceeds the Year 3 and LOP goals because local producer organizations were able to sell more vegetables and eggs to the LRP component than planned.
Average student attendance rate in USDA supported classrooms/schools	68	75	90.4	83	Average student attendance has increased, and the midterm goal was met and surpassed.
Percent decrease of students who miss school days due to illness during the last month	7.70	6.0	8.10	4.00	The overall data does not meet the goal for the year 2023, but the Intibucá Department does meet it (7.7%), while the data for La Paz is significantly higher (9.6%). In terms of gender, girls have a better result (7.8% compared to 8.1% for boys).
Number of individuals who demonstrate use of new safe food preparation and storage practices as a result of USDA assistance	0	5,950	11,329	5,950	The mid-term evaluation goal has been exceeded because more individuals have participated in the initial trainings.
Number of schools using an improved water source	890	900	910	905	This indicator was met.
Number of schools with improved sanitary facilities	864	956	981	981	This indicator was met.
Number students enrolled in schools receiving USDA assistance	94,934	95,314	97,528	95,694	School Enrollment in 2022 was 97,528 and in 2023 it declined to 95,279

In relation to the results of the indicators measured directly by the consultant in this evaluation, the table above shows that out of a total of 15 only 1 (Percent decrease of students who miss school days due to illness during the last month) did not reach the planned goal in relation to year 3 of the project and to monitor the fulfillment of this indicator at the end of the project's life, the following is recommended:

Include the importance of hygiene and health in all trainings and program events, emphasizing hand washing before preparing and eating food. It is also important to identify additional strategies to help reduce absences due to illness, in coordination with the departmental-level education and health leadership.

The following text presents key findings, lessons learned, recommendations, and action points. The presentation format alludes to a horizontal relationship between different elements, ensuring clarity about the origin of basis for proposed action points, as well as the finding that underlies the recommendation.

Findings, recommendations, and action points.

SUSTAINABILITY

Findings

Local actors comment that while there has been capacity development in the different areas of intervention, they are not yet ready to guarantee sustainability. Limited budgets and financial constraints are one of the main obstacles. Local actors envision working together with key stakeholders such as municipal offices and mayors, private sector, and the central government as key points to create a path towards sustainability.

Recommendations

Develop a transition plan and a joint strategy with the government that includes the participation of the municipal associations and municipal governments to achieve permanence in the delivery of school meals to Intibucá and La Paz.

Action points

1. Make a transition plan including the private sector.
2. Signing MOUs with Key government entities
3. Develop a transition plan.

RELEVANCE

Findings

There is consensus among different stakeholders that the MGD program is very positive, benefitting children's health and education. Providing meals or food and teaching associated healthy practices, improving health infrastructure, and training teachers in improved teaching techniques in the classroom are considered very relevant areas of intervention. However, not all schools are receiving a varied and nutritious school meal as one might expect (e.g. having vegetables and eggs available 3 or more times per week). It was found that in AMFI and MACURISJ (LRP beneficiary communities) areas the percentage of schools that meet this condition is 85.2%, but in the rest of the municipalities that do not benefit from the LRP component, the proportion is significantly lower.

Recommendations

Seek strategic allies such as government and private companies and, in conjunction with municipal associations, and municipalities, and the Ministry of Education, promote menu diversification by providing vegetables and eggs to schools.

Action points

1. Emphasize to parents the importance of developing diversified and nutritious menus in school feeding trainings.
2. Carry out dissemination campaigns with students and parents regarding the nutritional benefits of eggs and vegetables. Including understanding the health risks associated with drinking sodas and eating potato chips.

EFFECTIVENESS

Findings

According to mid-term evaluation results, the vast majority of indicators show that the Program's targets for the third year are being met and exceeded (in several cases by a wide margin). However, the data identifies an important children's health indicator that appears in red: the proportion of students who have missed school due to illness over past month. The target for third year is 7.7%, but current value is 8.1%. Additionally, student enrollment has been declining in recent years in Intibucá (as is the general trend throughout the country), decreasing from 60,890 in 2021, to 60,447 in 2022 and 60,230 in 2023.

Recommendations

Include the importance of hygiene and health in all trainings and program events, emphasizing hand washing before preparing and eating food. It is also important to identify additional strategies to help reduce absences due to illness, in coordination with the departmental-level education and health leadership.

Action points

1. Working with Municipal Directorates of Education, identify health-related factors that cause school absences in each municipality, in order to seek to reduce the problem.
2. A work plan should be drawn up in coordination with Municipal Directorates of Education to provide month-by-month follow-up regarding school absences and dropouts.
3. Design a promotion strategy on proper hygiene and health practices, including communication resources, to be incorporated into key program activities such as school enrollment campaigns.

EFFICIENCY

Findings

Community participation has been a strength of the program since its inception, and this has contributed to efficient use of resources in different areas of intervention, be it school meals, school infrastructure, teacher training, etc.

Recommendations

Continue to develop activities to strengthen school infrastructure, especially with handwashing stations and sanitary modules, and promote among the Secretary of Education and the municipalities the need to support school infrastructure.

Action points

1. Work in coordination with Municipal Education authorities, to develop and manage low-cost proposals and community work, aimed at improving water supplies and sanitary conditions in select schools needing improvements
2. Share mid-term evaluation results with education authorities at department and municipal levels as well as with municipal leadership

IMPACT

Findings

The Program has achieved its objectives in terms of literacy and varied and culturally acceptable diets, healthy habits for storing, preparing and distributing food and school meals, daily school attendance, and improving access to improved water sources and sanitation facilities.

However, an indicator that is still far from the final goal of the Program is the number of students who drop out due to migration. The final goal of the Program is 290 per year, and the current value is at 375 cases during 2023.

Recommendations

The issue of families and minors migrating outside of the country is a problem for more than a decade and continues to grow in Honduras. However, the Program could coordinate greater efforts with the Municipal Directorates of Education and other local bodies to encourage students and families to prioritize their studies and try to reduce the motivation of minors to migrate outside the country (including knowing the high risks of irregular migration).

Action points

1. Coordinate with the Ministry of Education and prioritize the municipalities with the highest rate of migration, understand its causes.
2. Develop a comprehensive action plan and strategy to mitigate migration.
3. Review the Secretary of Education's tools for keeping track of migration.

COHERENCE

Findings

The Program has been establishing coordination mechanisms both internally (other CRS projects) and externally with government agencies (such as the Municipal Directorates of Education and the Secretariat for Social Development (SEDESOL). In addition, the program has been leading and coordinating Intersectoral Roundtables on school feeding.

Recommendations

Coordination with different local bodies could be used to jointly draw up a gradual Transition Plan, lasting two or three years, to achieve the sustainability of the interventions that have been implemented. Reaching agreements with SEDESOL, the Departmental and Municipal Directorates of Education, the private sector present in the area as well as the municipalities, is essential for this purpose.

Action points

1. Design, together with the other participating bodies (such as SEDESOL, the Departmental and Municipal Directorates of Education, the private sector present in the area and the Municipal Corporations), a Transition Plan for 2 or 3 years in which both the financial and technical aspects are gradually transferred to the national actors and institutions.

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LIST OF ABBREVIATIONS

ABBREVIATIONS	MEANING
AMFI	Association of Municipalities of Southern Intibucá
AMHON	Association of Municipalities of Honduras
APF	Parents Teachers Association
ASOMAINCUPAC O	Asociación para el Manejo Integrado de Cuencas de La Paz y Comayagua
CAE	School Feeding Committee
CEB	Center of Basic Education
CED	School Development Council
COCEPRADII	Central Committee for Water and Integral Development of Intibucá
CSB	Corn Soy Blend
DDE	Departmental Directorate of Education
DME	Municipal Directorate of Education
EDC	Education Development Center
SART	School Dropout Prevention and Response Team
LRP	Local and Regional Procurement
MGD	McGovern-Dole International Food for Education and Child Nutrition Program
MANCURISJ	Mancomunidad de la Cuenca del Rio San Juan
PISA-D	Program for International Student Assessment, Test for Developing Countries
PNAE	National School Feeding Program
PRONAGRO	National Program for Agri- Food Development
SACE	School Management System
SAG	Ministry of Agriculture and Livestock
MoE	Ministry of Education
SEDESOL	Ministry of Social Development
UPNFM	National Pedagogical University Francisco Morazán

1. CONTEXT OF STUDY

Catholic Relief Services CRS began working in Honduras in 1959 to promote holistic human development. In its more than 60 years in country, CRS has sought to create a more just and peaceful society by serving most vulnerable populations, especially those living in poverty, and has developed a strong reputation for implementing quality projects with measurable results.

Since 2012, Catholic Relief Services (CRS), has been working in coordination with local organizations (partner organizations), the Ministry of Education, the Ministry of Agriculture and Livestock and the Ministry of Social Development to implement the School Feeding Program (MGD – FFE) in Honduras. Catholic Relief Services-United States Conference of Catholic Bishops (CRS) will, over a period of approximately five years, use the donated commodities and any funds provided by FAS to implement a school feeding project in Honduras which will be measured according to the evaluations planned by the Program, in this case, the mid-term evaluation focused on knowing the implementation progress and be able to make the necessary adjustments on the following objectives:

- Expand school feeding coverage by providing daily school meals and gradually transferring responsibility to the national school feeding program (PNAE).
- Improve education quality by providing support and technical assistance to the Secretariat of Education (SEDUC) to implement the new curriculum and strengthening primary literacy instruction in and working with SEDUC's central teams to strengthen instruction nationwide.
- Increase student enrollment and retention by providing school meals, identifying barriers to enrollment, encouraging school enrollment, and offering supplemental learning activities to support students and motivate them to stay in school.
- Improve nutrition and health of school-aged children by providing a nutritious meal for all students enrolled in preschool, primary and lower secondary schools in Intibucá and La Paz; create healthy school environments by expanding infrastructure, intensifying innovative training methodologies to reinforce behavioral change and building local capacity to monitor and respond to ongoing needs.

CRS brings together a strategic consortium to achieve these objectives, with roles designed to support the ministries of social development and inclusion, education, health and local municipalities to address systemic challenges through evidence-based methodologies. The project's strategic goal is to improve the literacy of school age children in the 17 municipalities of Intibucá and 19 municipalities in La Paz, Honduras. The first phase of the three-year project ended in December 2015 (2012-2015). A second phase for five-years (MGD-II) was approved in November 2015 and began implementation in February 2016 (2016- March 2021). In October 2020, phase III (MGDII) of the project was approved, which will be implemented from November 2020 to September 2025, which were implemented in the same schools and geographic area of the department of Intibucá and includes a budget of \$ 25 million and in partnership with the Central Committee for Water and Comprehensive Development in Intibucá (COCEPRADII), the Education Development Center (EDC) and Feed the Children Honduras. In August 2021, a modification to MGD III was approved to expand the intervention into La Paz in partnership with the EDC and Association for the Integrated Management of Watersheds and Development in La Paz and Comayagua (ASOMAICUPACO) with a budget of \$ 10 million, bringing the total MGD III budget to \$ 35 million. MGD III will use a systems strengthening and collaborative approach to seamlessly build on and expand USAID's early grade reading work, address maternal child health deficiencies in the poorest municipalities (these activities will be implemented for the first time with MGD III), increase capacity to procure food products locally,

and consolidate local stakeholders' capacity to implement school feeding, nutrition and WASH interventions in 1,953 schools, reaching 96,632 preschool, primary and lower secondary school students and a total of 106,588 direct participants in Intibucá and La Paz.

The purpose of the project evaluation is to determine the impact of main project interventions on improving health, nutrition, and literacy, specifically reading comprehension, for primary school-age children from second grade in all 17 municipalities of the Intibucá and in 19 municipalities in La Paz. CRS will also use the results to make decisions throughout the project and generate knowledge about best practices for food-assistance education programming, both internally and externally among key stakeholders, including direct implementation partners, the Ministry of Development and Social Inclusion (SEDIS), Ministry of Education (SEDUC) and others described in this document. Project evaluation is an ongoing activity over the life of the project with three key periods of measurement: baseline study, midterm and final evaluations.¹ The overall budget for MEAL activities is \$ 938,713, or 3% of the total project operating budget.

The audience and key stakeholders for the midterm evaluation include USDA and other U.S. Government donors; the Honduran Ministry of Education; the Ministry of Development and Social Inclusion; the Departmental and Municipal Authorities of Education in Intibucá and La Paz; CRS project team; and other key stakeholders in Intibucá and La Paz including school principals, staff, teachers, students, local community leaders, PTA members, and parents. All project stakeholders will have the opportunity to participate in the midterm evaluation in order to ensure a transparent process that is inclusive of various perspectives.

The midterm report will be used to identify necessary adjustments for improving programmatic quality; to refine the phase out and phase over of activities in the sustainability plan; to document lessons learned; to improve accountability to project beneficiaries; and to provide important information to government and other key stakeholders to aid in policy decisions and advocacy efforts. CRS will report results from the midterm evaluation in joint public forums and learning events that CRS will cohost with other institutions that implement food-assisted education programs.

1.1 The CRS Theory of Change for MGD III is:

CRS' overarching Theory of Change for MDG III is, **IF** the school system is strengthened and delivers quality literacy instruction, **IF** children benefit from safe and nutritious meals, **IF** schools provide a safe and stimulating learning environment, **IF** children and parents adopt improved health and dietary practices, **IF** parental and community participation in activities leading to improved learning and nutrition is strengthened, and **IF** key public, private and civil society stakeholders co-develop appropriate, evidence-based policies and practices, **THEN** children in Intibucá will attend school regularly, thrive and learn during MGD III and beyond.

¹ Given the ongoing restrictions due to COVID-19, CRS is fully committed to adjusting all MEAL activities as needed. CRS has an internal Guidance on MEAL in the Context of COVID-19 policy, which outlines how to identify the most critical data collection activities, and how to modify those activities to minimize COVID-19 transmission. CRS will follow this guidance until a vaccine is widely available in Honduras.

Strategic Objective 1: Improved Literacy of School-Age Children

IF preschools and primary schools have increased access to supplies and materials (texts and supplemental materials), **IF** preschool and primary school teachers have improved literacy instructional materials (evidence-based curriculum), **IF** preschool and primary school teachers have increased skills and knowledge (training, application and coaching), and **IF** school administrators have increased skills and knowledge (administrator training), **THEN** the quality of literacy instruction will be improved.

Related Foundational Results: To increase MGD III's reach, EDC will provide technical assistance to SEDUC on the rollout of the revised curriculum and its integration into teacher training. CRS will work with SEDUC to develop national standards on coaching and supervision and to build SEDUC's capacity to train administrators will lead to strengthening the school system to deliver quality literacy instruction.

IR 1.1 Critical Assumptions: 1) Following 2021 elections, new Government of Honduras (GOH) education officials share MGD III goals and are willing to continue making systemic and resource allocation changes; 2) Challenges such as COVID-19 or political unrest do not result in prolonged school closures.

Evidence: CRS' approach incorporates the recently revised, evidence-based early grade reading (EGR) curriculum, which is aligned with USAID's Reading MATTERS framework,¹ to improve reading instruction. Recent research complements the framework, reaffirming the impact of its components, including: 1) decodable and leveled readers,² 2) curricula that align with current theory on literacy development,³ 3) teachers' increased skills, knowledge and use of structured pedagogy using evidence-based instructional routines,⁴ and 4) administrators' increased skills and knowledge, including coaching and supervision.⁵

MGD III will not implement activities to increase teacher attendance, as the project's most recent evaluation reflected that 96.7% teachers attended more than 90% of school days.

IF students have increased access to food (school feeding programs supplied by USDA commodities and LRP), **THEN** short-term hunger will be reduced in school-aged children. **IF** short-term hunger is reduced, children will show improved attentiveness.

Related Foundational Results: To increase sustainability, MGD III will work to increase SEDIS' capacity by developing an effective food distribution monitoring system to increase PNAE's capacity to forecast demand. MGD III will also support the advancement of Honduras' national school feeding legislation's bylaws, which secure PNAE's funding. Increased engagement of local organizations and community groups to safely transport, receive, store and prepare food products will also be essential for school feeding. Will lead to an improved policy framework and increased GOH capacity to sustainably provide school feeding in Intibucá, thereby improving student attentiveness and incentivizing attendance.

Critical Assumptions: 1) Despite the possible transition of key officials following the 2021 elections, the GOH will gradually assume financial responsibility for funding the dry and fresh rations in Intibucá as envisioned in the National School Feeding Law and outlined in its

agreements with CRS;⁶ and 2) The adverse impacts of climate variability will not outweigh project support to increase local producers' resilience, thereby overwhelming their capacity to meet LRP demand.

Evidence: MGD II's baseline and midterm evaluations reflect that school feeding improves student attendance, with parents reporting it as their primary incentive to send their children to school. Programs offering supplementary nutrition in schools have also demonstrated a positive effect on learning outcomes, specifically on EGR.⁷

IF economic and cultural incentives are increased (school feeding and supplemental learning activities such as savings and internal lending communities [SILC] and social and emotional learning [SEL]), **IF** health-related absences are reduced (see SO 2), **IF** school infrastructure is improved (outlined in SO2), and **IF** student enrollment is increased (enrollment campaigns and outreach), **THEN** student attendance will be improved.

Related Foundational Results: Increased engagement of local organizations and community groups will be critical to the functioning of the school feeding program, supplemental learning activities and enrollment outreach. Will lead to increased community support to improve student attendance.

Critical Assumptions: 1) Surges in violence in target communities do not impede attendance; and 2) COVID-19, political unrest or other challenges do not result in school closures or supply chain disruptions.

Evidence: School feeding is a determining factor in parents' decision to send children to school,⁸ with MGD II parents reporting it as their primary incentive.⁹ SILC groups were also found to contribute to enrollment and attendance in Intibucá, given that for lower secondary students one of the primary barriers was economic.^{10,11} SEL contributes to soft skill development, helping children develop self-awareness, self-management, social awareness, interpersonal relationships and responsible decision-making,¹² which can strengthen school engagement and the resolve of youth to attend school. Enrollment campaigns are designed to address points when Intibucá schools see lower enrollment or increased dropout, specifically preschool and lower secondary.¹³ For preschool, the primary barrier to enrollment was parents not believing that young children were old enough for school.¹⁴ Enrollment activities will therefore aim to reduce these barriers by increasing awareness about enrollment eligibility and incentives.

Increased understanding of benefits of education, as MGD II has successfully addressed this component in Intibucá. MGD II's midterm evaluation reflected that over 70% of parents were able to name at least three benefits of education and 100% of parents surveyed reported believing their child's education was important.

Strategic Objective 2: Increased Use of Health and Dietary Practices

IF principals, teachers, students and parents have improved knowledge of health and hygiene practices (SBCC), **IF** local stakeholders have increased knowledge of safe food preparation and storage practices (training CAEs), **IF** teachers, students and parents have increased knowledge of nutrition (SBCC and training), **IF** schools have increased access to clean water and sanitation

services (WASH infrastructure), **IF** women access improved antenatal care and infant and young child feeding practices (custom IR2.8) (Care Groups, nutritional supplements, take-home rations), **IF** school-aged children access preventative health interventions (deworming, vitamins) and **IF** CAEs have increased access to the requisite food preparation and storage tools and equipment (advocacy with local authorities to build food storage and preparation areas), **THEN** school-aged children, parents and teachers will demonstrate increased use of health and dietary practices.

Related Foundational Results: Increased government support will be critical in providing key services to communities, including construction of hand washing and sanitation services and preventive health interventions, (deworming, vitamins). Increased engagement of local organizations and community groups will be necessary to achieve increased knowledge of health and hygiene practices, safe food storage and preparation practices, and nutrition, will lead to increased capacity of the GOH to promote healthy behavioral change for nutrition and hygiene related practices.

SO2 Critical Assumptions: 1) Newly appointed key GOH authorities are willing to coordinate with MGD III to deliver trainings; and 2) newly elected local governments are willing to allocate financial resources to support school infrastructure projects.

Evidence: School health and hygiene conditions are key to improving children's health and have demonstrated effects on educational outcomes.¹⁵ Proper nutrition during pregnancy and in the first 1,000 days are critical to child health and development.¹⁶ Evidence-based Care Groups have proven effective in shifting health and nutrition-related attitudes that lead to behavior change.¹⁷

The project will seek **two strategic objectives**:

SO1, Improved Literacy of School-Age Children, contributing to expected results 1.1 Improved Quality of Literacy Instruction, 1.2 Improved Attentiveness and 1.3 Improved Student Attendance; and,

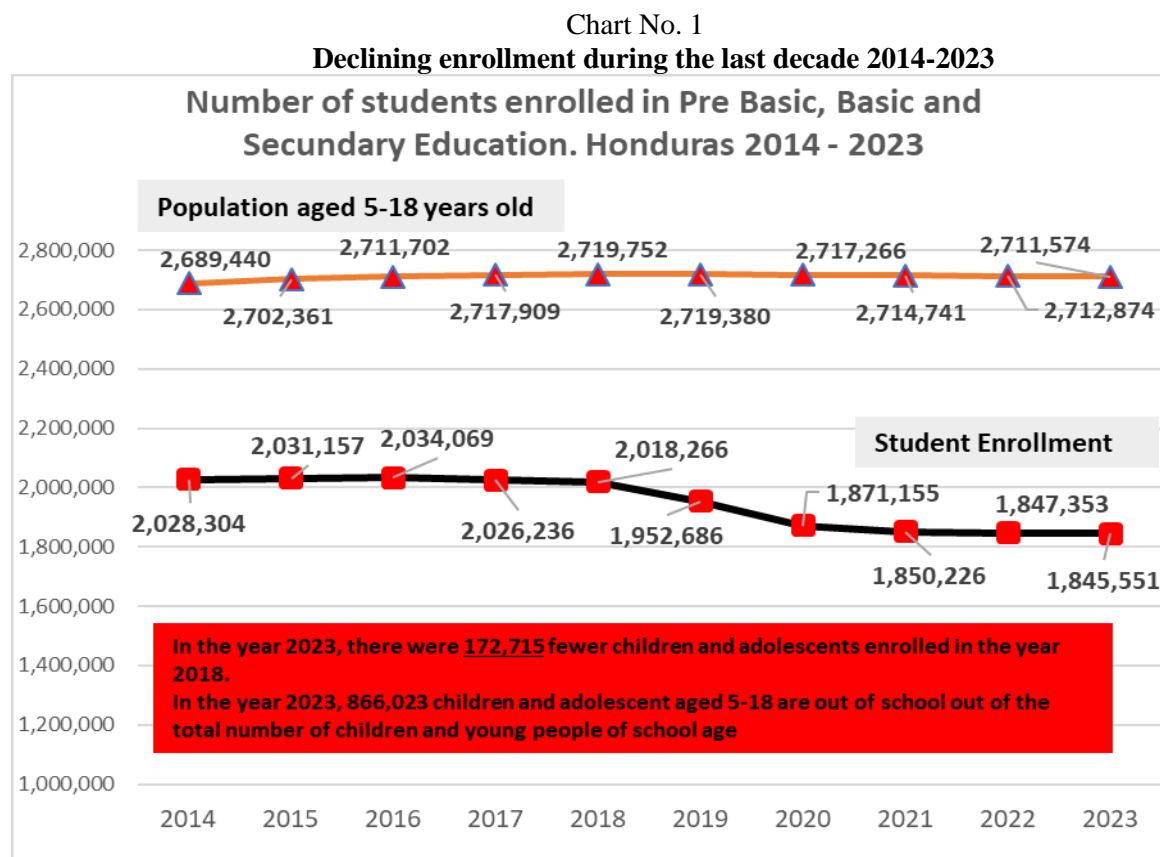
SO2, Increased Use of Health and Dietary Practices, contributing to all of the expected results and including the additional result 2.8 Increased Knowledge of Improved Antenatal Care and Infant and Young Child Feeding Practices

1.2 The post-pandemic Honduran educational context

All educational systems in the world were surprised by the COVID-19 health emergency that forced school closures, but each country faced the crisis based on its previous conditions and problems. In this sense, it is important to consider, before analyzing the results of this study, that the Honduran educational system was already in a very unfavorable situation in several basic indicators coverage, learning levels, inequality of resources and infrastructure between schools, and lack of educational or didactic materials for student use, in addition to high levels of poverty. It is important to consider three key aspects to understand the context of education in Honduras. They are coverage, learning or academic achievement, and poverty and are explained here.

Coverage

Historically, the coverage of the Honduran educational system has been relatively low compared to the averages in Latin America. By the end of 2019, it was estimated that out of a population of 2.9 million children between 5 and 17 years old, there were 700,000 outside the educational system (OUDENI, 2019:1). As shown in the following graph, coverage has not improved in the post-pandemic period, and enrollment continues to decline year after year.



Source: Self-generated based on SE data in the SACE (Latest data, October 2023).

Learning

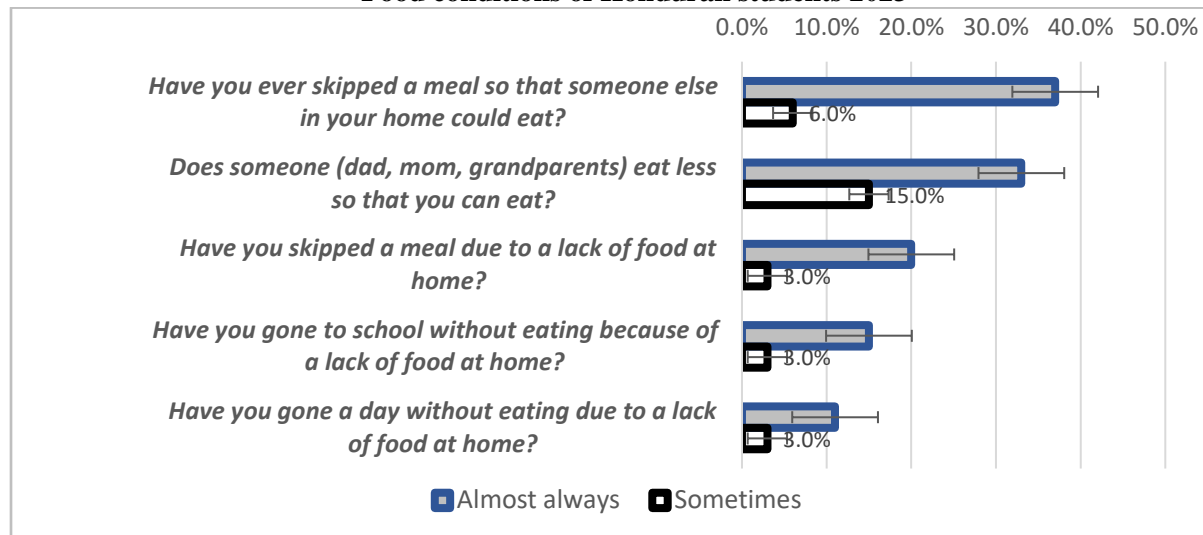
Over the last 15 years, the educational system has been displaying low indicators in terms of learning levels. In the international assessment PISA-D (for countries with middle and low incomes) in 2018, the results for Honduran students indicated an average delay of three years compared to their counterparts in Chile (OECD/PISA-D, 2018:1). And the levels dropped considerably during the pandemic, as the national system was essentially closed for 2 years. The first post-pandemic assessment in March 2023 indicates that learning levels in mathematics regressed more than a decade (SE/UPNFM, 2023:40).

Poverty context: Food situation

The issue of food security is highly relevant in countries that, like Honduras, have had high rates of child malnutrition for decades. According to the State of Food Security and Nutrition 2022 report prepared by the FAO, 4.9 million Hondurans suffer from food insecurity, 1.5 million, or 15% of the population, are undernourished. This means that 1 in 7 children suffers from malnutrition, and, of course, this condition affects their academic performance.

The data collected in the 2022 Academic Performance Assessment for fifth and eighth-grade students reflect the severity of the situation at the national level. Nearly 40% of students stated that they "almost always" go without eating so that someone else in their household can eat. Twenty percent indicated that they "almost always" go without one of the two meals during the day due to a lack of food at home and with food at school they ensure at least this. A total of 15% of students expressed that they either "almost always" attend their classes without having eaten due to a lack of food at home, as illustrated in the following graph.

Chart No. 2
Food conditions of Honduran students 2023



Source: SE/UPNFM (2023) National Academic Performance Report 2022. Honduras. P.84

2. EVALUATION DESIGN

The purpose of the midterm evaluation is to assess progress toward achieving project goals—to critically and objectively review the implementing experience and implementing environment, assess the relevance of intervention, provide an early signal of the effectiveness and coherence of interventions, document lessons learned, assess sustainability efforts to date, and recommend mid-course corrections, if necessary.

2.1 Objectives of the study

A. General:

To assess progress in implementation during the first half of the MGDIII project and recommend mid-course corrections, if necessary.

B. Specific:

- Measure 44 outcome indicators and statistically compare the values of each indicator in the baseline and midterm evaluation.
- Answer evaluation questions related to relevance, coherence, effectiveness, efficiency, sustainability, and impact.
- Document main lessons learned.
- Identify, discuss, and recommend mid-course corrections, if necessary.

2.2 Research design

To achieve these objectives, a performance assessment was developed using mixed methods of social research (quantitative and qualitative), employing a non-experimental pre-post design. The design enabled the consortium to determine if there have been statistically significant changes in outcome-level indicators by measuring and comparing benchmark values with the same indicator values in the mid-term evaluation. For the quantitative aspect, a significant number of informants were consulted, selected through statistically representative random sampling procedures.

The sampling procedures took into consideration the gender distribution of informants. The aim was to ensure that at least 50% females and males were considered, especially in the focus groups. Each applied data collection instrument included an "informed consent" section at the beginning to ensure the ethical aspect of this methodological part. In the case of minors, informed consent was provided by their parents or guardians. For the entire population, participation did not involve any risk.

Regarding the qualitative aspect, open-ended questioning techniques were applied through interviews and focus groups, targeting a selection based on key informant criteria. With local participants, these were developed in person, recorded, and transcribed for subsequent analysis. The Most Significant Change (MSC) technique was also applied, which is a form of participatory monitoring and evaluation. It is participatory because many stakeholders in the project are involved both in deciding which types of changes should be recorded and in the data analysis.

The process also incorporated a comprehensive review of project reports into the analysis. The methodology for the entire process was participatory, oriented towards learning, and aimed at ensuring an objective view of the results from the perspective of all parties, and from the analysis of evidence in the field.

