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# MONITORING AND EVALUATION SUPPORT FOR COLLABORATIVE LEARNING AND ADAPTING (MESCLA) ACTIVITY

HONDURAS LOCAL GOVERNANCE (HLG) BASELINE  
SURVEY REPORT

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# MONITORING AND EVALUATION SUPPORT FOR COLLABORATIVE LEARNING AND ADAPTING (MESCLA) ACTIVITY

## PUBLICATIONS, REPORTS, RESEARCH RESULTS, STUDIES, AND EVALUATIONS TEMPLATE

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## Acronym List

|        |                                                                       |
|--------|-----------------------------------------------------------------------|
| ENEE   | Empresa Nacional de Energía Eléctrica                                 |
| HLG    | Honduras Local Governance                                             |
| LAPOP  | Latin American Public Opinion Project, Vanderbilt University          |
| L1     | Level-one                                                             |
| L2     | Level-two                                                             |
| MESCLA | Monitoring & Evaluation Support for Collaborative Learning & Adapting |
| PE     | Performance Evaluation                                                |
| PSU    | Primary Sampling Unit                                                 |
| USAID  | United States Agency for International Development                    |

## EXECUTIVE SUMMARY

### STUDY PURPOSE

This report presents the summary of selected key findings based on a collection of analyses from two sets of data simultaneously collected in western Honduras. The objective is to provide a baseline for the mid-term and final evaluation of the Honduras Local Governance (HLG) activity, and to provide the HLG team with input to inform operational planning at the municipal level. Two types of data were collected in June-July 2018: a “level-one” (L1) survey of the voting age population in 49 of the 89 municipalities and a “level-two” (L2) local service provision assessment in 438 aldeas located within the 89 municipalities. The results presented and analyzed in this preliminary report include information from 2,663 household respondents (L1), and evaluations in 473 schools and 318 health centers (L2).

### MAIN FINDINGS

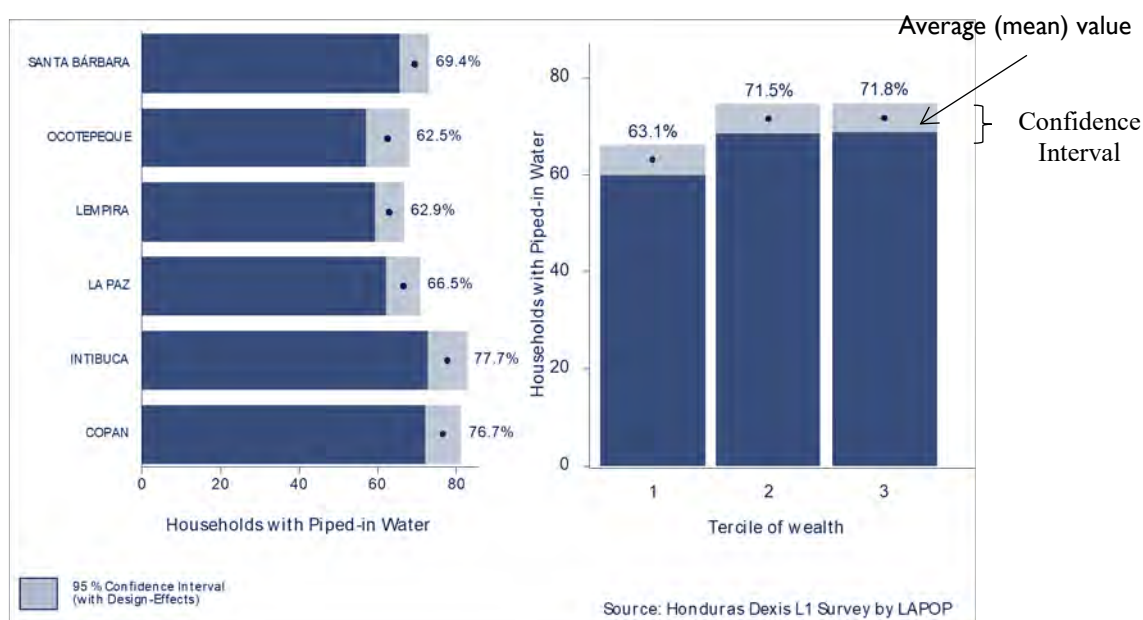
- Over two-thirds of households (68.8%) have piped-in water. The majority of those with piped-in water report that it is clean (67.6%), smells good (82.2%), and comes out in good quantity (84.2%). In general, the least positive evaluations are for water cleanliness: 67.6% give positive evaluations on this dimension.
- Across all dimensions, evaluations of household water quality are highest in La Paz and lowest in Santa Bárbara. Evaluations of schools and health centers water quality are also lowest in Santa Bárbara.
- Most schools and health centers are connected to the electrical grid, although the majority report regular short electrical outages and very few have generators (4.4% of schools, 12.8% of health clinics).
- Evaluations of road conditions are predominantly negative: Only 16.3% of L1 survey respondents provide positive evaluations of local roads and 20.6% provide positive evaluations of connecting roads.
- Nearly all (91.7%) respondents with children in public schools agree or strongly agree that the school is preparing their children for the future, yet teacher absence is a challenge for the region: 65.5% agree or strongly agree that teachers are frequently absent.
- Satisfaction with schools (L1 measure) is lowest in Santa Bárbara, and the department ranks lowest on several other indicators of school infrastructure and quality.
- 87% of respondents to the L1 survey agree or strongly agree that the health facilities in their municipality are clean. The lowest rate of positive evaluations is found in Santa Bárbara (81.8%).
- Nearly all schools (96.2%) and health centers (95.6%) have bathrooms, but only a small minority of these have soap: 13.8% of schools and 26.8% of health centers.
- On average, 24.5% of respondents have participated in a local meeting in the last 12 months. In comparison, in the 2016/17 AmericasBarometer national sample for Honduras, that value was around 15% of respondents.
- Participation in local services planning and maintenance is fairly high: participation is greatest in the domain of water services (62.2%), followed by garbage management (51.6%) and road maintenance (50.3%).

### STATISTICS IN THIS REPORT

Statistics presented in this report take into account margins of error, as per scientific approaches to analyzing survey data. Each data point estimate (for example, percentage of households with piped water) has a confidence interval that describes uncertainty surrounding the estimate, expressed in terms of a range surrounding that point. All graphs in this report show a 95% confidence interval, which means that there is a 95% likelihood that the true value is within that interval. The confidence interval appears

as a grey block in the figures in this report. The dot in the center of the confidence interval depicts the estimated average (statistical mean), in this case the estimated average percentage of households with piped water in each municipality (left-side of graph) and by tercile of wealth (right-side of graph).

**Figure A-1: Understanding Figures in this Report**



Where two confidence intervals in bar graphs do not overlap, as we see with the confidence intervals for Intibucá and Lempira in the left hand side graph, the reader can be confident that those differences are statistically significant at the 95% confidence level. In other words, it is highly likely that there is a true difference between the values. When confidence intervals do overlap, it is necessary to conduct a difference-of-means (proportions) test in order to determine whether, in fact, we can conclude with confidence that the values differ from one another, or not. The Latin American Public Opinion Project at Vanderbilt University (LAPOP) is committed to best practices in research and analysis, and thus we report on these statistical tests within the report.

The level of wealth measure in this report is based on a measure of household asset ownership that is created by factor analyzing the responses from the r-series (r1, r3, r4, r4a, r5, r6, r7, r8, r12, r14, r15, r16, r18), which gathers respondents' information about household items present in their homes such as a refrigerator, TV, washing machine, internet, computers, etc. The wealth factor generates a score for each respondent that represents how wealthy their household is based on the number of assets they have. With this score, three 'wealth terciles' are created by grouping the respondents as follows: the poorest 33% into tercile one, the second 33% into tercile two and the wealthiest 33% into tercile three. For more information about the approach, see [https://www.vanderbilt.edu/lapop/insights/I0806en\\_v2.pdf](https://www.vanderbilt.edu/lapop/insights/I0806en_v2.pdf).

# I INTRODUCTION, RESEARCH DESIGN, AND METHODOLOGICAL ASPECTS

## I.1 INTRODUCTION

This report presents analyses of two sets of data simultaneously collected in western Honduras. The objective is to provide a baseline for the mid-term and final evaluation of the Honduras Local Governance (HLG) activity, and to provide the HLG team with input to inform operational planning at the municipal level. Ultimately, the data in this report will form part of a multi-year Performance Evaluation (PE) of HLG activity. The data presented in this report provide a baseline for the PE and are part of the HLG monitoring system.<sup>1</sup> The data were collected by teams working with LeVote, a local Honduran firm. The study was designed by LAPOP, at Vanderbilt University, based on the parameters set forth in the project scope of work and in consultation with the project sponsors. LAPOP trained and coordinated the fieldwork team, and was responsible for monitoring fieldwork activities and carrying out systematic and extensive quality control of the interviews. Once fieldwork activities were complete, LAPOP processed and analyzed the data in order to present key findings in this report. LAPOP is an institute specializing in public opinion research, with particular expertise in the Americas and in Central America. These baseline data may be used to determine and prioritize interventions within the targeted municipalities, and establish a reference point against which data collected during mid-term and final evaluations can be compared.

The Honduras HLG program is centered on six departments located in western Honduras: Santa Bárbara, Ocotepeque, Lempira, La Paz, Intibucá, and Copán. HLG interventions take place in 89 municipalities within this region, a subset of the “universe” of municipalities in these six departments. The findings reported here reflect the situation encountered in June-July 2018 in HLG’s intervention municipalities, and not the departments as a whole.

To generate the baseline datasets, two types of data were collected: a “level-one” (L1) survey of the voting age population in 49<sup>2</sup> of the 89 municipalities and a “level-two” (L2) local service provision assessment in 438 aldeas located within the 89 municipalities. The results presented and analyzed in this report include information from 2,663 household respondents (L1) and evaluations in 473 schools and 318 health centers (L2).

## I.2 RESEARCH DESIGN (METHODOLOGIES AND LIMITATIONS)

HLG has two core expected implementation results: civil society influence, through evidence of engagement increases, and improvement in local service providers’ performance. The goals of the baseline data collection are twofold: i) to assess the state of local engagement, local service provision, and civil society’ perception of service quality prior to the complete implementation of the HLG intervention; and ii) obtain information that will help HLG identify priority needs.

Two types of data were collected: the first data type is referred to in this study as “level-one” (L1). L1 consists of individual-level data on citizens’ perceptions and evaluations of local service provision. These data were collected via a survey of 2,663 individuals in 49 municipalities in six departments located in Western Honduras. The second data type is referred to in this study as “level-two” (L2). L2 is an

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<sup>1</sup> LAPOP was informed in the middle of the study (email to LAPOP on July 20, 2018) that programming had already begun in 49 municipalities (those that form the set of municipalities included in the L1 study). A true baseline study would be conducted prior to any programming. Cross-time assessments performed at a later date will need to take this into consideration; estimates of change across time may be conservative if some change from programming occurred prior to the baseline data collection.

<sup>2</sup> The original scope of work listed 50 municipalities in L1. However, in an email exchange on May 31, 2018, HLG and MESCLA informed LAPOP that the municipality of La Campa in the Department of Lempira had been excluded from their programming. The study was limited to these 49 and did not include all 89 because the focus was on the 49 (originally 50) municipalities where HLG programming was to begin first.

assessment of local services and infrastructure covering a target of 473 total schools and 318 total health facilities across the 89 HLG activity municipalities, including relevant aspects of the facilities' surrounding environment (roads, lighting and water sources).<sup>3</sup>

Both levels of data collection were conducted by the same team of local enumerators. L1 interviews took place at the homes of selected respondents. L2 data was collected by enumerators who visited selected areas, schools, and health clinics and filled out a questionnaire based on their own observations and questions put to personnel at the schools and health clinics.

General population surveys sample from a population with the objective of estimating the population mean with respect to a set of attitudes, evaluations and behaviors. Complex, stratified and clustered samples with a sufficient number of respondents can provide estimates of sub-population means by primary strata (in this case, at the department level). In a general population survey, individual error in responses is mitigated by the inclusion of a large number of respondents, such that the sample converges on the true population mean as it grows in size. But general population surveys are hardly ever sufficiently large to permit analyses at the most local levels – the level-one general population survey carried out for this project is not designed to allow for conclusions at the level of a particular school or health care center.

In recognition of that limitation, the second type of data – “level-two”, a local infrastructure assessment – was collected to complement the general population survey by providing information that can be assessed at a more local level (e.g., by school, health clinic, or municipality). In this report, the findings from the L2 survey are compared with the general population survey findings from the L1 study to provide a fuller understanding of the situation. Because individual school and health center names and locations were recorded, these data also permit future waves of this study to carry out a “within-subjects” design, whereby the same school and health centers are revisited in order to assess changes over time for each school and health center evaluated in the original study.

The data were gathered by enumerators trained as part of the field team for the project (that is, personnel of the same firm, LeVote, conducted both the level-one and level-two data fieldwork). The fieldwork team was trained by a native Spanish speaker who is an experienced Central American member of LAPOP's network of research affiliates. The training material was generated by LAPOP. The core material was based on LAPOP's training materials for its *AméricasBarometer* project since a number of the survey questions were drawn directly from that project. This aspect of the training was supplemented with special interviewer training for the L2 assessment. That training included pictures of hospital equipment in order to train the team on standard materials found in health clinics. It also included instructions and norming of interviewers on how to evaluate the infrastructure – for example, trainees were shown pictures of school classrooms that varied in terms of their condition, with labels (e.g., bad, so-so, good) attached to each picture in order to calibrate the team interview members to a similar approach to the ratings. Training materials included pictures and instructions to evaluate the conditions of the walls, roofs, ceilings, physical assets and materials. After receiving training on the project, these enumerators visited schools and health facilities and completed an evaluation questionnaire. The limitation of our approach is that the collection of only one assessment per school or health facility means that assessments are prone to “interview effects,” where the time of day, presence or absence of a host at the facility, or other such factors could have influenced the single assessment completed by the enumerator<sup>4</sup>; of course, interviewer effects also matter for the general population surveys (i.e., L1), but in these cases, the individual is not

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<sup>3</sup> HLG determined it needed data from the universe of municipalities that will be targets of programming and, thus, the geographic scope of the L2 data collection is greater than that for the L1 data collection.

<sup>4</sup> The L2 questionnaire combines questions that are based on direct observation, with questions that imply a quality/quantity assessment by the enumerator. For questions related to specific medical equipment (available at the health centers) and specific educational materials (available at schools), enumerators were asked to interview the directors or personnel of the school and health facilities. Annex 6 presents the letter used by enumerators to request the authorization to enter the schools and health facilities, and the cooperation of key personnel during the visit.

the unit of analysis, as these surveys benefit from averaging across multiple interviews in order to generate mean scores. In contrast, the strength of our approach is that this “level-two” assessment generates a dataset that permits more fine-grained and relatively objective analyses (e.g., comparisons across facilities and municipalities).<sup>5</sup>

The L1 sample was drawn from a stratified, clustered area probability design, provided by MESCLA (Monitoring and Evaluation Support for Collaborative Learning and Adapting) to LAPOP-VU.<sup>6</sup> The sample was designed to yield a margin of error at the department level of +/- 3%. Within departments, intervention municipalities became the Primary Sampling Units (PSUs) for the study, but the selection of areas (i.e., hamlets) within these PSUs was limited to the list of intervention areas prepared by HLG and given to LAPOP-VU. Six households were selected within each hamlet via a random start and the enumeration team was directed to contact every other dwelling and interview one member of the household 18 years or older.<sup>7</sup> Selection focused on those eligible individuals present at the time contact was made; selection was adjusted at the Primary Sampling Unit (PSU)--that is, the municipality level--to match gender and age frequencies that the official census data published for the population. If two or more people of the same sex and age group were present in the household at the moment of the interviewer's visit, the questionnaire was applied to the person who most recently celebrated a birthday (i.e., the “last birthday” system) in order to avoid selection bias. More technical details on the L1 survey sampling design can be found on Annex 3 of this report.