Study limitations.

Despite the considerations previously mentioned, the research design has some limitations that should be taken into account when interpreting the results:

- The information collection process took place at the end of the school year; therefore, in some school, classes were in a review phase to prepare for final exams. This fact limited some classroom observations of in some schools.
- There were also some delays in data collection due to difficult access to some areas during the rainy season in the country.
- In some school, certain indicators were not evaluated because not all interventions were implemented in both departments of Intibucá and La Paz.
- Additionally, assessing the implementation of interventions becomes more complex due to variations in the duration of interventions across departments.

2.3 Guiding questions of the study

The research team collected data on the sustainability, relevance, effectiveness, efficiency, impact, and coherence of the project, as described in the following table. Specific questions for key stakeholders were included in the school observation checklists and interview guides to address each of these components. It was deemed that some of these questions could be answered through a documentary review of the project's baseline evaluation. Below are the research questions for each evaluation criterion, applied to the Department of Intibucá.

Table No. 1

Criteria and research questions applied in Intibucá

CRITERIA	Evaluation Questions – Intibucá
Sustainability	<ul style="list-style-type: none"> How do changes in government capacities, policies, procedures, and priorities facilitate (or hinder) sustainability? Are these capacities, resources, links, and motivation changing for each program component? To what extent did the private sector actively participate in different project-level interventions? Are there realistic financing scenarios for Honduran institutions to take on the responsibility of school feeding in Intibucá? How does the educational support community plan and implement literacy promotion activities in the absence of external resources? (literature) What is the involvement of local stakeholders in improving food preparation standards and school infrastructure? (Maternal Child Nutrition)
Relevance	<ul style="list-style-type: none"> Do project stakeholders (students, teachers, PTA, parents, and local officials) feel that the project has met their needs? Why or why not? How suitable are the project interventions for the culture and local context of Intibucá?
Effectiveness	<ul style="list-style-type: none"> To what extent have the project interventions been effective in achieving the goals of products and outcomes? What factors have hindered or facilitated the achievement of the goals, objectives, and expected results of the project?
Efficiency	<ul style="list-style-type: none"> What results were achieved using community contributions/support? What were the critical factors that allowed for providing those inputs? To what extent have the project resources (inputs) facilitated the achieved results?
Impact	<ul style="list-style-type: none"> Has the project contributed to improving the literacy of school-age children? Why or why not? Has the project contributed to improving the health and dietary practices of school-age children? Why or why not? Have there been positive or negative impacts in addition to the achievement of results at the level of strategic objectives? If so, can they be addressed? How? If not, why not?
Coherence	<ul style="list-style-type: none"> To what extent is the project intervention complementary to initiatives implemented by other CRS projects in Intibucá? (Internal coherence) To what extent does the project intervention support educational initiatives implemented by other organizations in Intibucá? (External consistency) How well does the project design align with the goals, objectives, and strategies of Ministry of Education (SE) and Ministry of Social Development (SEDESOL)?

Given that the program started operating relatively recently in the Department of La Paz, in September 2021 (while in Intibucá, it has been operating since 2012), the research questions for the part of the project developed in La Paz cover fewer criteria aspects, as specified below.

CRS proposed in 2021 expanding USDA-funded activities to La Paz, a highly vulnerable department located east of Intibucá. In partnership with the Education Development Center (EDC) and new partner Association for the Integrated Management of Watersheds and Development in La Paz and Comayagua, CRS has expanded to all 19 municipalities in La Paz, using a systems strengthening approach to build on USAID's early grade reading work and consolidate local stakeholders' capacity to implement school feeding, nutrition, and water, sanitation and hygiene (WASH) interventions in 913 new schools, reaching an additional 44,481 preschool, primary school students and a total of 112,818 direct beneficiaries in La Paz and Intibucá. It is worth mentioning that the differences in the evaluation in both departments is because in Intibucá the complete package of interventions (school feeding, education, nutrition, hygiene and infrastructure) is being implemented from the beginning of the program and previous phases,

however in La Paz only school feeding, and education interventions are being implemented since 2022 as an expansion of the program to this department.

As previously noted, the interventions of Project in the two analyzed Departments have different durations and even different contents. In general, interventions started earlier in the Department of Intibucá, and some modalities have only been carried out in this Department. For this reason, some research questions and some of the indicators are not exactly the same for both Departments.

Table No. 2
Criteria and research questions applied in La Paz

CRITERIA	Evaluation Questions – La Paz
Sustainability	<ul style="list-style-type: none"> How do changes in government capacities, policies, procedures, and priorities facilitate (or hinder) sustainability? To what extent could the private sector actively participate in different project-level interventions? Are there realistic financing scenarios for Honduran institutions to take on the responsibility of school feeding in La Paz? How does the educational support community plan and implement literacy promotion activities in the absence of external resources? (literature) What is the involvement of local stakeholders in improving food preparation standards and school infrastructure? (Maternal Child Nutrition).
Relevance	<ul style="list-style-type: none"> Do stakeholders of the Program (students, teachers, PTA, parents, and local officials) feel that the project could meet their needs? Why or why not?
Effectiveness	<ul style="list-style-type: none"> To what extent could the project interventions be effective in achieving the goals of products and results?
Efficiency	<ul style="list-style-type: none"> In what activities or programs has the community worked to achieve results contributing to education in the Department of La Paz specifically regarding issues of school feeding, reading/literacy, and WASH in schools? What were the critical factors that allowed for providing those inputs?
Impact	<ul style="list-style-type: none"> Could the project contribute to improving the literacy of school-age children? Why or why not? Could the project contribute to improving the health and dietary practices of school-age children? Why or why not?
Coherence	<ul style="list-style-type: none"> To what extent could the project interventions be complementary to initiatives implemented by other CRS projects in La Paz? (Internal coherence) To what extent could the project interventions support educational initiatives implemented by other organizations in La Paz? (External consistency) How well does the project design align with the goals, objectives, and strategies of Ministry of Education (SE) and Ministry of Social Development (SEDESOL)?

For reference, a baseline study for the department of Intibucá was carried out in June, 2021 with 15 indicators and in La Paz in June, 2022 with nine indicators. The baseline values were averaged as shown in the following table:

Indicator	La Paz Baseline Value	Intibucá Baseline Value	Project Baseline Value
Percent of Students Demonstrating They Can Read a Grade-Level Text (Student/School Test)	40.1%	47.0%	43.5% ²

² EDC Performance Test Data

Indicator	La Paz Baseline Value	Intibucá Baseline Value	Project Baseline Value
Average student attendance rate (classroom/school)	68.0%	68.0%	68.0% ³
Percentage of students in classrooms defined as "very attentive" using a scale that defines established criteria (custom)	70.0%	70.0%	70.0% ⁴
Percentage decrease in students who miss school days due to illness during the last month. (custom)	6.4% ⁵	8.9% ⁶	7.7%
Number of students enrolled in schools receiving USDA assistance	43,757 ⁷	51,177 ⁸	94,934
Volume of commodities sold by farms and firms receiving USDA assistance.	Not applicable	83.2	83.2 ⁹
Value of annual sales of farms and firms (Producer/ producer groups)	Not apply	61,603	61,603 ¹⁰
Number of schools using an improved water source	Not apply	890	890 ¹¹
Number of schools with improved sanitary facilities	Not apply	864	864 ¹²

2.4 Sources of information and data collection techniques

To address the guiding questions presented earlier, the study considers a variety of information sources and collection techniques, which, following the mixed-method, quantitative, and qualitative approach, include both statistical and narrative data and assessments of outcomes. Table No. 3 details the quantitative information sources (selected by random criteria), and Table No. 4 outlines the qualitative sources (selected by relevance criteria according to the research team).

For random sampling, the evaluation team utilized the sampling frame from the Ministry of Education in the School Centers Administration System (SACE). Sample elements were selected using a 95% confidence level, a maximum relative sampling error of 5%, and assuming unknown values for 'p' and 'q' (using 50% for each). The team also considered a design effect (DEFF) compensation of 1.5 and an expected non-response rate of up to 10.0%. A total of 863 students were evaluated in second grade, with 49% being female.

For the student sample to assess reading skills, a cluster sample was used, involving a random selection of schools per municipality in each department. Subsequently, within each school, there was a random selection of students assessed in each considered grade.

³ Data from MGDII information system

⁴ Data from MGD Guatemala

⁵ Data from MGD survey baseline

⁶ Data from MGD information system

⁷ Data from the SACE-SEDUC information system

⁸ Data from MGD information system

⁹ Data from MGD baseline results

¹⁰ Data from MGD baseline results

¹¹ Data from MGD baseline results

¹² Data from MGD baseline results

For other educational indicators, we also employed random cluster sampling. Initially, schools were randomly selected, identifying the directors of those schools. Then, teachers, students and parents from each school were also randomly selected. In the case of the focus groups, seven areas have been defined in the project that have representation in sociocultural aspects, and population where a school that has already emerged in the previous cluster is selected to develop the focus groups. The interviews in each department include key actors and stakeholders such as representatives of the Secretary of Education at the departmental level, other humanitarian implementers present in the area, National School Feeding Program leadership and the USDA Representative in Honduras.

The training of enumerators took place separately in the cities of La Esperanza and La Paz. We worked with local personnel experienced in this type of data collection. The process took approximately 3 days in each department, with subgroups handling the quantitative and qualitative aspects separately.

Techniques quantitative

Once the schools to be visited were selected, , the process of planning the routes began, where principals, teachers, students, and members of the CAE were interviewed, and the corresponding instruments were applied according to the indicator and the type of actor. This information was documented on paper in the field and then entered SPSS where the data were analyzed. In the table below is detailed the sample used disaggregated by gender and by department:

Table No. 3
Information sources and collection techniques for the quantitative part

INFORMATION SOURCE	COLLECTION TECHNIQUE	Quantity INTIBUCA			Quantity LA PAZ			Total
		F	M	Total	F	M	Total	
School director	Survey	282	158	440	457	179	636	1,076
Teachers	Survey	731	302	1033	755	288	1043	2,076
	Observation Guide	71	44	115	92	30	122	237
Students	Observation Guide			177			217	394
	Exam	199	231	430	223	210	433	863
School Food Committee	Survey			116			124	240
	Observation Guide			117			121	238
School	Observation Guide			115			123	238

Source: Self-generated from field data, October-November 2023.

Techniques qualitative

In conjunction with CRS and its partners, the people to be interviewed were defined according to their role within the program, applying the specific tool that aligns with the specific topic or intervention. Face-to-face or virtual meetings were scheduled according to their available space, these interviews were recorded and then transcribed in Excel and the analysis was carried out in the Atlas TI program. The chart below details the interviews conducted by actor and by department:

Table No. 4

Information sources and collection techniques for the qualitative part

INFORMATION SOURCE	COLLECTION TECHNIQUE	Quantity			Quantity INTIBUCA			Quantity LA PAZ		
		F	M	Total	F	M	Total	F	M	Total
CRS Staff	Interviews	2	2	4						
Partners	Interviews	1	3	4						
USDA	Interviews	-	1	1						
SEDESOL	Interviews	-	1	1						
Director Department	Interviews				1	-	1	1	-	1
Programs and Projects Unit	Interviews				1	-	1	1	-	1
Municipal Mayors	Interviews				-	3	3	-	3	3
Municipal Directors	Interviews				2	2	4	-	4	4
School Food Committee	Focus groups				43	3	46			
Directors of Educational Networks	Focus groups				25	14	39	14	10	24
Members of producer organizations	Focus groups				-	9	9			
Representatives of community organizations	Focus groups							-	-	35
CMS Kids	Focus groups				20	18	38	11	13	24
CMS Pregnant women	Focus groups				22	-	22			
Teaching CMS	Focus groups				4	4	8	7	5	12
Producers	Interviews		8	8						

Source: Self-generated from field data, October-November 2023.

2.5 Information analysis techniques

A mixed design that combines quantitative and qualitative methods and techniques was applied., The description of the information analysis is organized into two major sections.

2.5.1 Quantitative data

a. Coding:

After receiving the database of the applied questionnaires, they were coded, stored in a file, and any errors/blank spaces were "cleaned" to proceed with the analysis using the statistical software SPSS. Likewise, the data related to the indicators of the MGD Program were transferred to a matrix that analyzed the expected results with their respective indicators.

b. Statistical analysis of the data:

Documents such as the Project Baseline Evaluation Report of MGD III, the Plan of Operations, and the Performance Monitoring Plan were reviewed to assess the progress of result indicators. This analysis was used to generate focal points for understanding challenges, barriers, and successes. These points were also used to create questionnaires for key stakeholders regarding program benefits and activities. Additionally,

questionnaire data were reviewed to determine if there have been statistically significant changes in the outcome-level indicators, measuring and comparing benchmark values with the same indicator values at the midterm evaluation.

As previously indicated, a crucial aspect underpinning the measurements of all quantitative indicators is that the definitions and procedures for a significant portion of them are already established in the MEAL and FAD Indicator Handbook. This ensures that the values obtained in this interim evaluation are comparable to future measurements. The detailed content of each indicator is thoroughly described in the Results Tables presented in the following section 3. Analysis of Indicators.

2.5.2 Qualitative information

a. Categorization:

During qualitative data collection, the essential process is to receive unstructured data and give them structure. The data are very diverse, but essentially, participant narratives (audio recordings, verbal, and non-verbal expressions) were collected.

b. Analysis of Processed Information:

Once the interviews and focus groups were transcribed, they were reviewed and organized for analysis using the qualitative software, Atlas.ti 23.2.2. They were coded separately and subsequently worked on by grouping codes and creating networks.

c. Triangulation:

This was implemented under the basic principle of collecting observational narratives of a situation or some aspect of it from various angles or perspectives to compare or contrast them (according to sources and data collection techniques). This is done with the purpose of providing a solid foundation for the results of this qualitative part.

Using Atlas Ti and SPSS, the triangulation of the information was carried out, comparing the qualitative aspects with the quantitative ones, and this allowed us to answer why such a number or percentage occurred. For the assessment of the six evaluation criteria - sustainability, relevance, coherence, effectiveness, efficiency, and impact - narratives were collected. Subsequently, the information provided by various consulted sources was compared or contrasted, along with the comments made during interviews and focus groups. This process was conducted for each evaluation criterion, aiming to provide a robust foundation for the results of this qualitative component.

3. ANALYSIS OF THE INDICATORS

As previously mentioned, the purpose of the midterm evaluation is to assess progress toward achieving project goals—to critically and objectively review the implementing experience and implementing environment, assess the relevance of intervention, provide an early signal of the effectiveness and coherence of interventions, document lessons learned, assess sustainability efforts to date, and recommend mid-course corrections, if necessary. To do so, the analysis of results is presented based on each of the 4 specific research objectives mentioned earlier.

Considering the large size of the beneficiary populations in each department, indicator measurements were conducted using representative random samples to estimate the values of the respective parameters

for each indicator. For this reason, some of the values presented are estimates calculated from the values found in the corresponding samples, applying proportional procedures.

The following table details the samples of the different indicators measured:

Indicators of interest (Individual/ Cluster)	Estimated Baseline	LOP Target	ICC	Cluster * Individual	Total sample size
MGD 1 Percent of students demonstrating they can read grade level text (Student test/school)	43.5%	51.8%	0.131 ^a	156 * 30	4,680 ^b students
MGD 2 Average student attendance rate (Classroom/school)	68%	83%	0.74 ^c	220 * 4	880 classrooms
LRP 7 Average value of annual sales of farms and firms (Producer/producer groups)	\$61,603 ^d	\$ 476,634	0.09 ^e	10 * 1	10 producers organizations
Percent of students in the classrooms defined as "very attentive" using a scale that defines established criteria (custom)	70%	85%	0.74	220 * 4	880 ^f classrooms
LRP 8 Volume of commodities sold by farms and firms receiving USDA assistance.	83.2	1,460	0.09 ^e	10 * 1	10 producers ^h
Percent decrease of students who miss school days due to illness during the last month. (custom)	8.95%	4%	0.74 ^c	220 * 4	880 ⁱ classrooms
Project records will be considered for the measurement of the following indicators.					
Percent of schools with a School Feeding Committee with varied and culturally acceptable meals (School feeding committees)					571 School
Number of enrolled beneficiaries who drop out due to migration to the U.S. and other countries					880 classrooms
MGD 4 Number of teachers/educators/teaching assistants in target schools who demonstrate use of new and quality teaching techniques or tools as a result of USDA assistance					2040 teachers
MGD 6 Number of school administrators and officials in target schools who demonstrate use of new techniques or tools as a result of USDA assistance					510 administrator s
MGD 9 Number of students enrolled in schools receiving USDA assistance					100% ^j School
MGD 19 Number of individuals who demonstrate use of new child health and nutrition practices as a result of USDA assistance					1200 community members
MGD 20 Number of individuals who demonstrate use of new safe food preparation and storage practices as a result of USDA assistance					11000 PTA and SMC members
MGD 27 Number of schools using an improved water source					890 ^g School
MGD 28 Number of schools with improved sanitary facilities					864 ^g School

- ^a Value from midterm evaluation of Honduras' MGD-II.
- ^b The finite population correction factor has been applied, as the initial calculated sample size was greater than 5% of 5,900, the anticipated number of enrolled second-graders at baseline.
- ^c Value from baseline study of Sierra Leone's CRS-implemented McGovern-Dole project (Phase 4). Applicable standard deviation was 0.44.
- ^d Value from baseline study of Honduras' FY18 LRP project. Standard deviation (\$2,485) based on scale (~3.5 times control average) found in Ring et al. (2017).
- ^e Brooks and Donovan (2018)
- ^f It will be carried out in the same classrooms as indicator MGD 2
- ^g The project already has records of these schools from a list used by SEDUC, surveys will be conducted with the directors to confirm that they meet the criteria according to the PMP
- ^h the same groups of producers of the indicator LRP 7 will be considered and the final records of the LRP project will be reviewed
- ⁱ It will be carried out in the same classrooms as indicator MGD 2
- ^j The most updated registration record will be reviewed according to the project records

3.1 Results for specific objective No. 1:

Measure 44 outcome indicators and statistically compare the values of each indicator in the baseline and midterm evaluation.

Result No. 1: Improvement in literacy in school-age children (SO1)

In relation to this result, which is fundamental for the project's purposes, the results of the national standardized evaluation clearly indicate that the set goal for the end of the project has been exceeded. The goal states that at least 51.8% of the evaluated students should achieve "Satisfactory" or "Advanced" Performance Levels. The result obtained for the current year 2023 is already 62% (60% for Intibucá and 64% for La Paz), surpassing the final goal by 10 percentage points. This data could be interpreted as the achievement and surpassing of a central goal of the Program.

The evaluation of reading comprehension was based on the national tests for second grade in the Spanish subject administered by UPNFM (for the 2023 evaluation, the second grade was not assessed nationwide, only in these two departments, by UPNFM's initiative and in coordination with the program for this data). The data is comparable because the same tests were used to establish the program's baseline.

Table No. 5
Levels of Proficiency in Spanish

Indicator	Baseline 2020	Goal 2023	Midterm 2023	Final Goal 2025	Comments
Percentage of students who at the end of two degrees of primary education, show that they can read and understand the meaning according to grade level text. Handbook p. 75	43.6	44	62	51.8	The data by Department indicates 60% for Intibucá (60.3% male and 59% female), and 64% for La Paz (64.3% male and 63.1% female). In both cases, the midterm point exceeds the 2023 and life of project goals.

Source: Self-generated from the National Academic Performance Report 2022. Honduras.

Result No. 2: Level of use of nutritious and culturally acceptable food practices

In relation to the goal of having a varied and nutritious school meal that includes the use of vegetables, fruits, or eggs at least three times a week, it was found that the percentage of schools that included these foods (one of the options), at this frequency is 69.6%, already exceeding the target for the year 2023 of 45%. These data correspond to the schools of the MACURISJ community, which are part of the LRP interventions.

Table No. 6
Quality of nutrition in school snacks

Indicator	Baseline 2020	Goal 2023	Midterm 2023	Final Goal 2025	Comments
Percentage of schools with a School Feeding Committee and with meals that are varied and culturally acceptable. Handbook p.	45	45	82.5	80	Based on the review of the menus scheduled for the week, in which the information was collected (and displayed prominently on a board in the school), it was established that if vegetables or eggs, one of the two options, are included three or more times per week. These data are valid only for the communities within the MANCURISJ region which receives fresh rations within the LRP component.

Source: Self-generated based on the Observation Guide in educational centers, questions 2.1, 2.4 and 3.2.

Result No. 5: Migration of Enrolled Minors (proxy indicator)

Regarding students who drop out of school to migrate, it was found that, despite a significant increase in migration data at national level in recent years, the data for the project area indicates a significant decrease. Even though the calculated value in this evaluation (375), data corresponding to the school year 2023 is higher than the goal set for the end of the project (290), it seems feasible that the life of project goal could be achieved by the year 2025.

The data is calculated based on the reports from each of the school directors of the sampled schools and then projected to the population. Each school director reported whether there were students who had abandoned their studies due to emigration from the country during the 2023 school year. This data should be calculated each year at the end of the school period.

Table No. 7
Number of students who dropped out of school due to migration.

Indicator	Baseline 2020	Goal 2023	Midterm 2023	Final Goal 2025	Comments
Number of beneficiaries who dropped out of school due to migrating to United States or other countries. Handbook p.	402	402	375	290	Data reported by the school principals or directors in, Intibucá 314 and La Paz 61. Distributed by sex, there are 170 girls and 205 boys.

Source: Self-generated based on Survey of School Directors.

Result No. 6: Increase in the use of healthy and nutritious practices (SO2)

When observing the food handling process while serving the school meals, including the hygiene of the utensils used to deliver them to the children, a proportion of 83.8% of the total observed individuals in the sample was recorded. The projection to the trained population reaches a value of 1580 people, a figure that significantly exceeds the Program's Final Goal for this indicator. The reason why the goal is exceeded by such a wide margin because more people participated in trainings, and they are then implementing the lessons from the trainings.

To measure this indicator the process of preparing and/or serving school meals was observed in each of the sampled schools and an Observation Guide was used to record the use of healthy practices. From the total number of people observed in each school, the count of those implementing good practices was

recorded. Based on the percentage of observed individuals, it was extrapolated to the total number of trained individuals.

Table No. 8
Healthy and nutritious practices in the preparation and distribution of school snacks

Indicator	Baseline 2020	Goal 2023	Midterm 2023	Final Goal 2025	Comments
Number of individuals demonstrating use of new healthy and nutritious practices with children as a result of the assistance provided by USDA. Handbook p.10.	—	360	1580	360	The percentage of individuals demonstrating new practices in child health and nutrition as a result of the training received from USDA (MGD 19) in the sample is 83.8%. The extrapolation to the entire population of USDA-trained individuals is 1,580 people.

Source: Self-generated based on the Observation Guide in educational centers.

Result No. 10: Quality Level of Spanish Instruction

Assessing the impact of training on how of school administrators or directors and teachers use and implement the methodologies in their classrooms and schools including classroom observations and supervision is difficult. However, in this evaluation, the results for Directors and teachers are extremely positive, surpassing the final goal of the project for both Directors and teachers. For Directors, the results are based on a survey in which 84.6% in Intibucá and 63.5% in La Paz responded positively. When generalizing the data to the population of trained Directors, the figure is 573.

In the case of teachers, classes were observed in the classrooms, and the results are also quite positive. Out of 237 observed teachers, 94% of the total (93.5% in Intibucá and 95.5% in La Paz) applied at least one of the eight central aspects of the teaching methodology in which they were trained. When considering only teachers who applied five or more central aspects of the methodology, the data is also positive, reaching 77% of the sample (77.4% in Intibucá and 77.0% in La Paz). When projecting the data to the population of trained teachers, the result is 1586 teachers applying the methodology in which they were trained.

The reason the Midterm Evaluation value significantly exceeds the Program's final goal for this indicator is that teacher training activities took place the first two - three years of the project with a strong emphasis on how to use and implement the new Spanish curriculum. The remaining years of the project should focus on continued use and implementation of the techniques. The strategy also changed because many school directors or administrators in smaller schools are also classroom teachers, so they were able to be included in teacher trainings as well, increasing the number of teachers receiving trainings. The team should review and update the life of project goals.

Table No. 9
Use of teaching practices associated with teacher training

Indicator	Baseline 2020	Goal 2023	Midterm 2023	Final Goal 2025	Comments
Number of school directors demonstrating the use of new techniques or tools in relation to the training received through USDA assistance. Handbook, p.82	—	125	573	125	This includes Directors from both the Intibucá and La Paz Departments and is based on responses to the Directors' survey. The projection for all trained directors is 573 directors proficient in one or more techniques acquired (392 in Intibucá and 181 in La Paz). The gender distribution in Intibucá is 59.1% female

Indicator	Baseline 2020	Goal 2023	Midterm 2023	Final Goal 2025	Comments
					and 40.9% male among those demonstrating proficiency in the techniques. In La Paz, it is 70.3% female and 29.7% male.
Number of teachers demonstrating the use of new techniques or tools in relation to the training received through USDA assistance. Handbook, p. 80	—	1277	1586	1277	Includes teachers from both the Intibucá and La Paz departments and is based on classroom observation. When distributed by gender, in Intibucá, it is 60.7% female and 39.5% male, and in La Paz, it is 78.6% female and 21.4% male.

Source: Self-generated from the School Directors' survey and classroom observation for teachers. The details of the observed techniques can be found in the corresponding instrument in Annex No. 2.

Result No. 15: Level of student attention in class

A serious issue generally associated with the health and malnutrition of students is their ability to remain attentive during the school day. In this regard, observing the levels of student attention in classrooms provides a highly relevant data point (87.3%), as the project's goal for the year 2025, established at 85% has already been exceeded. This is a significant finding as attention is a necessary condition for improving learning levels.

It should be noted that the baseline data does not correspond to Honduras but is the equivalent measurement made in Guatemala in a similar program. Therefore, the data from the Midterm Evaluation is actually the first measurement conducted in Honduras. This is because schools were closed due to the COVID pandemic during baseline data collection and therefore it was not possible to measure attentiveness through classroom observations at that time.

Table No. 10
Percentage of students observed to be very attentive in their classes

Indicator	Baseline 2020	Goal 2023	Midterm 2023	Final Goal 2025	Comments
Percentage of students in the classroom who were identified as "very attentive" using a previously established scale. Handbook, p.	70	70	87.3	85	Of the total of 87.3% is disaggregated as Intibucá=86.5% and La Paz=88%. The gender analysis shows "Very Attentive" Girls=88.6% and "Very Attentive" Boys=85.6%.

Source: Self-prepared based on Classroom Observation Guide. The Classroom Observation Guide applied is presented in Annex No. 2.

Result No. 16: Reduced Short-Term Hunger

The annual sales of farms and companies that have received USDA assistance have been significantly improving. The values established for this Midterm Evaluation already exceed widely the expected values for the Final Goal of September 2025, as shown in the following Table.

Table No. 15

Value and volume of annual sales for farms and companies assisted by USDA

Indicator	Base line 2020	Goal 2023	Midterm 2023	Final Goal 2025	Comments
This indicator measures the total value of sales and services from farms and companies assisted by USDA. Handbook, p. 10. MGD 20 LRP Standard #7	61,603	499,157	973,319	476,634	The sales of 8 producer organizations were considered, 7 of which produce vegetables and one that produces eggs.
Volume calculated in gross metric tons (TM) of sales of selected commodities. These foods may include vegetables, fruits, or eggs. LRP Standard #8	85.7	498	1225	486	Sales were considered in metric tons from 8 producer organizations, 7 of which produce vegetables and one that produces eggs.

Result No. 18: Improvement in student attendance

Regular school attendance is a key factor in academic achievement however it is not the only factor. for achieving improvements in learning. The fact that the proportion of students attending school regularly is increasing is a highly relevant achievement. In this regard, it is very positive that the data collected in this midterm evaluation already exceeds the corresponding final project goal for the year 2025: The goal is 83%, and the found value is 90.4%.

When analyzing the attendance data, it is essential to consider the timing of the measurement, in a period immediately prior to the end-of-grade testing. It happens that during these dates, it is less common for students to miss their classes. This situation may have influenced the particularly high attendance on the days of data collection.

Table No. 11

Percentage of students served by USDA, who regularly attend classes

Indicator	Base line 2020	Goal 2023	Midterm 2023	Final Goal 2025	Comments
Percentage of students in the USDA impact area who regularly attend classes. Handbook, p. 77	68	68	90.4	83	The final enrollment for the year was compared with the attendance on the day the school was visited. The overall average attendance percentage is 90.4%, Intibucá = 88.6%, La Paz = 92.1%. Gender analysis shows 90.7% for females and 90.1% for males.

Source: Self-made based on Survey to School Directors and SACE data.

Result No. 20: Reduction in Student Absenteeism Due to Health Issues

Reducing the cases of students missing days of school due to health reasons is one of the important indicators associated with the nutritional improvement of the student population. However, it is known that indicators associated with health conditions are difficult to "move" because they are linked to multiple life conditions of the individual and the family. The total data collected for the Midterm Evaluation (8.1%) does not reach the goal set for the year 2023 (7.7%). However, it should be noted that the result for the Department of Intibucá does meet the goal (7.7%), while the data for La Paz is significantly higher (9.6%). It is also important to note that interventions in La Paz began in 2021 while

Intibucá has had hygiene interventions since phase one, which could be a contributing factor. The project team distributed water filters to each school in La Paz along with handwashing awareness campaigns which could contribute to improvements in future years.

Table No. 12
Percentage of students who have missed days of school due to health problems

Indicator	Baseline 2020	Goal 2023	Midterm 2023	Final Goal 2025	Comments
Decreasing percentage of students missing school days due to health reasons in the last month. Handbook, p.	7.7	7.7	8.10	4.0	The overall data does not meet the goal for the year 2023, but the Intibucá Department does meet it (7.7%), while the data for La Paz is significantly higher (9.6%). In terms of gender, girls have a better result (7.8% compared to 8.1% for boys).

Source: Self-produced with information gathered from teachers questionnaire.

Result No. 23: Improvement in Knowledge of Healthy Food Storage and Preparation Practices

The food storage and preparation for the school meals are crucial phases that can lead to health issues if not done properly. Therefore, the project has been providing training on these important points. During school visits, a total of 755 individuals participating in the storage and preparation of school meals were observed using an observation guide to assess various aspects related to hygiene and cleanliness. Of these, 617 demonstrated good practices of cleanliness and hygiene in their activities (81.7%). When extrapolating the percentage to the trained population, the value is 11,329 individuals, a considerably higher figure than the Program's final goal.

This goal has been surpassed because in both departments more individuals were trained than originally planned. The training strategy includes replicating the training at the school levels where there was increased interest from parents in participating in the trainings. The team should update the final goal for 2025.

Table No. 13
Improved in food preparation and storage practices

Indicator	Baseline 2020	Goal 2023	Midterm 2023	Final Goal 2025	Comments
Number of individuals demonstrating the use of food storage and preparation practices associated with the training provided by USDA. Handbook, p. 10. MGD 20	-----	5950	11,329	5950	240 educational centers were observed in their school meal preparation processes. Of a total of 755 people, 617 demonstrated health practices associated with the training received (81.7%). When extrapolating to the trained population, an estimated number of 11,329 people demonstrate good practices.

Source: Prepared by the authors based on the Observation Guide for the School Feeding Committees.

Result No. 25: Increase in Access to Clean Water and Sanitation Services

A significant problem faced by the Honduran educational system is the lack of adequate physical infrastructure in its schools, including access to water and sewage facilities: 18.9% of schools at the national level lack any water source, and 31.7% lack sewage disposal (OUDENI-UPNFM, 2020). Therefore, it is relevant to note that, in this area, progress has been considerable, and the project's goals for 2025 have already been surpassed, both in terms of access to improved water sources and improved sanitation services. In observations in educational centers in the Department of Intibucá, 88.7% were

observed to have access to an improved water source. Extrapolating this percentage to the population of educational centers establishes 910 centers meeting this condition. The data for sanitation services were estimated similarly and also exceed the Program's final goal.

It should be considered that the USDA's standard indicator definition for improved water sources includes schools that have an improved water source (as defined in the standard indicator/PIRS), regardless of whether the project provided it or not. The fact that 88.7% in the specific area of Intibucá, where work has been ongoing for over a decade, is a good result. Data for this indicator was not collected for La Paz since the program does not have infrastructure interventions in La Paz.

Table No. 14
Access to water sources and improved sanitation services

Indicator	Baseline 2020	Goal 2023	Midterm 2023	Final Goal 2025	Comments
Number of Schools using improved water sources. Handbook, p.11 MGD 20	890	900	910	905	Data projected from the observation of a sample of Intibucá Schools.
Number of Schools with improved health services Handbook, p.11	864	956	981	961	Data projected from the observation of a sample of Intibucá Schools.

Source: Own elaboration based on a survey of the Director and observation in educational centers.

Result No. 29: Increase in the number of enrolled students.

This indicator aims to provide a comprehensive view of students receiving support from the Program by being enrolled in schools benefitting from the school meals, infrastructure improvements, training, etc. The data from the Midterm Evaluation indicate that the Program's Final Goal for September 2025 has already been surpassed, as shown in the following Table.

Table No. 16
Number of students enrolled in educational centers receiving USDA assistance

Indicator	Baseline 2020	Goal 2023	Midterm 2023	Final Goal 2025	Baseline
Number of students formally enrolled in schools that receive direct support from USDA.	94,934	95,279	97,528	95,694	The schools corresponding to the region where the program has been operating and has received direct support were considered.

As the final outcome of research objective No. 1, with the following table outlines the details of the 44 indicators considered by the program, including baseline data, the expected value for the third year, the midterm evaluation value, and the final expected value for each of them.

Table No. 17
Results of 44 indicators measured by the Program

INDICATORS	Baseline 2020	Goal third year 2023	MTE Nov. 2023	LOP Target (Life of Project) Sep-2025	Observations
Number of individuals benefiting indirectly from USDA-funded interventions	0	314,167	344,574	319,614	The result achieved in the mid-term evaluation exceeds the planned program goals at year 3 and at LOP. This is because additional schools have opened and more parent volunteers are participating in trainings around school feeding, increasing the number of direct and indirect beneficiaries.
Number of individuals participating in USDA food security programs	0	104,739	113,699	106,588	The result obtained in the mid-term evaluation exceeds the planned objectives of the program in year 3 and at the end of the project. This is because more parents, particularly mothers, have participated in the school meal committee trainings and are active members of the food committees increasing the number of program participants.
Number of schools reached as a result of USDA assistance	0	1,953	1,963	1,953	Ten new preschools opened and benefitted from the MGD USDA program interventions.
Percent of students who, by the end of two grades of primary schooling, demonstrate that they can read and understand the meaning of grade level text	43.6	48.8	62	51.8	The results in the mid-term exceed the goals proposed for year 3 and LOP. Gains achieved can be due to program interventions such as new teacher training techniques, remedial materials to address pandemic-related learning loss and provision of other didactic materials.
Number of schools reached with LRP activities as a result of USDA assistance	0	566	571	566	The midterm point slightly exceeds the goal because new schools opened in the geographic area with LRP.
Percent of schools with a School Feeding Committee with varied and culturally acceptable meals (School feeding committees).	45	60	82.5	80	The midterm value slightly exceeded the LOP goal because more individuals participated in the school feeding committee trainings on school meal preparation. .
Value of annual sales of farms and firms (Producer/producer groups)	61,603	392,637	973,319	476,634	The midterm value exceeds the Year 3 and LOP goals because local producer organizations were able to sell more vegetables and eggs to the LRP component than planned.
Volume of commodities sold by farms and firms receiving USDA assistance.	85.70	423	1,225	486	The midterm value exceeds the Year 3 and LOP goals because local producer organizations were able to sell more vegetables and eggs to the LRP component than planned.
Number of children under five (0-59 months) reached with nutrition-specific interventions through USDA-supported programs	0	2,290	2,147	2,290	The specific area of intervention with the indicator is the municipalities of San Francisco de Opalaca and San Marcos de la Sierra, and these are the children reached by adding the two municipalities. A change of goal will be requested for the life of the project.
Number of children under two (0-23 months) reached with community-level nutrition interventions through USDA-supported programs	0	1020	2,291	1,020	The result of this indicator exceeds the target number of children because the program has been able to reach children in additional municipalities within the department of Intibucá.
Number of pregnant women reached with nutrition-	0	588	607	588	This number of women reached is slightly above the goal as the program was able to

INDICATORS	Baseline 2020	Goal third year 2023	MTE Nov. 2023	LOP Target (Life of Project) Sep-2025	Observations
specific interventions through USDA-supported programs					expand interventions to additional municipalities.
Number of individuals who demonstrate use of new child health and nutrition practices as a result of USDA assistance	0	360	1,580	360	This indicator was surpassed due to a change in strategy to include more individuals such as care group members, health volunteers and school meal committee members. Initially only Care Groups were considered.
Number of enrolled beneficiaries who drop out due to migration to the U.S. and other countries.	402	523	375	290	This reflects a positive reduction even though overall migration has increased in Honduras.
Value of new USG commitments, and new public and private sector investments leveraged by USDA to support food security and nutrition	0	178,422	476,803	272,940	The project has surpassed the goal due to private sector and community contributions, including GoH providing vegetable oil in La Paz schools.
Number of Parent-Teacher associations (PTAs) or similar school governance structures supported as a result of USDA assistance	0	209	208	209	This indicator is on track.
Number of public-private partnerships formed as a result of USDA assistance	0	4	2	4	This indicator is on track.
Number of Honduran government authorities that participated in coordination meetings to implement activities of sustainability	0	56	213	56	The establishment of a working group on School Feeding as a coordinating body has made it possible to significantly expand the participation and involvement of government authorities in activities and plans around sustainability.
Number of policies, regulations, or administrative procedures in each of the following stages of development as a result of USDA assistance.	0	2	0	2	A zero value is reflected since it is an activity that is in process and has not yet reached stage two.
Number of school administrators and officials in target schools who demonstrate use of new techniques or tools as a result of USDA assistance	0	125	573	125	Many teachers have a double role as school administrators and classroom teachers and so they were included here as demonstrating new techniques in school management and teaching.
Number of teachers/educators/teaching assistants in target schools who demonstrate use of new and quality teaching techniques or tools as a result of USDA assistance	0	1,277	1,586	1,277	The original goal was based on 70% of teachers demonstrating use of new techniques however, the mid-term evaluation shows that approximately 94% of teachers are implementing new techniques resulting from the new curriculum and teacher training
Number of teaching and learning materials provided as a result of USDA assistance	0	93,909	231,679	146,830	During the pandemic related school closures, additional remedial materials were developed (MIA assessments and GANE remedial reading materials), printed and distributed to address pandemic-related learning loss.
Number of schools receiving literacy instruction materials, (materials from the Basic National Curriculum Design - DCNB)	0	799	798	799	This indicator is on track.

INDICATORS	Baseline 2020	Goal third year 2023	MTE Nov. 2023	LOP Target (Life of Project) Sep-2025	Observations
Number of teachers/educators/teaching assistants trained or certified as a result of USDA assistance	0	1,825	1,682	1,825	Not all teachers completed the required number of training hours.
Number of school administrators and officials trained or certified as a result of USDA assistance	0	175	749	175	In many small schools teachers have a double role of classroom teacher and school administrator so teachers who are also school administrators were trained in administration as well.
Percent of students in the classrooms defined as "very attentive" using a scale that defines established criteria	70	78	87.3	85	The midterm value reflects the effectiveness of the interventions.
Number of daily school meals (breakfast, snack, lunch) provided to school-age children as a result of USDA assistance	0	40,976,731	23,828,479	56,653,376	This number is lower because students did not receive a daily school meal in the first two years of the project due to school closures during COVID.
Number of individuals participating in USDA food security programs that include an LRP component	0	24,595	25,171	24,595	The indicator is on track.
Number of individuals receiving take-home rations as a result of USDA assistance	0	103,741	101,980	103,741	Students were given take home rations during the pandemic-related school closures in years 1 and 2.
Number of school-age children receiving daily school meals (breakfast, snack, lunch) as a result of USDA assistance	0	95,314	97,528	95,694	In 2022, 97,528 students were enrolled in La Paz and Intibucá and received a daily school meal. In 2023, 95,279 students were enrolled in La Paz and Intibucá and received a daily school meal.
Number of USDA social assistance beneficiaries participating in productive safety nets	0	104,220	106,608	104,220	
Quantity of take-home rations provided (in metric tons) as a result of USDA assistance	0	2,053.48	2,858	2,137	Students were given take home rations in the first two years. The LOP goal should be updated to represent the total number of MT provided in take-home rations.
Average student attendance rate in USDA supported classrooms/schools	68	75	90.4	83	Average student attendance has increased, and the midterm goal was met and surpassed.
Percent decrease of students who miss school days due to illness during the last month	7.70	6.0	8.10	4.00	The overall data does not meet the goal for the year 2023, but the Intibucá Department does meet it (7.7%), while the data for La Paz is significantly higher (9.6%). In terms of gender, girls have a better result (7.8% compared to 8.1% for boys).
Number of individuals trained in Health & Hygiene Practices as a result of USDA assistance	0	347	498	347	Additional individuals were trained.
Number of individuals trained in safe food preparation and storage as a result of USDA assistance	0	11,000	13,866	11,000	A higher number of participants and interest in this topic than anticipated especially at the school level has allowed the program to reach more individuals.
Number of individuals who demonstrate use of new safe food preparation and storage practices as a result of USDA assistance	0	5,950	11,329	5,950	The mid-term evaluation goal has been exceeded because more individuals have participated in the initial trainings.

INDICATORS	Baseline 2020	Goal third year 2023	MTE Nov. 2023	LOP Target (Life of Project) Sep-2025	Observations
Number of individuals trained in child health and nutrition as a result of USDA assistance	0	600	1,886	600	Additional parents have opted to participate in trainings around school meals and nutrition.
Number of educational facilities (i.e. school buildings, classrooms, improved water sources, and latrines) rehabilitated/constructed as a result of USDA assistance	0	92	83	117	The mid-term goal was not met however construction activities will continue in Year 4.
Number of schools using an improved water source	890	900	910	905	This indicator was met.
Number of schools with improved sanitary facilities	864	956	981	981	This indicator was met.
Number of individuals (children, pregnant or breastfeeding women) receiving vitamins and minerals	0	2,878	4,946	2,878	Vitamins were distributed to more beneficiaries than originally planned due to coordination with health volunteers and officials in other municipalities.
Number students enrolled in schools receiving USDA assistance	94,934	95,314	97,528	95,694	School Enrollment in 2022 was 97,528 and in 2023 it declined to 95,279
Number of schools that received food prep and storage tools and equipment provided as a result of USDA assistance	0	1,420	1,334	1,420	The project will complete this goal in the 2024 school year.

3.2 Results for Specific Objective No. 2

Interviews were conducted with CRS staff and its local partners, authorities of the Departmental Directorates of Education and Municipal Directors of Education of the departments of Intibucá and La Paz. Focus groups with members of School Feeding Committees and producer organizations, Directors of Educational Networks, and representatives of community organizations from both departments. In order to obtain the information that responds to each criterion, the corresponding questions were included in the data collection instruments (detailed in Table No. 2) in order to collect responses from each actor. Answers were then consolidated.

Addressing evaluation questions related to relevance, coherence, effectiveness, efficiency, sustainability, and impact.

Below are the analyses corresponding to each of the 6 key criteria from which the sets of guiding questions for the qualitative part of the study are derived.

3.2.1 Sustainability

Changes in policies, procedures, and government priorities that have either facilitate or impeded sustainability

Municipal mayors and producers express the need for a comprehensive national strategy to address school feeding, involving inter-institutional approaches at national, departmental, and municipal levels. They emphasize the importance of generating trust among local stakeholders and international cooperation. While there is political will at the central government level, particularly from the Secretariat of Social

Development (SEDESOL), which considers school feeding to be a priority, implementers argue that this expressed will should better translate into actions.

"But for this, it seems to me that the most correct path is for us to define a single national strategy on how to approach it through the ministries, at the level of departmental governments, and through local governments, in coordination with municipal offices and the Departmental Directorates" (Municipal Mayor).

The capacities, resources, links, and motivation for each component of the program

There are identified good practices in different program activities. Local actors, including municipal mayors, Parents' Associations (APF), and School Feeding Committees (CAE), actively support infrastructure improvement, food transportation, and food handling. All actors are motivated to make the program sustainable. Community support, involving directors, teachers, and parents, is evident, especially in nutrition, health, and education components. However, progress is slower in school feeding component, mainly due to a lack of clarity in the agenda promoted by SEDESOL and Programa de Acción Solidaria (PROASOL). Local actors report positive changes, particularly in educational authorities and personnel from Departmental and Municipal Directorates of Education (DME).

Private sector involvement in project-level interventions

Engagement with the private sector is considered a key action to support sustainability. Efforts have been made to establish partnerships, gaining experience in obtaining contributions from various companies. Agreements with Fundación Terra have provided scholarships to students, and a pending agreement aims to support municipalities in Intibucá for fresh food supply. Additionally, there is close to fruition for technical assistance in providing food in Intibucá and La Paz. Collaboration with Semillas involves school gardens, seed donations, and technical support through an agronomist.

Despite these advances, local actors in Intibucá express a lack of awareness of efforts and sporadic contributions from the private sector. They recommend better communication and awareness initiatives to secure necessary contributions.

"That's where we have to sensitize a bit. We have to work on that a bit more. There may be some lack of knowledge on part of the private sector"

Government institutions, organizations, and local actors should fully assume responsibility for providing school meals without external assistance.

Local stakeholders argue that sustaining School Feeding Program without external assistance is challenging. They highlight a lack of political will from government, for insufficient financial resources from central and municipal governments. Emphasize the need for a transition period and stress the importance of pursuing another stage of School Feeding Program.

"We still need a little more time. I think that, if the experience as we have carried it out so far, we can sustain it, even if it's for about five years, it is possible that little by little we will make progress".

Support for sustainable and long-term school feeding

CRS has ensured proper process development, implemented quality control mechanisms and provided necessary follow-up. A distribution system, organization, supervision, management, and storage of food

have been established to preserve food safety. This includes coordination with various central government instances and municipal governments, strengthening their capacities for eventual self-management of program. Parents actively contribute to supplementing student meals.

Support for schools to evaluate early reading, monitor attendance, and reduce absenteeism and dropout rates

Municipal governments have established the Citizen Transparency Commission, encouraging interinstitutional coordination for school resource management. In the previous phase of the program the mayor's contributed spaces for teacher resources centers where teachers could access computers, sometimes Internet and print documents and resources. This was a joint activity between the MGD program and the municipal leadership which continues today. DDE continues to support the program in various ways.

Municipal Education Directorates promote enrollment fairs, reading assessments, teacher training, and sports competitions. Local partners CODEPRADII and ASOMAINCUPACO provide materials for reading assessments, promotes reading clubs, supplies books to school and community libraries, supports savings groups, peer tutoring, and assists DDE with logistical support and fuel for teacher support.

However, some Municipal Education Directorates lack an annual strategic plan, and in these municipalities, Municipal Councils for Educational Development (COMDE) or School Development Councils (CED) are either unorganized or non-functional. In such cases, parents are demotivated and do not organize or encourage school-improvement projects.

Involvement of local actors in improving food preparation standards and school infrastructure

There has been a successful effort to strengthen children's hygiene culture and involve community members as overseers in construction of sanitary infrastructure at school level. Local actors view their participation experiences as highly successful. Typically, mothers are responsible for school feeding and providing additional food to supplement school meals such as the occasional vegetables or cheese and condiments such as salt, while fathers are responsible for unloading and transporting the USDA-donated commodities or locally purchased fresh rations under LRP.

School network directors primarily support food preparation, transportation, and assist School Feeding Committees (CAE). In the school infrastructure component CAEs support construction of kitchens and warehouses, APFs provide unskilled labor and construction materials, and municipal mayors prioritize projects and contribute funds to build handwashing stations or bathrooms. There are also schools in La Paz where parents' associations and teachers are taking the initiative to improve their kitchens or cooking areas.

3.2.2. Relevance

Stakeholders in School Feeding Program (PAE) feel that project has met their needs.

According to stakeholders, the program has fulfilled the needs of all participants who have been involved in its implementation, leading to a capacity strengthening. Satisfaction surveys were conducted, and results indicate a positive perception of the work carried out by MGD. Overall, communities express gratitude for program's support and continue to support it. However, they believe there are more needs to address and convey these specific requirements to the project team, seeking additional support. The

program prioritizes the needs it can address, employing adaptive management by establishing feedback mechanisms, and incorporating some suggested changes from participants based on obtained inputs.

For local actors involved in MGD, the program has met their needs, emphasizing improvements in child nutrition, provision of tasty meals appreciated by the children, parent interest and involvement in supporting school feeding, and enhanced learning. They also note that it serves as a financial support for families living in poverty, reducing school dropout rates.

"The meal project has benefited us and parents. Mothers are willing to prepare [meals], and children are very happy when the lunch time arrives. So, we can say that project has been very helpful for entire educational community, including us teachers".

The project interventions are suitable for culture and local context of communities.

Local actors involved in the MGD program believe that the project's interventions are appropriate for the local context and culture of the beneficiary communities. They positively value the happiness of children, variety of available foods, involvement of all stakeholders, positive impact on children's health. Some schools have established school gardens leveraging the school-level organizational structures formed by the MGD program but with individual support from families and teachers. In general, there are few cases where low participation of parents was recorded, mainly occurring at the beginning of the project and predominantly in urban areas. It is also acknowledged that there has been effective project planning, with emphasis on training provided to School Feeding Committees (CAE) in food preparation based on the national-level recipe manual which was developed during the second phase of MGD in collaboration with the Government of Honduras, WFP and FAO. This allows children to consume food based on culturally-accepted products, providing a variety of foods while respecting cultural patterns of communities.

3.2.3 Effectiveness

The project interventions have been effective in achieving objectives, products, and expected results.

Overall, all local stakeholders consider the program effective because they believe that its interventions have been well-received by participants. There is an improvement in children's learning, enhanced food quality, children showing good growth, improved enrollment, and retention of children in educational centers, timely distribution of rations based on school enrollment. They note that it is rare for food to spoil and emphasize that School Feeding Committees (CAE) participated in program-supported and lead trainings, and school networks have been included.

"There is a lot of credibility, for example, in what CRS and its partners do. So that also gives a push at level of school directors or municipalities, to support everything that is being developed with the project, because in the end, it is not just for the project, and that's interesting, they see the project more as a tool to achieve results they have set for themselves".

Factors that have inhibited or facilitated achievement of goals, objectives, and expected results.

According to statements from stakeholders, main factors that have facilitated achievements are:

1. Financial support from USDA.
2. Community needs were incorporated into project design, along with partnerships with other development projects, Non-Governmental Organizations (NGOs), and private sector.
3. Program coordination with government, local, private, and civil society organizations.

4. Promotion of accountability, socialization of progress, flexibility, openness to change, and involvement and participation of community actors.

Local-level actors also highlight:

- Support from teachers, producer associations, and parents.
- Good communication and coordination between Departmental Education Directorate (DDE) and program.
- Empowerment of Municipal Governments and DDE.
- Support from NGOs present in the community.
- Successful food delivery.
- Offering a diverse menu.

The main identified factors that, on contrary, have inhibited achievements are:

- Honduras is a country with many needs, so priorities must be established, and government did not assume responsibility of providing fresh food (vegetables and eggs)
- Other factors including the pandemic, hurricanes ETA and IOTA, and rainy weather affecting roads and access.
- Frequent changes in Municipal or Department level Education Directors.
- Program initiation at the end of school year.
- Inadequate transition of government authorities during changes in administrations and elections, with new officials not following through on agreements and changing priorities
- Poverty in communities, as some schools lack clean water, storage space, and containers for food storage.
- Poor road conditions during rainy season.

Organizations and institutions support at municipal and departmental levels to strengthen food preparation in educational centers.

The main organizations and institutions supporting strengthening of food preparation in educational centers at municipal and departmental levels include CAE (School Feeding Committees), APF (Parent-Teacher Associations), Municipal Governments, DDE (Departmental Education Directorates), and DME (Municipal Education Directorates). It's important to note that a project initiative involves engaging parents, who are responsible from transporting food to its preparation.

Regarding organizations and institutions supporting provision of warehouses, kitchens, and school dining rooms for educational centers, it's noteworthy that partnerships have been formed with NGOs in the region to optimize efforts and collaborate towards common goals. Among these organizations are Vision Mundial, Agua para el Pueblo, and Plan Honduras. At the local level, major contributions come from municipal governments, with active participation from Parent-Teacher Associations and community water committees.

3.2.4. Efficiency

Results were achieved using community contributions/support and critical factors that enabled provision of these inputs.

According to participants, critical factors that enabled provision of these inputs included community members contributing labor and volunteering their time. In the school infrastructure component, construction of sanitary modules, potable water systems, handwashing stations, and provision of necessary utensils for school kitchens were achieved. Regarding school feeding, a daily school meal is

provided to all students and food is prepared using locally-available products such as native vegetables, sugar, salt, and milk or cheese. Additionally, community involvement and commitment to transporting food through hiring of vehicles and/or pack animals, along with participation in various activities, ensures that children enjoy nutritious meals.

In the educational component, there is documented improvement in students' academic performance in literacy including the implementation of new teaching strategies in the classroom. In the health component, there is a notable improvement in maternal and child health and a reduction in diseases due to malnutrition.

“On the other hand, in teacher training part, there has been an improvement in implementation of strategies in classroom. Not 100%, but there is a significant improvement as observed both in classroom and in impressions of some teachers and authorities; there has also been an improvement in children's performance” (E. Partners, CRS).

To what extent project's resources or inputs have facilitated obtained results.

Informants emphasize that financial resources are necessary for any intervention; actions cannot be implemented without necessary resources. In fact, the donation of the USDA commodities are the foundation of the entire program's work.

For local actors, the strategy of involving all stakeholders and using resources efficiently has allowed school feeding to be available in all schools in the two departments. Constant supervision of warehouses by program technicians has ensured they remain clean, guaranteeing food hygiene. Training workshops for School Feeding Committees and delivery of fresh rations encourages a variety of meals and ensures school nutrition, while kitchen remodeling and utensil delivery facilitate food preparation.

“Well, monetary resources are necessary for any cooperation intervention. Also, a good project design is important, having a good schedule, knowing when they will start importing, how much they will take to warehouse, how much they will distribute, and then the logistics” (E. Official, USDA).

3.2.5 Impact

Partnerships to support and invest in school feeding program that specifically contributes to improving reading and writing in communities within municipality or department.

Some private sector partnerships have been established for financing and complimenting additional activities. Additionally, a partnership with company Lácteos de Honduras S.A. (LACTHOSA) is being discussed to develop a nutritional milk that will be provided as part of school feeding program. Collaboration has been coordinated with DDE and Directorate General of Professional Development (DGDP) for teacher training in literacy. Furthermore, collaboration with municipal governments has facilitated delivery of school meals before rainy season, as during this period, poor road conditions make food transportation challenging. Donations of small libraries, books, and computers have also been channeled through CRS's central agency in United States.

Identified Limitations

One limitation faced was the change of government authorities at the start of the new administration in 2021 as they were unfamiliar with the project goals and points of collaboration which had been

established under the previous administration. The lack of coordination initially caused delays in some activity implementation. This barrier was overcome by establishing coordination mechanisms with the Ministry of Education and through dialogue with newly appointed authorities. Initially, there were also difficulties in training teachers and directors due to conflicts in scheduled training dates, which were resolved by adapting them to a schedule convenient for all stakeholders. Historically, organizations working in isolation has been an obstacle, but efforts are being made to improve inter-institutional coordination, seeking approaches to understand projects and identifying ways to work together.

"No, no, it was not the best, it was not in the best terms. And so that generated frictions, movements of directors from one center to another. The change in collaborating team in departmental direction is new, and we are dealing with another. We faced those kinds of limitations at the beginning" (E. CRS Partners, La Paz).

Support from initiatives of some projects or organizations that have worked to improve health and nutrition conditions of families and change dietary and hygienic practices of children.

Various initiatives have been supported, including health fairs, maternal health, measurement of height and weight in children with SESAL; construction of school gardens with Ministry of Education (SE); prevention of teenage pregnancies with DINAF. Initiatives from organizations such as Feed the Children, addressing nutrition and development in children under two years, and coordination with Pacayal coffee-growing organization for infrastructure construction the program also supports the methodology for behavior change in hygiene at school.

Limitations

Due to the current focus of program on water systems, bathrooms, and handwashing stations, available financial resources are insufficient to address all requests for improving school infrastructure. In previous phases, the program constructed kitchens, warehouses, and dining spaces. Respondents also note poor state of rural roads, especially during the rainy season, limiting transportation of food, materials, and medical attention. However, many processes have been advanced, and health fairs have been held to encourage parents to undergo medical check-ups. Currently, parents are more aware of importance of prenatal care and nutritional food.

Positive or negative impacts in target areas, in addition to achievement strategic objectives level

The main positive impact is change in community behavior, as they now actively participate in all processes, support, and volunteer in School Feeding Committees building a parent-school community. It's crucial to note that women now play leadership roles in schools and communities. In the academic realm, there is an improvement in teaching utilizing new skills and the program has document improvement in students' academic performance. The current administration has a strong interest in school gardens as a contribution to school feeding. Technical capacities of Ministry of Education (SE) and Ministry of Health (SESAL) are also being strengthened. The only negative impact mentioned is COVID-19 pandemic, which caused a decrease in all program indicators, mainly during the isolation period and prolonged school closures.

Local actors mention positive impacts such as increased parent participation, achievement of development objectives, integration of Regional Health authorities, and improvement in educational indicators, including students' academic performance in literacy.

"Definitely, the impact has been positive, and I believe we see it, we see before and now. We will realize that there is a positive impact, and this is allowing fundamental changes in actions of stakeholders to achieve better results".

3.2.6 Coherence

The project intervention is complementary to initiatives implemented by other organizations.

MGD is a program that covers most sensitive aspects, focusing on nutrition, food, literacy, and includes a water and sanitation component, addressing various areas of interest. It serves as cross-cutting axis of interventions by improving child nutrition in all beneficiary schools.

For the Ministry of Education (SE), school feeding is fundamental as it is a key incentive to expand school coverage, reduce student dropout rates, improve student attention in classes, enhance child nutrition and cognitive development, and provide training to teachers to strengthen their competencies in teaching literacy, consequently improving students' academic performance.

The project intervention supports educational initiatives implemented by other organizations.

Coordination mechanisms have been established with Ministry of Social Development (SEDESOL), particularly with National School Feeding Program, with whom a memorandum of understanding will be signed to strengthen their technical capacities and outline coordination. SEDESOL provides vegetable oil delivered to all the project schools in La Paz. Department-level Ministry of Education directors have signed collaboration agreements with the MGD program to highlight common goals and points of collaboration and support including guaranteeing access to schools to deliver the USDA-donated commodities, and instructions are issued for distribution and reception of food. Additionally, CRS has actively supported Intersectoral Roundtables or working groups, where all stakeholders working on educational issues are integrated, generating inter-institutional coordination to implement agreed-upon actions.

Partnerships have been established with municipal associations for delivery of fresh rations, with municipal governments to contribute to construction or improvement of sanitary school infrastructure. CRS within the MGD program is part of the Education Alliance, an initiative promoted by the US Embassy, promoting school infrastructure improvements. Strategic alliances have also been formed with Fundación Terra, Pacayal Coffee company, and Semillas Organization, and activities are coordinated with World Vision, who does child sponsorship in some overlapping communities. The program also held the "Full Belly, Complete Nutrition" contest to encourage private sector interest in school feeding and create pathways toward sustainability.

"We are working very well with them. What we have needed from them, which is basically technical support, they have always provided it to us, at all times. We maintain an excellent relationship; we work very well hand in hand" .

The project design is aligned with goals, objectives, and strategies of Ministry of Education and Ministry of Social Development.

MGD consists of three components: nutrition and food, water and sanitation, and literacy. It is designed to support priorities established by Ministry of Education (SE), Ministry of Health (SESAL), and Ministry of Social Development (SEDESOL). Ensuring access to school feeding for all students and improving nutritional and educational opportunities are priorities of the current government. SEDESOL has

requested technical support to strengthen their capacities for proper management of school feeding. Coordination with Ministry of Education offices have been important to improve sanitary infrastructure in schools, enhance teachers' competencies in teaching literacy, and to introduce Social-Emotional Learning (SEL) into the schools with CRS accompanying this process.