For the L2 assessment, LAPOP worked with a list of -schools and -health facilities provided by the HLG team and MESCLA. In the case of the health facilities, the L2 sample included all the 319 health centers (i.e., the universe of health facilities). The scope of work for this study stipulated completion of an assessment of 437 health facilities. Given that the list provided by HLG and MESCLA contained only a total of 319 health facilities, LAPOP included all the facilities it was given, thereby carrying out a census rather than a sample (see Annex 3 for a full description of the sample designs of this study). The L2 list of schools, in the 49 municipalities where the L1 survey was carried out, included a total of 851 schools. Given an interest in the study in relating individuals' perceptions and opinions (gathered in the Level I survey (L1)) to the data gathered at a higher level on local service provision and infrastructure, the locations of the schools in the 49 municipios were restricted to the same aldeas and caserios where the L1 survey took place. In this way, the L2 sample of schools for the 49 municipios that were part of the L1 survey included the schools where residents of the L1 aldeas and caserios are sending their children. To ensure that the team would be able to gather L2 data for each L1 selected caserio, when available, two schools in each caserio were selected: a “targeted” school and a replacement in case the targeted school was closed (or the school did not exist anymore, or enumerators were unable to locate the school). Not all caserios were eligible for such back-up treatment since some caserios had only one school. In the caserios with more than two schools, a random selection was made. On average, 1.3 schools were provided as options per caserio, with a total of 851 schools eligible to be included in the study within the 49 L1 municipalities. In the end, one school was selected per aldea in each and every aldea that was selected into the L1 study in the 49 municipios. Consequently, a total of 236 schools were selected (Table A9 in

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<sup>5</sup> Another strength of this approach is that the combined datasets permit multi-level analysis (analyses that combines data at the individual level with data from higher levels of analysis, such as that collected in the L2 survey). Multi-level (or hierarchical) analysis considers individuals as nested in certain contexts. For example, with these data citizens' satisfaction with public education (measure at the L1 level) can be analyzed as a product of the observed quality of the nearest school included in the L2 assessment. Further, measures at both levels can be included in regression analyses predicting other outcomes of interest. Although such analyses are outside this report's scope, the data are coded so that L1 and L2 data can be linked in these ways in the future.

<sup>6</sup> The sampling frame used to draw the sample is based on the “Censo Nacional de Población y Vivienda de Honduras de 2013”. The sample design used the list of districts, neighborhoods, and maps from the 2013 population census in Honduras implemented by the “Instituto Nacional de Estadística (INE)”.

<sup>7</sup> Respondents were limited to household members who reside permanently in that household (thus excluding visiting relatives), who fit the age and residency requirements (limited to adult citizens and permanent residents).

Annex 3 provides a list of all the schools by department and municipio). In the 40 municipalities that were not sampled in the L1 survey, a “targeted” school and four replacements were randomly selected. Not all aldeas allowed this oversample for replacements since some aldeas have less than five schools. At the aldea level, 3.3 schools were provided as options in the municipios that did not participate in the L1 survey. One school per aldea, in 5 aldeas in each of the 40 municipios, was finally selected. A total of 200 schools were visited in this part of this L2 sample.<sup>8</sup> To design the questionnaires, LAPOP refined a draft L1 instrument provided by the MESCLA<sup>9</sup> to LAPOP-VU and LAPOP developed the L2 instrument. The process was iterative, and included review and input from MESCLA, USAID and HLG. Once the questionnaires were completed, they were tested in the field by LAPOP and some further revisions were made before the questionnaires were finalized and approved for the field by USAID.

During this refinement process, two issues emerged that are worth commenting on. First, USAID raised a question about whether some of the modules on the L1 survey could provoke satisficing behavior, whereby a series of questions formulated in the same (positive) direction may have led individuals to agree to each subsequent question without engaging in serious cognitive consideration over the individual item. Though a number of the modules do have questions that run in the opposite direction (such that agreeing would be a negative rather than positive assessment), the basic point was well-taken, but LAPOP recommended leaving the modules as they were for two reasons: 1) The modules in question have been validated in prior studies and last-minute changes risked jeopardizing the validity of the module without sufficient time to test whether in fact the module was improved by the change and 2) Satisficing behavior could change the mean value, but would not interfere with comparisons across the range of values estimated within the baseline survey across places (departments) or within the study over time (waves).

Second, *after the fieldwork had begun*, an observation team comprising a member of MESCLA and a USAID official observed the team in the field and requested some changes to the survey. LAPOP advised making only minimal changes, to avoid the risk of undermining the standardization of the instrument across individuals within the survey – that is, if significant changes had been introduced, it would have confounded our ability to determine whether changes across places and/or time were real or were merely artifacts of the revisions. The observation team also noted that there were some differences between the enumerator’s assessments and their own observations with respect to the quality and quantity of materials. This difference underscores the challenge of relying on a single assessment per place, especially as regards questions that may involve subjectivity, require expertise or be conditional on which rooms/places are observed within a location. As mentioned before, L2 training materials were designed to minimize subjectivity and transfer knowledge required for the level-two observations, yet subjectivity cannot be removed entirely; data from easier to assess questions may therefore be more reliable. The survey design literature recommends the use of a mix of methods – some more objective than subjective - to minimize subjectivity, which is specifically what the L2 instrument does. Other recognized ways to minimize

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<sup>8</sup> It is important to notice that in order to access the survey instruments (the questionnaires) and start an interview or assessment, enumerators had to enter the right sample information, that is, the system requires that interviewers select a) the name of the department, b) then the name of the municipio, c) then the name of the aldea, and d) finally a school name, health center name, or respondent type. In other words, in the system, enumerators only had access to information that was filtered, so if the department of Intibucá was selected, the system only displayed the municipios in that department, and after a municipality was selected only the aldeas (and the schools and health facilities in that aldea) were displayed. This mitigated against common location errors found in many samples. After selecting an aldea in a specific municipio, only the schools, health centers and/or clusters of interviews tagged to that aldea were displayed and available to interviewers to be selected.

<sup>9</sup> This draft instrument was part of the RFP to which LAPOP responded. The draft instrument was developed by Dr. Mitch Seligson, acting as a consultant to Dexis-MESCLA, who drew on the AmericasBarometer bank of survey questions, which have been validated in Honduras on many prior occasions, as well as his own expertise. More information on the AmericasBarometer can be found here: [www.americasbarometer.org](http://www.americasbarometer.org).

subjectivity are: (1) use a validated observation instrument (like an existing scoring system) and (2) if not available, develop one for the study. This is the approach that LAPOP followed by developing new training materials for the L2 survey to calibrate observers' answers about the condition of the infrastructure. Another option that might be considered in the future is the use of multiple observers such that the study could then calculate ex-post the inter-rater reliability of the assessment. Another option that might be considered for future studies is to integrate the use of video-recordings or photographs as part of the data collection, in order to document the state of a facility or place so that the interviewer's own rating can be checked against those provided by one or more other raters who view the images.

Fieldwork for L1 and L2 survey was carried out between June 8<sup>th</sup> and August 10<sup>th</sup> of 2018, by LeVote, a local firm which had worked before with LAPOP and is familiar with its modus operandi and standards. The team was trained by LAPOP for both the L1 and L2 data collection efforts. That training included quality control, which was overseen by LeVote officials and LAPOP, done in collaboration so that all surveys were audited at least once and in accordance with LAPOP's rigorous set of procedures for ensuring quality. As a result of LeVote's experience working with LAPOP, and the high quality training received by interviewers, only 50 household interviews were rejected by LAPOP-VU and replaced by LeVote; 7 school and health center evaluations were likewise nullified and replaced. This number represents less than 2% of all the interviews and evaluations carried out. It is also important to report that less than 5% of all the contacts we were able to establish with potential respondents in L1 rejected our request to be interviewed (normally our refusal rate is around 20%). This low refusal rate reflects the fact that the targeted population was interested in the topics we had to discuss. It is also a good indication that we have a high quality coverage, and therefore, small nonresponse bias. More information on quality control methods in general, and as applied to this project, is available in Annex 4.

One implementation issue that arose relates to risks posed to field teams operating in insecure contexts. Crime, violence and gang activities are pervasive across parts of Honduras, and LAPOP anticipated this challenge by working with the local firm to develop a security plan, which was reviewed in training and signed by each member of the field team. Such a plan reduces but cannot eliminate risk, as evidenced by two security incidents that befell the field team during data collection for this project. In each case, members of the field team were threatened (and, in one case, detained for several hours) by gang members. These incidents occurred in the municipalities of Petoa and Copán Ruinas, when data collection in L1 was near completion (just 1 interview left in Petoa). After each incident, LAPOP reviewed the remaining work locations with the local firm, and made the determination to remove the team from the areas where these incidents occurred, and leave the remaining L2 evaluations (5 in Petoa and 12 in Copan Ruinas) for the end of fieldwork. LAPOP and LeVote, in coordination with MESCLA and HLG, worked on a security strategy and went back to those municipalities to carry out the remaining evaluations without any problems.

In what follows, we present key results for the L1 and L2 datasets as a whole and report on analyses of key indicators by sub-groups. For L1, these sub-groups include the department in which the individual resides and the wealth of the household (measured in terciles, based on a factor that captures the number of household items possessed at the respondent's home). In addition, when appropriate (that is, when the question pertains to the individual respondent rather than their home or household), we analyze the L1 data by other individual characteristics: age cohort, education level, and gender. At the L2 level, we analyze the data by department.

## 2 KEY FINDINGS ON WATER, ROADS, AND ELECTRICITY

In the HLG activity area<sup>10</sup>, just over two out of three (68.8%) households have a piped-in water connection (see figure below). Poor households are more likely to lack a connection than wealthier households. Respondent evaluations of the quality of water from these piped-in household connections are highest in La Paz and lowest in Santa Bárbara. Respondent evaluations of water in schools and health centers also indicate that water quality is comparatively lower in Santa Bárbara.

Assessments of roads by the general population are higher in Intibucá and in Lempira than in La Paz, Copán, Ocotepeque and Santa Bárbara. The majority of roads into municipalities and aldeas in the region are dirt, though the roads into aldeas are far more likely to be dirt and tend to be evaluated less well than those into municipalities. Street lights appear present and operable in two-thirds (66.7%) of access roads into aldeas.

The vast majority of schools and health clinics have an electrical connection, though there is variation by department. The majority of schools and health clinics experience electrical shortages that, when they occur, most often last more than 6 hours (in either type of facility – schools and health clinics). Only a small minority of schools and health centers have generators, and there is variation across departments, especially in health centers.

### 2.1 WATER ACCESS AND SATISFACTION WITH WATER SERVICES

#### 2.1.1 CITIZEN EVALUATIONS OF HOUSEHOLD WATER<sup>11</sup> (LEVEL ONE)

Over two-thirds (68.7%) of the respondents of the “level-one” (L1) survey reported that their household had a piped-in water connection (AGUA1<sup>12</sup>). Thirteen % reported that their household water came from a well. The remainder indicated that water came to their household via a river (3%), purchased bottled water (2.8%), public spouts (1.8%), or another source. Figure 2.1 presents the proportion of respondents in each department and across each level of household wealth, respectively, who reported having a piped-in water connection to their home. While there is variation across departments, the differences are not statistically significant.<sup>13</sup> Analyses of differences by level of wealth<sup>14</sup> reveal that respondents in the poorest tercile were less likely to report having piped-in water at their homes: 63.3% of those falling into the lowest tercile reported having piped-in water compared to about 72% of those in the second and third terciles, and this difference is statistically significant.

About two-thirds (67.5%) of L1 respondents indicated that they treated their water prior to consumption (AGUA2). This percentage varies across departments, as shown in Figure 2.2. Water treatment rates are lowest in Copán and highest in La Paz. Differences of proportions tests reveal that the value registered for Copán (51.8%) is significantly different (lower) from all but the value for Santa Bárbara. Further, the

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<sup>10</sup> As defined by the sample designs that guided L1 and L2 data collection.

<sup>11</sup> In the report, all household evaluations and descriptions are based on responses given by interviewees in the L1 survey.

<sup>12</sup> These code words, in parenthesis, refer to the variable names used in the questionnaire (see Annex I of this report) and can also be found in the data set.

<sup>13</sup> For assistance in interpreting the figures and tests presented in this report, please see the Statistics in this Report note that follows the Executive Summary. All differences of values in this report are assessed at  $p < 0.05$ , two-tailed.

<sup>14</sup> As also indicated in the beginning of this report (see Statistics in this Report), the level of wealth in this report is measured through an index of household asset indicators that is created by factor analyzing the responses from the r-series (r1, r3, r4, r4a, r5, r6, r7, r8, r12, r14, r15, r16, r18) which gathers respondents' information about household assets present in their homes like a refrigerator, TV, washing machine, internet, computers, etc. The wealth index generates a score for each respondent that represents how wealthy their household is based on the number of assets they have. With this score, three 'wealth terciles' are created by grouping respondents as follows: the poorest 33% into tercile one, the second 33% into tercile two and the wealthiest 33% into tercile three. For more information about the computation method, see [https://www.vanderbilt.edu/lapop/insights/I0806en\\_v2.pdf](https://www.vanderbilt.edu/lapop/insights/I0806en_v2.pdf).

value for La Paz (81.5%) is significantly different (greater) from all but Intibucá. And, the value for Ocotepeque (68.4%) is significantly different from all but the value for Santa Bárbara and Lempira. On the other hand, there are no statistically significant differences by wealth level indicating that there are no differences in the proportion of households treating their water across terciles of wealth.

**Figure 2.1. Proportion of Households with Piped-in Water, by Department and Tercile of Wealth**

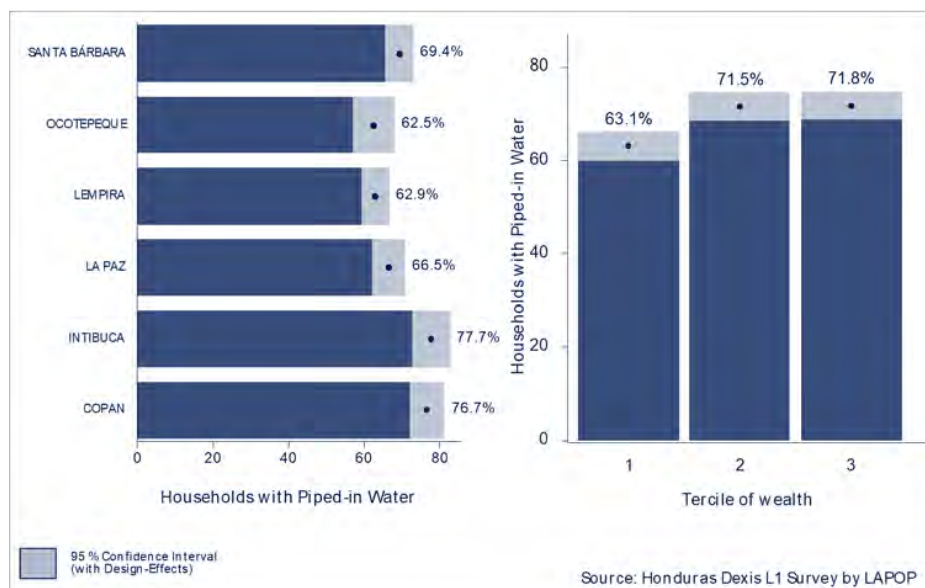
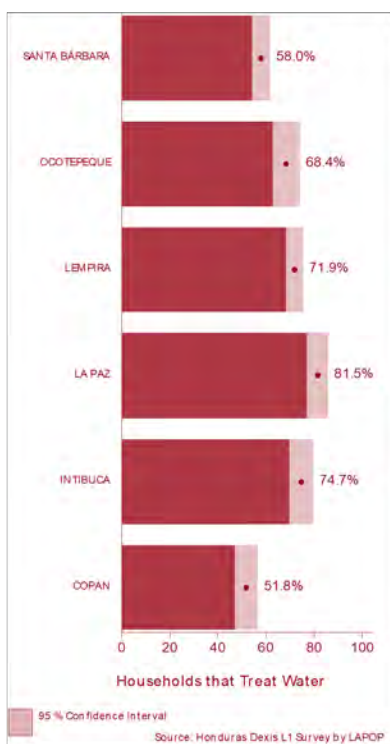
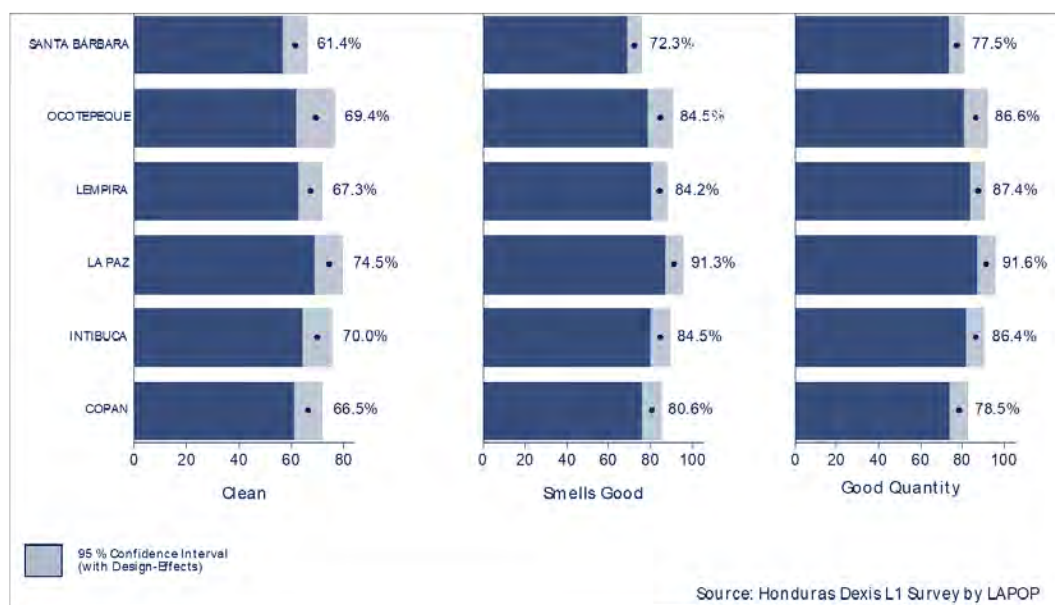