3.2.7 More Significant Changes

As an addition that helps expand the information presented so far, a summary of the qualitative work carried out from the perspective of the "Most Significant Change" is included below. Different categories of local stakeholders and program participants including students, pregnant and lactating mothers, and parents, described their experiences in discussion meetings aimed at reflecting on the meaning of their participation in the Program's activities.

Table No. 18
Summary of most significant changes according to participants

Implementation of the strategy more significant changes with teachers
Methods and materials used in classroom
In the past, teaching was traditional, with teaching strategies rarely changing, and the memorization of syllables was mainly emphasized. Regarding the materials used in the past, they included flip charts, sheets with the same image as the flip chart, posters, and cards with images.
Currently, they note that classes are more participatory and fun, the process begins with a diagnosis of reading and writing level of students, now they focus on teaching sounds, stimulating hearing the sounds and working on phonological awareness. In relation to the materials that are used, they are mainly textbooks, MIA tests, GANE guides, audio equipment, visual posters and cards to relate sounds and letters to words, cards by syllables and by words, play-dough, and they use objects from the house and the classroom with the sound of the letters that are being studied.
Students' academic performance in Literacy
Previously, students' learning was slower, focused on memorization, and they were less creative, with little reading comprehension and no analysis of what they read. In general, learning only allowed them to pass the grade.
Currently, they state that it has been beneficial to know and implement the new teaching methodology since it has improved the academic performance of children in reading. Now, they analyze and understand what they read, the children's interest in reading has been awakened, and they write their own stories and narratives, creating their own tales.
Teacher mentoring
It used to be primarily a supervisory process, a kind of oversight of teachers' work characterized by authoritarian impositions from the supervisor, who did not communicate effectively with them. The focus was mainly on highlighting processes that were not carried out properly, generating fear among teachers.
Currently, teacher mentoring is highly valued because they consider it fundamentally supportive. It is focused on class development, discussing problems and possible solutions based on classroom observations. The process allows successful strategies implemented by some teachers to be shared with their colleagues.
Key changes and achievements
The main changes are that the training has allowed them to learn and implement new teaching methodologies and learning strategies. This has helped address the difficulties in literacy among children. Additionally, children have become the most important actors, reading more fluently, analyzing, and understanding what they read, becoming more critical. The main achievements are that CRS, leveraging and utilizing the new USAID developed reading curriculum and materials, has facilitated the training, and the work of teachers trained as training facilitators is highly valued. This is especially noteworthy because they have overcome the resistance to change and new materials and techniques that have some teachers. It is also mentioned that the majority have implemented the methodology, and as a result, children can learn to read faster, more fluently, and have improved their spelling.
Application of the "most significant changes" strategy with children
Participation and consumption in school feeding
Parents and school feeding committee members supported school feeding mainly by transporting food to their homes, washing some fruits and vegetables, and buying supplies at small local stores. Regarding food consumption, they express that previously school meals were not provided every day, and it was the responsibility of the mothers to provide them.
Currently, they participate by supporting the transportation of food and purchasing local products to supplement the school meals such condiments, local vegetables and dairy often purchased from local corner stores, and assisting in serving the meals and collecting and carrying firewood for the stoves. In terms of consumption, the meals are provided to them every day at the educational centers, and the responsibility for providing them lies with the mothers and fathers.
Responsible for the preparation of school meals
The mothers were responsible for preparing school meals, organizing themselves in shifts once or twice a week.

Currently, the responsibility lies with the School Feeding Committee (CAE).
Menus and satisfaction in food preparation
Currently, the menu is more varied, offering especially baleadas, pastries, soups, and vegetables, as well as rice and beans, rice pudding, rice, and chicken, CSB Plus doughnuts, pastries, among other foods. They remain satisfied, but they emphasize feeling valued now because the food provided is healthy and nutritious, there is a more varied menu, the food is prepared at the schools and consumed hot, and they are now more attentive in class.
Foods consumed at home and their preparation
They primarily consumed rice and beans, and some also mention consuming spaghetti. Regarding the preparation, they mention washing the food before cooking, and cooking is mainly done with lard.
Currently, the school meal committee trainings in food preparation and hygiene may be transferred to the home environment. Parents report a more varied, although they still consume rice and beans. Rice is also consumed with chicken and milk, and beans in the form of <i>baleadas</i> . They have also incorporated vegetables and soups into their diet.
Application of the most significant changes strategy with School Feeding Committees
School feeding work process
Mothers used to prepare the school meal at home and then take it to the schools, so students consumed it cold, causing stomachaches in some cases. Additionally, they mentioned that the food was not delivered complete, sometimes in poor condition, and that the tortillas made from <i>Maseca</i> (corn flour) were not liked by the children.
Currently, school meals are provided daily, and the food is stored properly. Children consume their meals at school, served hot, based on a varied menu. They even request the incorporation of fruits and vegetables, eggs, and milk into the food ration.
Experience with school feeding
The quantities of food provided were insufficient, and on some occasions, they were given flour with worms. The main limitation was that the beans they provided were hard and couldn't be cooked. Therefore, parents bought beans to complement the food. Other mentioned limitations were the lack of monitoring in food delivery, and there were two to three weeks between the delivery of shipments.
Currently, the quantities of food are delivered according to the school enrollment and the food is delivered in good condition and stored properly. In addition, CRS technicians are constantly monitoring the storage, preparation, and delivery of food.
Trainings received in school feeding
The main learning is that the school meal committee members learned to prepare food hygienically, using aprons and hair caps while preparing the food. They were also trained on nutritional aspects, and they express that they learned to make nutritious tortillas, which are traditional tortillas fortified with vegetables. Regarding the need for strengthening, they limited their comments to stating that they need more training, that all parents should participate, and that the training sessions should take place in schools at the beginning of the school year and during weekends.
Children's response to school feeding
Most students liked the food prepared for them, but many had not been taught to consume vegetables at home, so they didn't like them, and sometimes, for this reason, they returned home with their food.
Currently, they are satisfied with the food prepared for them and consume the meal in its entirety, regardless of who prepares it.
Application of the most significant changes strategy with pregnant women
The health and nutrition situation of pregnant women in their communities
Previously, the women were not trained, so during pregnancy, they did not attend health center check-ups, and births were community-based. Concerning their children, they only found out about their weight and height when visiting the health center, on average every three months. They did not maintain proper hygiene for their children, could not identify health danger signs, and the children frequently suffered from diseases such as nausea, diarrhea, and pneumonia.
The mothers express that currently, they have been trained in various topics in the care groups, so they attend check-ups for their pregnancies at health centers. They no longer fear receiving the corresponding vaccines, pay more attention to their children's health, and identify danger signs for their health. Additionally, they have been trained in good personal hygiene practices, hygiene for children, and the proper preparation of food, including the importance of chlorinating or boiling the water they consume.
Changes related to pregnancy management
Previously, they were not attentive to pregnancy check-ups or the administration of necessary vaccines. Currently, they attend pregnancy check-ups, receive vaccines, have learned about the importance of colostrum for their children, and understand the need to boil or chlorinate the water they consume. They emphasize that their current children are experiencing growth in height and weight compared to their siblings.
Most significant perceived changes
The most valued changes include learning to take care of themselves during their last pregnancy, attending all check-ups at the community health center, where they were provided with prenatal vitamins during their pregnancies. They also learned to properly feed their children and adopted measures for cleanliness and hygiene. They are now attentive to the height and weight of their children, have established community gardens to have fresh produce, learned various recipes for preparing food, and take them with ferrous sulfate in cases of anemia. Currently, their children are generally born without major difficulties, and illness is less frequent.

4.RECOMMENDATIONS, AND ACTION POINTS

Recommendations, and action points

SUSTAINABILITY

Local actors consider that, although local capacities associated with the different areas of intervention of the Program have been developed, they are not ready to ensure sustainability. Referring to financial constraints as one of the main obstacles, local actors envision working together with local stakeholders such as mayors' offices, private sector, and central government, as a strategy that enables sustainability.

Recommendations

Develop a transition plan and a joint strategy with the government that includes the participation of the municipal associations and municipal governments to achieve permanence in the delivery of school meals to Intibucá and La Paz.

Action points

1. Make a transition plan including the private sector.
2. Signing MOUs with Key government entities
3. Develop a transition plan.

Time

March to September 2024.

RELEVANCE

There is consensus among different categories of actors consulted regarding a very positive assessment of the Program's line of work, benefitting children's health and education. Both meals and associated healthy practices, improving health infrastructure, and training teachers in improved teaching techniques are considered very relevant areas of intervention. However, not all schools are receiving a varied and nutritious school meal as one might expect (e.g. having vegetables and eggs available 3 or more times per week). It was found that in AMFI and MACURISJ (LRP beneficiary communities) communities the percentage of schools that meet this condition is 85.2%, however, in the rest of the municipalities that do not benefit from the LRP component, the proportion is significantly lower.

Recommendations

Seek strategic allies such as government and private companies and, in conjunction with municipal associations, and municipalities, and the Ministry of Education, promote the diversification of food by providing vegetables and eggs to schools.

Action points

1. Emphasize to parents the importance of developing diversified and nutritious menus in school feeding trainings.
2. Carry out dissemination campaigns with students and parents regarding the nutritional benefits of eggs and vegetables. Including understanding the health risks associated with drinking sodas and eating chips.

Time

March to September 2024.

EFFECTIVENESS

According to mid-term evaluation results, the vast majority of indicators show that the Program's targets for the third year are being met and exceeded (in several cases by a wide margin). However, the data identifies an important children's health indicator that appears "in red": *the proportion of students who have missed school due to illness over past month*. The target for third year is 7.7%, but current value is 8.1%. Additionally, student enrollment has been declining in recent years in Intibucá (just like the general trend in the country), decreasing from 60,890 in 2021, to 60,447 in 2022 and 60,230 in 2023.

Recommendations

Include the importance of hygiene and health in all trainings and program events, emphasizing hand washing before preparing and eating food. It is also important to identify additional strategies to help reduce absences due to illness, in coordination with the departmental-level education and health leadership.

Action points

1. Working with Municipal Directorates of Education, identify health-related factors that cause school absences in each municipality, in order to seek to reduce the problem.
2. A work plan should be drawn up in coordination with Municipal Directorates of Education to provide month-by-month follow-up regarding school absences and dropouts.
3. Design a promotion strategy on proper hygiene and health practices, including communication resources, to be incorporated into key program activities such as school enrollment campaigns.

Time

March to September 2024.

EFFICIENCY

Community participation has been a strength of the program since its inception, and this has contributed to efficient use of resources in different areas of intervention, be it school meals, school infrastructure, teacher training, etc.

Recommendations

Continue to develop activities to strengthen school infrastructure, especially with handwashing stations and sanitary modules, and promote among the Secretary of Education and the municipalities the need to support school infrastructure.

Action points

1. Work in coordination with Municipal Education authorities, to develop and manage low-cost proposals and community work, aimed at improving water supplies and sanitary conditions in select schools needing improvements
2. Share mid-term evaluation results with education authorities at department and municipal levels as well as with municipal leadership

Time

March to September 2024.

IMPACT

The Program has achieved its objectives in terms of literacy and varied and culturally acceptable diets, healthy habits for storing, preparing and distributing food and school meals, daily school attendance, and improving access to improved water sources and sanitation facilities.

However, an indicator that is still far from the final goal of the Program is the number of students who drop out due to migration. The final goal of the Program is 290 per year, and the current value is at 375 cases during 2023.

Recommendations

The issue of families and minors emigrating from the country is a problem that has been going on for more than a decade and continues to grow in Honduras. However, the Program could coordinate greater efforts with the Municipal Directorates of Education and other local bodies to encourage students and families to prioritize their studies and try to reduce the motivation of minors to migrate outside the country (including knowing the high risks of irregular migration).

Action points

1. Coordinate with the Ministry of Education and prioritize the municipalities with the highest rate of migration, understand its causes.
2. Develop a comprehensive action plan and strategy to mitigate migration.
3. Review the Secretary of Education's tools for keeping track of migration.

Time

March to September 2024.

COHERENCE

The Program has been establishing coordination mechanisms both internally (other CRS projects) and externally with government agencies (such as the Municipal Directorates of Education and the Secretariat for Social Development (SEDESOL)). In addition, the program has been leading and coordinating Intersectoral Roundtables on school feeding.

Recommendations

Coordination with different local bodies could be used to jointly draw up a gradual Transition Plan, lasting 2 or 3 years, to achieve the sustainability of the interventions that have been implemented. Reaching agreements with SEDESOL, the Departmental and Municipal Directorates of Education, the private sector present in the area as well as the municipalities, is essential for this purpose.

Action points

1. Design, together with the other participating bodies (such as SEDESOL, the Departmental and Municipal Directorates of Education, the private sector present in the area and the Municipal Corporations), a Transition Plan for 2 or 3 years in which both the financial and technical aspects are gradually transferred to the national actors and institutions.

Time

March to September 2024.

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7. APPENDICES

No.	DESCRIPTION
1.	Terms of Reference (TOR)
2	Quantitative information collection instruments
3.	Qualitative information collection instruments
4.	Photo Archive

Annex No. 1

Terms of Reference

Mid-Term Evaluation Study

McGovern-Dole Food for Education and Child Nutrition Program

I. INTRODUCTION

A. Background:

CRS began working in Honduras in 1959 to promote holistic human development. In its nearly 60 years in country, CRS has sought to create a more just and peaceful society by serving the most vulnerable populations, especially those living in poverty, and has developed a strong reputation for implementing quality projects with measurable results.

Since 2012, Catholic Relief Services (CRS), is working in coordination with local organizations (partners organizations), the Ministry of Education, the Ministry of Agriculture and Livestock and the Ministry of Social Development through its School Feeding Program, have been implementing the McGovern-Dole Food for Education and Child Nutrition Program (MGD – FFE) in Honduras. This program is funded by the Department of Agriculture of the United States of America (USDA) and provides donated food commodities for school meals, as well all the financial resources required to implement each of the technical components of the project.

B. Project context

The project's strategic goal is to improve the literacy of school age children in the 17 municipalities of the department of Intibucá, Honduras. The first phase of the three-year project ended in December 2015. A second phase for five-years (2016-March 2021), (MGDII), was approved in November 2015 and began implementation in February 2016. In October 2020, phase III (MGDII) of the project was approved, which will be implemented from November 2020 to September 2025, the project includes a budget of \$ 25 million. In September 2021, phase III of the project was approved to expand the project into La Paz, Honduras.

CRS' overarching Theory of Change for MDG III is, IF the school system is strengthened and delivers quality literacy instruction, IF children benefit from safe and nutritious meals, IF schools provide a safe and stimulating learning environment, IF children and parents adopt improved health and dietary practices, IF parental and community participation in activities leading to improved learning and nutrition is strengthened, and IF key public, private and civil society stakeholders co-develop appropriate, evidence-based policies and practices, THEN children in Intibucá and La Paz will attend school regularly, thrive and

learn during MGD III and beyond.

The project will seek two strategic objectives: SO1, Improved Literacy of School-Age Children, contributing to expected results 1.1 Improved Quality of Literacy Instruction, 1.2 Improved Attentiveness and 1.3 Improved Student Attendance; and SO2, Increased Use of Health and Dietary Practices, contributing to all of the expected results and including the additional result 2.8 Increased Knowledge of Improved Antenatal Care and Infant and Young Child Feeding Practices (see Appendix A/ Results Framework). The critical assumptions of the project are the following:

IR 1.1 Critical Assumptions: 1) Following 2021 elections, new Government of Honduras (GOH) education officials share MGD III goals and are willing to continue making systemic and resource allocation changes; 2) Challenges such as COVID-19 or political unrest do not result in prolonged school closures.

IR 1.2 Critical Assumptions: Despite the possible transition of key officials following the 2021 elections, the GOH will gradually assume responsibility for funding the dry and fresh rations in Intibucá and La Paz as envisioned in the National School Feeding Law and outlined in its agreements with CRS;¹

IR 1.3 Critical Assumptions: 1) Surges in violence in target communities do not impede attendance; and 2) COVID-19, political unrest or other challenges do not result in school closures or supply chain disruptions.

SO2 Critical Assumptions: 1) Newly appointed key GOH authorities are willing to coordinate with MGD III to deliver trainings; and 2) newly elected local governments are willing to allocate financial resources to support school infrastructure projects.

CRS brings together a strategic consortium to achieve these objectives, with roles designed to support the ministries of social development and inclusion, education, health and local municipalities to address systemic challenges through evidence-based methodologies. In partnership with the Central Committee for Water and Comprehensive Development in Intibucá (COCEPRADII), the Education Development Center (EDC), Association for the Integrated Management of Watersheds and Development in La Paz and Comayagua (ASOMAICUPACO), and Feed the Children Honduras, MGD III will use a systems strengthening and collaborative approach to seamlessly build on and expand USAID's early grade reading work, address maternal child health deficiencies in the poorest municipalities, increase capacity to procure food products locally, and consolidate local stakeholders' capacity to implement school feeding, nutrition and (WASH) interventions in 913 new schools, reaching an additional 44,481 preschool, primary school students and a total of 112,818 direct beneficiaries in La Paz and Intibucá.

Table 1. KEY INTERVENTIONS TO BE STUDIED IN PERFORMANCE EVALUATION	
School Feeding – USDA Commodities	All school children in Intibucá will receive a daily school meal that includes USDA commodities (CSB+, rice, small red beans, yellow corn and vegetable oil) and La Paz all commodities are included except vegetable oil. The requested commodities and ration sizes for the daily school meal were designed with the daily nutrient requirements and preferences of children in mind, meeting 33% of their recommended daily calorie intake, between 34-36% of their daily protein requirements, and 13-18% of iron, 26-31% of zinc and 60-90% of Vitamin A.
School Feeding – Local and Regional Procurement (LRP) Fresh Rations	Approximately 24,499 students from 566 schools in 11 of Intibucá’s 17 municipalities will benefit from the additional provision of fresh produce as a complement to their daily school meal. Proposed products include vegetables (potato, onion, cabbage, tomato, cucumber, carrot, chayote), fruit (bananas, oranges or other seasonal fruit), and eggs. On average, LRP will provide an additional 245 calories (10-18% of daily value) and 5.3 grams of protein (8-16% of recommended daily value) for students, per day.
New SEDUC Early Grade Reading Curriculum	More than 33,839 first through sixth grade students in Intibucá and 28,854 in La Paz will be exposed to a new early grade reading curriculum toolkit that was developed by EDC and SEDUC with USAID funding. The curriculum is aligned to Reading MATTERS, USAID’s framework to assess and guide high-quality, holistic education, addressing effective instruction, mentorship and coaching, administrators’ roles, quality texts and materials, assessment according to standards, and opportunities for practice reading outside of school.
Social Behavior Change in Nutrition, Hygiene and WASH Practices	CRS will adapt a simple, sustainable and scalable SBC curriculum in 347 schools, targeting healthy eating and lifestyle choices, handwashing, general hygiene and menstrual hygiene management for girls. The main components include the CHAST model, an interactive hygiene curriculum involving games, exercises and role plays that help children more fully grasp key issues related to nutrition, personal cleanliness and hygiene, and low-cost “nudge” approaches, or environmental cues that engage unconscious decision-making processes by changing the way choices are presented, in turn prompting behavior change.

¹ CRS’ current MOU will be updated to reflect SEDIS’ financial commitment to school feeding in Intibucá, as per agreements reached between CRS and SEDIS’ Vice-Minister during the development of this proposal, and as referenced in SEDIS’ signed letter of support.

As reference information for this evaluation, the baseline of the program for the department of Intibucá was carried out in June 2021 and in La Paz in June 2022 and the baseline results La Paz and the value for Intibucá with a combined project baseline are shown below:

Indicator	La Paz Baseline Value	Intibucá Baseline Value	Project Baseline Value
Percent of Students Demonstrating They Can Read a Grade-Level Text (Student/School Test)	40.1%	47.0%	43.5% ¹³
Average student attendance rate (classroom/school)	68%	68%	68% ¹⁴
Percentage of students in classrooms defined as "very attentive" using a scale that defines established criteria (custom)	70%	70%	70% ¹⁵
Percentage decrease in students who miss school days due to illness during the last month. (custom)	6.4% ¹⁶	8.9% ¹⁷	7.7%
Number of students enrolled in schools receiving USDA assistance	43,757 ¹⁸	51,177 ¹⁹	94,934
Volume of commodities sold by farms and firms receiving USDA assistance.	Not applicable	83.2 MT	83.2 MT ²⁰
Value of annual sales of farms and firms (Producer/ producer groups)	Not apply	61,603	61,603 ²¹
Number of schools using an improved water source	Not apply	890	890 ²²
Number of schools with improved sanitary facilities	Not apply	864	864 ²³

II. OBJECTIVES OF THE CONSULTANCY

A. General:

To assess progress in implementation during the first half of the MGDIII project and recommend mid-course corrections, if necessary.

B. Specific:

- Measure 44 outcome indicators and statistically compare the values of each indicator in the baseline and midterm evaluation.
- Answer evaluation questions related to relevance, coherence, effectiveness, efficiency, sustainability, and impact.

¹³ EDC Performance Test Data

¹⁴ Data from MGDII information system

¹⁵ Data from MGD Guatemala

¹⁶ Data from MGD survey baseline

¹⁷ Data from MGD information system

¹⁸ Data from the SACE-SEDUC information system

¹⁹ Data from MGD information system

²⁰ Data from MGD baseline results

²¹ Data from MGD baseline results

²² Data from MGD baseline results

²³ Data from MGD baseline results

- Document main lessons learned.
- Identify, discuss, and recommend mid-course corrections, if necessary.

III. SCOPE OF CONSULTANCY

A. Purpose

The purpose of the midterm evaluation is to assess progress toward achieving project goals—to critically and objectively review the implementing experience and the implementing environment, assess the relevance of the intervention, provide an early signal of the effectiveness and coherence of the interventions, document lessons learned, assess sustainability efforts to date, and recommend mid-course corrections, if necessary.

B. Audience and Key Stakeholders

The audience and key stakeholders for the midterm evaluation include: USDA and other U.S. Government donors; the Honduran Ministry of Education; the Ministry of Development and Social Inclusion; the Departmental and Municipal Authorities of Education in Intibucá and La Paz; CRS project team; and other key stakeholders in Intibucá and La Paz including school principals, staff, teachers, students, local community leaders, PTA members, and parents. All project stakeholders will have the opportunity to participate in the midterm evaluation in order to ensure a transparent process that is inclusive of various perspectives.

C. Midterm Report & Use of Findings

The midterm report will include a detailed description of the purpose of the evaluation, methodology, primary and secondary research, findings, lessons learned to date, and recommendations to address the findings and gaps. CRS will request the external evaluator to interview USDA, SEDUC, SEDESOL, SAG, SESAL officers, departmental and municipal offices of education in Intibucá and La Paz, and other key stakeholders, including project staff, school principals, teachers, students, local community leaders, PTA members and parents. Recommendations will indicate specifically how the project can use the findings for project improvement (with the use of participatory methods). The midterm report will be used to identify necessary adjustments for improving programmatic quality; to refine the phase out and phase over of activities in the sustainability plan; to document lessons learned; to improve accountability to project beneficiaries; and to provide important information to government and other key stakeholders to aid in policy decisions and advocacy efforts. CRS will report results from the midterm evaluation in joint public forums and learning events that CRS will cohost with other institutions that implement food-assisted education programs.

In general, the midterm report findings will be used to:

- Identify necessary adjustments for improving programmatic quality;
- Provide a participatory platform for improved capacity strengthening of CRS, partners and other stakeholders;
- Improve accountability to project beneficiaries;
- Provide timely donor reports; and,

- Provide important information to government and other key stakeholders to aid in policy decisions and advocacy efforts.

D. Dissemination Plan

CRS will submit the final midterm evaluation report to USDA for approval, which will be for public use and will be free of Personal Information and Identification (PII). It will also create a summary report for dissemination to key stakeholders including partners, SEDUC, the Ministry of Development and Social Inclusion, and the Departmental and Municipal Authorities of Education in Intibucá and La Paz. This summary report will highlight findings, lessons learned and recommendations that can be shared with both internal and external actors working in the education sector, thus contributing to the sustainability of project results and outcomes.

As part of sharing all lessons learned, findings and recommendations will be disseminated as follows:

Stakeholder	Key findings	Channel(s) of communication	Product(s)
USDA	<ul style="list-style-type: none"> • Quality of service • Learning agenda MGD • Key evaluation criteria 	<ul style="list-style-type: none"> • Final report • Meeting with lead researcher 	<ul style="list-style-type: none"> • Executive Summary • Final document
GOH (Local and National Level)	<ul style="list-style-type: none"> • Lessons learned • Best practices • Impact & Findings • Recommendations • Participants in the process 	<ul style="list-style-type: none"> • Dissemination meeting 	<ul style="list-style-type: none"> • Executive Summary • Final document
Community Members and Structures, Teachers and School Administrators	<ul style="list-style-type: none"> • Participants in the process • Impact & Findings • Lessons learned 	Dissemination meeting	<ul style="list-style-type: none"> • Executive Summary • Final document

It is expected that the key findings that have been determined in the previous table will respond to the information needs of each stakeholder. CRS is strongly committed to operational and programmatic excellence, which demands continuous improvement in our ability to document, analyze and apply learning at the project, sector and agency levels, and to share our reflections with stakeholders, practitioners and policymakers. As CRS places a high priority on learning activities and as part of this process the midterm evaluation report will be a learning product that will provide evidence for the learning agenda of both USDA and the project, specifically in the question.

"In what ways do the combination of school meal interventions and educational interventions improve education and literacy levels?" (Education/literacy, key question #1)

E. Methodology

1E. Evaluation Design

The consultant can consider the following elements for the design of the midterm evaluation, but

the elements suggested will be evaluated in conjunction with the consultant’s experience in evaluation and research.

Data evaluation methods and data collection tools from the midterm evaluation will be repeated and analyzed to detect statistical changes since baseline. This includes application of SEDUC official literacy assessments in second and sixth grades. In addition, the consultant ²⁴ Will collect further data on project sustainability, relevance, effectiveness, efficiency, impact and coherence,²⁵ as described in the following table. Specific questions for key stakeholders will be included in school observation checklists and interview guides to address each of these components.

It will be carried out a mixed-methods (quantitative and qualitative) performance evaluation, utilizing a non-experimental, pre-post design. The pre-post design will allow the consortium to determine whether statistically significant changes have occurred in results-level indicators by measuring and comparing baseline values to those same indicator values at midterm and final evaluations. A random sample survey will be conducted. Additionally, key informant interviews, focus group discussions, direct observations and other participative methods will be used to provide qualitative data. In addition, a thorough review of project reports will be incorporated into the analysis process.

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 entire process must be participatory, oriented to learning, and ensure an objective view of the results from the perspective of all parties and from the analysis of evidence in the field.

2E. Key Questions

The external evaluator will collect data on project sustainability, relevance, effectiveness, efficiency, impact and coherence, as described in the following table. Specific questions for key stakeholders will be included in school observation checklists and interview guides to address each of these components.

Criteria	Evaluation Questions - Intibucá
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²⁴ If feasible, at the time of contracting and based on successful past performance, CRS will hire the same external evaluators for final evaluations

²⁵ <https://www.oecd.org/dac/evaluation/daccriteriaforevaluatingdevelopmentassistance.htm>

Sustainability	<ul style="list-style-type: none"> • How do changes in the government's capacities, policies, procedures and priorities facilitate (or impede) sustainability? • Are those capacities, resources, linkages, and motivation changing for each of the program components? • To what extent did the private sector actively participate in the different interventions of the project level? • Are realistic funding scenarios in place for Honduran institutions to assume responsibility for school feeding in Intibucá? How does the educational support community plan and implement literacy-promotion activities in the absence of external resources? (Literacy) • What is the involvement of local actors in improving standards for food preparation and school infrastructure? (MCN)
Relevance	<ul style="list-style-type: none"> • Do project stakeholders (students, teachers, PTAs, parents and local officials) feel the project has met their needs? Why or why not? • How appropriate are project interventions for Intibucá's local culture and context?
Effectiveness	<ul style="list-style-type: none"> • To what extent have project interventions been effective in meeting output and outcome targets? • What factors have inhibited or facilitated the achievement of project goals, objectives and expected results?
Efficiency	<ul style="list-style-type: none"> • What results were accomplished using community inputs/support? What were the critical factors that allowed to provide those inputs? • To what extent have project resources (inputs) facilitated the results achieved?
Impact	<ul style="list-style-type: none"> • Has the project contributing to improve school-age children's literacy? Why or why not? • Has the project contributing to improve school-age children's health and dietary practices? Why or why not? • Have there been any positive or negative impacts in the target areas, besides the realization of the strategic objective-level results? If so, can these be addressed? How? If not, why not?
Coherence	<ul style="list-style-type: none"> • To what extent is the project intervention complementary with initiatives implemented by other CRS projects in Intibucá? (Internal coherence) • To what extent does the project intervention support education initiatives implemented by other organizations in Intibucá? (External coherence) • How well does the project design align with the SEDUC and SEDIS goals, objectives and strategies?
Criteria	Evaluation Questions – La Paz
Sustainability	<ul style="list-style-type: none"> • How do changes in the government's capacities, policies, procedures and priorities facilitate (or impede) sustainability? • To what extent could the private sector actively participate in the different interventions of the project level? • Are realistic funding scenarios in place for Honduran institutions to assume responsibility for school feeding in La Paz? How does the educational support community plan and implement literacy-promotion activities in the absence of external resources? (Literacy) • What is the involvement of local actors in improving standards for food preparation and school infrastructure? (MCN)
Relevance	<ul style="list-style-type: none"> • Do project stakeholders (students, teachers, PTAs, parents and local officials) feel the project could met their needs? Why or why not? •
Effectiveness	<ul style="list-style-type: none"> • To what extent could the project interventions be effective in meeting output and outcome targets?
Efficiency	<ul style="list-style-type: none"> • Which activities or programs has the community worked on to achieve outcomes that will contribute to education in the department of La Paz specifically around topics of school feeding, reading/literacy and WASH in schools? What were the critical factors that allowed to provide those inputs?