**Figure 2.2. Proportion of Households that Treat Water, by Department**



For those with piped-in water to the house, individuals were asked whether the water was clean (AGUA6A), smelled good (AGUA6B), and came out in good quantity (AGUA6E). We basket those who responded “always” or “almost always” and compare them to those who reported “sometimes” or “never”. The below table shows these values by department. Across all, evaluations are highest in La Paz and lowest in Santa Bárbara.<sup>15</sup>

**Figure 2.2. Proportion of Households with Positive Ratings on Cleanliness, Smell, and Quantity of Water, by Department**



With respect to cleanliness of water, the lowest proportion of individuals responding “always” or “almost always” is found in Santa Bárbara (61.4%), while the highest proportion is found in La Paz (74.5%); the differences between these two values is statistically significant. There are no other statistically significant pairwise comparisons across the departments on this measure.

With respect to a good smell of water, the lowest proportion responding “always” or “almost always” is again in Santa Bárbara (72.3%), while the highest is again in La Paz (91.3%). This difference is statistically significant. In fact, we can say with confidence (at  $p < 0.05$  levels) that Santa Bárbara’s value is lower than all other departments except Copán. Further, La Paz’s value is significantly higher than all other departments except Intibucá.

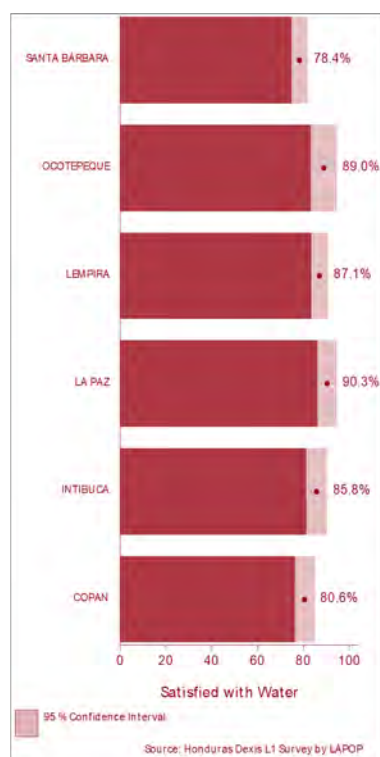
With respect to quantity, once again the proportion saying “always” or “almost always” is lowest in Santa Bárbara (77.5%) and highest in La Paz (91.6%). Santa Bárbara’s value is statistically distinct (lower) than all other departments except Copán. La Paz’s value is statistically distinguishable from Copán and Santa Bárbara, but not the others.

Finally, we present the proportion who responded that they were satisfied or very satisfied with water services (AGUA7). Overall, 84.6% of respondents said that they were satisfied or very satisfied with water services. This varies, though, by department, as shown in Figure 2.4.<sup>16</sup>

<sup>15</sup> There are no differences across terciles of wealth for any of these three indicators.

<sup>16</sup> There are no statistically significant differences by terciles of wealth.

**Figure 2.4. Individual-Level Satisfaction with Water Services, by Department**



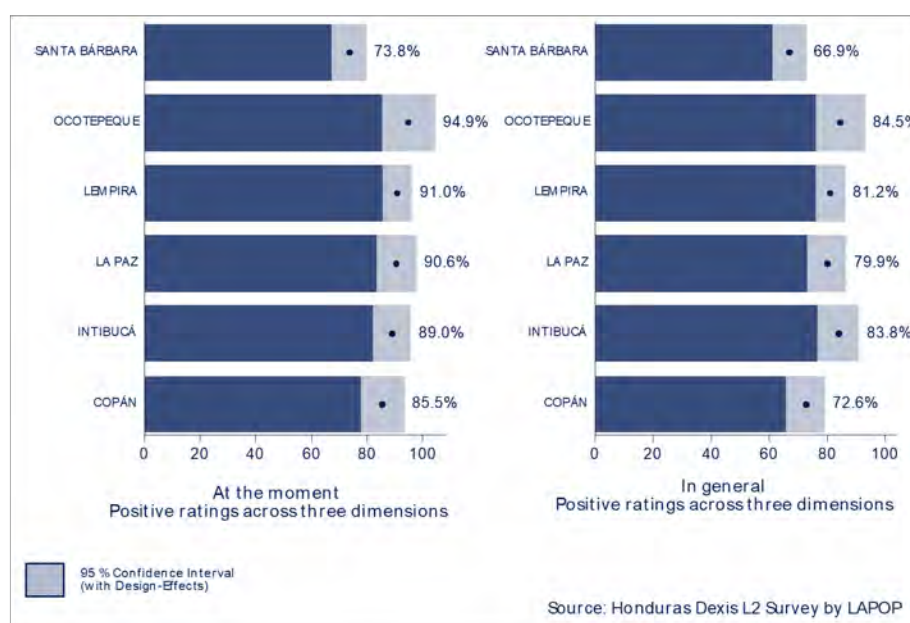
Satisfaction with water services is highest in La Paz, where the proportion of individuals saying they are satisfied or very satisfied is 90.3%, and lowest in Santa Bárbara, where the proportion satisfied or very satisfied is 78.4%. The value for Santa Bárbara is statistically distinct from those for all other departments except Copán. The value for La Paz is only statistically (at  $p < 0.05$ ) distinct from Copán and Santa Bárbara.

## 2.1.2 SCHOOL WATER ASSESSMENT (LEVEL TWO)

In total, 92.4% of the schools have piped-in water connections (EEI I). This value is lowest in Santa Bárbara (86.7%) and highest in Intibucá (100%). The difference between those two departments is statistically significant.

The assessment recorded whether the water in the bathrooms was clean, smelled good, and came out in good quantity at the moment of the study and in general.<sup>17,18</sup> Figure 2.5 shows this value for the assessment “at the moment” and “in general”. In both cases, Santa Bárbara ranks the lowest with values of 73.8% (at the moment of the survey) and 66.9% (in general), followed by Copán (with 85.5% and 72.6%, respectively). At the other extreme, the highest values were achieved by Ocotepeque, with 94.9% “at the moment” and 84.5% “in general”.

**Figure 2.5 Proportion of Positive Assessments of Water Quality in Schools, by Department**



<sup>17</sup> The variable codes are AGUAEA, AGUAEB, AGUAED, AGUAEA\_I, AGUAEB\_I, and AGUAED\_I.

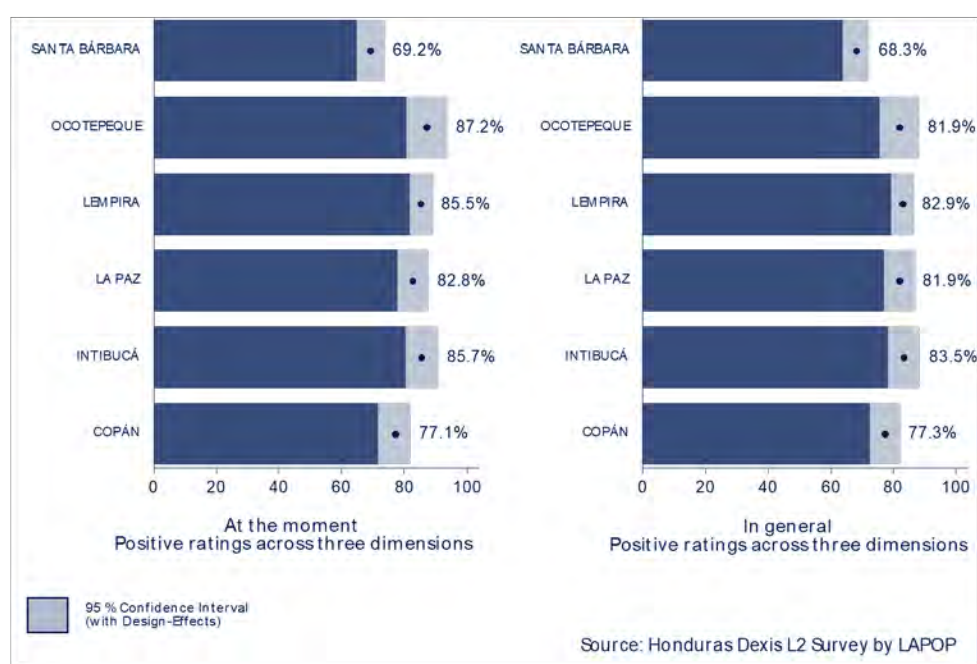
<sup>18</sup> As before, to condense the data, we present the mean proportion of “almost always” or “always” answers across all three dimensions by department.

### 2.1.3 HEALTH CENTER WATER ASSESSMENTS (LEVEL TWO)

In the L2 data, 96.5% of the clinics have piped-in water connections (ESI1). This value is lowest in Santa Bárbara (91.5%) and highest in La Paz and Ocotepeque (100%). The differences between Santa Bárbara on the one hand and La Paz and Ocotepeque other are statistically significant.

The assessment recorded whether the water in the bathrooms was clean, smelled good, and came out in good quantity at the moment of the study and in general.<sup>19</sup> To condense the data, we present the mean proportion of “almost always” or “always” answers across all three dimensions by department. The below table shows this value for the assessment “at the moment” and “in general”. In both cases, Santa Bárbara ranks the lowest with values of 69.2% (at the moment) and 68.3% (in general). At the other extreme, Ocotepeque ranks highest with values of 87.2% (at the moment) and 81.9% (in general).

**Figure 2.6. Proportion of Positive Assessments of Water Quality in Health Clinics, by Department**



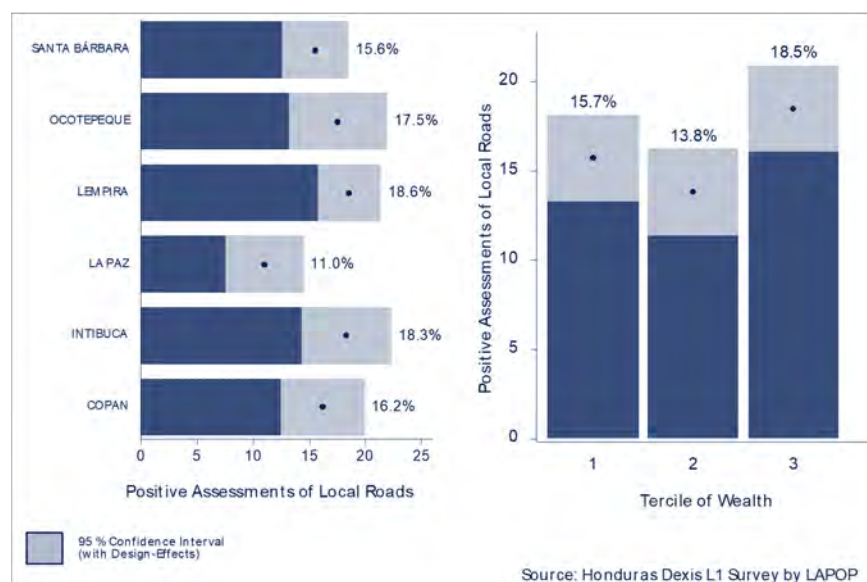
## 2.2 ROAD CONDITIONS

### 2.2.1 CITIZENS' EVALUATIONS OF LOCAL ROADS (LEVEL ONE)

Respondents to the L1 survey were asked to evaluate the condition of the roads where they live and those that connect the aldeas and hamlets to the municipal center (CALLES9\_1, CALLES9\_3). In marked contrast to the high satisfaction levels with water, dissatisfaction is salient when it comes to roads. In total, only 16.1% of respondents reported that the roads where they lived were good or very good. On this question, La Paz's value is lowest (11%), though that value is not statistically distinct from those found for Copán, Ocotepeque, and Santa Bárbara. In evaluating local roads, those in the middle tercile of household wealth were the least likely to give a positive rating (13.8%), compared to 18.5% in the wealthiest tercile. That difference is statistically significant.

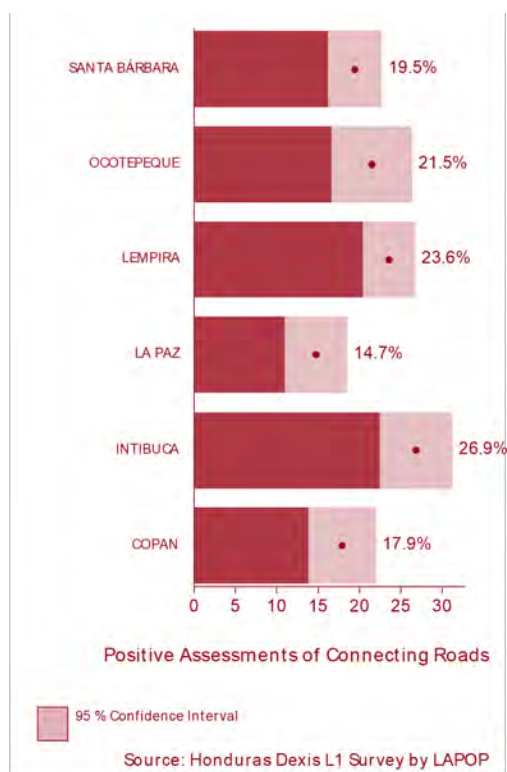
<sup>19</sup> The variable codes are AGUASA, AGUASB, AGUASD, AGUASA\_I, AGUASB\_I, and AGUASD\_I.

**Figure 2.7. Proportion of Positive Assessments of Local Roads, by Department**



Only 20.6% reported positive evaluations of roads that connect the aldeas and hamlets to the municipal center. Ratings are lowest in La Paz (14.7%) and Copán (17.9%), and these values are statistically distinct from those found for the department with the highest rating, Intibucá (26.9%).<sup>20</sup>

**Figure 2.8. Proportion of Positive Assessments of Connecting Roads, by Department**



<sup>20</sup> There are no statistically significant differences by wealth.