Impact	<ul style="list-style-type: none"> • Could the project contribute to improved school-age children's literacy? Why or why not? • Could the project contribute to improved school-age children's health and dietary practices? Why or Why not?
Coherence	<ul style="list-style-type: none"> • To what extent could project interventions be complementary with initiatives implemented by other CRS projects in La Paz? (Internal coherence) • To what extent could project interventions support education initiatives implemented by other organizations in La Paz? (External coherence) • How well does the project design align with the SEDUC and SEDIS goals, objectives and strategies?

CRS will ask the evaluator to code and analyze qualitative data, in addition to triangulation with ongoing monitoring data, in order to track and measure progress toward the established targets for each project result and activity. The indicators used to measure advances in activities and results are defined in the performance indicator table. Key stakeholders on local, regional and national levels will provide relevant information and feedback on project results. CRS will present all final project results on a national level to help inform national education policy.

3E. Data Collection Methods and Sources of Data

Led by an external evaluator (preferably the same entity for all evaluation events), cross-sectional data will be gathered at midterm evaluation (and repeated at final evaluations) complemented with qualitative data from focus groups and key informant interviews. In order to maintain comparable data between baseline, midterm and final evaluations, CRS will use a standard set of data collection methods and tools in all three measurements. These include the standardized national literacy assessments in second and sixth grades, complemented by observational checklists and interviews with participants to collect all the necessary additional data related to each of the performance indicators.

The midterm evaluation will measure the indicators annex (see table of indicators).

CRS will annex its internal COVID-19 guidance to the midterm evaluation ToR (see Appendix C) and request that it be followed by the external evaluator and any third-party data collection firms.

Additional instruments that will be administered are described in the following table.

Tool	Participant Type	Content Overview
Quantitative		
Survey	Students	Standardized national literacy assessments in second and sixth grades: phonological awareness, phonics, alphabet knowledge, name-writing, narrative language, vocabulary and grammar.
	School administrators	To inquire about specific information on the indicators related to Increased Access to Clean Water and Sanitation Services
	Members of producer organizations	Types of assistance received, production, delivery and distribution costs, value and volume of annual sales of farms, application improved management practices or technologies benefits obtained.
Direct observation checklists	Students	Observations will evaluate the implemented by the project through a checklist emphasizing attentiveness

Secondary data	SEDUC, SEDESOL, SESAL, SAG official documents	Secondary data will help to review the departmental, national context in aspects of education, nutrition, school feeding, climate, etc. that help in the analysis of the final evaluation. Special care will be taken with the secondary data, it will be considered if it comes from reliable sources.
Qualitative		
Focus group	Members of community groups	Capacity strengthening (food handling, nutritional content), timeliness of distribution, organizational strengthening needs, access to food with high nutritional value, challenges for sustainability.
	School network administrators	Challenges for distribution and delivery on time, parent's participation and organizational strengthening needs, challenges for sustainability.
	Members of producer organizations	What are the farmers' perceptions of the interventions? What are challenges for production and sustainability?
KIIs	Representatives of organizations in the intervention area a KII with USDA staff will also be included	Will focus on the MGD intervention strategy and its effectiveness in improving education, school feeding and sustainability. the KII for USDA should be done before data collection begins.

Participatory Methods: With the use of participatory methods, CRS will inquire the experience of the Key stakeholders involved in the project, generating a creative process of reflection and analysis on the attitudes and practices carried out, promoting critical thinking, tolerant listening, self-awareness, respectful dialogue and debate. A diversity of views will be sought and recognized, including: USDA, SEDUC, SEDESOL, SAG, SESAL officers, departmental and municipal offices of education in Intibucá and La Paz, including project staff, school principals, teachers, students, local community leaders, PTA members and parents, key vulnerability groups and private sector businesses involved in the project. Given the ambitious sustainability goals of MGD III, the focus will be on ensuring stakeholder capacity for analysis and problem-solving through a process that builds commitment to implementing any recommended corrective actions or best practices.

CRS will use participatory methods during the midterm evaluation to:

- Validate the objectives of the evaluation, including what will be measured, how and by whom.
- Data collection will use community surveys, interviews, group tools (e.g. focus groups, systems mapping, role reversals, feedback sessions) and visual exercises (e.g. Venn diagrams, matrix scoring, timelines).
- During data analysis CRS will involve various categories of program stakeholders in the critical analysis of successes and constraints and the formulation of conclusions and lessons learned. In addition, data will be disaggregated by vulnerable groups, gender or other characteristics.
- For those groups that cannot participate in data analysis, CRS will share analyzed information and co-define actions to be taken based on findings.

Other data collection considerations:

limitations associated with the planned methodology	Mitigating Measures
Data collection errors	The consultant will use digital data collection tools to reduce risk of errors by building in data validation conditions in questionnaires. The consultant will train enumerators on use of the digital tool in addition to questionnaire content prior to use.
Beneficiaries do not wish to share information.	CRS will ensure enumerators are trained in building rapport (soft skills) in addition to training on digital tool and questionnaire content, including how to obtain informed consent. This will help promote trust between participants and CRS/partners.
Limited interactions due to COVID-19	The manual on the protocol for carrying out MEAL activities in the context of the COVID-19 emergency will be shared so that the pertinent recommendations and reduce risk of COVID-19 transmission during data collection are followed.

To minimize errors in survey data, consultant staff will conduct checks on consistency and effectiveness. Staff will check consistency by downloading and reviewing data entered at the end of each day. Staff will check for coherence of data, unrealistic data, and adherence to validation rules. Staff will check the effectiveness of data collection by randomly selecting a small number of respondents from each enumerator and ensuring that these respondents were actually surveyed. Supervisors will also lead daily debriefs for enumerators to discuss challenges and identify potential solutions.

4E. Sampling Strategy

A two-stage cluster sampling approach will be used to select respondents for the quantitative surveys (Table 3). In the first stage, schools or producer groups will be randomly selected as clusters and then students, teachers, school feeding committee members, cooks, or producers will be selected at the second stage. Within each school, the school administrator will be interviewed as well. The identified indicators were found to require the largest sample per respondent type, hence not all outcome-level indicators are in the table. Sample sizes were calculated using equations (6), (19) and (22) for clustered continuous, non-clustered binary and clustered binary outcomes, respectively, in McConnell and Vera-Hernandez (2015), using the standard 80% power and 5% significance level. Table 3 reflects the minimum sample size needed; somewhat larger (5- 10%) samples will be collected in case some data becomes unusable due to error. Some indicators were converted to percentages so that changes in average effects can be detected over the life of the project, but it is worth mentioning that for reporting purposes,

MGD standard indicators 4, 19, 6, 20 will be reported as numbers (in FAIS and in the baseline report). Given that the average student attendance rate across schools requires a census to measure the 3% change targeted, it is not included in Table 3 and a headcount will be done in all project schools and classrooms at baseline. After baseline, the target and sample size required for this indicator will be revisited:

Indicators of interest (Individual/ Cluster)	Estimated Baseline		LOP Target	ICC	Cluster * Individual	Total sample size
MGD 1 Percent of students demonstrating they can read grade level text (Student test/ school)	43.5%	Datos de las Pruebas de Marzo	51.8%	0.131 ^a	156 * 30	4,680 ^b students
MGD 2 Average student attendance rate (Classroom/school)	68%	Se esta levantando por el proyecto	83%	0.74 ^c	220 * 4	880 classrooms
LRP 7 Average value of annual sales of farms and firms (Producer/ producer groups)	\$61,603 ^d		\$ 476,634	0.09 ^e	10 * 1	10 producers organizations
Percent of students in the classrooms defined as "very attentive" using a scale that defines established criteria (custom)	70%		85%	0.74	220 * 4	880 ^f classrooms
LRP 8 Volume of commodities sold by farms and firms receiving USDA assistance.	83.2		1,460	0.09 ^e	10 * 1	10 producers ^h
Percent decrease of students who miss school days due to illness during the last month. (custom)	8.95%		4%	0.74 ^c	220 * 4	880 ⁱ classrooms
	Project records will be considered for the measurement of the following indicators.					
	Percent of schools with a School Feeding Committee with varied and culturally acceptable meals (School feeding committees) (custom)					571 School
	Number of enrolled beneficiaries who drop out due to migration to the U.S. and other countries (custom)					880 classrooms
	MGD 4 Number of teachers/educators/teaching assistants in target schools who demonstrate use of new and quality teaching techniques or tools as a result of USDA assistance					2040 teachers
	MGD 6 Number of school administrators and officials in target schools who demonstrate use of new techniques or tools as a result of USDA assistance					510 administrators
	MGD 9 Number of students enrolled in schools receiving USDA assistance					100% ^j School
	MGD 19 Number of individuals who demonstrate use of new child health and nutrition practices as a result of USDA assistance					1200 community members
	MGD 20 Number of individuals who demonstrate use of new safe food preparation and storage practices as a result of USDA assistance					11000 PTA and SMC members
	MGD 27 Number of schools using an improved water source					890 ^g School
	MGD 28 Number of schools with improved sanitary facilities					864 ^g School

	<p>^a Value from midterm evaluation of Honduras' MGD-II.</p> <p>^b The finite population correction factor has been applied, as the initial calculated sample size was greater than 5% of 5,900, the anticipated number of enrolled second-graders at baseline.</p> <p>^c Value from baseline study of Sierra Leone's CRS-implemented McGovern-Dole project (Phase 4). Applicable standard deviation was 0.44.</p> <p>^d Value from baseline study of Honduras' FY18 LRP project. Standard deviation (\$2,485) based on scale (~3.5 times control average) found in Ring et al. (2017).</p> <p>^e Brooks and Donovan (2018)</p> <p>^f It will be carried out in the same classrooms as indicator MGD 2</p> <p>^g The project already has records of these schools from a list used by SEDUC, surveys will be conducted with the directors to confirm that they meet the criteria according to the PMP</p> <p>^h the same groups of producers of the indicator LRP 7 will be considered and the final records of the LRP project will be reviewed</p> <p>ⁱ It will be carried out in the same classrooms as indicator MGD 2</p> <p>^j The most updated registration record will be reviewed according to the project records</p>
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Note: The consultant may define a representative sample to measure various indicators according to the type of participants and for more information see the annex.

In addition to quantitative methods to measure progress against indicators, CRS will use complementary qualitative methods, including focus group discussions, interviews, and participatory methods to triangulate data and ensure that all segments of the beneficiary population can provide feedback and input.

Qualitative methods	Type of stakeholder	Details
Focus group	Members of community groups	At least 7 focus groups with leaders of the community groups. Which are representatives of the 7 areas (4 Intibucá and 3 La Paz).
	School network administrators	At least 7 focus groups with School network administrators. Which are representatives of the 7 areas (4 Intibucá and 3 La Paz).
	Members of producer organizations	8 focus groups that include leaders of members of producer organizations (only Intibucá).
KIIs	Representatives of organizations in the intervention area	At least 15 interviews in each department, with key people will be conducted, includes people representing the secretary of education at the departmental level, other projects present in the area, national school feeding program and others that are relevant. including the person representing USDA in the country.

Note: Data collection forms should collect only the information that needs to be known, to minimize the collection of personally identifiable information.

5E. Ethical Standards

- The consultant is expected to follow American Evaluation Association's Guiding Principles for Evaluators (<http://www.eval.org/p/cm/ld/fid=51>).

- The consultant should take into consideration the different individuals participating in the evaluation, both adults and children, and specify steps that will be taken to ensure informed consent, confidentiality, and protection of minors. Please refer to Annex G, CRS' Protection Policy and Guidelines for Interviews, for more information on this topic.

6E. Data Analysis Procedures

CRS requires the external consultant to provide support for the following activities:

6E.a. Collect Information: the external consultant will utilize a variety of methods to collect information to measure the indicators according to the project performance monitoring plan:

- Quantitative: - Review MGD III baseline Project evaluation Report (see Annex F), MGD III Plan of Operations and Performance Monitoring Plan to assess progress for results indicators. This analysis will be used to generate points of emphasis for understanding challenges, barriers and successes. These points of emphasis will also be used to construct key actor questionnaires.
- Qualitative - Conduct key informant interviews to generate inputs for understanding perceptions of the importance of education and include questions that provide key informant with opportunities to discuss project sustainability.

6E.b. Review of the national academic performance results: the external consultant will coordinate to obtain the results of the national literacy test to measure the appropriate indicators.

6E.c. Create and manage Database: For quantitative tabulation, the consultant should use recognized software such as the Statistical Package for the Social Sciences (SPSS), STATA, or other statistical software package. The analysis of qualitative information must be based on the variability and uniqueness of responses, using software for consolidation of qualitative information (e.g., Atlas Ti).

6E.d. Create Analysis Plan: The consultant will develop and document an analysis plan to calculate the specific required indicators of the project; the analysis of data collected must be completed according to the indicator definitions required in the Project Performance Monitoring Plan, including the relevant disaggregations.

IV. EXPECTED PRODUCTS

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- Design and methodology of the study program approved by the CRS Honduras and support staff at headquarters. Include a data quality assurance plan.
 - Data collection instruments approved by CRS and Partner Staff.
 - Work plan with established critical path for the realization of the different activities to be implemented in the baseline.
 - Provide daily check-ins with appropriate technical project staff at CRS, COCEPRADII, Feed the Children and ASOMAINCUPACO regarding methodological issues, results, and troubleshooting for difficulties.
 - The Consultant will lead a first draft review workshop with CRS and its partners to identify

information gaps that have yet to be addressed. The Consultant will be responsible for incorporating all products from the workshop into the final English version.

- Draft Report of the results of the midterm evaluation in English and Spanish for it to be reviewed by CRS. Evaluation Report in English and Spanish, including qualitative and quantitative aspects in hard and electronic color copy delivered to CRS. CRS will be responsible for deliver one copy to all project stakeholders. Suggested as important elements in the report include the follow sections:
 - A 2-3 page stand-alone brief describing the evaluation design, key findings and other relevant considerations. This will serve to inform any interested stakeholders of the midterm evaluation and should be written in language easy to understand by non-evaluators and with appropriate graphics and tables Introduction and Purpose.
 - Project Context; Project Description; Results Framework
 - Evaluation Design
 - Methodology (each design phase detail:)
 - Sampling methods
 - Data Collection Methods
 - Data Analysis Methods
 - Evaluation Limitations
 - Analysis of the indicators
 - Analysis of the project from the perspectives of USDA, CRS, Partners, School Administrators, Teachers, Parents, and Children.
 - Conclusions and relevant findings (the conclusions from the report should be substantiated by findings consistent with data collected and methodology used and ultimately answer the evaluation questions)
 - Lessons learned
 - Recommendations (the recommendations, and that they must be: Specific and actionable, prioritized to the extent possible, include responsibilities and a timeframe for their implementation and consider gender and other intersectional issues, as relevant).
 - Annexes
 - Bibliography
 - Scoreboard with existing situation in the midterm evaluation.
 - Chart calculation of indicators.
 - Instruments used: surveys, interviews among other formats.
 - Table of indicator data (including targets and actuals)
 - Results Framework (if not included in body of text)
 - Terms of Reference/Statement of Work for the evaluation
 - Conflict of Interest statements (if needed)
 - 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.

It is suggested that the content of the report be a maximum of 30 pages (not counting the annexes).

- Database of the information collected: entire database, data dictionary, as well as constructs for coding and analysis (the dataset needs to be in a non-proprietary format /.csv, .xlsx)

- The consultant will be responsible for delivering a version of the report that can be posted publicly (with all personally identifiable information (PII) removed or replaced – as well as any proprietary information), taking as reference the Guidance for Reviewing Personally Identifiable Information (PII) in Project Evaluations. Final versions of evaluation reports ready for publication should be accessible to persons with disabilities. For guidance on creating documents accessible to persons with disabilities, please see the following resources: <https://www.section508.gov/create/documents>; <https://www.section508.gov/create/pdfs>”
- Note that using the standard USDA template will help with this.
- Dissemination workshop for sharing result with authorities from USDA, CRS, COCEPRADII, Feed the Children, EDC, ASOMAINCUPACO, Ministry of Education and Ministry of Health. The results will be disseminated after the approval of the report and will be done remotely to include key personnel and representatives of the organizations.
- Webinar for CRS education community, to be organized by CRS and presented by the consultant, to share midterm evaluation design/methodology, results, and lessons learned.
- Report identifying successful experiences for further follow-up and documentation by CRS and Partner Staff.

The Consultancy will be for the midterm evaluation, with an offer to conduct the Final Evaluation contingent upon performance.

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 MGD 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.

V. COMMITMENTS

A. CRS Honduras and Partner 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, previous evaluation report. Additional details will be discussed with the consultant.
- Pay in accordance with CRS and USDA policies based upon agreed product costs and schedule as established in the contract with the consultant.
- Guide and monitor the timely execution of the midterm 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.

B. Consultant Commitments

- Follow the guidelines set forth in the terms of reference of this consultancy and working arrangements with the MGD Chief of Party.
- Inform and act in consensus and coordination with MGD III teams: CRS, EDC, COCEPRADI, Feed the Children and ASOMAINCUPACO, as well as any local enumerators contracted.
- 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. (This can be discussed depending on the current context due to the COVID-19 situation and any travel restrictions).
- 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.

In addition, the following table includes the roles and responsibilities of the personnel that will be involved in the midterm evaluation process:

Roles & Responsibilities

<i>External Consultants</i>	Conduct the midterm evaluation. Organizing the training venue, train field teams on data collection. Carry out participatory planning session and data collection activities. Getting enumerators to the study sites. Developing data collection forms, ensure device availability, Document methodology and midterm evaluation data collection processes
<i>Country Program MEAL Manager</i>	Develop the evaluations ToRs and coordinate the development of the project midterm evaluation. Also, supervise the external consultant's work, including the development of evaluation and research tools, the data collection process, information analysis, and report writing. The MEAL Manager is outside the management of the project, this will help to guarantee the evaluation is independent.
<i>Project MEAL Staff (Project MEAL Manager)</i>	Support the development of the project midterm evaluation. Provide the information required and coordinate the logistics with the partners. (<i>ICT4D Officer and MEAL Officers.</i>) Also, will manage the project's ICT4D information system, ensuring data quality, collecting evidence and sharing data and information.
<i>CRS Partners</i>	Provide logistical support and contact key stakeholders to participate in the evaluation process.
<i>Chief of Party and Head of Programming</i>	Supervises all processes and serves as the official contact with CRS and USDA headquarters. Manages the dissemination of finding to partner and stakeholders, adjust project interventions as necessary according to findings and recommendations.
<i>HoP, RTA for MEAL, and HQ MEAL TA for USDA</i>	In alignment with CRS' MEAL Policies and Procedures, other CRS global and regional MEAL staff will provide oversight for the development and review of the terms of reference and reports for the project midterm evaluation. This staff is independent from project implementation and works separately from project staff. The HoP will be responsible to ensure the independence and impartiality of the midterm evaluation process and reporting.

<i>Community involvement</i>	Key stakeholders, including national- and local-level SEDUC authorities, school principals, teachers, PTAs and community leaders will be consulted and/or involved in the design, data collection, analysis and distribution of key results.
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VI. SUPERVISION AND WORKPLACE

The consultant will receive technical and supervisory support throughout the process from the CRS MEAL team in Honduras, with coordination from local partners and regional Technical support.

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 and 19 municipalities of La Paz where the MGD project is being implemented.

VII. CONSULTANT QUALIFICATIONS AND EXPERIENCE Professional Profile:

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

Experience

- Experience in education and agricultural development project evaluations
- At least five years of Supervisory Experience with demonstrated capacity to lead teams in meeting goals and objectives.
- Knowledge and experience in survey and sampling design
- Experience managing complex and multi-sector evaluations
- Knowledge of impact evaluation, especially in the education sector
- Knowledge of the education sector, especially basic education in the development context including school feeding programs, particularly in Honduras
- Experience in conducting evaluation surveys of a similar nature preferably for McGovern-Dole projects

Competencies:

- Excellent verbal and written communication skills in English and Spanish.
- Knowledge and experience in working with organized community groups.
- Ability to work with actors from both the public and private sector.
- Ability to work under pressure and meet agreed upon objectives and goals according to stipulated agreements.

VIII. CRITERIA FOR TECHNICAL PROPOSALS

CRS and its partners will nominate a Review Commission which will evaluate the different

proposals based on these terms of reference. The Commission will then submit a recommendation to Human Resources for the consultant who has prepared the most qualified proposal. The criteria are:

No	CRITERIA	%
1	Resume/ CV for the institution and proposed consulting personnel	20%
2	Relevant experience in project assessment	20%
3	Technical Proposal	40%
4	Cost Proposal	20%

ix. TIMELINE

Table. 4 Midterm Activities for Intibuca and La Paz Departments together	
Date	Midterm evaluation Activities
May, 2023	Submit ToR to USDA for review and approval
May, 2023	Receive USDA approval
Jul, 2023	Publish ToR
Aug, 2023	Receipt of proposals
Aug, 2023	Identify external consultant
Sep, 2023	Award of contract
Oct, 2023	Work planning
Oct – Nov, 2023	Conduct study, including stakeholder input
Dec, 2023	Draft midterm evaluation report submitted to CRS
Dec, 2023	Review of CRS
Jan, 2024	Revised report due from the consultant
Jan, 2024	Submission of final midterm evaluation report to USDA
Feb, 2024	Discuss actions to address findings and recommendations with USDA
Feb, 2024	Final submission of the referral report to USDA (after addressing any USDA comments).
March, 2024	Report on implementation of follow-up actions

X. CONSULTANCY COSTS

The Consultant proposal must include all the details that respond to the terms of reference. 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 including any needed personnel, 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 or any type of taxes applicable according to Country.

Consulting payments will be made in accordance with the Implementation Phases and 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.

XI. PRESENTATION OF OFFERS

The submission of technical and financial proposals must be submitted in digital form in English to **Heidy Garcia** heidv.garcia@crs.org **no later than XXX**. The technical proposal should address all the above criteria and the financial proposal should include a breakdown of all costs.

Annexes:

Annex	Document	Description
A	MGD Program Results Framework	Diagram that gives a snapshot of the objective, results and activities of the project from goal through outputs.
B	Performance Monitoring Plan (PMP)	PMP: Table listing objectives, indicators, measurement methods/data sources, frequency of collection, person responsible, means of analysis and use of information.
C	Internal COVID-19 guidance	This guide contains the protocol stipulated by CRS to carry out MEAL actions in the context of COVID 19
D	Baseline report of Intibucá and La Paz	Details of baseline results.
E	Indicator Tracking Table	Scoreboard with existing comparative situation with the baseline and mid-term indicators.
F	CRS' Protection Policy and Guidelines for Interviews	CRS guide to prevent and minimize any unintended negative effects of interviews, photographs or videos and the resulting exposure which can increase people's vulnerability to physical, psychological and societal risks.
G	Evaluation plan	This document includes the design of the project evaluation and research processes, it is the guide approved by the donor
H	USDA M&E Policy, and indicators and definitions and USDA report template	These documents include USDA guidelines for conducting monitoring and evaluation processes.
I	table of indicators for measurement	This document contains the measurement parameters of each of the project indicators.
J	Guidance for Reviewing Personally Identifiable Information (PII) in Project Evaluations	The objective of this document is to provide guidance for the review and remediation of PII in project evaluations conducted under the Food for Progress (FFPr), McGovern-Dole International Food for Education and Child Nutrition (McGovern-Dole), and the Local and Regional Procurement (LRP) Programs.

Annex J

#	Performance Indicator	Requirement	Sample	Methods/Data Sources
1	Percent of students who, by the end of two grades of primary schooling, demonstrate that they can read and understand the meaning of grade level text	Consultant measurement required	Obtain a sample of 4680 2nd grade students from Intibucá and La Paz Compare 289 schools that have different interventions in the case of the department of La Paz	Intibucá and La Paz student performance test results
2	Number of individuals participating in USDA food security programs	Project databases required	No sample required	Project data
3	Number of individuals benefiting indirectly from USDA-funded interventions	Project databases required	No sample required	Project data
4	Number of schools reached as a result of USDA assistance	Project databases required	No sample required	Project data
5	Number of individuals who demonstrate use of new child health and nutrition practices as a result of USDA assistance	Consultant measurement required	Obtain a sample of the 1,200 members of the community, which are: pregnant women, lactating women, caregivers of children under 5 years of age and women of reproductive age, and school feeding committees (mothers and fathers who form the committees support for school feeding)	Observation Community members include: pregnant women, Lactating Women, Caregivers of Children under 5 and Women in Reproductive age, and school feeding committees (mothers and fathers who make up the school feeding support committees)
6	Number of teachers/educators/teaching assistants in target schools who demonstrate use of new and quality teaching	Consultant measurement required	Obtain sample 2040 trained teachers, educators and teaching assistants	Observation and interview on the techniques or tools to be evaluated, the techniques or tools to be evaluated are: • Incorporation of a balanced approach in the teaching /

#	Performance Indicator	Requirement	Sample	Methods/Data Sources
	techniques or tools as a result of USDA assistance			<p>learning processes, including the direct teaching model.</p> <ul style="list-style-type: none"> • Appropriate use of teaching materials. • Sufficient time devoted to learning. • Assessment of learning progress and adequacy of teaching. • Favorable classroom environment. <p>Note: The method of collection and measurement of this indicator is subject to change according to donor guidelines.</p>
7	Number of school administrators and officials in target schools who demonstrate use of new techniques or tools as a result of USDA assistance	Consultant measurement required	Obtain a sample of 510 trained education administrators and officers	<p>Observation and interview on the techniques or tools to be evaluated, the techniques or tools to be evaluated are:</p> <ul style="list-style-type: none"> • Pedagogical accompaniment and feedback to teachers. • Monitoring of: a) the quality of instruction and school management; b) appropriate use of teaching materials; c) processes of formative evaluation and adaptation of teaching. <p>Note: The method of collection and measurement of this indicator is subject to change according to donor guidelines.</p>
8	Percent of students in the classrooms defined as "very attentive" using a scale that defines established criteria	Consultant measurement required	Obtain a random sample with students and teachers in 880 classrooms in 140 schools	Observation based on the MGD Guatemala tool
9	Average student attendance rate in USDA supported classrooms/schools	Consultant measurement required	<p>Obtain sample of students in 880 classrooms</p> <p>MEAL team will raise in March and September, the consultant must make a sample in the evaluation</p>	The data will be collected on "typical" school days where attendance levels are expected to realistically reflect students' attendance.
10	Number of individuals trained in Health & Hygiene Practices as a result of USDA assistance	Project databases required	No sample required	Project data

#	Performance Indicator	Requirement	Sample	Methods/Data Sources
11	Number of individuals who demonstrate use of new safe food preparation and storage practices as a result of USDA assistance	Consultant measurement required	Obtain the sample of 11,000 members of the PTAs and School Meals Committees	Through observations and interviews, PTAs and School Meals Committees member who have successfully completed the training with USDA support will demonstrate the use of at least one new practice in their standard practices or procedures related to safe food preparation and storage. Practices - Proper stacking, storage and handling of food - Accounting for commodity receipt and distributions using stack cards and related efforts to maintain commodity quality and prevent loss and damage. - Hygienic and sanitary meal preparation in accordance with nutritional guidelines, regional culture and local diet; - Proper cleaning and disinfection of all food preparation tools, utensils and dishes prior to use - Mandatory hand washing before cooking and eating - Ensuring adequate school warehouse standards
12	Number of individuals trained in safe food preparation and storage as a result of USDA assistance	Project databases required	No sample required	Project data
13	Number of individuals trained in child health and nutrition as a result of USDA assistance	Project databases required	No sample required	Project data
14	Number of schools using an improved water source	Consultant measurement required	The databases will be provided and the consultant will analyze the schools with improved water sources.	Through an interview guide to consult the school administrator will include questions related to improved water sources
15	Number of schools with improved sanitary facilities	Consultant measurement required	The databases will be provided and the consultant will analyze the schools with improved water sources.	Through an interview guide to consult the school administrator will include questions related to improved sanitation facilities

#	Performance Indicator	Requirement	Sample	Methods/Data Sources
16	Number of children under five (0-59 months) reached with nutrition-specific interventions through USDA-supported programs	Project databases required	No sample required	Project data
17	Number of children under two (0-23 months) reached with community-level nutrition interventions through USDA-supported programs	Project databases required	No sample required	Project data
18	Number of pregnant women reached with nutrition-specific interventions through USDA-supported programs	Project databases required	No sample required	Project data
19	Number of students receiving deworming medication(s)	Project databases required	No sample required	Project data
20	Number of individuals (children, pregnant or lactating women) receiving vitamins and minerals	Project databases required	No sample required	Project data
21	Number of schools that received food prep and storage tools and equipment provided as a result of USDA assistance	Project databases required	No sample required	Project data
22	Number of teaching and learning materials provided as a result of USDA assistance	Project databases required	No sample required	Project data
23	Number of schools receiving literacy instruction materials, (materials from the Basic National Curriculum Design - DCNB)	Project databases required	No sample required	Project data
24	Number of teachers/educators/teaching assistants trained or certified as a result of USDA assistance	Project databases required	No sample required	Project data
25	Number of school administrators and officials trained or certified as a result of USDA assistance	Project databases required	No sample required	Project data
26	Quantity of take-home rations provided (in metric tons) as a result of USDA assistance	Project databases required	No sample required	Project data
27	Number of individuals receiving take-home	Project databases required	No sample required	Project data

#	Performance Indicator	Requirement	Sample	Methods/Data Sources
	rations as a result of USDA assistance			
28	Number of daily school meals (breakfast, snack, lunch) provided to school-age children as a result of USDA assistance	Project databases required	No sample required	Project data
29	Number of school-age children receiving daily school meals (breakfast, snack, lunch) as a result of USDA assistance	Project databases required	No sample required	Project data
30	Number of USDA social assistance beneficiaries participating in productive safety nets	Project databases required	No sample required	Project data
31	Number of individuals participating in USDA food security programs that include an LRP component	Project databases required	No sample required	Project data
32	Number of schools reached with LRP activities as a result of USDA assistance	Project databases required	No sample required	Project data
33	Percent of schools with a School Feeding Committee with varied and culturally acceptable meals (School feeding committees)	Consultant measurement required	Obtain a random sample of 571 schools in Intibucá that have been benefited with fresh food.	Surveys to School Meals Committees Revision of the School Feeding Committee logs to verify the existence of school menus and the type of foods included in the recipes
34	Volume of commodities sold by farms and firms receiving USDA assistance.	Consultant measurement required	10 producers organizations	Surveys producers where sales information is included In addition, a review of the project's procurement record will be mad
35	Value of annual sales of farms and firms (Producer/producer groups)	Consultant measurement required	10 producers organizations	Surveys producers where sales information is included In addition, a review of the project's procurement record will be mad
36	Percent decrease of students who miss school days due to illness during the last month.	Consultant measurement required	Obtain a random sample with students and teachers in 880 classrooms in 140 educational centers	Surveys to teachers Attendance reports from the school administrator/teacher.