## 2.2.2 INFRASTRUCTURE ASSESSMENT ON ROAD CONDITIONS (LEVEL TWO)

The L2 audit asked about the material and quality of the main access roads for the municipality (VIA1, VIA1A) and for the aldea (VIA\_1 and VIA1\_1A). With respect to material, the majority of roads into the municipalities are coded as dirt (56.0%), and another 42.9% are coded as pavement or asphalt. The majority of roads into the aldeas are coded as dirt (85.5%), and another 11.1% are coded as pavement or asphalt.

The proportion who said that the municipal access roads were good is 47.6%, while the proportion of those who say that the quality of roads accessing the aldeas was good is only 19.8%.

In addition, for the aldeas, the instrument recorded whether the main access roads to the aldeas had illumination or not (VIA2). Among those able to observe whether or not illumination lights were present and functioning, 45.14% reported that there were functioning illumination lights on the main access roads to the aldeas.

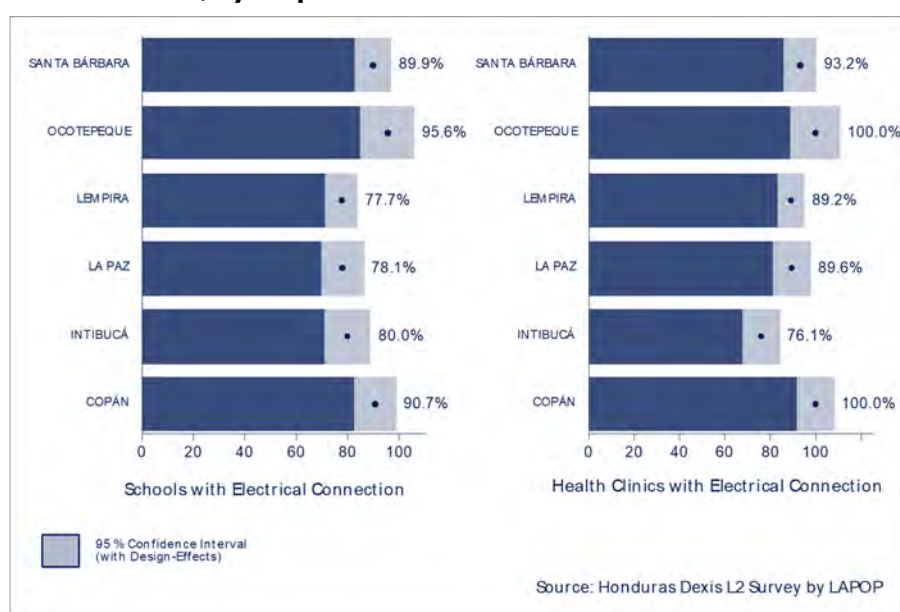
## 2.3 ELECTRICITY IN SCHOOLS AND HEALTH CENTERS

Based on the L2 dataset, 87% of aldeas are connected to the electrical grid, the Empresa Nacional de Energía Eléctrica (ENEE) (question code VIA4). The L2 instrument also recorded, for each school and health center, whether there was an electrical connection, whether there were frequent outages (and how frequent and how long), and whether there was a generator.<sup>21</sup> In total, 84.4% of schools and 90.6% of the health facilities were recorded as having an electrical connection.

Across departments, the lowest rate of electrical connections for schools was recorded in Lempira, while the highest rates were found in Ocotepeque and Santa Bárbara; the differences between the former (Lempira) and the latter (Ocotepeque and Santa Bárbara, respectively) are statistically significant.

The lowest rate of electrical connections for health centers was recorded in Intibucá, and the highest rates were found in Copán and Ocotepeque; the differences between the former (Intibucá) and the latter (Copán and Ocotepeque, respectively) are statistically significant.

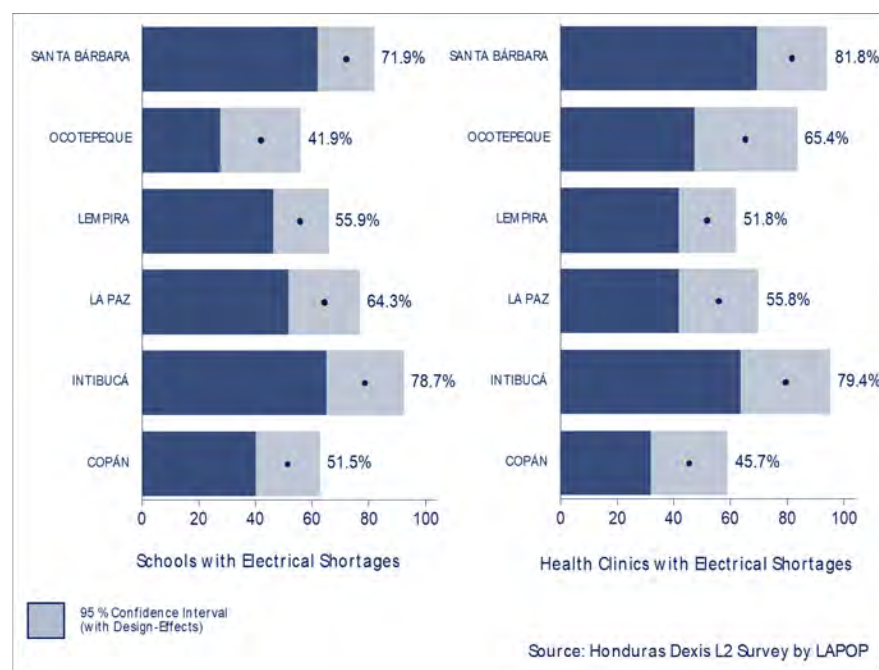
**Figure 2.9. Proportion of Schools and Health Clinics with Electrical Connection, by Department**



Nearly two-thirds (61.1%) of schools reported that there are often brief electrical outages, and this number is 61.7% for health clinics. For schools, across departments, the highest value is found in Intibucá, at 78.7% statistically distinct from values found for Copán, Lempira, and Ocotepeque. For health clinics, across departments, the highest value is found in Santa Bárbara, and that value is statistically distinct from the lower values found in Copán and Lempira.

<sup>21</sup> Question codes for analyses in this section are EE4, 5, 6, 7, 7A; ES4, 5, 6, 7, and 7A.

**Figure 2.10. Proportion of Schools and Health Clinics with Electrical Shortages, by Department**



The L2 assessment includes a measure of the frequency of electrical outages: once a week, twice a week, or daily. For schools, the modal response is twice a week (42.8%), with 20.1% registering daily outages and 37.1% experiencing outages once a week. The modal length of the outage for schools is more than 6 hours (63.1%), with the remainder of responses being under 6 hours. Few schools (4.9%) were reported to have a generator on site. There are no statistically significant differences by department regarding possession of a generator at the school.

For health clinics, the modal response on frequency of outages is once a week (42.1%), with 39.6% experiencing outages twice a week and 18.3% experiencing them daily. The modal length of the outage for health clinics is more than 6 hours (60.7%), with the remainder of responses being under 6 hours. Only 15.5% of health clinics were reported to have a generator on site. Across departments, rates of generators at health clinics are highest in Intibucá (39.1%) and La Paz (18.8%), values that are significantly higher than the low rates of possession found at health clinics in Ocotepeque (3.8%), Copán (4.5%), and Santa Bárbara (5.1%).

### 3 FINDINGS ON EDUCATIONAL SERVICES (SCHOOLS)

Nearly half (49.2%) of adults in the L1 sample have at least one child between the ages of 6 and 17 attending a public school. The average time it takes for the youngest of these children to reach school is 20 minutes.<sup>22</sup>

In the sections that follow, we examine a selected set of indicators regarding the quality of education services. First, Table 3.1 shows a summary table of aggregate ratings across six dimensions: general satisfaction with educational services, physical conditions, bathrooms, materials and equipment, food program, security, and quality of education. In each case, we summarize the data by presenting the mean proportion of positive evaluations<sup>23</sup> for a set of measures that capture each dimension. We then present the same summary indicators by department.

<sup>22</sup> For this analysis, only responses of 2 hours or under are included due to concerns about the reliability of a small number of extremely high responses (question code is EDCAL1).

<sup>23</sup> If the respondent is asked to agree/disagree with a positive statement, then this measure is based on those who report that they agree or strongly agree; if the statement is negative, then it is coded as the percentage of those who disagree or strongly disagree (examples of the latter are EDCAL14J and EDCALP).

**Table 3.1 Summary of Evaluations of Schools, All Departments**

|    | <b>% Satisfied<br/>w/ Schools</b> | <b>% Positive<br/>Physical<br/>Conditions</b> | <b>% Positive<br/>Bathrooms</b> | <b>% Positive<br/>Materials &amp;<br/>Equipment</b> | <b>% Positive<br/>School Meal</b> | <b>% Positive<br/>Security at<br/>School</b> | <b>% Positive<br/>Quality of<br/>Education</b> |
|----|-----------------------------------|-----------------------------------------------|---------------------------------|-----------------------------------------------------|-----------------------------------|----------------------------------------------|------------------------------------------------|
| L1 | 83.4                              | 74.4                                          | 61.8                            | 31.2                                                | 91.6                              | 79.9                                         | 61.1                                           |
| L2 | n/a                               | 49.2                                          | 54.9                            | 48.3                                                | n/a                               | n/a                                          | n/a                                            |

Note: Assessment of satisfaction with schools based on EDCAL5. Physical Conditions based on EDCAL4A and EDCAL4B for L1 and EE1C, EE2C, EE3C, and EE19 for L2. Bathrooms based on EDCAL4M for L1 and EE8, EE10, EE22, EE23, and EE24 for L2. School meal based on EDCAL4L. Materials and Equipment based on EDCAL4C, EDCAL4D, EDCAL2, and EDCAL3 for L1 and ME1-9, M8D, EA5, and EA11 for L2. Security based on EDCAL4F. Quality of Education based on EDCAL0, EDCALP, EDCAL4I, EDCAL4J, and EDCAL4K. Full wording in Annex.

**Table 3.2 Summary of Evaluations of Schools, By Department**

|                      | <b>% Satisfied<br/>w/ Schools</b> | <b>% Positive<br/>Physical<br/>Conditions</b> | <b>% Positive<br/>Bathrooms</b> | <b>% Positive -<br/>Materials &amp;<br/>Equipment</b> | <b>% Positive<br/>School<br/>Meal</b> | <b>% Positive<br/>Security at<br/>School</b> | <b>% Positive<br/>Quality of<br/>Education</b> |
|----------------------|-----------------------------------|-----------------------------------------------|---------------------------------|-------------------------------------------------------|---------------------------------------|----------------------------------------------|------------------------------------------------|
| <i>Copán</i>         |                                   |                                               |                                 |                                                       |                                       |                                              |                                                |
| L1                   | 81.9                              | 76.1                                          | 51.4                            | 31.7                                                  | 92.6                                  | 80.0                                         | 60.9                                           |
| L2                   | n/a                               | 54.3                                          | 53.5                            | 54.0                                                  | n/a                                   | n/a                                          | n/a                                            |
| <i>Intibucá</i>      |                                   |                                               |                                 |                                                       |                                       |                                              |                                                |
| L1                   | 86.6                              | 74.3                                          | 73.1                            | 30.9                                                  | 92.7                                  | 76.5                                         | 59.5                                           |
| L2                   | n/a                               | 67.9                                          | 69.7                            | 45.4                                                  | n/a                                   | n/a                                          | n/a                                            |
| <i>La Paz</i>        |                                   |                                               |                                 |                                                       |                                       |                                              |                                                |
| L1                   | 83.0                              | 73.3                                          | 53.9                            | 28.1                                                  | 89.6                                  | 83.3                                         | 64.2                                           |
| L2                   | n/a                               | 42.8                                          | 64.9                            | 57.3                                                  | n/a                                   | n/a                                          | n/a                                            |
| <i>Lempira</i>       |                                   |                                               |                                 |                                                       |                                       |                                              |                                                |
| L1                   | 85.4                              | 75.1                                          | 68.5                            | 31.9                                                  | 92.6                                  | 83.5                                         | 60.9                                           |
| L2                   | n/a                               | 46.5                                          | 54.5                            | 45.2                                                  | n/a                                   | n/a                                          | n/a                                            |
| <i>Ocatepeque</i>    |                                   |                                               |                                 |                                                       |                                       |                                              |                                                |
| L1                   | 88.4                              | 80.2                                          | 66.4                            | 34.9                                                  | 91.5                                  | 81.5                                         | 61.4                                           |
| L2                   | n/a                               | 60.6                                          | 51.4                            | 55.7                                                  | n/a                                   | n/a                                          | n/a                                            |
| <i>Santa Bárbara</i> |                                   |                                               |                                 |                                                       |                                       |                                              |                                                |
| L1                   | 78.3                              | 70.6                                          | 55.8                            | 30.9                                                  | 90.2                                  | 73.1                                         | 59.7                                           |
| L2                   | n/a                               | 36.6                                          | 46.4                            | 39.6                                                  | n/a                                   | n/a                                          | n/a                                            |

The previous table summarizes results by department.<sup>24</sup> Note that not all differences are statistically significant. To determine whether an estimate for one department is significantly distinct from the estimate for another, we perform a difference of proportions test. We conducted such tests for all pairwise comparisons across departments.

Note that there are significant differences between L1 and L2 results, which is to be expected for at least five reasons. For one, the questions are not always worded the same (see variable label codes and the questionnaires in the annex). Second, the samples are different in terms of the locations they included. Third, even where they overlap, the schools and health clinics were not explicitly matched as part of the study design and, therefore, evaluations may not always refer to the same locations. Fourth, the differences may also reflect real differences in perspective between parents and the trained enumeration team. For example, in every case, the mean department evaluation of the schools' physical conditions from L1 is higher than that made by the enumeration team in L2. This suggests that what an L2 enumerator assessed as of lower quality was rated comparatively higher by parents. The reverse is true for evaluations of materials and equipment, in which case it appears that parents' evaluations were less generous than enumerators' evaluations. Fifth, though related, another possible explanation for these differences could relate to the fact that people's perception about the quality of a service may not immediately change when improvements in the quality of the services provided are made. Changes in perception take time to adjust and this can explain the difference between the objective condition of a service and the subjective opinion of respondents.

Before moving on, we summarize here a selected set of findings for the L1 dataset. For the measure of overall satisfaction with schools, the proportion of positive responses is highest in Ocotepeque and lowest in Santa Bárbara, and this difference is statistically significant. For L1 bathroom evaluations, the highest positive evaluation percentages are found in Intibucá and Lempira, and these values are significantly higher than those found for all other departments except Ocotepeque, which also registers comparatively higher values. For L1 security evaluations, the proportion of positive responses is lowest in Santa Bárbara and that value is statistically distinct from higher values in Copán, Lempira, and Ocotepeque; comparing the five departments (aside from Santa Bárbara) to each other, there are not statistically significant differences. Finally, L1 quality of education summary evaluations are highest in La Paz.<sup>25</sup>

### **3.1 PHYSICAL CONDITION OF SCHOOLS**

#### **3.1.1 CITIZENS' EVALUATIONS OF SCHOOL PHYSICAL CONDITIONS (LEVEL ONE)**

Respondents with children in public schools were asked to evaluate a number of different aspects about the school that their youngest child attends. With respect to physical conditions, the survey asked whether the respondent agreed or disagreed that the school was in a good condition and clean (variable codes EDCAL4A and EDCAL4B). As already noted above, the mean proportion of positive responses (agree or strongly agree) to these two measures, combined, is 74.4%. Among the departments, this evaluation is highest in Ocotepeque (80.2%), however, the difference between that value and those for the other departments is not statistically significant.

#### **3.1.2 INFRASTRUCTURE ASSESSMENT OF SCHOOL PHYSICAL CONDITION (LEVEL TWO)**

The L2 instrument assesses the condition of the floor, ceiling, and walls, and the cleanliness of the school (variable codes: EE1C, EE2C, EE3C, and EE19). As the summary table (Table 3.1) shows, the mean

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<sup>24</sup> We tested for differences in the L1 aggregated measures by wealth, and do not find any differences that are statistically significant at the threshold set for this report ( $p < 0.05$ ).