#	Performance Indicator	Requirement	Sample	Methods/Data Sources
37	Number of educational facilities (i.e. school buildings, classrooms, improved water sources, and latrines) rehabilitated/constructed as a result of USDA assistance	Project databases required	No sample required	Project data
38	Number of students enrolled in schools receiving USDA assistance	Project databases required	No sample required	Project data
39	Number of Honduran government authorities that participated in coordination meetings to implement activities of sustainability	Project databases required	No sample required	Project data
40	Number of policies, regulations, or administrative procedures in each of the following stages of development as a result of USDA assistance.	Project databases required	No sample required	Project data
41	Value of new USG commitments, and new public and private sector investments leveraged by USDA to support food security and nutrition	Project databases required	No sample required	Project data
42	Number of public-private partnerships formed as a result of USDA assistance	Project databases required	No sample required	Project data
43	Number of Parent-Teacher associations (PTAs) or similar school governance structures supported as a result of USDA assistance	Project databases required	No sample required	Project data
44	Number of enrolled beneficiaries who drop out due to migration to the U.S. and other countries.	Consultant measurement required	Obtain a random sample with students and teachers in 880 classrooms in 140 educational centers	Surveys to teachers In addition, a review of the project's record will be made

ATTACHMENT No. 2

Quantitative information collection instruments

Catholic Relief Services CRS
Programa Internacional Alimentos para la Educación y Nutrición Infantil

ENCUESTA A DIRECTORES

INSTRUMENTO No.
1

CONSENTIMIENTO INFORMADO

Actualmente el proyecto MGD se encuentra en su fase III y busca conocer la percepción de los directores sobre el impacto del Programa en las escuelas, los docentes y el sistema escolar. Agradecemos su valiosa colaboración

¿Está de acuerdo en participar?

Si

No

INFORMACIÓN DEL CENTRO EDUCATIVO Y ENCUESTADO

1. Fecha: _____
2. Departamento: _____
2. Municipio: _____
3. Nombre del centro educativo: _____
4. Código de SACE: _____
5. Tipo de centro: Pre Básica ____ Básica ____ Media ____
6. ¿Cuál es su nombre completo? _____
7. Sexo de la persona encuestada F ____ M ____
8. ¿Cuántos años tiene trabajando en el sistema educativo? ____
- 9 ¿Qué grado o grados está atendiendo usted en la escuela? ____

ESTADÍSTICAS

10. ¿Cuál es la matrícula total del centro educativo por sexo?

Niñas ____ Niños ____ Total ____

11. ¿Cuál es la asistencia total del centro educativo por sexo el día de hoy?

Niñas ____ Niños ____ Total ____

12. Según su opinión, ¿Cuáles son los principales factores que causan que los niños no asistan a clases? (puede marcar más de una causa)

Los pocos recursos económicos de los padres o tutores.

La gran distancia entre la casa y la escuela

Falta de útiles escolares

Poco interés de sus padres o tutores en que asista a clases.

Trabajo infantil

Enfermedad estomacal u otras derivadas malos hábitos de higiene.

Enfermedades debido a mala calidad de agua que consumen.

La falta de merienda escolar

Inseguridad en la zona escolar

Problemas de los hogares (separación de los padres)

Niños que no viven con sus padres

Emigran a otros países

Ninguno

Otros, indique cuáles otros factores: _____

13. ¿Durante el año se han realizado campañas de desparasitación?

Si ____ No ____

14. Si su respuesta es afirmativa, ¿Cuántas campañas han realizado este año? ____

MERIENDA ESCOLAR

15. ¿Está organizado el Comité de Alimentación Escolar?

Si ____ No ____

16. ¿Considera que la merienda escolar ha sido variada durante el presente año escolar?

Si ____ No ____

17. ¿Considera que la merienda escolar ofrece alimentos apropiados para la cultura local?

Si ____ No ____

18. Según su criterio, ¿Qué eslabón o eslabones de la cadena de suministro de merienda es la más débil en su escuela? (puede marcar más de una opción)

Recepción de la merienda.

Distribución de la merienda a centros educativos

Almacenamiento de los alimentos

Entrega de la merienda a las familias.

Preparación de la merienda en la escuela.

Otro, indique: _____

FUENTE DE AGUA

19. ¿Cuál es la principal fuente de agua de la escuela?

- a. Del sistema de agua local por tubería
- b. De un manantial o río
- c. De pozo natural
- d. De un proyecto comunitario de agua/saneamiento
- e. Sin acceso al agua
- f. Grifo público - Tubo Vertical
- g. Pozo entubado/perforado

h. Pozo excavado

i. Camiones cisternas de agua

j. Agua en contenedores o embotelladas

k. Otro (especifique): _____

20. ¿Realiza el centro educativo alguna acción para tratar/filtrar el agua?

Si _____

No _____

21. Si su respuesta es afirmativa, ¿Qué tipo de tratamiento realiza al agua?

a. Filtros _____

b. Tanques de tratamiento _____

c. Agua clorada _____

d. Pastillas de tratamiento _____

e. Otro (especifique): _____

22. Durante los últimos años, ¿Ha recibido apoyo el centro educativo para mejorar su fuente de agua?

Si _____ No _____

23. Si su respuesta fue afirmativa, ¿De parte de quien ha sido el apoyo para mejorar la fuente de agua mejorada?

a. MGD (CRS, COCEPRADII)

b. Otras ONG: Especifique

c. De la municipalidad

d. Del Gobierno

INSTALACIONES SANITARIAS

24. ¿Qué tipo de infraestructura sanitaria hay disponible en el centro educativo?

(Marque todas las opciones que existan)

a. Baños – Duchas _____

b. Estaciones de lavado de manos _____

- c. Lavamanos ____
- d. Inodoros ____
- e. Casetas de Baños ____
- f. Letrinas ____
- g. No existe ninguna de las anteriores en la escuela ____

25. En el caso de que existan letrinas, ¿Qué tipo de Letrinas están instaladas en el centro educativo?

(Marque todas las opciones que existan)

- a. Letrina con plataforma y poza séptica ____
- b. Letrina mejorada con pozo integrado ____
- c. Letrina abonera compostable ____
- d. Letrina de cubeta sin caseta ____
- e. Letrinas abiertas ____
- f. Otro (especifique): _____

26. ¿Cuáles de las siguientes condiciones cumplen los servicios sanitarios del centro educativo?

Marque sí o no en cada enunciado

Servicios en buen estado	Si ____ No ____
Limpios	Si ____ No ____
Más de un aseo, separados con puerta individual	Si ____ No ____
Separados por sexo	Si ____ No ____
Ausencia de animales como ratas, cucarachas, etc.	Si ____ No ____
Construcción de cobertizo (hormigón o madera)	Si ____ No ____
Dispone de piso	Si ____ No ____
Agua disponible para aseo	Si ____ No ____

27. ¿Como valora usted las condiciones actuales de los servicios sanitarios?

- a. Adecuada ____
- b. Regular ____
- c. Inadecuada ____

28. ¿Qué tipo de mejoras requiere el sistema sanitario del centro educativo?

(Marque todas las mejoras que considere)

- a. Servicios Sanitarios
- b. Infraestructura (Pisos, Casetas o Paredes)
- c. Personal de Apoyo
- d. Instalación de sistema de drenaje o desechos
- e. Ampliación del ya existente
- e. Otro (especifique): _____

29. ¿A cuántos metros del pozo de agua o fuente natural, se encuentran los sanitarios?

- a. Menos de 15 metros
- b. Entre 15 y 50 metros
- c. Más de 50 metros

30. Durante las últimas dos semanas la fuente de agua y el servicio sanitario fue distinto?

- Si - Fuente de Agua
- Si - Servicio Sanitario
- No - Ninguna

31. ¿Cómo ha cambiado durante las últimas dos semanas la fuente de agua del centro?

- a. Ha funcionado normalmente ____
- b. Ha estado funcionando en ciertos días de la semana ____
- c. Otro (especifique): _____

MIGRACIÓN

32. ¿Cuántos estudiantes han abandonado el centro por emigrar a otro país durante el presente año?

CAPACITACIÓN

33. ¿Ha recibido capacitación de parte del Programa de USDA CRS durante los últimos 2 años?

Si ____ No ____

34. Si su respuesta es afirmativa, por favor menciones 2 o 3 temas en los que haya sido capacitado:

1. _____

2. _____

3. _____

Catholic Relief Services CRS

Programa Internacional Alimentos para la Educación y Nutrición Infantil

ENCUESTA A DOCENTES

INSTRUMENTO

No. 2

CONSENTIMIENTO INFORMADO

Actualmente el proyecto MGD se encuentra en su fase III y busca conocer la percepción de los docentes sobre la situación actual de las escuelas, los docentes y el sistema escolar. Agradecemos su valiosa colaboración

¿Está de acuerdo en participar?

Si

No

INFORMACIÓN DEL CENTRO EDUCATIVO Y ENCUESTADO

1. Fecha: _____
2. Departamento: _____
3. Municipio: _____
4. Nombre del centro educativo: _____
5. Código SACE _____
6. Tipo de centro: Pre Básica ____ Básica ____ Media ____
7. ¿Cuál es su nombre completo? _____
8. Sexo de la persona encuestada F ____ M ____
9. ¿Cuántos años tiene trabajando en el sistema educativo? ____

10. ¿Qué grado o grados está atendiendo usted en la escuela? ____

ESTADÍSTICAS

11. Según su opinión, ¿Cuáles son los principales factores que causan que los niños no asistan a clases? (puede marcar más de una causa)

- a. Los pocos recursos económicos de los padres o tutores.
- b. La gran distancia entre la casa y la escuela
- c. Falta de útiles escolares
- d. Falta de conectividad o internet
- e. Poco interés de sus padres o tutores en que asista a clases.
- f. Trabajo infantil
- g. Enfermedad estomacal u otras derivadas malos hábitos de higiene.
- h. Enfermedades debido a mala calidad de agua que consumen.
- i. La falta de merienda escolar
- j. Inseguridad en la zona escolar
- k. Problemas de los hogares (separación de los padres)
- l. Niños que no viven con sus padres
- m. Emigran a otros países
- n. Ninguno
- o. Otros, indique cuáles otros factores: _____

12. ¿Han reportado algunos de los estudiantes ausencias o deserción por enfermedad en el último mes?

- a. Si ____ b. No ____

13. ¿Cuáles enfermedades fueron reportadas como causas de ausencia?

- a. Diarrea
- b. Neumonía/catarro/gripe

c. Hepatitis

d. Otras (Especifique): _____

14. Si ha tenido reportes de casos de **diarrea**, ¿Cuántos estudiantes han reportado inasistencia por enfermedad estomacal (diarrea) en el último mes?

a. 1er Grado Niñas ____ Niños ____ Total ____

b. 2do Grado Niñas ____ Niños ____ Total ____

c. 3er Grado Niñas ____ Niños ____ Total ____

d. 4to Grado Niñas ____ Niños ____ Total ____

e. 5to Grado Niñas ____ Niños ____ Total ____

f. 6to Grado Niñas ____ Niños ____ Total ____

ATENCIÓN DE LOS ESTUDIANTES EN CLASES

15. Del total de estudiantes que atiende en el aula, ¿Cuántos considera que permanecen “muy atentos” siempre o casi siempre? (entendemos que un niño está “muy atento” si está pendiente de los que explica el docente, contesta preguntas en clase, hace preguntas en clase, hace las actividades que se asignan en el aula, etc.)

Niñas ____ Niños ____ Total ____

MIGRACIÓN

16. ¿Cuántos estudiantes han abandonado este grado(s) por migración?

Niñas ____ Niños ____ Total ____ Ninguno ____

17. Del total de estudiantes que han abandonado el centro por migración, ¿Cuántos han migrado de la siguiente forma:

Interna (a otra comunidad de nuestro país): Niñas ____ Niños ____ Total ____

Externa (Otros países): Niñas ____ Niños ____ Total ____

CAPACITACIÓN

18. ¿Ha recibido capacitación de parte del Programa de USDA CRS durante los últimos 2 años?

Si ____ No ____

19. Si su respuesta es afirmativa, por favor menciones 2 o 3 temas en los que haya sido capacitado:

1. _____

2. _____

3. _____

Catholic Relief Services CRS

Programa Internacional Alimentos para la Educación y Nutrición Infantil

INSTRUMENTO No.

3

INSTRUMENTO DE OBSERVACIÓN DE NIVELES DE ATENCIÓN DE ALUMNOS

A. DATOS GENERALES				
CENTRO EDUCATIVO:		CÓDIGO SACE:		
DIRECCIÓN:				
MUNICIPIO:		DEPARTAMENTO:		
NOMBRE DEL (A) DOCENTE:		HOMBRE	MUJER	GRADOS QUE ATIENDE
JORNADA				
GRADO(S):		NIÑOS EN AULA	NIÑAS EN AULA	TOTAL
ACTIVIDAD PARA OBSERVAR (LECCIÓN DECLARADA POR EL DOCENTE):				

1. OBSERVACIÓN DE ATENCIÓN DE LOS ESTUDIANTES

INSTRUCCIONES Durante 10 minutos observe una clase en la que los estudiantes estén sentados y el maestro esté enseñando algún contenido o les esté dando instrucciones. Cuento cuántos niños y niñas están atentos de acuerdo con los siguientes criterios.

CUÁNDO UN ESTUDIANTE ESTÁ ATENTO

Observa al maestro cuando él está hablando

Sigue instrucciones

Está trabajando en su cuaderno, libro u hoja, si el maestro así lo indicó

Levanta la mano para participar

CUÁNDO UN ESTUDIANTE NO ESTÁ ATENTO

Está platicando con otros alumnos mientras el maestro explica

Se para sin que el maestro se lo pida o sin pedir permiso

Se mueve frecuentemente

Está caminando por la clase

Responde a las preguntas que hace el maestro

Está viendo para otros lados (que no es el maestro), con mucha frecuencia

CONTEO SEGÚN CONDICIÓN	NIÑAS	NIÑOS	TOTAL
Están atentos			
No están atentos			

COMENTARIOS Y RECOMENDACIONES

Nombre y firma de Observador: _____

Catholic Relief Services CRS

Programa Internacional Alimentos para la Educación y Nutrición Infantil

INSTRUMENTO

No. 4

INSTRUMENTO

DE OBSERVACIÓN DE ESTRATEGIAS METODOLÓGICAS USADAS EN EL AULA (Intibucá)

B. DATOS GENERALES				
CENTRO EDUCATIVO:			CÓDIGO CE:	
DIRECCIÓN:				
MUNICIPIO:		DEPARTAMENTO:		
NOMBRE DEL (A) DOCENTE: Docente/Director Solo Docente		HOMBRE	MUJER	GRADOS QUE ATIENDE
JORNADA				
GRADO(S):		NIÑOS EN AULA	NIÑAS EN AULA	TOTAL
ACTIVIDAD PARA OBSERVAR (LECCIÓN DECLARADA POR EL DOCENTE):				

NIVELES DE LOGRO				
NIVEL I	NIVEL II	NIVEL III	NIVEL IV	NO CORRESPONDE (NC)
sin evidencia	inicial	en proceso	completado	
No alcanza a demostrar los aspectos mínimos del desempeño	Se observa la incorporación inicial de las prácticas esperadas	Se observa la mayoría de las prácticas esperadas en el desempeño del docente	Se observan todas las conductas deseadas en el desempeño del docente	Cuando la conducta y/o actividad no correspondan con la clase observada o el momento del año.

A. Proceso de Observación

Cada ítem describe el comportamiento o la actividad realizada por el/la docente en el aula, marque con una X en el nivel de logro correspondiente, de acuerdo a lo observado.		NIVELES				
		I	II	III	IV	NC
Modelo de Enseñanza Directa con Independencia Progresiva						
1.	Demuestra una secuencia lógica en sus explicaciones siguiendo el modelo de enseñanza directa (presentación, modelado, practica guiada y practica independiente).					
Conciencia Fonológica						
2.	Los niños (as) escuchan con atención y sigue instrucciones orales; logran expresarse correctamente.					
3.	Promueve el desarrollo del lenguaje oral mediante la descripción de imágenes y objetos, narraciones de experiencias personales y/o relatos imaginarios.					
4.	Los niños (as) identifican, separan y agrupan frases, palabras, sílabas y fonemas para su construcción y desconstrucción a nivel a oral.					
Clima del Aula						
5.	Genera un ambiente de confianza mostrando una actitud de empatía (afirmación positiva y escucha activa).					

Enseñanza del Código

6.	Brinda retroalimentación (de sonidos, letras y palabras) haciendo preguntas, dinámicas y juegos sobre lo aprendido.					
7.	Introduce sonidos haciendo uso de canciones rimas observación de imágenes y otros.					
8.	Los niños leen y segmentan frases palabras sílabas con los fonemas aprendidos.					
9.	Escriben textos y palabras cortas con los grafemas/letras vistas en clases.					

Vocabulario

10	El/la docente monitorea la comprensión del significado de las palabras mediante algunas de estas actividades: presentación, definición, profundización del significado, ddefinición utilizando sus propias palabras, asociación de palabras, uso de las palabras nuevas en textos escritos, entre otras.					
11	El/la docente enseña nuevas palabras, esto incluye: brindar a sus educandos la oportunidad de explicar las nuevas palabras, proporcionar definiciones de nuevas palabras utilizando objetos reales, tarjetas de vocabulario, fotos o gestos					

Comprensión Lectora

12	El/la docente hace preguntas literales acerca del texto y ayuda a sus educandos a encontrar las respuestas dentro del mismo, desarrollando previamente ejercicios para que sirvan de modelaje.					
13	Desarrollando previamente ejercicios para que sirvan de modelaje, El/la docente pide a sus alumnos que realicen inferencias sobre textos leídos, a partir de la información que aparece en el texto y sus conocimientos previos.					

14	El/la docente propicia que sus educandos expresen opiniones propias y juicios críticos sobre los textos leídos.					
	SEL – GANE	I	II	III	IV	NC
15	El/la educando/a implementa actividades de aprendizaje socioemocional en el Aula de clases					
16	Existen evidencias del uso de GANE con su grupo de estudiantes.					
	Fluidez Lectora					
17	El/la docente lee para sus educandos, esto incluye: leer los textos desde la Guía del docente y otros textos; lee con expresión, claridad y precisión.					
18	El/la docente solicita a sus educandos que lean textos cortos en sus libros, tarjetas o desde el pizarrón, brindándoles previamente un modelo de lectura fluida.					

COMENTARIOS Y RECOMENDACIONES

Nombre y firma de Observador: _____

**INSTRUMENTO DE OBSERVACIÓN
DE ESTRATEGIAS
METODOLÓGICAS USADAS EN EL
AULA (LA PAZ)**

INSTRUMENTO No.

5

C. DATOS GENERALES				
CENTRO EDUCATIVO:		CÓDIGO SACE:		
DIRECCIÓN:				
MUNICIPIO:		DEPARTAMENTO:		
NOMBRE DEL (A) DOCENTE: Docente/Director Solo Docente		HOMBRE	MUJER	GRADOS QUE ATIENDE
JORNADA				
GRADO(S):		NIÑOS EN AULA	NIÑAS EN AULA	TOTAL
ACTIVIDAD PARA OBSERVAR (LECCIÓN DECLARADA POR EL DOCENTE):				

NIVELES DE LOGRO				
NIVEL I	NIVEL II	NIVEL III	NIVEL IV	NO CORRESPONDE (NC)
sin evidencia	inicial	en proceso	completado	
No alcanza a demostrar los aspectos mínimos del desempeño	Se observa la incorporación inicial de las prácticas esperadas	Se observa la mayoría de las prácticas esperadas en el	Se observan todas las conductas deseadas	Cuando la conducta y/o actividad no correspondan con la clase

		desempeño del docente	en el desempeño del docente	observada o el momento del año.
--	--	-----------------------	-----------------------------	---------------------------------

B. Proceso de Observación

Cada ítem describe el comportamiento o la actividad realizada por el/la docente en el aula, marque con una X en el nivel de logro correspondiente, de acuerdo a lo observado.		NIVELES				
		I	II	III	IV	NC
Modelo de Enseñanza Directa con Independencia Progresiva						
1.	Demuestra una secuencia lógica en sus explicaciones siguiendo el modelo de enseñanza directa (presentación, modelado, practica guiada y practica independiente).					
Conciencia Fonológica						
2.	Los niños (as) escuchan con atención y sigue instrucciones orales; logran expresarse correctamente.					
3.	Promueve el desarrollo del lenguaje oral mediante la descripción de imágenes y objetos, narraciones de experiencias personales y/o relatos imaginarios.					
	Los niños (as) identifican, separan y agrupan frases, palabras, sílabas y fonemas para su construcción y desconstrucción a nivel a oral.					
Clima del Aula						
4.	Genera un ambiente de confianza mostrando una actitud de empatía (afirmación positiva y escucha activa).					
Enseñanza del Código						
5.	Brinda retroalimentación (de sonidos, letras y palabras) haciendo preguntas, dinámicas y juegos sobre lo aprendido.					
6.	Introduce sonidos haciendo uso de canciones rimas observación de imágenes y otros.					
7.	Los niños leen y segmentan frases palabras sílabas con los fonemas aprendidos.					
8.	Escriben textos y palabras cortas con los grafemas/letras vistas en clases.					
Fluidez Lectora						
9.	El/la docente lee para sus educandos, esto incluye: leer los textos desde la Guía del docente y otros textos; lee con expresión, claridad y precisión.					
10.	El/la docente solicita a sus educandos que lean textos cortos en sus libros, tarjetas o desde el pizarrón, brindándoles previamente un modelo de lectura fluida.					
Vocabulario						
11.	El/la docente monitorea la comprensión del significado de las palabras mediante algunas de estas actividades: presentación, definición, profundización del significado, definición utilizando sus propias palabras, asociación de palabras, uso de las palabras nuevas en textos escritos, entre otras.					
12.	El/la docente enseña nuevas palabras, esto incluye: brindar a sus educandos la oportunidad de explicar las nuevas palabras, proporcionar definiciones de nuevas palabras utilizando objetos reales, tarjetas de vocabulario, fotos o gestos					

Comprensión Lectora						
13	El/la docente hace preguntas literales acerca del texto y ayuda a sus educandos a encontrar las respuestas dentro del mismo, desarrollando previamente ejercicios para que sirvan de modelaje.					
14	Desarrollando previamente ejercicios para que sirvan de modelaje, El/la docente pide a sus alumnos que realicen inferencias sobre textos leídos, a partir de la información que aparece en el texto y sus conocimientos previos.					
15	El/la docente propicia que sus educandos expresen opiniones propias y juicios críticos sobre los textos leídos.					
SEL – GANE						
16	El/la educando/a implementa actividades de aprendizaje socioemocional en el Aula de clases					
17	Existen evidencias del uso de GANE con su grupo de estudiantes.					

COMENTARIOS Y RECOMENDACIONES

Nombre y firma de Observador: _____

CATHOLIC RELIEF SERVICES CRS

ENCUESTA DE EVALUACION DE MEDIO TERMINO PARA COMITÉ DE ALIMENTACIÓN ESCOLAR

INSTRUMENTO

No. 6

Instrucciones

1. Leer el formato de consentimiento
Esta es una encuesta para el proyecto compras locales y regionales Honduras LRP de CRS; esta información es confidencial y será utilizada únicamente para la toma de decisiones del proyecto.
2. ¿Está de acuerdo en que se realice la encuesta?
3. Iniciar con una presentación personal (nombre) y presentar a otros miembros del equipo (en caso de que estén varias personas)
4. Indicar el objetivo del estudio: “Evaluar el estado inicial del proyecto”.
5. Comenzar las preguntas.

I. Datos Generales

- 1.1 Municipio _____
- 1.2 Comunidad _____
- 1.3 Nombre del centro educativo: _____
- 1.4 Código del Centro _____
- 1.5. Nombre del entrevistado (a): _____
- 1.6 Cargo: a. Director/a de centro ____ b. Docente ____ c. Miembro del CAE ____ d. Otro ____
- 1.7. Sexo: a. Masculino ____ b. Femenino ____

II. Alimentación escolar

- 2.1 ¿El centro educativo tiene comité de alimentación escolar? (Para cálculo del indicador)
Si _____ b. No _____
- 2.2 ¿El centro educativo provee alimentación escolar diariamente a los estudiantes?
a. Si _____ b. No _____
- 2.3 Si la respuesta es sí ¿En qué tiempo?
a. Solo merienda ____ b. Solo almuerzo ____ c. Ambos ____
- 2.4 ¿Cuentan con un menú en el centro educativo? (Para cálculo del indicador)
a. Si ____ b. No _____

2.5 ¿Cada cuánto realizan la actualización del menú?

a. Mensualmente ____ b. Bimensual____ c. Trimestral ____ d. Semestral ____ e. Anual

2.6 ¿Qué alimentos está preparando o ha preparado a los estudiantes el día de hoy?

2.7 ¿Qué ingredientes contiene? (Para cálculo del indicador)

a. Zanahoria ____, b. Ayote____, c. Patate ____, d. Repollo ____, e. Pepino, ____, f.
Tomate____, g. Yuca ____, h. Habichuela____, i. Lechuga____, j. Rábano____, k.
Repollo____, l. Brócoli____, ll. Papa____, m. Guineo Verde____, n. Maíz ____, o. Frijoles
____, p. Arroz ____, q. CSB ____, r. Aceite ____, s. Huevos ____, u. Otros: especifique:

2.8 ¿Qué alimentos está preparó a los estudiantes en los últimos 4 días? (repetir por cada día)

2.9 ¿Qué ingredientes contiene? (repetir por cada día) (Para cálculo del indicador)

a. Zanahoria ____, b. Ayote____, c. Patate ____, d. Repollo ____, e. Pepino, ____, f.
Tomate____, g. Yuca ____, h. Habichuela____, i. Lechuga____, j. Rábano____, k.
Repollo____, l. Brócoli____, ll. Papa____, m. Guineo Verde____, n. Maíz ____, o. Frijoles
____, p. Arroz ____, q. CSB ____, r. Aceite ____, s. Huevos ____, u. Otros: especifique:

2.10 ¿Dónde preparan los alimentos?

a. Cocina de la escuela ____ b. Casas de habitación ____ c. Otros _____

III. Observación

Se solicita a la persona entrevistada que indique donde se encuentra el menú y permita su revisión:

3.1 ¿Pudo observar el menú?

a. Si ____ b. No ____

3.2 Registre el nombre de los alimentos incluidos en el menú para los últimos 5 días.

Lunes	Martes	Miércoles	Jueves	Viernes

Cálculo.

1. Filtrar los CE que tienen CAE. (respuesta si en pregunta 2.1)
2. Filtrar los CE que tienen menú. (respuesta si en pregunta 2.4)

3. Contar los días que brindan alimentos a los estudiantes que incluyan vegetales y huevos
4. Filtrar los CE que brindan alimentos a los estudiantes que incluyan vegetales y huevos más de tres veces a la semana.
5. Calcular el porcentaje de CE con un CAE que proporcionan vegetales y huevos más de tres veces a la semana.

Catholic Relief Services CRS

Programa Internacional Alimentos para la Educación y Nutrición Infantil

GUÍA DE OBSERVACIÓN DE DISTRIBUCIÓN DE ALIMENTACIÓN ESCOLAR

INSTRUMENTO

No. 7

INFORMACIÓN DEL CENTRO EDUCATIVO OBSERVADO

1. Fecha: _____
2. Departamento: _____
2. Municipio: _____
3. Nombre del centro educativo: _____
4. Código SACE: _____
5. Tipo de centro: Pre Básica ____ Básica ____ Media ____
6. Nombre del observador _____

PRÁCTICAS DE HIGIENE DE ADULTOS

¿Cuántas personas del comité de alimentación escolar se encuentran en el momento de la observación?

Hombres____ Mujeres____ Total____

¿Cómo califica los siguientes aspectos asociados con las prácticas de higiene en la Alimentación Escolar? (Para hacer esta observación se debe identificar al líder CAE al cual se le dará seguimiento específico en las cuales estará desarrollando las prácticas y se observarán las prácticas de los más miembros del CAE)

ASPECTO	Miembros del CAE (Estándar 20)				Líder CAE (estándar 19)				
	Aplica medidas de higiene				Aplica medidas de higiene				No observó ese aspecto
	Hombres		Mujeres		Hombres		Mujeres		
	SI	NO	SI	NO	SI	NO	SI	NO	
7. ¿Lugar donde se almacenan los alimentos?									
8. ¿Lugar donde se preparan los alimentos? (lavado de manos)									
9. ¿Manipulación de los alimentos cuando llegan al centro educativo?									
10. ¿Manipulación de los alimentos cuando se están distribuyendo a los estudiantes?									
11. ¿Higiene de los utensilios con los que se entregan los alimentos?									
12. ¿Contabiliza recepción y distribución de alimentos?									

Total					
-------	--	--	--	--	--

12. Algún comentario adicional sobre las prácticas de higiene de los adultos que manipulan los alimentos

Catholic Relief Services CRS
Programa Internacional Alimentos para la Educación y Nutrición Infantil
GUÍA DE OBSERVACIÓN DE CENTRO EDUCATIVO

INSTRUMENTO

No. 8

INFORMACIÓN DEL CENTRO EDUCATIVO OBSERVADO

1. Fecha: _____
2. Departamento: _____
2. Municipio: _____
3. Nombre del centro educativo: _____
4. Código SACE _____
5. Tipo de centro: Pre Básica ____ Básica ____ Media ____

SERVICIOS BÁSICOS

6, ¿Con cuáles de los siguientes servicios cuenta el centro educativo?

Agua Potable Si ____ No ____

Electricidad Si ____ No ____

Internet Si ____ No ____

Recolección de Basura Si ____ No ____

Teléfono Si ____ No ____

Otro (especifique): _____

Comentarios adicionales: _____

FUENTE DE AGUA

7. ¿Cuáles fuentes de agua dispone el centro educativo?

Del sistema de agua local por tubería

De un manantial o río

De pozo

De un proyecto comunitario de agua/saneamiento

Sin acceso a agua

Otra (especifique): _____

8. ¿Observa algún tipo de tratamiento para el agua?

Filtros

Tanques de tratamiento

Agua clorada

Pastillas de tratamiento

Otro (especifique): _____

9. ¿Observa señales que indiquen que el agua disponible es potable?

Si ____ No ____

SERVICIOS SANITARIOS

9. Tipo de infraestructura sanitaria disponible en el centro educativo

Baños – Duchas Si ____ No ____

Estaciones de lavado de manos Si ____ No ____

Lavamanos Si ____ No ____

Inodoros Si ____ No ____

Casetas de Baños Si ____ No ____

Letrinas Si ____ No ____

No existe ninguna de las anteriores en la escuela ____

10. ¿Cuáles de las siguientes condiciones cumplen los servicios sanitarios del centro educativo? Marque si o no en cada enunciado

Servicios en buen estado Si ____ No ____

Limpios Si ____ No ____

Más de un aseo, separados con puerta individual Si ____ No ____

Separados por sexo Si ____ No ____

Ausencia de animales como ratas, cucarachas, etc. Si ____ No ____

Construcción de cobertizo (hormigón o madera) Si ____ No ____

Dispone de piso Si ____ No ____

Agua disponible para aseo Si ____ No ____

11. ¿A cuántos metros del pozo de agua o fuente natural, se encuentran los sanitarios?

Menos de 15 metros

15 a 50 metros

Más de 50 metros

ASISTENCIA

12. Cantidad de niñas y niños matriculados y los presentes en cada grado

GRADO	MATRÍCULA NIÑAS	MATRÍCULA NIÑOS	MATRÍCULA TOTAL	ASISTENCIA NIÑAS	ASISTENCIA NIÑOS	ASISTENCIA TOTAL

Pre Básica						
Primero						
Segundo						
Tercero						
Cuarto						
Quinto						
Sexto						

ANEXO No. 2

Qualitative Information Collection Instruments

**MCGOVERN DOLE
PROGRAMA ALIMENTOS PARA LA EDUCACIÓN Y
NUTRICIÓN INFANTIL**

CONSULTORÍA:

**ESTUDIO DE EVALUACIÓN INTERMEDIA
PROGRAMA DE ALIMENTOS PARA LA EDUCACIÓN Y
NUTRICIÓN INFANTIL (MCGOVERN-DOLE)**

**GUÍA DE ENTREVISTA PARA DESARROLLO DE GRUPO
FOCAL CON PRODUCTORES**

Septiembre, 2023

Instructivo para aplicación de guía de entrevista para grupo focal con productores

Desarrollo del grupo focal

- a) Bienvenida: (10 minutos antes de iniciar formalmente la sesión). Saludos, gracias.
- b) Introducción: (3 minutos). Presentación del facilitador o moderador.
- c) Objetivos: (2 minutos). Objetivos del grupo focal y permisos para fotografías o grabaciones.
- d) Información General (3 minutos). Reglas y mecánica de la sesión. Confidencialidad de la información.
- e) Desarrollo de la sesión (2 horas aprox.)

Sugerencias y comentarios acerca del grupo focal

- La entrevista colectiva bajo la modalidad de grupo focal **deberá realizarse con productores.**
- La dinámica del grupo focal **debe realizarse en un lugar cómodo y con privacidad** para conversar, con asientos cómodos para permanecer al menos una hora sentados durante la conversación.
- La entrevista colectiva **deberá desarrollarse en la forma más completa posible**, realizando todas las preguntas y subpreguntas, pidiendo las ampliaciones respectivas.
- Obtenga la **autorización para grabar el sonido y aclarar que tomará notas** durante la conversación.
- Asegúrele a los entrevistados que **la información será de uso estrictamente técnico**, y que no se requiere identificar a cada sujeto por su nombre.
- Debe contarse con refrigerios para **entregar al final si la duración es menor o igual a una hora**, o a la mitad de su desarrollo, después de una de las recapitulaciones, si dura más de una hora el desarrollo del grupo focal.

- Antes de empezar **explíquelo a los entrevistados cuál es el propósito del estudio:**
“Analizar la contribución del Programa MGD a los indicadores educativos nacionales”.

Guía de entrevista para grupo focal

Mi nombre es _____, hoy es en un día _____ de fecha ____ de agosto a las _____ horas. Nos encontramos en el lugar _____ y vamos a iniciar una entrevista colectiva bajo la modalidad de grupo focal para conocer cómo son las percepciones de los productores, respecto a la contribución de las diversas actividades desarrolladas con el apoyo del Programa MGD.

Presentación

- Comencemos presentándonos cada uno diciendo nuestro nombre, nombre y ubicación a nivel de comunidad y municipio.
- Comenten brevemente qué es lo que saben acerca del “Programa alimentos para la educación y la nutrición infantil”. Indiquen si han estado en contacto con el programa y por cuánto tiempo.

Consentimiento para participar en un estudio de investigación

¿Por qué me han pedido que participe en el estudio?

- Por ser productor de la zona de influencia del Programa Internacional de Alimentos para la Educación y Nutrición Infantil McGovern-Dole
- Porque usted es un actor clave en el programa y porque tenemos interés en sus percepciones sobre cómo el programa se relaciona con el desempeño escolar de los niños.

¿Qué hago primero?

- Antes de aceptar, por favor lea este formulario
- Por favor haga cualquier pregunta que pueda tener

¿Cómo se mantendrán privadas las cosas que diga?

- Los registros de este estudio se mantendrán privados.
- No incluiremos su nombre ni el de ninguna otra persona en informes o documentos escritos.
- Los registros de la investigación (incluidas las grabaciones de audio) se guardarán en un archivo bajo llave.
- Los registros de investigación se destruirán en un plazo de 3 años.
- El acceso a los materiales de investigación estará limitado a los investigadores.
- Para la participación en grupos focales, mantendremos toda la información confidencial. Sin embargo, otros participantes del grupo focal escucharán sus respuestas.

Declaración de consentimiento:

- He leído (o alguien me ha leído) el contenido de este formulario de consentimiento.
- Me han animado a hacer preguntas.
- He recibido respuestas a mis preguntas.
- Doy mi consentimiento para participar en este estudio.
- He recibido (o recibiré) una copia de este formulario.

Acuerdo oral: Este formulario fue leído al participante y también se le ha mostrado para corroborar el contenido de este. Se le explicó la investigación, asimismo, ha tenido la oportunidad de hacer preguntas y sus respuestas han sido respondidas a satisfacción. En mi opinión, el participante ha demostrado comprensión de la información.

Firma del participante: _____

Preguntas

Asistencia de los Niños a Clase

1. En los dos últimos años, como productores ¿cuál consideran que es el principal aporte para que los niños y niñas sigan asistiendo a clase diariamente y cumplan con sus tareas?

Atención en Clase de los Niños

2. ¿En qué medida la falta de merienda escolar o la mala alimentación son factores para que los niños no estén atentos en clase? ¿En los dos últimos años se ha mejorado en este tema?

Lectura Temprana y Comprensión Lectora

3. En los dos últimos años, ¿han observado si los niños que asisten a los centros educativos presentan problemas a la hora de leer y comprender lo leído? ¿por qué creen surge este problema?

Ausencia de la Escuela/Abandono

4. ¿Cómo participan los padres de familia, y qué acciones toman en apoyo a los centros educativos para reducir la inasistencia de niños y niñas en clase y reducir el abandono escolar?

Ventas Anuales

5. En los últimos dos años, ¿Cómo ha sido el comportamiento de la venta de sus productos? ¿Qué cantidades están vendiendo mensualmente? Expliquen

6. En los últimos dos años, ¿cómo ha sido la experiencia de proporcionar alimentos a los centros educativos? ¿qué factores positivos y qué limitaciones han tenido?

Productos Básicos Vendidos

7. En los últimos dos años, ¿cuáles son los productos que están ofreciendo? ¿quiénes son sus principales clientes? Expliquen

8. En los últimos dos años, ¿cómo ha sido la experiencia de vender alimentos? ¿qué factores positivos y qué limitaciones han tenido?

Sostenibilidad

9. ¿De qué manera los cambios en las capacidades, políticas, procedimientos y prioridades del gobierno facilitan (o impiden) la sostenibilidad?

10. ¿Están cambiando esas capacidades, recursos, vínculos y motivación para cada uno de los componentes del programa?

11. ¿Existen otros actores aliados a los productores que estén invirtiendo recursos en mejorar la educación y la alimentación escolar en el municipio o departamento? ¿Quiénes son?

12. ¿Cómo ha sido la participación de la empresa privada en el tema de alimentación escolar? ¿qué alianzas se han realizado?

13. ¿Existen convenios o alianzas estratégicas entre los productores y otras instituciones/organizaciones gubernamentales o no gubernamentales, para brindar alimentación escolar en el municipio o departamento? ¿cómo se vinculan o coordinan? Expliquen.

14. ¿Es posible que las instituciones del gobierno y las organizaciones que trabajan en el departamento puedan asumir la responsabilidad de brindar alimentación escolar sin ayuda externa? Expliquen.

Relevancia

15. En los últimos dos años, ¿cómo los productores han apoyado o colaborado para que la alimentación escolar sea permanente en las escuelas?

16. ¿Las partes interesadas del proyecto (estudiantes, asociaciones de padres y maestros, padres y funcionarios locales) sienten que el proyecto ha satisfecho sus necesidades? ¿Por qué sí o por qué no?

17. ¿Describe el proceso de trabajo actual de los productores? ¿qué hacen las mujeres y qué hacen los hombres?

18. ¿Cuál es la respuesta de los niños al tema de la alimentación escolar? ¿les gusta la comida que brindan en la escuela? ¿las verduras se preparan en la escuela? Explique cómo la merienda escolar ayuda a la asistencia a clase.

19. ¿Hasta qué punto el consumo de comida chatarra (churros y refrescos de cola) y malos hábitos higiénicos es una práctica habitual entre los escolares? ¿consideran que este es un factor de enfermedad que está impidiendo que los niños asistan a clases? ¿expliquen qué sucede en las familias y comunidad? ¿cómo puede ser mejorado?

Eficiencia

20. ¿Cuáles son las necesidades de fortalecimiento de las organizaciones de productores? Considere áreas como organización, equipamiento, infraestructura, entrenamiento personal.

21. En los dos últimos años, ¿en qué temas se ha capacitado a los productores y quiénes los capacitaron? Expliquen cómo esto ha ayudado a mejorar la nutrición de los niños de los centros educativos y de su familia. En caso negativo, explique por qué no se ha recibido formación.

22. ¿Qué organizaciones e instituciones apoyan en sus comunidades para que los centros educativos cuenten con bodega, cocina, comedor infantil?

23. ¿Qué factores han inhibido o facilitado el logro de las metas, los objetivos y los resultados esperados del proyecto?

Eficacia

24. En los últimos dos años, ¿cómo ha sido la experiencia de brindar alimentación escolar a los centros educativos? ¿qué factores positivos y qué limitaciones han tenido en esta experiencia?

25. ¿Qué resultados se lograron utilizando los aportes/apoyo de la comunidad? ¿Cuáles fueron los factores críticos que permitieron proporcionar esos insumos?

26. ¿En qué medida los recursos (insumos) del proyecto han facilitado los resultados obtenidos?

Impacto

27. Expliquen cómo el proyecto de merienda escolar puede provocar **cambios positivos en el aprendizaje y disminuir los índices de inasistencia, repetición de grado y deserción escolar** en su municipio.

28. En su comunidad, ¿cómo el proyecto de merienda escolar ayuda a **mejorar la salud, la higiene y la mala nutrición de los niños**?

Coherencia

29. ¿Existen **programas y proyectos** en sus comunidades que tengan el **objetivo de mejorar la salud y la educación y que son aliados estratégicos** para el funcionamiento del **proyecto de merienda escolar**? ¿podrías mencionarlos?

30. En los dos últimos años, ¿cuáles son las organizaciones comunitarias que están involucradas en el tema de alimentación escolar? ¿coordinan actividades con el Comité de Merienda Escolar?

**MCGOVERN DOLE
PROGRAMA ALIMENTOS PARA LA EDUCACIÓN Y
NUTRICIÓN INFANTIL**

**ESTUDIO DE EVALUACIÓN INTERMEDIA
PROGRAMA DE ALIMENTOS PARA LA EDUCACIÓN Y
NUTRICIÓN INFANTIL (MCGOVERN-DOLE)**

**GUIA PARA EL DESARROLLO DE ENTREVISTA
A ACTORES LOCALES**

**RUSBEL HERNÁNDEZ RODRÍGUEZ
MARIO ALAS SOLÍS
JOSÉ FRANCISCO ROBLES**

Septiembre, 2023

Registro de los Participantes

Instrucciones

1. Lea el formulario de consentimiento
2. Comience con una presentación personal (nombre del entrevistador)
3. Indique el objetivo del estudio: “Estudio de Evaluación Intermedia del Programa de Alimentos para la Educación y Nutrición Infantil (MCGOVERN-DOLE”.
4. Enfatice que la información que usted diga no será utilizada para ningún otro propósito ni se informará a personas externas de lo que diga.
5. Comenzar con las preguntas.

Información General

1. Nombre del entrevistador (a): _____
2. Fecha de la entrevista: _____

Información del entrevistado (a)

1. Nombre del entrevistado (a): _____
2. Cargo: _____
3. Procedencia: _____
4. Género: _____

Consentimiento para participar en un estudio de investigación

¿Por qué me han pedido que participe en el estudio?

- Por ser un actor clave en el desarrollo del Programa Internacional de Alimentos para la Educación y Nutrición Infantil McGovern-Dole
- Porque al ser un actor clave, tenemos interés en sus percepciones sobre cómo el programa se relaciona con el desempeño escolar de los niños.

¿Qué hago primero?

- Antes de aceptar, por favor lea este formulario
- Por favor haga cualquier pregunta que pueda tener

¿Cómo se mantendrán privadas las cosas que diga?

- Los registros de este estudio se mantendrán privados.
- No incluiremos su nombre ni el de ninguna otra persona en informes o documentos escritos.
- Los registros de la investigación (incluidas las grabaciones de audio) se guardarán en un archivo bajo llave.
- Los registros de investigación se destruirán en un plazo de 3 años.
- El acceso a los materiales de investigación estará limitado a los investigadores.

Declaración de consentimiento:

- He leído (o alguien me ha leído) el contenido de este formulario de consentimiento.
- Me han animado a hacer preguntas.
- He recibido respuestas a mis preguntas.
- Doy mi consentimiento para participar en este estudio.
- He recibido (o recibiré) una copia de este formulario.

Acuerdo oral: Este formulario fue leído al participante y también se le ha mostrado para corroborar el contenido de este. Se le explicó la investigación, asimismo, ha tenido la oportunidad de hacer preguntas y sus respuestas han sido respondidas a satisfacción. En mi opinión, el participante ha demostrado comprensión de la información.

Firma del entrevistado: _____

La entrevista

La entrevista se define como una reunión para conversar e intercambiar información entre una persona y otras u otras, se emplean cuando el problema de estudio es muy difícil de observar o es muy difícil de hacerlo por ética o complejidad.

Aporta a la metodología constructivista la profundidad, el detalle y las perspectivas de los entrevistados. Debido a esto, como complemento a los grupos focales, se aplicarán entrevistas a las autoridades educativas y actores locales y/o departamentales, que están apoyando la implementación del Proyecto McGovern Dole Programa Internacional Alimentos para la Educación y Nutrición Infantil en Honduras (MGD).

Instructivo para aplicación de las entrevistas

1. La entrevista debe realizarse en un lugar accesible, seguro, cómodo y con privacidad para conversar.
 - Siempre informar al entrevistado sobre el propósito de la entrevista y el uso que se le dará.
 - Siempre solicitar permiso antes de realizar una entrevista.
 - **Antes de empezar con la entrevista, siempre pedir permiso para tomar notas y grabar la conversación (ver formulario de consentimiento informado).**
 - Explicar que no hay respuestas correctas o equivocadas, las opiniones son lo importante.
 - Su propósito es obtener respuestas en el lenguaje y perspectiva del entrevistado.
 - Lograr espontaneidad y amplitud de respuestas, así como que el entrevistado se relaje.
 - El entrevistador (a) debe generar un clima de confianza y cultivar empatía.
 - NO preguntar de manera tendenciosa ni induciendo la respuesta.
 - NO se deben utilizar calificativos.
 - Escuchar activamente, pedir ejemplos, y hacer una sola pregunta a la vez.
 - Debemos de evitar elementos que obstruyan la conversación.
 - NO saltar abruptamente de un tema a otro.
 - Debe de ser un diálogo y resulta importante dejar que fluya el punto de vista único y profundo del entrevistado.
 - Se tiene que demostrar interés a las reacciones del entrevistado.
 - Cuando al entrevistado no le quede clara una pregunta, es recomendable repetirla, al igual que las respuestas.
 - Hay que estar preparados para lidiar con emociones o exabruptos.
 - Cada entrevista es única y crucial, hay que evitar cansar al entrevistado.
 - Siempre demostrar la legitimidad, seriedad e importancia del estudio y de la entrevista.
 - El entrevistado debe tener siempre la posibilidad de hacer preguntas y disipar sus dudas.
 - Es sumamente importante la planeación de la entrevista.

Introducción a la entrevista

La siguiente es una introducción para utilizarla en la entrevista. Puede ser adaptada según sea necesario.

"Buenas tardes, le doy la bienvenida a esta conversación. Mi nombre es _____, y seré la persona que le entrevistará. Quiero darle las gracias por su tiempo. Su participación es muy importante, para el Estudio de Evaluación Intermedia del Programa de Alimentos para la Educación y Nutrición Infantil (MCGOVERN-DOLE), a su vez ayudará a que el equipo del proyecto tenga una mejor comprensión de los logros y desafíos por superar.

*Es muy importante recordar que en esta actividad **no hay respuestas correctas o incorrectas y todos los puntos de vista son válidos y respetados**. Por lo tanto, le invito a que se sienta libre de expresar su opinión, ya sea positiva o negativa.*

Esta conversación será grabada, ya que no queremos perder ninguno de sus opiniones o comentarios (según autorización/consentimiento informado). Nuestra conversación tendrá tiempo de aproximadamente una hora y media, y la haremos sin interrupciones.

Si usted necesita tiempo para levantarse, estirarse o usar el baño durante la entrevista, por favor hágalo.

Preguntas

1. ¿Qué actividades o programas ha impulsado USDA en los dos últimos años, para que los niños y niñas asistan a clases diariamente ?
2. ¿En qué medida la falta de merienda escolar o la mala alimentación son factores para que los niños no estén atentos en clase?
3. ¿Qué actividades o programas han impulsado USDA en los dos últimos años, para lograr resultados que contribuyan al mejoramiento del aprendizaje y la lectura de los niños en los primeros grados?
4. ¿Qué acciones han impulsado USDA en los dos últimos años, para mejorar las condiciones de salud e higiene **en los centros educativos y comunidades de su área de influencia** con el fin de reducir el

ausentismo escolar de los niños por enfermedad? ¿qué acciones se podrían hacer o en cuáles podrían impulsar en el futuro inmediato?

Sostenibilidad

5. ¿De qué manera los cambios en las capacidades, políticas, procedimientos y prioridades del gobierno facilitan (o impiden) la sostenibilidad?

6. ¿Cómo ha colaborado USDA para que la alimentación escolar sea permanente en los centros educativos? ¿a través de qué mecanismo?

7. ¿Qué apoyo brinda USDA a las escuelas para que evalúen la lectura temprana de los estudiantes, supervisen la asistencia, reduzcan las tasas de ausentismo y deserción escolar? ¿mediante qué mecanismo lo hacen?

8. ¿Es posible que las instituciones del gobierno y las organizaciones que trabajan en Intibucá y La Paz puedan asumir la responsabilidad de brindar alimentación escolar sin ayuda externa? Explique.

Relevancia

9. ¿Cómo valora las intervenciones del proyecto de alimentación escolar? ¿las considera apropiadas para el contexto local, y el contexto de las comunidades del departamento?

Eficiencia

10. ¿En qué medida las intervenciones del proyecto han sido eficientes para alcanzar los objetivos de productos y resultados?

11. ¿Qué factores han inhibido o facilitado el logro de las metas, los objetivos y los resultados esperados del proyecto?

Eficacia

12. En los dos últimos años, ¿las intervenciones del proyecto de la alimentación escolar han alcanzado las metas, objetivos y resultados esperados? Explique

13. ¿En qué medida los recursos (insumos) del proyecto han facilitado los resultados obtenidos?

Impacto

14. ¿La organización que representa estableció alianzas para apoyar e invertir en el **proyecto de alimentación escolar** que contribuye a mejorar la lectura y la escritura de las comunidades de su municipio o departamento, aumentar el acceso a la educación, reducir el ausentismo y la deserción escolar? ¿cuáles fueron las limitaciones que enfrentó y cómo las superó?

15. ¿Qué iniciativas de proyectos y organizaciones que trabajan para mejorar las condiciones de salud y nutrición de las familias, y cambiar las prácticas alimentarias e higiénicas de los niños en edad escolar ha apoyado? ¿cuáles limitaciones enfrentaron y cómo fueron superadas?

Coherencia

16. ¿Cómo el proyecto de alimentación escolar ha apoyado y complementado las iniciativas educativas implementadas por su organización u otras organizaciones en este departamento?

17. En los dos últimos años, ¿qué convenios o alianzas estratégicas ha realizado USDA con otras instituciones/organizaciones gubernamentales o no gubernamentales, en el área de educación y alimentación escolar en el municipio o departamento? ¿cómo se vinculan o coordinan?

**MCGOVERN DOLE
PROGRAMA ALIMENTOS PARA LA EDUCACIÓN Y
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**ESTUDIO DE EVALUACIÓN INTERMEDIA
PROGRAMA DE ALIMENTOS PARA LA EDUCACIÓN Y
NUTRICIÓN INFANTIL (MCGOVERN-DOLE)**

**GUIA PARA EL DESARROLLO DE ENTREVISTA
A DIRECTORES MUNICIPALES**

**RUSSBEL HERNÁNDEZ RODRÍGUEZ
MARIO ALAS SOLÍS
JOSÉ FRANCISCO ROBLES**

Septiembre, 2023

Registro de los Participantes

Instrucciones

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5. Comenzar con las preguntas.

Información General

1. Nombre del entrevistador (a): _____
2. Lugar y fecha de la entrevista: _____

Información del entrevistado (a)

3. Nombre del entrevistado (a): _____
4. Cargo: _____
5. Procedencia: _____
6. Género: _____

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- Porque al ser un actor clave, tenemos interés en sus percepciones sobre cómo el programa se relaciona con el desempeño escolar de los niños.

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Instructivo para aplicación de las entrevistas

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 - Siempre **informar** al entrevistado sobre el **propósito** de la entrevista y el **uso** que se le dará.
 - Siempre solicitar permiso antes de realizar una entrevista.
 - **Antes de empezar con la entrevista, siempre pedir permiso para tomar notas y grabar la conversación (ver formulario de consentimiento informado).**
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 - Su propósito es obtener respuestas en el lenguaje y perspectiva del entrevistado.
 - **Lograr espontaneidad y amplitud de respuestas**, así como que el entrevistado se relaje.
 - El entrevistador (a) debe generar un clima de confianza y cultivar empatía.
 - **NO preguntar de manera tendenciosa ni induciendo la respuesta.**
 - NO se deben utilizar calificativos.
 - **Escuchar activamente, pedir ejemplos, y hacer una sola pregunta a la vez.**
 - Debemos de evitar elementos que obstruyan la conversación.
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Introducción a la entrevista

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*Es muy importante recordar que en esta actividad **no hay respuestas correctas o incorrectas y todos los puntos de vista son válidos y respetados.** Por lo tanto, le invito a que se sienta libre de expresar su opinión, ya sea positiva o negativa.*

Esta conversación será grabada, ya que no queremos perder ninguna de sus opiniones o comentarios (según autorización/consentimiento informado). Nuestra conversación tendrá tiempo de aproximadamente una hora y media, y la haremos sin interrupciones.

Si usted necesita tiempo para levantarse, estirarse o usar el baño durante la entrevista, por favor hágalo.

Preguntas

Asistencia de los Niños a Clase

1. En los dos últimos años, ¿han notado un aumento o disminución en la matrícula en los centros educativos? En su opinión, ¿qué factores provocan este cambio en la matrícula?

2. ¿Se ha reducido la asistencia de los niños a clase en los centros educativos o se ha tenido respecto a años antes de la pandemia? ¿Cuáles son las razones por las que esto sucede?

Atención en Clase de los Niños

3. ¿En qué medida la falta de merienda escolar o la mala alimentación son factores para que los niños no estén atentos en clase? ¿En los dos últimos años se ha mejorado en este tema?

Lectura Temprana y Comprensión Lectora

4. ¿Conoce los resultados de las pruebas de comprensión lectora aplicadas el año anterior en los centros educativos de su municipio? ¿qué factores en la comunidad, en el centro educativo y en la casa están causando estos resultados?

5. En los últimos dos años, ¿qué acciones se han realizado en los centros educativos para mejorar el aprendizaje y la lectura de los niños en los primeros grados? ¿Quiénes participaron?

6. En los dos últimos años, ¿ha cambiado la metodología que se está utilizando en los centros educativos para impartir clases y medir el aprendizaje? Explique cómo esa metodología está afectando o beneficiando el aprendizaje de los niños, tanto en lectura como escritura.

Ausencia de la Escuela/Abandono

7. En los dos últimos años, en las escuelas de su municipio, ¿la migración es un factor que está provocando la ausencia de niños y niñas en las escuelas? Explique qué tipo de migración interna o externa y por qué se produce.

8. ¿Cómo participan los directores y qué acciones toman en apoyo a los centros educativos para reducir la ausencia de niños y niñas en clase y reducir el abandono escolar?

Sostenibilidad

9. ¿De qué manera los cambios en las capacidades, políticas, procedimientos y prioridades del gobierno **facilitan (o impiden)** la sostenibilidad?
10. ¿Están cambiando esas capacidades, recursos, vínculos y motivación **para cada uno de los componentes** del programa?
11. ¿Cuál es la participación de los actores locales en la mejora de los estándares para **la preparación de alimentos y la infraestructura escolar**?
12. ¿Cómo ha colaborado la Dirección Municipal para que la alimentación escolar sea permanente en las escuelas? ¿ha contado **con apoyo de personal a su cargo** para coordinar y de qué forma se ha realizado?
13. ¿Cómo ha sido la participación de la empresa privada en el tema de alimentación escolar? ¿Qué alianzas se han realizado?
14. ¿En su municipio el Consejo Municipal para el Desarrollo de la Educación (COMDE) o el Consejo Escolar de Desarrollo (CED), se ha encargado de **gestionar e implementar proyectos educativos** a favor del aprendizaje de niñas y niños, reduciendo el ausentismo y la deserción escolar? ¿qué acciones se priorizan?
15. ¿La Dirección Municipal ha impulsado un plan estratégico para desarrollar la educación de niños y niñas? Explique, ¿qué acciones desarrollaron en las áreas educativas priorizadas en los últimos dos años? ¿contaron con presupuesto para desarrollarlas?
16. ¿El gobierno municipal ha apoyado a las escuelas para que apliquen pruebas de lectura temprana a los estudiantes, controlen la asistencia, reduzcan el ausentismo y la deserción escolar? ¿cómo lograron este apoyo?

Relevancia

17. ¿Cómo valora las intervenciones del proyecto de alimentación escolar? ¿las considera apropiadas a las para las costumbres y tradiciones, y al contexto de las comunidades del municipio?

18. ¿Las partes interesadas del proyecto (estudiantes, asociaciones de padres y maestros, padres y funcionarios locales) sienten que el proyecto ha satisfecho sus necesidades? ¿Por qué sí o por qué no?

Eficiencia

19. ¿Qué organizaciones e instituciones apoyan a nivel municipal para fortalecer la preparación de alimentos en los centros educativos?

20. ¿En qué medida las intervenciones del proyecto han sido eficientes para alcanzar los objetivos de productos y resultados?

21. ¿Qué organizaciones e instituciones apoyan en el municipio para que los centros educativos cuenten con bodega, cocina y comedor infantil?

22. ¿Qué factores han inhibido o facilitado el logro de las metas, los objetivos y los resultados esperados del proyecto?

Eficacia

23. En los dos últimos años, ¿las intervenciones del proyecto de la alimentación escolar han alcanzado las metas, objetivos y resultados esperados? Explique

24. ¿Qué factores positivos y qué limitaciones han tenido en esta experiencia para el logro de objetivos y resultados esperados? Explique.

25. ¿Qué resultados se lograron utilizando los aportes/apoyo de la comunidad? ¿Cuáles fueron los factores críticos que permitieron proporcionar esos insumos?

26. ¿En qué medida los recursos (insumos) del proyecto han facilitado los resultados obtenidos?

Impacto

27. ¿La Dirección Municipal estableció alianzas para apoyar e invertir en el proyecto de alimentación escolar que contribuya a mejorar la lectura y escritura de los niños en edad escolar de las comunidades de su municipio, aumentar el acceso a la educación, reducir el ausentismo y la deserción escolar? ¿cuáles fueron las limitaciones que enfrentó y cómo las superó?

28. ¿Qué iniciativas de proyectos y organizaciones que trabajan para mejorar las condiciones de salud y nutrición de las familias para cambiar las prácticas alimentarias e higiénicas de los niños en edad escolar han apoyado? ¿cuáles limitaciones enfrentaron y cómo fueron superadas?

29. ¿Ha habido algún impacto positivo o negativo en las áreas objetivo, además de la realización de los resultados a nivel de objetivos estratégicos? En caso afirmativo, ¿se pueden abordar? ¿Cómo? Si no es así, ¿por qué no?

Coherencia

30. ¿Cómo puede el proyecto de alimentación escolar apoyar y complementar las iniciativas educativas implementadas por la Dirección Municipal u otras organizaciones en su municipio?