<sup>25</sup> We find no significant differences for L1 evaluations of physical conditions, materials & equipment, and meals.

proportion of positive evaluations of these characteristics, combined, is 49.2%. At the department level, values are significantly higher in Intibucá (67.9%) than in the other departments. There is also variation in the proportion of positive assessments by sub-category for this aggregate measure. In total, the proportion of positive evaluations of the floor, ceiling, walls and cleanliness of the school is 41.7%, 59.7%, 53.4%, and 41.5%, respectively.

## **3.2 BATHROOMS**

### **3.2.1 CITIZENS' EVALUATIONS OF BATHROOM CONDITIONS (LEVEL ONE)**

The L1 survey asked whether the respondent agreed or disagreed (on a 1-4 scale) that the bathrooms at the schools were adequate (variable code: EDCAL4M). As presented in Table 3.1, in total, 61.5% of respondents agreed or strongly agreed that the bathrooms were adequate.

Those reporting negative evaluations were asked what types of problems there were with the bathrooms. This question was open-ended: respondents could state any number of problems, and the enumerator coded these into categories provided within the questionnaire. The most common response to this question is that the bathrooms were broken or damaged (stated by 56.9% of those asked the question). The next most common responses are that many times there was no water (reported by 11.5%) and the bathrooms were not clean (8.9%).<sup>26</sup>

### **3.2.2 INFRASTRUCTURE ASSESSMENT OF BATHROOM CONDITIONS (LEVEL TWO)**

Nearly all (95.7%) of the schools have bathrooms. 86.1% have privacy, 58.6% have sinks, and only 12.1% have soap (variable codes EE8, EE22, EE23, EE24). As indicated in above-located summary table, the mean proportion of positive/affirmative evaluations in the L2 assessment of bathrooms is 54.9% across all departments.

## **3.3 MATERIALS AND EQUIPMENT**

### **3.3.1 CITIZENS' EVALUATIONS OF MATERIALS AND EQUIPMENT (LEVEL ONE)**

As noted above, the mean proportion of positive/affirmative responses to the set of questions about the supply of books, desks, computers, and musical instruments is 31.2% (variable codes EDCAL4C, EDCAL4D, EDCAL2, and EDCAL3). There are no significant differences across departments on this aggregated measure.

### **3.3.2 INFRASTRUCTURE ASSESSMENT OF MATERIALS AND EQUIPMENT (LEVEL TWO)**

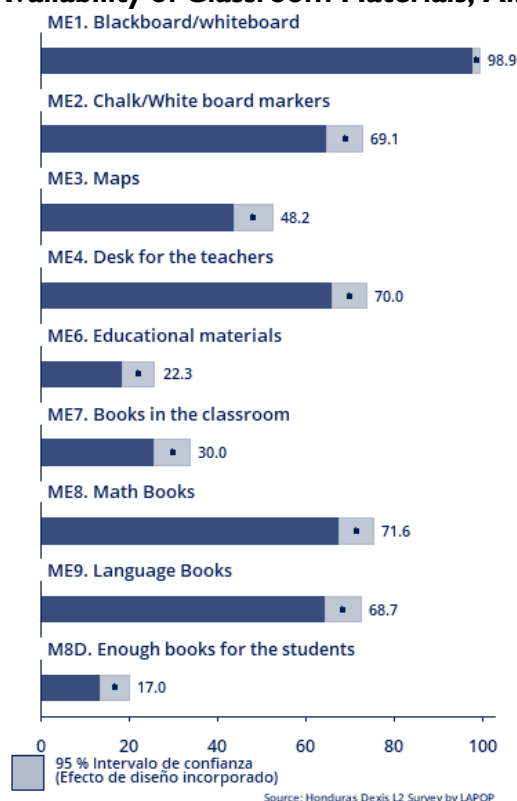
The mean number of classrooms, in the current L2 dataset, is 4.3 (variable code EE16). The proportion of schools in which there are grades that share a classroom is 84.1%, the proportion of schools in which students share a desk is 48.7%, and the proportion of positive evaluations of the general state of the furniture is 32.6% (variable codes EE17, EE18, and EE18B).

The L2 instrument also asked surveyors to evaluate whether the majority of the classrooms had each of the following materials: blackboard, chalk, maps, and desk for the teacher, educational materials, children's books, math books, and Spanish books (ME1-9). Surveyors were also asked whether there were enough textbooks (M8D). The below graph shows the percentages for nine measures in the L2 dataset.

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<sup>26</sup> Because the filtered nature of the question significantly reduces the number of respondents, we do not analyze differences across departments or wealth for this measure.

**Figure 3.1. Availability of Classroom Materials, All Departments**



The L2 instrument also assessed whether the school had computers for the majority of students (EA5) and the same for musical instruments (EA11). In the current L2 dataset, the proportion providing affirmative responses to each of these questions is 9.9% (computers) and 24.2% (musical instruments).

### 3.4 QUALITY OF INSTRUCTION

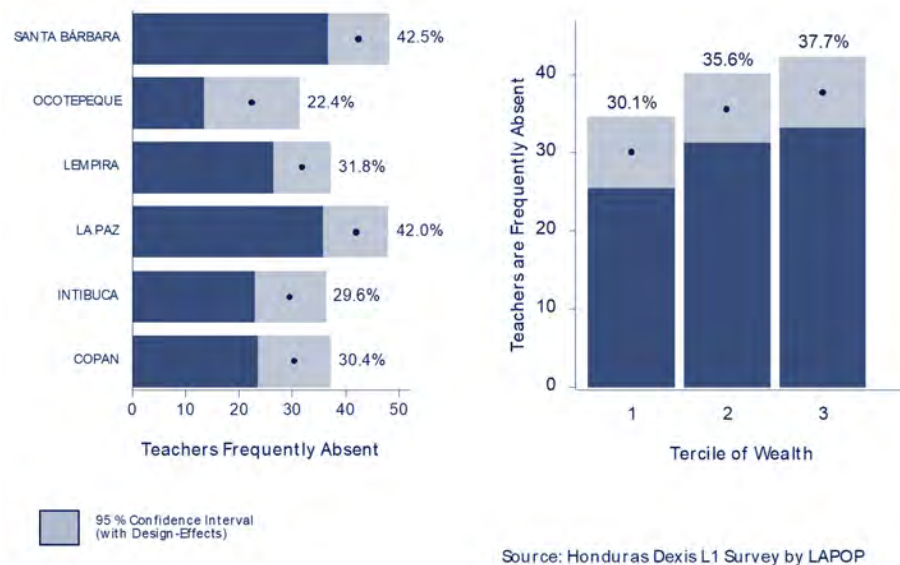
#### 3.4.1 CITIZENS' EVALUATIONS OF INSTRUCTION QUALITY (LEVEL ONE)

Nearly all (91.7%) of respondents with children in public schools agreed or strongly agreed that the school is preparing their children for the future. 86.2% agreed or strongly agreed that the quality of education received by their children was good (variable codes: EDCALO and EDCAL4K). Those belonging to the wealthiest households (tercile 3) were more likely to report that school was preparing their children for the future compared to those in the lowest wealth category (tercile 1).

Only 34.7% disagreed or strongly disagreed that teachers were frequently absent (variable code: EDCAL4J). Those in the wealthiest tercile of household wealth were more likely to disagree that teachers were frequently absent, compared to those in the lowest tercile of wealth.<sup>27</sup> As indicated in the summary table, the mean proportion of positive responses (for the sample as a whole) for the measures in this section is 61.1%. On that combined measure, there are no statistically significant differences by wealth.

<sup>27</sup> There are also differences on these individual indicators by department, but we do not report on them here for the sake of brevity.

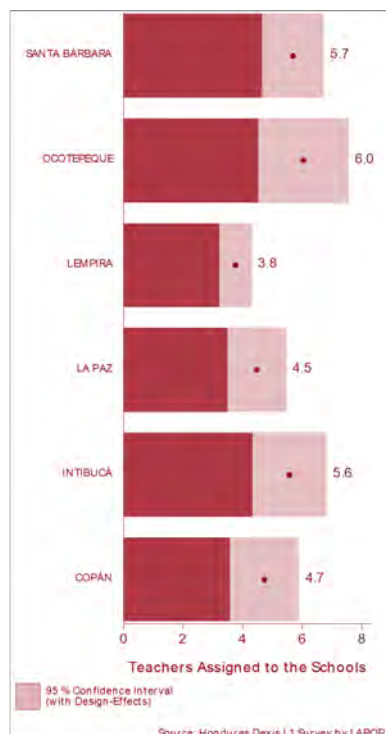
**Figure 3.2. Percentage Reporting that Teachers are Frequently Absent**



### 3.4.2 INFRASTRUCTURE ASSESSMENT OF INSTRUCTION QUALITY (LEVEL TWO)

The L2 instrument asked how many teachers were assigned to the school (EE32). The mean number of teachers assigned to the schools in all departments is 4.8. That value is highest in Ocotepeque (6.0) and lowest in Lempira (3.8).

**Figure 3.3. Average Number of Teachers Assigned to Schools, by Department**

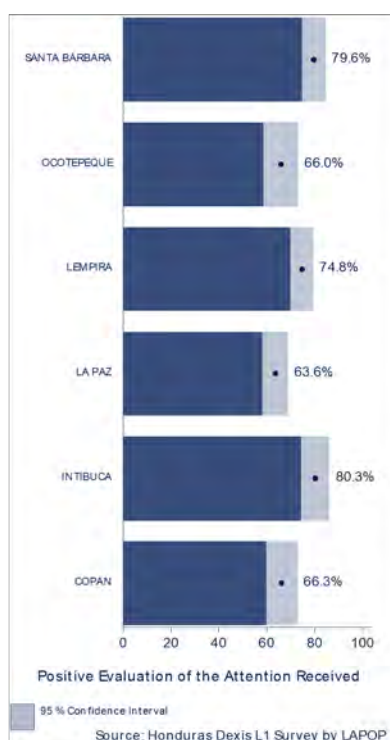


## 4 FINDINGS ON HEALTH FACILITIES AND NUTRITIONAL SERVICES

The majority of households in the western Honduras HLG survey have at least one incident per year in which an individual needs medical attention, and in nearly all of those cases the individual is seen at some type of health facility. Specifically, 62.5% reported needing medical attention for themselves or a member of their household in the prior twelve months, and of those individuals 97.1% report that the afflicted sought medical attention (variable codes: HONHE1 and HONHE2). Of those individuals, 93.8% report that they were attended to at a health facility (SALUD9). Of these, 63.4% reported having been seen at a health center or clinic, 20.7% at a public hospital, and the remaining at private or community facilities, or other locations.

Average wait time reported in the data set is about 90 minutes<sup>28</sup> (SALUD10), and there is no statistically discernible difference in the mean times reported by department. Nearly three-quarters (72.7%) of those who had an encounter with the healthcare system in this manner reported a positive evaluation of the attention received (HONHE5). Evaluations vary by department, with the highest rates of positive evaluation in Intibucá (81.3%) and the lowest in La Paz (63.6%), Ocotepeque (66.0%), and Copán (66.3%); the difference between Intibucá and each of these three is statistically significant.<sup>29</sup>

**Figure 4.1. Proportion of Positive Evaluations of Attention Received**



Mirroring the tables presented at the start of Part 3, the tables below summarize key findings across several dimensions for all departments and then by department. The proportion of LI respondents who reported being satisfied or very satisfied with healthcare services in their area is 80.6%. On this satisfaction measure, the highest rate of positive evaluations is found in Lempira and Ocotepeque (84.9%

<sup>28</sup> There were a handful of extremely high values on this variable; the number reported here reflects the average of all those who reported 12 hours or less.

<sup>29</sup> There are no differences by terciles of household wealth (at  $p < 0.05$ ) for these two measures.

and 84.2%), and the lowest evaluations are found in Santa Bárbara (76.5). The pairwise differences between the former two departments and the latter are statistically significant. We discuss selected additional findings from this set of summary tables in the sections that follow.

**Table 4.1 Summary of Evaluations of Health Centers, All Departments**

|    | <b>% Satisfied w/<br/>Healthcare<br/>Services</b> | <b>% Positive on<br/>Physical<br/>Conditions</b> | <b>% Positive on<br/>Bathrooms</b> | <b>% Positive on<br/>Waiting Room</b> | <b>% Affirmative<br/>on Materials</b> |
|----|---------------------------------------------------|--------------------------------------------------|------------------------------------|---------------------------------------|---------------------------------------|
| L1 | 80.6                                              | 87.0                                             | n/a                                | n/a                                   | n/a                                   |
| L2 | n/a                                               | 63.3                                             | 61.6                               | 93.4                                  | 68.3                                  |

*Note:* Assessment of satisfaction with schools based on SALUD13. Physical Conditions based on SALUD6H for L1 and ES1C, EE2C\_I, EE3C\_I, ES22\_I, and EE19\_I for L2. Bathrooms based on ES8, ES10, ES22, ES23, and ES24 for L2. Waiting room based on ES16, ES18, and ES19 for L2. Materials based on ES20a-f, ES21a-e, HA1, HA2, HA4 and HA11. Full wording in Annex.

**Table 4.2 Summary of Evaluations of Health Centers, by Departments**

|                      | <b>% Satisfied w/<br/>Healthcare<br/>Services</b> | <b>% Positive on<br/>Physical<br/>Conditions</b> | <b>% Positive on<br/>Bathrooms</b> | <b>% Positive on<br/>Waiting Room</b> | <b>Affirmative on<br/>Materials</b> |
|----------------------|---------------------------------------------------|--------------------------------------------------|------------------------------------|---------------------------------------|-------------------------------------|
| <i>Copán</i>         |                                                   |                                                  |                                    |                                       |                                     |
| L1                   | 78.1                                              | 85.7                                             | n/a                                | n/a                                   | 65.0                                |
| L2                   | n/a                                               | 54.8                                             | 63.7                               | 89.5                                  | n/a                                 |
| <i>Intibucá</i>      |                                                   |                                                  |                                    |                                       |                                     |
| L1                   | 82.1                                              | 86.9                                             | n/a                                | n/a                                   | 74.2                                |
| L2                   | n/a                                               | 66.1                                             | 66.1                               | 92.8                                  | n/a                                 |
| <i>La Paz</i>        |                                                   |                                                  |                                    |                                       |                                     |
| L1                   | 78.8                                              | 89.3                                             | n/a                                | n/a                                   | 68.7                                |
| L2                   | n/a                                               | 73.3                                             | 68.6                               | 96.5                                  | n/a                                 |
| <i>Lempira</i>       |                                                   |                                                  |                                    |                                       |                                     |
| L1                   | 84.9                                              | 89.3                                             | n/a                                | n/a                                   | 69.7                                |
| L2                   | n/a                                               | 64.9                                             | 56.9                               | 94.4                                  | n/a                                 |
| <i>Ocatepeque</i>    |                                                   |                                                  |                                    |                                       |                                     |
| L1                   | 84.3                                              | 91.6                                             | n/a                                | n/a                                   | 73.7                                |
| L2                   | n/a                                               | 75.4                                             | 57.6                               | 96.2                                  | n/a                                 |
| <i>Santa Bárbara</i> |                                                   |                                                  |                                    |                                       |                                     |
| L1                   | 76.5                                              | 81.8                                             | n/a                                | n/a                                   | 64.0                                |
| L2                   | n/a                                               | 43.7                                             | 59.8                               | 91.5                                  | n/a                                 |

## 4.1 GENERAL CONDITION OF HEALTH FACILITIES

### 4.1.1 CITIZENS' EVALUATIONS OF HEALTH FACILITIES (LEVEL ONE)

As the above summary table shows, 87% of respondents to the L1 survey agreed or strongly agreed that the health facilities in the municipality were clean (SALUD6H). The highest rate of positive evaluations is found in Ocotepeque (91.6%) and the lowest in Santa Bárbara (81.8%), and this difference is statistically significant. There are no differences by wealth.