31. En los dos últimos años, ¿qué convenios o alianzas estratégicas ha logrado establecer la Dirección Municipal con otras entidades gubernamentales y no gubernamentales, en materia de educación y alimentación escolar en el municipio o departamento? ¿cómo se vinculan o coordinan?

32. ¿Qué tan bien se alinea el diseño del proyecto con las metas, objetivos y estrategias de SEDUC y SEDESOL?

**MCGOVERN DOLE
PROGRAMA ALIMENTOS PARA LA EDUCACIÓN Y
NUTRICIÓN INFANTIL**

CONSULTORÍA:

**ESTUDIO DE EVALUACIÓN INTERMEDIA
PROGRAMA DE ALIMENTOS PARA LA EDUCACIÓN Y
NUTRICIÓN INFANTIL (MCGOVERN-DOLE)**

**GUÍA DE ENTREVISTA PARA DESARROLLO DE GRUPO
FOCAL CON DIRECTORES DE REDES EDUCATIVAS**

Septiembre, 2023

Instructivo para aplicación de guía de entrevista para grupo focal con directores de redes educativas

Desarrollo del grupo focal

- a) Bienvenida: (10 minutos antes de iniciar formalmente la sesión). Saludos, gracias.
- b) Introducción: (3 minutos). Presentación del facilitador o moderador.
- c) Objetivos: (2 minutos). Objetivos del grupo focal y permisos para fotografías o grabaciones.
- d) Información General (3 minutos). Reglas y mecánica de la sesión. Confidencialidad de la información.
- e) Desarrollo de la sesión (2 horas aprox.)

Sugerencias y comentarios acerca del grupo focal

- La entrevista colectiva bajo la modalidad de grupo focal **deberá realizarse con directores de redes educativas.**
- La dinámica del grupo focal **debe realizarse en un lugar cómodo y con privacidad** para conversar, con asientos cómodos para permanecer al menos una hora sentados durante la conversación.
- La entrevista colectiva **deberá desarrollarse en la forma más completa posible**, realizando todas las preguntas y subpreguntas, pidiendo las ampliaciones respectivas.
- Obtenga la **autorización para grabar el sonido y aclarar que tomará notas** durante la conversación.
- Asegúrele a los entrevistados que **la información será de uso estrictamente técnico**, y que no se requiere identificar a cada sujeto por su nombre.
- Debe contarse con refrigerios para **entregar al final si la duración es menor o igual a una hora**, o a la mitad de su desarrollo, después de una de las recapitulaciones, si dura más de una hora el desarrollo del grupo focal.
- Antes de empezar **explíquelo a los entrevistados cuál es el propósito del estudio**: “Analizar la contribución del Programa MGD a los indicadores educativos nacionales”.

Guía de entrevista para grupo focal

Mi nombre es _____, hoy es en un día _____ de fecha ____ de agosto a las _____ horas. Nos encontramos en el lugar _____ y vamos a iniciar una entrevista colectiva bajo la modalidad de grupo focal para conocer cómo son las percepciones de los directores de redes educativas, respecto a la contribución de las diversas actividades desarrolladas con el apoyo del Programa MGD.

Presentación

- Comencemos presentándonos cada uno diciendo nuestro nombre, nombre y ubicación a nivel de comunidad y municipio.
- Comenten brevemente qué es lo que saben acerca del “Programa alimentos para la educación y la nutrición infantil”. Indiquen si han estado en contacto con el programa y por cuánto tiempo.

Consentimiento para participar en un estudio de investigación

¿Por qué me han pedido que participe en el estudio?

- Por ser director de redes educativas de la zona de influencia del Programa Internacional de Alimentos para la Educación y Nutrición Infantil McGovern-Dole
- Porque usted es un actor clave en el programa y porque tenemos interés en sus percepciones sobre cómo el programa se relaciona con el desempeño escolar de los niños.

¿Qué hago primero?

- Antes de aceptar, por favor lea este formulario
- Por favor haga cualquier pregunta que pueda tener

¿Cómo se mantendrán privadas las cosas que diga?

- Los registros de este estudio se mantendrán privados.
- No incluiremos su nombre ni el de ninguna otra persona en informes o documentos escritos.
- Los registros de la investigación (incluidas las grabaciones de audio) se guardarán en un archivo bajo llave.
- Los registros de investigación se destruirán en un plazo de 3 años.
- El acceso a los materiales de investigación estará limitado a los investigadores.
- Para la participación en grupos focales, mantendremos toda la información confidencial. Sin embargo, otros participantes del grupo focal escucharán sus respuestas.

Declaración de consentimiento:

- He leído (o alguien me ha leído) el contenido de este formulario de consentimiento.
- Me han animado a hacer preguntas.
- He recibido respuestas a mis preguntas.
- Doy mi consentimiento para participar en este estudio.
- He recibido (o recibiré) una copia de este formulario.

Acuerdo oral: Este formulario fue leído al participante y también se le ha mostrado para corroborar el contenido de este. Se le explicó la investigación, asimismo, ha tenido la oportunidad de hacer preguntas y sus respuestas han sido respondidas a satisfacción. En mi opinión, el participante ha demostrado comprensión de la información.

Firma del participante: _____

Preguntas

Asistencia de los Niños a Clase

1. ¿Se ha reducido la asistencia de los niños a clase en los centros educativos o se ha mantenido respecto a años antes a la pandemia? ¿cuáles son las razones por las que esto sucede?
2. En los dos últimos años, ¿qué acciones **han estado haciendo las redes educativas**, para que los niños sigan asistiendo a clases diariamente y cumplan con sus tareas?
3. ¿Cómo llevan los registros de asistencia en sus centros educativos? ¿han cambiado en los últimos dos años? Expliquen.

Atención en Clase de los Niños

4. En los últimos dos años, ¿los días en que los niños y niñas asisten a los centros educativos, **han observado si se distraen o no prestan atención en clase**? ¿qué **factores relacionados con la comunidad, el hogar y en los centros educativos** provocan que se produzca este fenómeno?
5. En los últimos dos años, ¿qué están haciendo ustedes como directores para mejorar la atención de los niños en las clases?, ¿qué recomendaciones brindarían a otros directores?
6. ¿En qué medida la falta de merienda escolar o la mala alimentación son factores para que los niños no estén atentos en clase? ¿en los dos últimos años se ha mejorado en este tema?

Lectura Temprana y Comprensión Lectora

7. En los dos últimos años, ¿han observado si los niños de los centros educativos **presentan problemas a la hora de leer y comprender lo leído**? ¿por qué surge este problema?, ¿cómo los directores y las redes educativas han ayudado a superarlo?
8. ¿Conocen los resultados de las pruebas de comprensión lectora de sus centros educativos del año anterior? ¿qué factores de la **comunidad, de los centros educativos y de los hogares** están causando estos resultados?
9. En los últimos dos años, ¿qué acciones a nivel de los centros se han realizado para mejorar el aprendizaje y la lectura de los niños de los **primeros grados**? ¿quiénes participaron?
10. En los dos últimos años, ¿ha cambiado la **metodología** que se está utilizando en los centros educativos para **impartir clases y medir el aprendizaje**? Explique, ¿cómo esa metodología está afectando o beneficiando el aprendizaje de los niños, tanto en lectura como escritura?

Ausencia de la Escuela/Abandono

11. ¿Los niños de las comunidades faltan a la escuela por más de 10 días? ¿qué factores están relacionados con que esto suceda? ¿En los dos últimos años se ha mejorado en este tema?
12. En sus comunidades, ¿las enfermedades estomacales son un factor que hace que los niños falten a los centros educativos por períodos prolongados? ¿En los dos últimos años se ha mejorado en este tema?
13. ¿En sus comunidades hay problemas de higiene, acceso a agua potable, desnutrición en los niños? ¿qué están haciendo actualmente ante esta situación, y qué se puede hacer en el futuro para evitarlo?
14. En los dos últimos años, en sus comunidades que pertenecen a la red educativa, ¿la migración es un factor que está provocando la ausencia de niños y niñas en las escuelas? Explique qué tipo de migración interna o externa y por qué se produce.
15. ¿Cómo participan los directores de los centros educativos, para mejorar la asistencia de niños y niñas en clase y reducir el abandono escolar? ¿qué acciones toman en apoyo a los centros educativos?

Sostenibilidad

16. ¿Cuál es la participación de los actores locales en la mejora de los estándares para la preparación de alimentos y la infraestructura escolar?
17. En los últimos dos años, ¿cómo los directores de los centros educativos y las organizaciones han apoyado o colaborado para que la alimentación escolar sea permanente en las escuelas?
18. ¿Los productores, son proveedores locales de alimentos para las escuelas de su municipio?, ¿qué alimentos aportan o podrían aportar?
19. ¿Con qué empresas privadas, gubernamentales, y ONGs se han realizado alianzas en el tema de alimentación escolar? ¿y cuál es la participación de la empresa privada en el tema de la alimentación escolar?

Relevancia

20. ¿Considera que estudiantes, asociaciones de padres y maestros, padres y funcionarios locales sienten que el proyecto ha satisfecho sus necesidades? ¿Por qué sí o por qué no?
21. En los últimos dos años, ¿La alimentación escolar que se brinda en los centros educativos, satisface las necesidades de nutrición de los niños?

22. ¿Describe el proceso de trabajo actual del comité de merienda escolar en el centro educativo? ¿Qué hacen **las mujeres** y qué hacen los **hombres** en el comité?
23. ¿Hasta qué punto el **consumo de comida chatarra** (churros y refrescos de cola) y malos hábitos higiénicos, **es una práctica habitual** entre los escolares? ¿consideran que **este es un factor de enfermedad que está impidiendo que los niños asistan a clases**? ¿expliquen qué sucede en las familias y comunidad? ¿cómo puede ser mejorado?

Eficiencia

24. ¿Cuáles son las necesidades de fortalecimiento del Comité de Merienda Escolar actualmente? Considere áreas como **organización, equipamiento, infraestructura, entrenamiento personal.**
25. ¿Qué organizaciones e instituciones apoyan en sus comunidades para que los centros educativos cuenten con bodega, cocina, comedor infantil?
26. ¿La cocina está equipada con fogones eléctricos o de gas, tiene platos, vasos, cucharas y otros utensilios? Explicar.

Eficacia

27. En los últimos dos años, ¿cómo ha sido la experiencia con la alimentación escolar en sus centros educativos? ¿qué factores positivos y qué limitaciones han tenido en esta experiencia?
28. ¿En qué medida los recursos (insumos) del proyecto han facilitado los resultados obtenidos?

Impacto

29. ¿Qué cambios positivos ha provocado el proyecto de la merienda escolar **en el aprendizaje y en la disminución de los índices de inasistencia, fracaso y deserción escolar** en su municipio?
30. En sus comunidades, ¿el proyecto de merienda escolar ayudó a mejorar la salud, la higiene y la mala nutrición de los niños en edad escolar y sus familias? Explique

Coherencia

32. ¿Existen programas y proyectos en sus municipios que tengan como objetivo mejorar la salud y la educación? ¿podrían mencionarlos? ¿son aliados estratégicos en el proyecto de merienda escolar?

**MCGOVERN DOLE
PROGRAMA ALIMENTOS PARA LA EDUCACIÓN Y
NUTRICIÓN INFANTIL**

CONSULTORÍA:

**ESTUDIO DE EVALUACIÓN INTERMEDIA
PROGRAMA DE ALIMENTOS PARA LA EDUCACIÓN Y
NUTRICIÓN INFANTIL (MCGOVERN-DOLE)**

**GUÍA DE ENTREVISTA PARA DESARROLLO DE GRUPO
FOCAL CON MIEMBROS DE LA COMUNIDAD**

Septiembre, 2023

Instructivo para aplicación de guía de entrevista para grupo focal con miembros de la comunidad

Desarrollo del grupo focal

- a) Bienvenida: (10 minutos antes de iniciar formalmente la sesión). Saludos, gracias.
- b) Introducción: (3 minutos). Presentación del facilitador o moderador.
- c) Objetivos: (2 minutos). Objetivos del grupo focal y permisos para fotografías o grabaciones.
- d) Información General (3 minutos). Reglas y mecánica de la sesión. Confidencialidad de la información.
- e) Desarrollo de la sesión (2 horas aprox.)

Sugerencias y comentarios acerca del grupo focal

- La entrevista colectiva bajo la modalidad de grupo focal **deberá realizarse con miembros de la comunidad.**
- La dinámica del grupo focal **debe realizarse en un lugar cómodo y con privacidad** para conversar, con asientos cómodos para permanecer al menos una hora sentados durante la conversación.
- La entrevista colectiva **deberá desarrollarse en la forma más completa posible**, realizando todas las preguntas y subpreguntas, pidiendo las ampliaciones respectivas.
- Obtenga la **autorización para grabar el sonido y aclarar que tomará notas** durante la conversación.
- Asegúrele a los entrevistados que **la información será de uso estrictamente técnico**, y que no se requiere identificar a cada sujeto por su nombre.
- Debe contarse con refrigerios para **entregar al final si la duración es menor o igual a una hora**, o a la mitad de su desarrollo, después de una de las recapitulaciones, si dura más de una hora el desarrollo del grupo focal.
- Antes de empezar **explíquelo a los entrevistados cuál es el propósito del estudio**: “Analizar la contribución del Programa MGD a los indicadores educativos nacionales”.

Guía de entrevista para grupo focal

Mi nombre es _____, hoy es en un día _____ de fecha ____ de agosto a las _____ horas. Nos encontramos en el lugar _____ y vamos a iniciar una entrevista colectiva bajo la modalidad de grupo focal para conocer cómo son las percepciones de los miembros de la comunidad, respecto a la contribución de las diversas actividades desarrolladas con el apoyo del Programa MGD.

Presentación

- Comencemos presentándonos cada uno diciendo nuestro nombre, nombre y ubicación a nivel de comunidad y municipio.
- Comenten brevemente qué es lo que saben acerca del “Programa alimentos para la educación y la nutrición infantil”. Indiquen si han estado en contacto con el programa y por cuánto tiempo.

Consentimiento para participar en un estudio de investigación

¿Por qué me han pedido que participe en el estudio?

- Por ser miembro de la comunidad de la zona de influencia del Programa Internacional de Alimentos para la Educación y Nutrición Infantil McGovern-Dole
- Porque usted es un actor clave en el programa y porque tenemos interés en sus percepciones sobre cómo el programa se relaciona con el desempeño escolar de los niños.

¿Qué hago primero?

- Antes de aceptar, por favor lea este formulario
- Por favor haga cualquier pregunta que pueda tener

¿Cómo se mantendrán privadas las cosas que diga?

- Los registros de este estudio se mantendrán privados.
- No incluiremos su nombre ni el de ninguna otra persona en informes o documentos escritos.

- Los registros de la investigación (incluidas las grabaciones de audio) se guardarán en un archivo bajo llave.
- Los registros de investigación se destruirán en un plazo de 3 años.
- El acceso a los materiales de investigación estará limitado a los investigadores.
- Para la participación en grupos focales, mantendremos toda la información confidencial. Sin embargo, otros participantes del grupo focal escucharán sus respuestas.

Declaración de consentimiento:

- He leído (o alguien me ha leído) el contenido de este formulario de consentimiento.
- Me han animado a hacer preguntas.
- He recibido respuestas a mis preguntas.
- Doy mi consentimiento para participar en este estudio.
- He recibido (o recibiré) una copia de este formulario.

Acuerdo oral: Este formulario fue leído al participante y también se le ha mostrado para corroborar el contenido de este. Se le explicó la investigación, asimismo, ha tenido la oportunidad de hacer preguntas y sus respuestas han sido respondidas a satisfacción. En mi opinión, el participante ha demostrado comprensión de la información.

Firma del participante: _____

Preguntas

Asistencia de los Niños a Clase

1. ¿Se ha reducido la asistencia de los niños a clase en los centros educativos o se ha mantenido respecto a años anteriores a la pandemia? ¿cuáles son las razones por las que esto sucede?
2. En los dos últimos años, ¿qué han estado haciendo como miembros de la comunidad para que los niños y niñas sigan asistiendo a clase diariamente y cumplan con sus tareas?

Atención en Clase de los Niños

3. En los últimos dos años, ¿los días en que los niños y niñas asisten a los centros educativos, los profesores les han comunicado si los niños y niñas se distraen o no prestan atención en clase? ¿qué factores relacionados con la comunidad, el hogar y de los centros educativos provocan que se produzca este fenómeno?
4. En los últimos dos años, ¿qué están haciendo ustedes como miembros de la comunidad para mejorar la atención de los niños en las clases? ¿qué recomendaciones brindarían a los padres y madres de familia?
5. ¿En qué medida la falta de merienda escolar o la mala alimentación son factores para que los niños no estén atentos en clase? ¿en los dos últimos años se ha mejorado en este tema?

Lectura Temprana y Comprensión Lectora

6. En los dos últimos años, ¿han observado si los niños que asisten a los centros educativos presentan problemas a la hora de leer y comprender lo leído? ¿por qué creen surge este problema?, como miembros de la comunidad ¿cómo les han apoyado?
7. En los últimos dos años, ¿qué acciones han realizado los profesores en los centros educativos para mejorar el aprendizaje y la lectura de los niños de los primeros grados? ¿quiénes participaron?
8. Consideran que, en los últimos dos años, ¿ha empeorado o mejorado el nivel de aprendizaje de los niños que asisten a los centros educativos? ¿cuáles son las razones por las que esto está sucediendo?

Ausencia de la Escuela/Abandono

9. ¿Los niños de sus comunidades faltan a la escuela por más de 10 días? ¿por qué razón sucede eso? ¿en los dos últimos años se ha mejorado en este tema?
10. En sus comunidades, ¿las enfermedades estomacales son un factor que hace que los niños faltan a los centros educativos por períodos largos? ¿en los dos últimos años se ha mejorado en este tema?
11. ¿En sus comunidades hay problemas de **higiene, acceso a agua potable y desnutrición** en los niños? ¿qué están haciendo como miembros de la comunidad actualmente ante esta situación? ¿qué se puede hacer en el futuro para evitarlos?
12. En los dos últimos años, en sus comunidades, ¿la migración es un factor que está provocando que los niños y niñas no asistan a las escuelas? Explique, ¿qué tipo de migración **interna o externa** y por qué se produce?
13. ¿Cómo participan los miembros de la comunidad, en apoyo a los centros educativos para reducir la ausencia de niños y niñas en clase y el abandono escolar? **¿qué acciones toman para apoyar a los centros educativos?**

Sostenibilidad

14. ¿Cuál es la participación de los actores locales en la mejora de los estándares para la preparación de alimentos y la infraestructura escolar?
15. En los últimos dos años, ¿cómo los miembros de la comunidad y las organizaciones han apoyado o colaborado para que la alimentación escolar sea permanente en las escuelas?

Relevancia

16. Considera que **estudiantes, asociaciones de padres y maestros, padres y funcionarios locales** sienten que el proyecto ha satisfecho sus necesidades? ¿Por qué sí o por qué no?
17. En los últimos dos años, ¿La alimentación escolar que se brinda en los centros educativos, satisface las necesidades de nutrición de los niños?
18. ¿Describe el proceso de trabajo actual del comité de merienda escolar en el centro educativo? ¿qué hacen **las mujeres** y qué hacen los **hombres** en el comité?
19. ¿Cuál es la respuesta de los niños al tema de la alimentación escolar? ¿les gusta la comida? **¿las verduras se preparan en la escuela?** Explique, **¿cómo la merienda escolar ayuda a la asistencia a clase?**

Eficiencia

20. ¿Cuáles son las necesidades de fortalecimiento del Comité de Merienda Escolar actualmente? Considere áreas como **organización, equipamiento, infraestructura, entrenamiento personal.**
21. ¿Qué organizaciones e instituciones apoyan en sus comunidades para que los centros educativos cuenten con bodega, cocina, comedor infantil?
22. ¿La cocina está equipada con fogones eléctricos o de gas, tiene platos, vasos, cucharas y otros utensilios? Explicar

Eficacia

23. En los últimos dos años, ¿cómo ha sido la experiencia con la alimentación escolar en sus centros educativos? ¿qué factores positivos y qué limitaciones han tenido en esta experiencia?
24. ¿En qué medida los recursos (insumos) del proyecto han facilitado los resultados obtenidos?

Impacto

25. ¿Qué cambios positivos ha provocado el proyecto de la merienda escolar **en el aprendizaje y en la disminución de la falta a clases de los niños y niñas, la repetición de grado y deserción escolar** en los centros educativos de sus comunidades?
26. En sus comunidades, ¿el proyecto de merienda escolar ayudó a **mejorar la salud, la higiene y la mala nutrición de los niños** en edad escolar y sus familias? Explique

**MCGOVERN DOLE
PROGRAMA ALIMENTOS PARA LA EDUCACIÓN Y
NUTRICIÓN INFANTIL**

CONSULTORÍA:

**ESTUDIO DE EVALUACIÓN INTERMEDIA
PROGRAMA DE ALIMENTOS PARA LA EDUCACIÓN Y
NUTRICIÓN INFANTIL (MCGOVERN-DOLE)**

**GUÍA DE ENTREVISTA PARA DESARROLLO DE GRUPO
FOCAL CON MIEMBROS DE LOS COMITÉS DE
ALIMENTACIÓN ESCOLAR**

Septiembre, 2023

Instructivo para aplicación de guía de entrevista para grupo focal con los comités de alimentación escolar

Desarrollo del grupo focal

- a) Bienvenida: (10 minutos antes de iniciar formalmente la sesión). Saludos, gracias.
- b) Introducción: (3 minutos). Presentación del facilitador o moderador.
- c) Objetivos: (2 minutos). Objetivos del grupo focal y permisos para fotografías o grabaciones.
- d) Información General (3 minutos). Reglas y mecánica de la sesión. Confidencialidad de la información.
- e) Desarrollo de la sesión (2 horas aprox.)

Sugerencias y comentarios acerca del grupo focal

- La entrevista colectiva bajo la modalidad de grupo focal **deberá realizarse con miembros del comité de alimentación escolar.**
- La dinámica del grupo focal **debe realizarse en un lugar cómodo y con privacidad** para conversar, con asientos cómodos para permanecer al menos una hora sentados durante la conversación.
- La entrevista colectiva **deberá desarrollarse en la forma más completa posible**, realizando todas las preguntas y subpreguntas, pidiendo las ampliaciones respectivas.
- Obtenga la **autorización para grabar el sonido y aclarar que tomará notas** durante la conversación.
- Asegúrele a los entrevistados que **la información será de uso estrictamente técnico**, y que no se requiere identificar a cada sujeto por su nombre.
- Debe contarse con refrigerios para **entregar al final si la duración es menor o igual a una hora**, o a la mitad de su desarrollo, después de una de las recapitulaciones, si dura más de una hora el desarrollo del grupo focal.
- Antes de empezar **explíquelo a los entrevistados cuál es el propósito del estudio**: “Evaluación Intermedia del Programa de Alimentos para la Educación y Nutrición Infantil (MCGOVERN-DOLE)”.

Guía de entrevista para grupo focal

Mi nombre es _____, hoy es en un día _____ de fecha ____ de agosto a las _____ horas. Nos encontramos en el lugar _____ y vamos a iniciar una entrevista colectiva bajo la modalidad de grupo focal para conocer cómo son las percepciones de los miembros de la comunidad, respecto a la contribución de las diversas actividades desarrolladas con el apoyo del Programa MGD.

Presentación

- Comencemos presentándonos cada uno diciendo nuestro nombre, nombre y ubicación a nivel de comunidad y municipio.
- Comenten brevemente qué es lo que saben acerca del “Programa alimentos para la educación y la nutrición infantil”. Indiquen si han estado en contacto con el programa y por cuánto tiempo.

Consentimiento para participar en un estudio de investigación

¿Por qué me han pedido que participe en el estudio?

- Por ser miembro de la comunidad de la zona de influencia del Programa Internacional de Alimentos para la Educación y Nutrición Infantil McGovern-Dole
- Porque usted es un actor clave en el programa y porque tenemos interés en sus percepciones sobre cómo el programa se relaciona con el desempeño escolar de los niños.

¿Qué hago primero?

- Antes de aceptar, por favor lea este formulario
- Por favor haga cualquier pregunta que pueda tener

¿Cómo se mantendrán privadas las cosas que diga?

- Los registros de este estudio se mantendrán privados.
- No incluiremos su nombre ni el de ninguna otra persona en informes o documentos escritos.
- Los registros de la investigación (incluidas las grabaciones de audio) se guardarán en un archivo bajo llave.
- Los registros de investigación se destruirán en un plazo de 3 años.
- El acceso a los materiales de investigación estará limitado a los investigadores.
- Para la participación en grupos focales, mantendremos toda la información confidencial. Sin embargo, otros participantes del grupo focal escucharán sus respuestas.

Declaración de consentimiento:

- He leído (o alguien me ha leído) el contenido de este formulario de consentimiento.
- Me han animado a hacer preguntas.
- He recibido respuestas a mis preguntas.
- Doy mi consentimiento para participar en este estudio.
- He recibido (o recibiré) una copia de este formulario.

Acuerdo oral: Este formulario fue leído al participante y también se le ha mostrado para corroborar el contenido de este. Se le explicó la investigación, asimismo, ha tenido la oportunidad de hacer preguntas y sus respuestas han sido respondidas a satisfacción. En mi opinión, el participante ha demostrado comprensión de la información.

Firma del participante: _____

Preguntas

Asistencia de los Niños a Clase

1. En los dos últimos años, ¿qué han estado haciendo como miembros de la comunidad para que los niños y niñas sigan asistiendo a clase diariamente y cumplan con sus tareas?

Atención en Clase de los Niños

2. En los últimos dos años, ¿qué están haciendo ustedes **como miembros del comité de alimentación escolar** para mejorar la atención de los niños en las clases? ¿qué recomendaciones brindarían a los padres y madres de familia?

3. ¿En qué medida la falta de merienda escolar o la mala alimentación son factores para que los niños no estén atentos en clase? ¿en los dos últimos años se ha mejorado en este tema?

Lectura Temprana y Comprensión Lectora

4. En los últimos dos años, ¿qué acciones han realizado los profesores en los centros educativos para mejorar el aprendizaje y la lectura de **los niños de los primeros grados**? ¿quiénes participaron?

5. Consideran que, en los últimos dos años, ¿ha empeorado o mejorado el nivel de aprendizaje de los niños que asisten a los centros educativos? ¿cuáles son las razones por las que esto está sucediendo?

Ausencia de la Escuela/Abandono

6. ¿Los niños de sus comunidades faltan a la escuela por más de 10 días? ¿por qué razón sucede eso? ¿en los dos últimos años se ha mejorado en este tema?

7. En sus comunidades, ¿las enfermedades estomacales son un factor que hace que los niños falten a los centros educativos por períodos largos? ¿en los dos últimos años se ha mejorado en este tema?

8. ¿En sus comunidades hay problemas de **higiene, acceso a agua potable y desnutrición** en los niños? ¿qué están haciendo como miembros del comité de alimentación escolar actualmente ante esta situación? ¿qué se puede hacer en el futuro para evitarlos?

9. ¿Hasta qué punto el consumo de comida chatarra (churros y refrescos de cola) y malos hábitos higiénicos es una práctica habitual entre los escolares? ¿Consideran que este es un factor de enfermedad que está impidiendo que los niños asistan a clases? ¿Expliquen **qué sucede en las familias y comunidad**? ¿Cómo puede ser mejorado?

10. En los dos últimos años, en sus comunidades, ¿la migración es un factor que está provocando que los niños y niñas no asistan a las escuelas? Explique, ¿qué tipo de migración **interna o externa** y por qué se produce?

Sostenibilidad

11. ¿Cuál es la participación de los actores locales en la mejora de los estándares para la preparación de alimentos y la infraestructura escolar?

12. En los dos últimos años, ¿cuáles son las organizaciones comunitarias que están involucradas en el tema de alimentación escolar? ¿coordinan actividades con el Comité de Merienda Escolar?

13. ¿Cuáles son las funciones de las organizaciones involucradas en garantizar la alimentación escolar?

Relevancia

14. Considera que **estudiantes, asociaciones de padres y maestros, padres y funcionarios locales** sienten que el proyecto ha satisfecho sus necesidades? ¿Por qué sí o por qué no?

15. En los últimos dos años, ¿La alimentación escolar que se brinda en los centros educativos, satisface las necesidades de nutrición de los niños?

16. ¿Describe el proceso de trabajo actual del comité de merienda escolar en el centro educativo? ¿qué hacen **las mujeres** y qué hacen los **hombres** en el comité?

17. ¿Cuál es la respuesta de los niños al tema de la alimentación escolar? ¿les gusta la comida? ¿**las verduras se preparan en la escuela**? Explique, **¿cómo la merienda escolar ayuda a la asistencia a clase?**

Eficiencia

18. ¿Cuáles son las necesidades de fortalecimiento del Comité de Merienda Escolar actualmente? Considere áreas como **organización, equipamiento, infraestructura, entrenamiento personal.**

19. ¿Qué organizaciones e instituciones apoyan en sus comunidades para que los centros educativos cuenten con bodega, cocina, comedor infantil?

20. ¿La cocina está equipada con fogones eléctricos o de gas, tiene platos, vasos, cucharas y otros utensilios? Explicar

Eficacia

21. En los últimos dos años, ¿cómo ha sido la experiencia con la alimentación escolar en sus centros educativos? ¿qué factores positivos y qué limitaciones han tenido en esta experiencia?
22. En los dos últimos años, ¿En qué **temas se ha capacitado** a los comités de merienda y **quiénes los capacitaron**? Expliquen cómo esto ha ayudado a mejorar la nutrición de los niños de los centros educativos y de su familia. En caso negativo, explique por qué no se ha recibido formación.
23. ¿En qué medida los recursos (insumos) del proyecto han facilitado los resultados obtenidos?

Impacto

24. ¿Qué cambios positivos ha provocado el proyecto de la merienda escolar **en el aprendizaje y en la disminución de la falta a clases de los niños y niñas, la repetición de grado y deserción escolar** en los centros educativos de sus comunidades?
25. En sus comunidades, ¿el proyecto de merienda escolar ayudó a **mejorar la salud, la higiene y la mala nutrición de los niños** en edad escolar y sus familias? Explique

Anexo No. 4

Photo Archive