### 4.1.2 INFRASTRUCTURE ASSESSMENT OF HEALTH FACILITIES (LEVEL TWO)

The L2 instrument assessed the condition of the floor, roof, walls, furniture, and the cleanliness of the facility ("good" versus "so-so" or "bad"). As the summary table shows, the mean proportion of positive

responses is 63.3%. The highest rate of positive evaluations is in Ocotepeque (91.6%) and the lowest in Santa Bárbara (43.7%), and the difference is statistically significant.

In terms of the individual questions in that aggregate measure, the proportion of positive L2 assessments of the floor, roof, walls, furniture, and cleanliness, respectively, is 69.5%, 61.9%, 58.5%, 55.7%, and 70.8%.

## 4.2 BASIC INFRASTRUCTURE AND MATERIALS

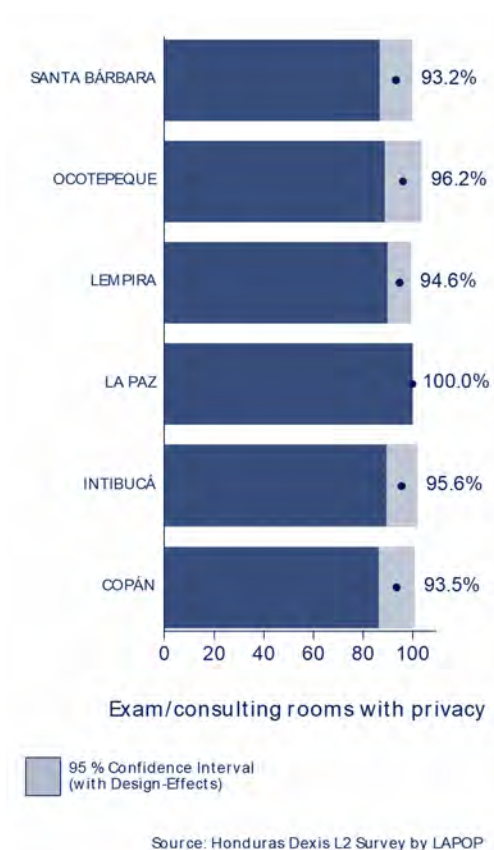
### 4.2.1 INFRASTRUCTURE ASSESSMENT OF HEALTH FACILITY BATHROOMS

Nearly all (95.0%) of the health centers have bathrooms. Of the bathrooms, 90.1% have privacy, 63.1% have sinks, and only 24.8% have soap. As the summary table shows, the mean proportion of positive responses to the assessment module on bathrooms is 61.6%. That value is highest in La Paz (68.6%) and lowest in Lempira (56.9%), a difference that is statistically significant.

### 4.2.2 INFRASTRUCTURE ASSESSMENT OF WAITING AND CONSULTING ROOMS (LEVEL TWO)

Nearly all (93.4%) of health centers have a waiting room, and 88.6% have seats. 95.3% have exam/consulting rooms that allow for privacy. There are few differences between departments that are significant although the data show a lower proportion of affirmative responses regarding private rooms in Santa Bárbara (93.2%) particularly in contrast to La Paz (100%), a difference that is statistically significant. In considering the aggregate measure presented in the summary tables, the differences between La Paz and Santa Bárbara on that summary measure are driven by this difference in the proportion of facilities that have a private exam/consulting room.

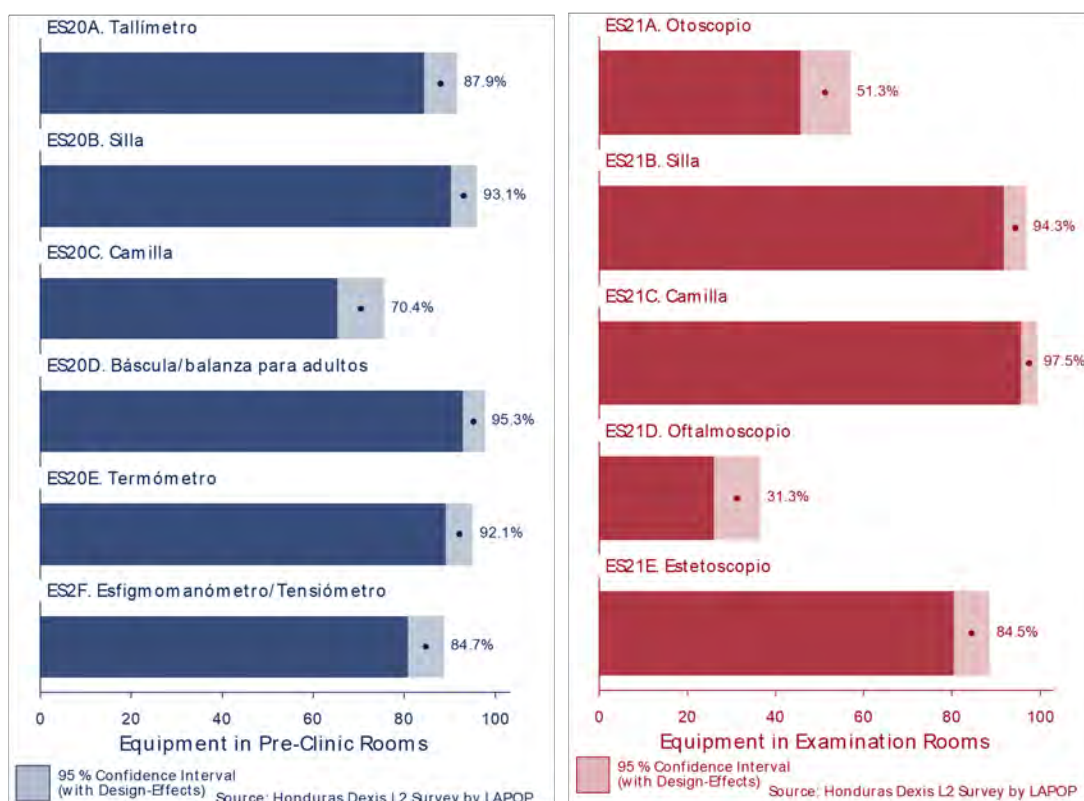
**Figure 4.2. Proportion of Facilities that Have a Private Exam/Consulting Room**



### 4.2.3 INFRASTRUCTURE ASSESSMENT OF INVENTORY OF MATERIALS (LEVEL TWO)

The L2 instrument included a number of inventories of materials. For this report, we present basic descriptive statistics for the sample as a whole (all health facilities). These include the presence or absence of six distinct instruments in the pre-clinic (ES20A-F) and five in the consulting rooms (ES21A-E). As with education, we also note the average percentage of affirmative answers for this set of questions.

**Figure 4.3. Proportion of Positive Evaluation of the Attention Received**



## 4.3 HEALTH AND NUTRITION SERVICES

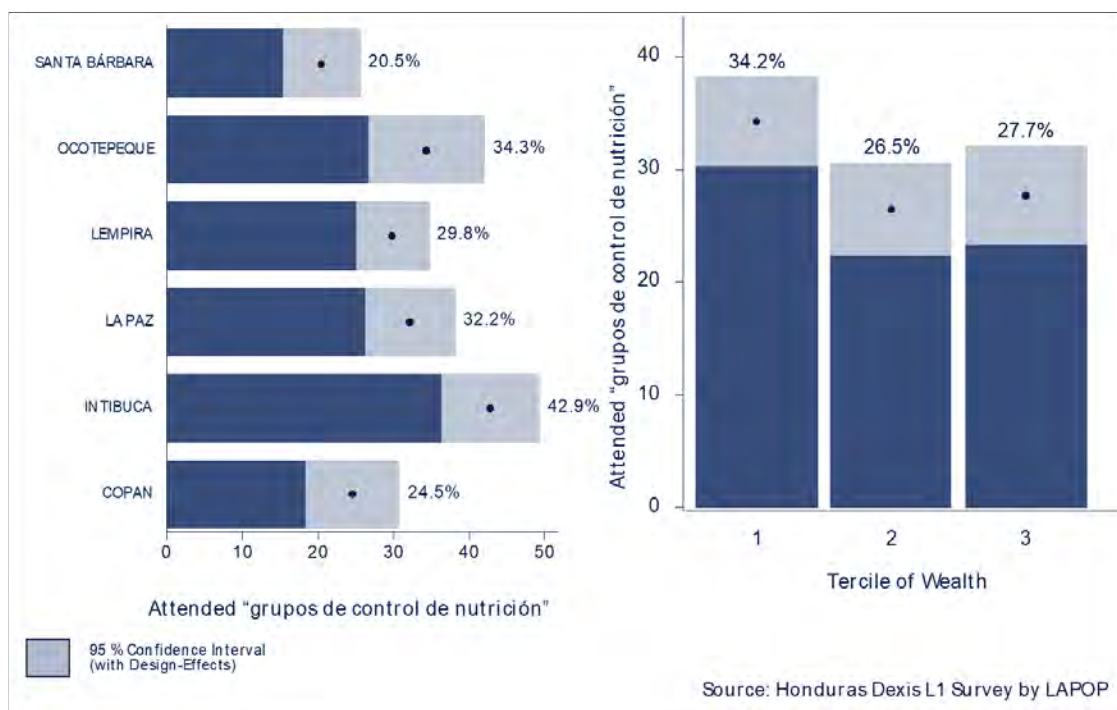
### 4.3.1 CITIZENS' EVALUATIONS OF HEALTH AND NUTRITION SERVICES (LEVEL ONE)

The L1 questionnaire asked parents with young children (under age 6) whether they had participated in a “comité comunitario de salud” in the past 12 months (SALUD18) and whether they had attended “grupos de control de nutrición” (SALUD 21). Over one-third (36.9%) report having participated in a health committee in the last twelve months. That proportion does not vary significantly across departments, except that the difference between the most participatory department (Intibucá, 41.7%) is significantly distinct from the rate of the least participatory department (La Paz, 31.7%). There are no differences by wealth.

More than a quarter (29.6%) of respondents report that they or a family member attend “grupos de control de nutrición”. This rate is highest in Intibucá (42.9%) and lowest in Santa Bárbara (20.5%), and this

difference is statistically significant. Further, we find that rates of participation are highest among those in the lowest tercile of household wealth compared to the second and third terciles (34.2% vs. 26.5% and 27.7%, respectively); these pairwise differences are statistically significant.

**Figure 4.4. Proportion Reporting Having Participated in a Nutrition Control Committee**



For those who responded in the affirmative to the question on attending nutrition groups, they were asked to evaluate the services provided, in a series of “agree”/“disagree” (1-4) questions, and to indicate how satisfied they were. For the sake of brevity, and because these questions were asked only to a subset of respondents, we report here only the percent very satisfied or satisfied for the sample as a whole (variable code: NUTRI24): 73.3%.<sup>30</sup>

## 5 FINDINGS ON LOCAL GOVERNMENT PARTICIPATION AND EVALUATION

### 5.1 LOCAL ENGAGEMENT, SERVICES, AND EFFICACY (LEVEL ONE)

The LI survey asked about respondents’ participation in local engagement, evaluation of services and their perception that local officials are responsive to (or care about) individuals like the respondent; this last item is also referred to by scholars as a measure of external efficacy.<sup>31</sup> The table below presents results for the sample as a whole, and by department, for these three measures.

<sup>30</sup> There are no statistically significant differences by department or wealth; this could be because the question is only asked of a sub-sample and thus the confidence intervals are greater.

<sup>31</sup> Variable codes NPI, SGLI, and MUNI17A.

Table 5.1. Local Engagement, Evaluation of Services, and External Efficacy, by Department

| Department      | % participated in local meeting (last 12 months) | % very good / good evaluation of local services | % affirmative on municipal external efficacy |
|-----------------|--------------------------------------------------|-------------------------------------------------|----------------------------------------------|
| Copán           | 14.3                                             | 38.6                                            | 49.9                                         |
| Intibucá        | 29.9                                             | 44.6                                            | 61.9                                         |
| La Paz          | 34.3                                             | 42.2                                            | 57.0                                         |
| Lempira         | 19.6                                             | 50.0                                            | 58.5                                         |
| Ocatepeque      | 28.6                                             | 45.8                                            | 63.6                                         |
| Santa Bárbara   | 24.3                                             | 46.5                                            | 50.4                                         |
| All Departments | 24.5                                             | 45.2                                            | 56.0                                         |

### 5.1.1 LOCAL ENGAGEMENT

Local engagement in political meetings is relatively high in the region of Honduras covered by the LI study. On average, 24.5% of respondents had participated in a local meeting in the last 12 months. As a point of comparison, in the 2016/17 AmericasBarometer national sample for Honduras, that value was around 15% of respondents.

There is variation in local participation by department. The highest rate is found in La Paz, followed by Intibucá. The rates for La Paz and Intibucá are statistically distinct (higher) than those found in the departments with the lowest rates of local engagement, Copán and Lempira.

Men are more likely to participate than women (31.2% versus 17.9%, for the full sample, a difference that is statistically significant). Those who are youngest (ages 18-25) are significantly less likely to participate than the older age cohorts; the rate of participation among the youngest age cohort is 18.3. There are no differences by tercile of wealth.

### 5.1.2 EVALUATION OF SERVICES

In the 2016/17 AmericasBarometer survey of Honduras, about two out of five individuals (40%) reported positive evaluations (“good” or “very good”) of local services (variable SGL1). The mean proportion of positive responses in the HLG LI survey is slightly higher, at 45.2%. Across departments, we see that evaluations are least positive in Copán (38.6%) and most positive in Lempira (50.0%); the difference between these values is statistically significant.

Interestingly, those who are less wealthy provide more positive evaluations. Among those in the lowest tercile of wealth, the proportion of positive responses is 51.5%, while it is 43.2 and 41.3 percent, respectively, for the second and third terciles of household wealth. There are no significant differences in evaluations by age cohort. On the other hand, women are more likely to provide positive evaluations (49.2%) compared to men (41.6%), a difference that is statistically significant.

**Figure 5.1. Proportion of Positive Evaluations of Local Services**

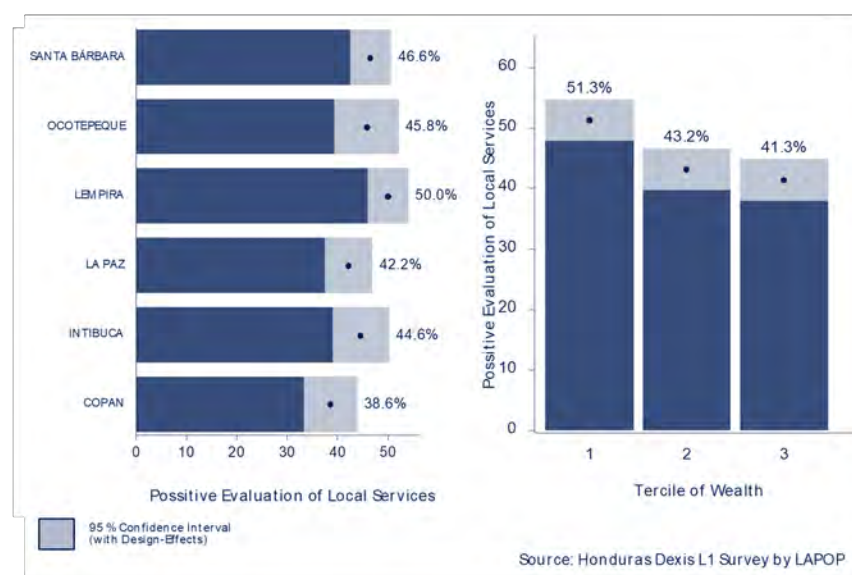
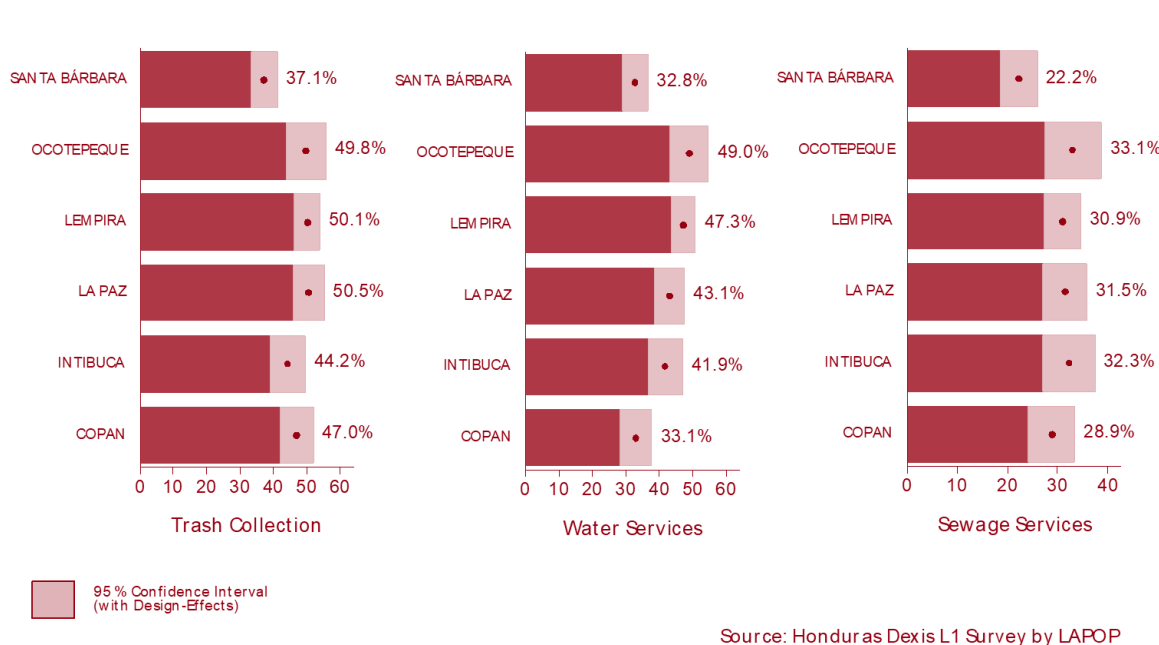


**Figure 5.2. Proportion reporting that local services have improved**



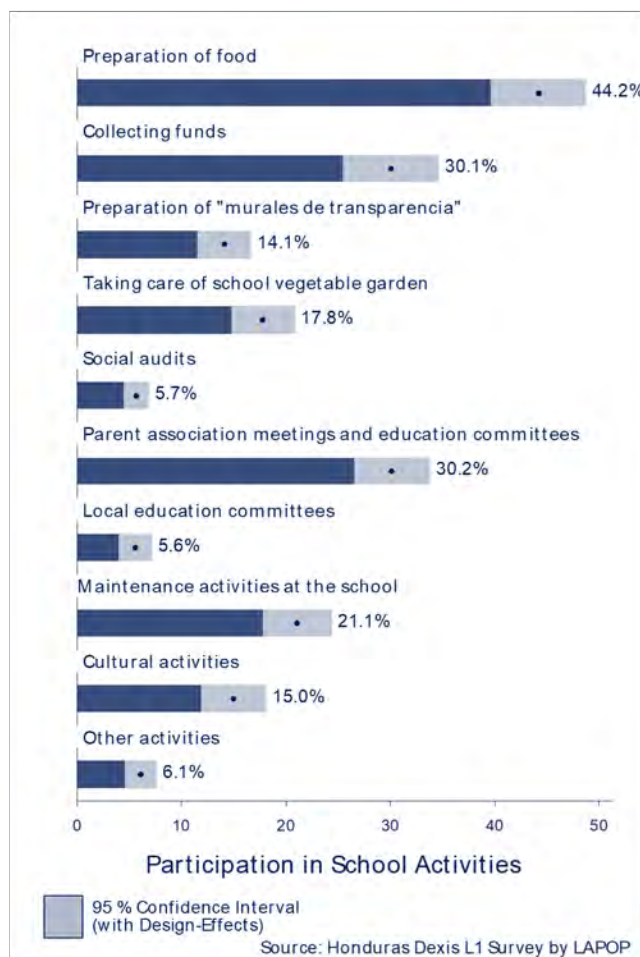
### 5.1.3 EXTERNAL EFFICACY – MUNICIPAL LEVEL

More than half of the respondents answered affirmatively to the question regarding municipal level external efficacy. There is variation by department: external efficacy is highest in Ocotepeque (63.6%) and lowest in Copán (49.9%) and Santa Bárbara (50.4%); each pairwise difference between the former and the latter two is statistically significant. There are no differences by wealth or gender on this measure. Those who are in the oldest age cohort (66 and older) are more likely to provide affirmative responses than those who are 45 or under.

## 5.2 PARTICIPATION IN SCHOOLS (LEVEL ONE)

For those with children in public schools, the survey asked individuals about whether they had participated in activities related to their children's schooling (variable code: EDPARTICIP9). The below figure shows the percentage of positive responses to each of the coded categories; note that the numbers do not sum to 100% because respondents could indicate more than one. As the graph shows, the most common type of participation is with respect to preparing food (44.2%). The next most common activities are collecting funds and participating in parent association meetings (30.1% for each category).

**Figure 5.3. Rates of Participation in School Activities**



## 5.3 PARTICIPATION IN MUNICIPAL PLANNING AND SERVICES (LEVEL ONE)

The survey asked all respondents if they had participated in local decisions and planning in their municipality. Over one-third (35%) of respondents reported that yes, they have participated in this way. As the figure below shows, this rate of participation is highest in Ocotepeque (39%) and lowest in Copán (27.3%). Copán's rate is statistically distinct (lower) from all other departments except La Paz (32.9%).

We further find that participation rates are higher among those belonging to the lowest tercile of household wealth (37.5%) compared to those in the highest tercile of wealth (32.3%). In addition, those who are older are significantly more likely to participate: participation rate for the youngest cohort (18-25) is 24.9%, while it is 44.7% for those in the oldest cohort (66 and above). Finally, men report higher rates of participation (40.7%) compared to women (29.2%).

The survey also asked about participation in seven different activities related to local services; respondents were asked whether in order to improve these services they had, in the last 12 months, participated in activities related to education (MUNII2A), health (MUNII2B), nutrition (MUNII2C), garbage collection (MUNII2D), road maintenance (MUNII2E), water services (MUNII2F), or sewer/drain services (MUNII2G). The figure below shows, for the full sample, the proportion of affirmative responses to these questions for the sample as a whole. Participation is greatest in the domain of water services (62.2%), followed by garbage management (51.6%) and road maintenance (50.3%).

**Figure 5.4. Local Participation in Planning and Services, by Department and Wealth**

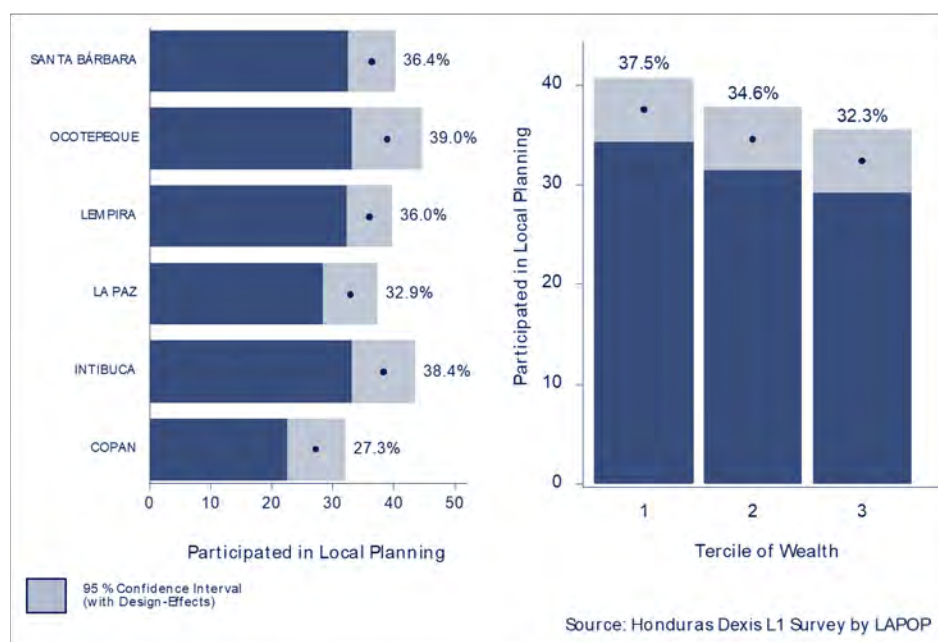
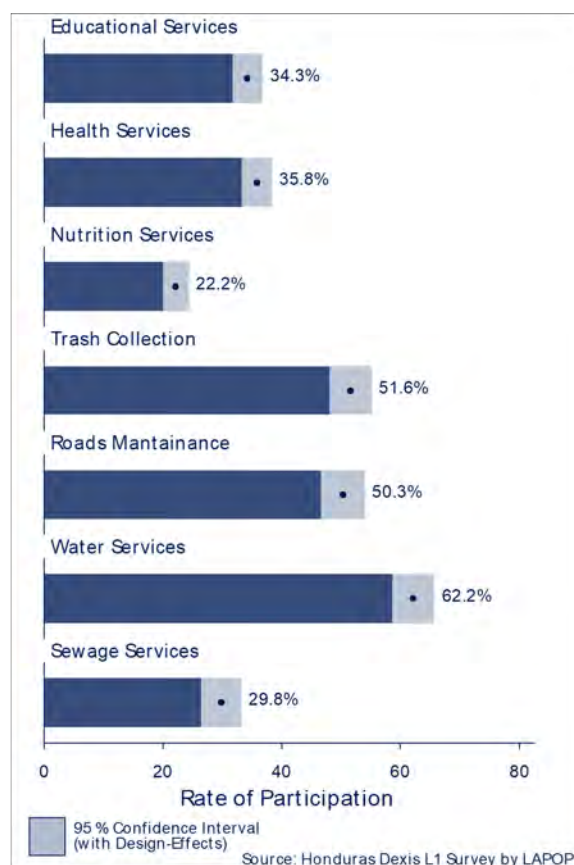


**Figure 5.5. Rates of Participation in Activities Related to Local Services**



## 6 RECOMMENDATIONS AND CONCLUSIONS

This report provides a summary of selected key findings from a study of local services and engagement in western Honduras. The goal is to provide high quality data for use by the HLG team and USAID/Honduras. Expertise and experience held by LAPOP and the local data collection firm, together with LAPOP's multi-layered quality control system (see Annex 4), facilitated the development and implementation of two simultaneous data collections that return high quality data at the individual and infrastructure levels ("level-one" and "level-two"). We conclude with a set of observations related to the study design and the findings presented in this report, respectively. In each case, we offer a small set of recommendations, with the intention of contributing to dialogue and plans that emerge following this study.

### 6.1 RECOMMENDATIONS BASED ON STUDY FINDINGS

With respect to study findings, we end by highlighting several results that should be noted by those working to strengthen and improve local governance in the region. First, evaluations across various dimensions of services and infrastructure are often lowest in Santa Bárbara; it may be in this region that the greatest gains from targeted programming can be made, though project sponsors should also anticipate that successful implementation of programming here may be challenged by the comparatively weaker foundation for such activities.

Second, there is significant agreement that local and connecting roads are in poor shape. Improvements to this basic infrastructure could increase the quality of living for large numbers of people in the western Honduran region.

Third, among parents there exists a fair amount of good will and optimism directed at the schools, yet teacher absenteeism and lack of materials (in some cases) are challenges that could be addressed via targeted interventions.

Fourth, despite the fact that bathrooms are nearly universal in schools and health centers, there is a dire need for soap. The low cost of soap compared to the high dividends soap returns in terms of community health makes this an obvious issue to bring to the attention of those implementing programming in the region; an actionable programming item is to identify a way to create and maintain a supply of soap to schools and health centers in the region.

Finally, we conclude by noting that there exists a large reservoir of what social scientists call “social capital” in the western Honduran region – individuals are engaged in activities related to the planning and provision of local services and they participate more often in local meetings than the average Honduran. This bodes well for those seeking to implement local programming, where the success of those programs requires the participation of local community members.

## **6.2 RECOMMENDATIONS FOR FUTURE ROUNDS**

Given that this is a baseline study, such that the design and challenges to its implementation are pertinent to future iterations of data collection for this project, it is pertinent to offer some recommendations to be applied to this project in the future and/or to other similar undertakings. With that in mind, we offer a few observations and recommendations. First, the region in Honduras in which the HLG activity – and, therefore, the data collection– is located contains a number of places that have a high degree of criminal presence. LAPOP worked to mitigate these risks to the interviewer team members prior to fieldwork by establishing a security plan for the fieldwork team, working with a firm that is experienced in survey research in insecure contexts in Honduras, having the local firm review the sample prior to the launch of fieldwork, and staying in close contact with the field team supervisors during data collection. These steps were essential to ensuring safety, but cannot eliminate risk entirely. One factor that emerged in this project (and in other projects in LAPOP’s recent experiences) is that areas that are relatively safe one year can become significantly unsafe for enumerators the next year, with little warning to those living outside the area. In the present case, the construction of a high-security prison in one part of the survey region has introduced a hitherto unprecedented level of criminal activity and risk to nearby municipalities. A combination of security incidents (see introduction to this report) unfolded as a result. As the project proceeds toward data collection in later years of the HLG program, we recommend that the local firm carefully review the sample and notify project coordinators and sponsors if conditions appear to have changed for the worse in certain areas, such that it may become too great a risk to send fieldwork teams into those parts.<sup>32</sup>

Second, given that the timeline for this project was very tight, we offer the observation that factoring in a longer pre-fieldwork calendar and set of activities would be useful for future projects. Especially when new survey instruments and procedures (e.g., the infrastructure assessment) are being implemented for the first time, it is important to have sufficient time to develop and field test those parts of the project. We recommend that the project timeline be sufficiently long and flexible to allow for the fielding of pilot tests at least two weeks in advance of fieldwork, and recommend that the project sponsors (in this case, HLG, USAID, and MESCLA) observe those pilot tests in order to provide feedback prior to the

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<sup>32</sup> We also recommend that all project sponsors establish a written plan for communication over security incidents when they emerge in the field; this plan should include emergency contact information and instructions for the implementers to utilize in the case that an enumerator is detained or missing and the local team determines that involving the project sponsors would be helpful.

completion of the final survey instrument.<sup>33</sup> Field spot checks are fine, but feedback once fieldwork has launched risks affecting the standardization of the survey across its implementation (if changes are suggested and accepted). In the case of this study, some feedback from the field spot check procedure referred to concerns in gaps between project protocol and implementation. LAPOP conveyed this feedback to the local firm and reviewed the relevant protocols to increase compliance. In addition, LAPOP and the local team audited the conducted interviews by reviewing the timing, location and by listening to the audio recordings to verify that questions were read in a clear and understandable pace and that respondents' answers were coded accurately. Interviews flagged because of serious quality issues were cancelled and those errors were reported to the team. In these cases, LAPOP immediately held a Skype conference call with the local firm to review the protocols with all team members, and emphasize the need to follow protocols as established in the training session. LAPOP was asked, in the course of the development of this report, to comment on how it would change procedures in a future study. Our key recommendation is to permit more time for the development of instruments and materials, field testing of new items, and training of interviewers; it is LAPOP's standard practice to schedule in more time than was available for these activities on the project schedule that LAPOP was asked to adhere to for this particular study.

Related, a third recommendation for future rounds is to have a two-day training section with interviewers, so in the second day interviewers can be trained in the field, conducting real interviews. Although all interviewers had previous experience conducting surveys, the type of level-two (L2) assessment conducted in this study was new. LAPOP is unaware of any established local firm that had prior experience in both individual-level survey research and the type of level-two undertaking developed for the purpose of this study. This is underscored by the fact that LAPOP created a level-two instrument, with input from HLG, MESCLA, and USAID, because there were no prototypes to copy. At various stages in the project, LAPOP indicated a preference for questions be as narrow, objective, and unsophisticated as possible, to reduce error that could enter by mistake, due to differences in perception, or due to unfamiliarity with certain aspects of the infrastructure. The final level-two questionnaire contains questions that range on these qualities, and that reflect HLG, MESCLA, and USAID input and preferences over the assessment items. The fact that the data yield results that align with other factors – e.g., level of development/socioeconomic status – of the regions provides reason to be confident that the level-two data are, in general, of high quality (that is, they are valid measures). However, those questions that inherently contain more of these characteristics (narrow range of options for interviewers to select from, little room for subjectivity in responding, and requiring little prior knowledge to assess) may have yielded more reliable data, and future iterations of this study should accommodate the time needed to review and validate the level-two instrument with these considerations in mind. Either way, developing a schedule that permits time for in-the-field training will help them to further familiarize themselves with the survey instrument (questionnaire) and will allow supervisors to make sure that protocols are being followed and implemented.

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<sup>33</sup> LAPOP emailed MESCLA and USAID regarding the dates of the pre-test and training activities in advance, on May 24, 2018.

## ANNEX I: LI QUESTIONNAIRE

LAPOP – DEXIS 2018 Cuestionario Honduras Versión # 9.0.0.0

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| <b>País: 04. Honduras</b>                                                                                                                                                                                            | <b>04</b> |
| <b>IDNUM.</b> Número de cuestionario [asignado por el programa]                                                                                                                                                      |           |
| <b>ESTRATOPRI:</b> Departamento (401) Copán (402) Intibucá (403) La Paz (404) Lempira (405) Ocotepeque (406) Santa Bárbara                                                                                           |           |
| <b>MUNICIPIO.</b> Municipio: _____ (en la versión electrónica, aparecería aquí los nombres y códigos de todos los municipios dentro del Departamento seleccionado en ESTRATOPRI)                                     |           |
| <b>UPM</b> [Unidad Primaria de Muestreo, idéntico a "MUNICIPIO"]: _____ (en la versión electrónica, UPM sería auto-llenado, dependiendo de MUNICIPIO)                                                                |           |
| <b>HONSEGMENTO.</b> Aldea[código oficial del censo]: _____                                                                                                                                                           |           |
| <b>HONSEC.</b> Caserio: _____                                                                                                                                                                                        |           |
| <b>CLUSTER.</b> [Unidad Final de Muestreo o Punto Muestral]: _____ (en la versión electrónica, UPM sería auto-llenado, dependiendo de HONSEC [Cada clúster debe tener 6 entrevistas; usar código oficial del Censo]) |           |
| <b>Hora de inicio:</b> ____:____                                                                                                                                                                                     |           |
| <b>FECHA.</b> Fecha Día: ____ Mes: ____ Año: 2018                                                                                                                                                                    |           |
| <b>ATENCION:</b> Es un requisito leer siempre la HOJA DE INFORMACIÓN DEL ESTUDIO y obtener el consentimiento del entrevistado antes de comenzar la entrevista.                                                       |           |

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| <b>[NOTA DE PROGRAMACIÓN: NO INCLUIR EN CUESTIONARIO ELECTRÓNICO, ESTA VARIABLE YA ESTÁ INCORPORADA EN MÓDULO DE INTENTOS]</b> |  |
| <b>Q1.</b> Género [Anotar, NO pregunte]: _____ (1) Hombre (2) Mujer                                                            |  |
| <b>[NOTA DE PROGRAMACIÓN: NO INCLUIR EN CUESTIONARIO ELECTRÓNICO, ESTA VARIABLE YA ESTÁ INCORPORADA EN MÓDULO DE INTENTOS]</b> |  |
| <b>Q2.</b> ¿Cuál es su edad en años cumplidos? _____ años [Anota la edad. No puede ser menor de 18 años]                       |  |
| (888888) [NO LEER] No sabe                                                                                                     |  |
| (988888) [NO LEER] No responde                                                                                                 |  |

|                                                                                                                                                                                                                                                                                                                                     |  |
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| <b>LS3.</b> Para comenzar, ¿en general, qué tan satisfecho(a) está con su vida? ¿Usted diría que se encuentra: <b>[Leer alternativas]</b><br>(1) Muy satisfecho(a)      (2) Algo satisfecho(a)<br>(3) Algo insatisfecho(a) (4) Muy insatisfecho(a)?<br>(888888) <b>[NO LEER]</b> No sabe      (988888) <b>[NO LEER]</b> No responde |  |
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| <b>A4LOC.</b> En su opinión ¿cuál es el problema <b>más grave</b> que está enfrentando su municipio?<br><b>[NO leer alternativas; Aceptar SOLO una respuesta, y si dice más de un problema, decir “favor de escoger lo más importante para Ud.] [Sondear: ¿Algún otro?]</b> |        |                                                                  |  |        |
| Agua, falta de                                                                                                                                                                                                                                                              | 19     | Impunidad                                                        |  | 61     |
| Caminos/vías en mal estado                                                                                                                                                                                                                                                  | 18     | Inflación, altos precios                                         |  | 02     |
| Conflicto armado                                                                                                                                                                                                                                                            | 30     | Los políticos                                                    |  | 59     |
| Corrupción                                                                                                                                                                                                                                                                  | 13     | Mal gobierno                                                     |  | 15     |
| Crédito, falta de                                                                                                                                                                                                                                                           | 09     | Medio ambiente                                                   |  | 10     |
| Delincuencia, crimen                                                                                                                                                                                                                                                        | 05     | Migración                                                        |  | 16     |
| Derechos humanos, violaciones de                                                                                                                                                                                                                                            | 56     | Narcotráfico                                                     |  | 12     |
| Desempleo/falta de empleo                                                                                                                                                                                                                                                   | 03     | Pandillas                                                        |  | 14     |
| Desigualdad                                                                                                                                                                                                                                                                 | 58     | Pobreza                                                          |  | 04     |
| Desnutrición                                                                                                                                                                                                                                                                | 23     | Protestas populares (huelgas, cierre de carreteras, paros, etc.) |  | 06     |
| Desplazamiento forzado                                                                                                                                                                                                                                                      | 32     | Salud, falta de servicio                                         |  | 22     |
| Deuda externa                                                                                                                                                                                                                                                               | 26     | Secuestro                                                        |  | 31     |
| Discriminación                                                                                                                                                                                                                                                              | 25     | Seguridad (falta de)                                             |  | 27     |
| Drogas, consumo de; drogadicción                                                                                                                                                                                                                                            | 11     | Terrorismo                                                       |  | 33     |
| Economía, problemas con, crisis de                                                                                                                                                                                                                                          | 01     | Tierra para cultivar, falta de                                   |  | 07     |
| Educación, falta de, mala calidad                                                                                                                                                                                                                                           | 21     | Transporte, problemas con el                                     |  | 60     |
| Electricidad, falta de                                                                                                                                                                                                                                                      | 24     | Violencia                                                        |  | 57     |
| Explosión demográfica                                                                                                                                                                                                                                                       | 20     | Vivienda                                                         |  | 55     |
| Guerra contra el terrorismo                                                                                                                                                                                                                                                 | 17     | Otro                                                             |  | 70     |
| No sabe <b>[NO LEER]</b>                                                                                                                                                                                                                                                    | 888888 | No responde <b>[NO LEER]</b>                                     |  | 988888 |

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| <b>SOCT2.</b> ¿Considera usted que la situación económica <b>del país</b> es mejor, igual o peor que hace <b>doce meses</b> ?<br>(1) Mejor (2) Igual (3) Peor<br>(888888) No sabe <b>[NO LEER]</b> (988888) No responde <b>[NO LEER]</b>     |  |
| <b>IDIO2.</b> ¿Considera usted que <b>su</b> situación económica actual es mejor, igual o peor que la de hace <b>doce meses</b> ?<br>(1) Mejor (2) Igual (3) Peor<br>(888888) No sabe <b>[NO LEER]</b> (988888) No responde <b>[NO LEER]</b> |  |

Ahora vamos a hablar sobre los niños que viven en su hogar...

|                                                                                                                                                                                                                                                                                                                                                                                                                                                        |  |
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| <b>Q12D.</b> ¿Cuántos niños menores de 18 años viven en este hogar? [Incluir el número total de niños sean o no hijos del entrevistado que viven en el hogar] _____ [VALOR MÁXIMO ACEPTADO: 20] [Sigue]<br>(00 = Ninguno) [Pasa a HONHE1]<br>(888888) No sabe [NO LEER]<br>(988888) No responde [NO LEER]                                                                                                                                              |  |
| <b>EDU1.</b> ¿Cuántos de los niños que viven en este hogar son menores de 6 años?<br>(00) Ninguno (888888) No sabe [NO LEER] (988888) No responde [NO LEER]<br>(999999) Inaplicable                                                                                                                                                                                                                                                                    |  |
| <b>NINO2.</b> ¿Cuántos de los niños que viven en este hogar tienen entre 6 y 17 años?<br>[VALOR MÁXIMO ACEPTADO: 20] [Sigue]<br>(00 = Ninguno) [Pasa a HONHE1]<br>(888888) No sabe [NO LEER] [Pase a HONHE1]<br>(988888) No responde [NO LEER] [Pase a HONHE1]<br>(999999) Inaplicable                                                                                                                                                                 |  |
| <b>EDU2.</b> ¿Cuántos de los niños entre 6 y 17 años atienden entre el primero y el noveno grado en una escuela pública? _____ [VALOR MÁXIMO ACEPTADO: 20] [Sigue]<br>(00) Ninguno [Pase a HONHE1]<br>(977777) Los niños de entre 6 y 17 años van a escuela privada [Pase a HONHE1]<br>(888888) No sabe [NO LEER] [Pase a HONHE1]<br>(988888) No responde [NO LEER] [Pase a HONHE1]<br>(999999) Inaplicable (no hay niños entre 6 y 17 años) [NO LEER] |  |

**[NOTA DE PROGRAMACIÓN: SI EDU2 >=2 LEER “HABLANDO DEL MENOR DE SUS HIJOS QUE ESTÁN EN GRADOS DE 1º A 9º GRADO”]**

|                                                                                                                                                                                                                                                               |  |
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| <b>EDCAL1.</b> ¿Cuánto tiempo se demora aproximadamente, el menor de los niños en llegar a la escuela desde su hogar?<br>_____ horas<br>_____ minutos<br>(888888) No sabe [NO LEER] [Sigue]<br>(988888) No responde [NO LEER] [Sigue]<br>(999999) Inaplicable |  |
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¿En qué medida está de acuerdo o en desacuerdo con las siguientes afirmaciones sobre la escuela a la que asiste el menor de los niños de su hogar? [Leer alternativas después de cada pregunta].

|                                                                                    | Muy de acuerdo | De acuerdo | En desacuerdo | Muy en desacuerdo | No sabe [NO LEER] | No responde [NO LEER] | Inaplicable [NO LEER] |
|------------------------------------------------------------------------------------|----------------|------------|---------------|-------------------|-------------------|-----------------------|-----------------------|
| <b>EDCAL4A.</b> El edificio está en buenas condiciones                             | 1              | 2          | 3             | 4                 | 888888            | 988888                | 999999                |
| <b>EDCAL4B.</b> El edificio está limpio                                            | 1              | 2          | 3             | 4                 | 888888            | 988888                | 999999                |
| <b>EDCAL4C.</b> Hay suficientes libros de texto disponibles para todos los alumnos | 1              | 2          | 3             | 4                 | 888888            | 988888                | 999999                |

|                                                                                                                                                                      | Muy de<br>acuerdo | De<br>acuerdo | En<br>desacuerdo | Muy en<br>desacuerdo | No sabe<br>[NO LEER] | No<br>responde<br>[NO LEER] | Inaplicable<br>[NO LEER] |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------|---------------|------------------|----------------------|----------------------|-----------------------------|--------------------------|
| <b>EDCAL4D.</b> Hay suficientes pupitres para los estudiantes                                                                                                        | 1                 | 2             | 3                | 4                    | 888888               | 988888                      | 999999                   |
| <b>EDCAL4F.</b> Los estudiantes están seguros en la escuela                                                                                                          | 1                 | 2             | 3                | 4                    | 888888               | 988888                      | 999999                   |
| <b>EDCALO.</b> La escuela a la que van sus hijos los está preparando para el futuro                                                                                  | 1                 | 2             | 3                | 4                    | 888888               | 988888                      | 999999                   |
| <b>EDCALP.</b> La calidad de la educación en su municipio está peor que hace cinco años                                                                              | 1                 | 2             | 3                | 4                    | 888888               | 988888                      | 999999                   |
| <b>EDCAL4I.</b> La administración de la escuela facilita la participación de los padres. ¿Está usted, muy de acuerdo, de acuerdo, en desacuerdo o muy en desacuerdo? | 1                 | 2             | 3                | 4                    | 888888               | 988888                      | 999999                   |

|                                                                                                                                                                                                                                                                          | Muy de<br>acuerdo       | De<br>acuerdo           | En<br>desacuerdo | Muy en<br>desacuerdo | No sabe<br>[NO LEER]         | No<br>responde<br>[NO LEER]  | Inaplicable<br>[NO LEER] |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------|-------------------------|------------------|----------------------|------------------------------|------------------------------|--------------------------|
| <b>EDCAL4J.</b> Los maestros de la escuela se ausentan frecuentemente                                                                                                                                                                                                    | 1                       | 2                       | 3                | 4                    | 888888                       | 988888                       | 999999                   |
| <b>EDCAL4K.</b> La calidad de la educación que reciben los alumnos es buena                                                                                                                                                                                              | 1                       | 2                       | 3                | 4                    | 888888                       | 988888                       | 999999                   |
| <b>EDCAL4L.</b> ¿Le dan merienda a su hijo en la escuela?<br><b>Si la respuesta es No → Marcar 999999</b><br><b>Si la respuesta es Sí→ Preguntar si está de acuerdo con esta frase:</b><br>Estoy contento con la merienda escolar que le dan a los alumnos en la escuela | 1                       | 2                       | 3                | 4                    | 888888                       | 988888                       | 999999                   |
| <b>EDCAL4M.</b> Los servicios sanitarios de la escuela son adecuados                                                                                                                                                                                                     | 1<br>[Pase a<br>EDCAL2] | 2<br>[Pase a<br>EDCAL2] | 3<br>[Sigue]     | 4<br>[Sigue]         | 888888<br>[Pase a<br>EDCAL2] | 988888<br>[Pase a<br>EDCAL2] | 999999                   |

**[NOTA DE PROGRAMACIÓN: SÓLO PARA LOS QUE DICEN 3 O 4 EN EDCAL4M]**

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |  |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|
| <p><b>EDCAL6.</b> ¿Qué tipo de problemas tienen los servicios sanitarios y letrinas de la escuela?<br/> <b>[No leer alternativas, seleccionar todas las que correspondan]</b><br/>         (1) No hay suficientes servicios sanitarios<br/>         (2) Están en mal estado (rotos o dañados)<br/>         (3) Los servicios sanitarios no están limpios<br/>         (4) No hay privacidad<br/>         (5) Muchas veces no hay agua<br/>         (6) Hay servicios sanitarios pero no se pueden usar/están clausurados<br/>         (7) No son seguros<br/>         (12) Otro problema (97) No hay servicios sanitarios<br/>         (888888) No sabe <b>[NO LEER]</b><br/>         (988888) No responde <b>[NO LEER]</b><br/>         (999999) Inaplicable <b>[NO LEER]</b></p> |  |
| <p><b>EDCAL2.</b> ¿Diría usted que la cantidad de computadoras que tiene la escuela para que usen los alumnos es, más que suficiente, suficiente, <b>insuficiente</b>, o muy <b>insuficiente</b>?<br/><br/>         (1) Más que suficiente<br/>         (2) Suficiente<br/>         (3) <b>Insuficiente</b><br/>         (4) Muy <b>insuficiente</b><br/>         (977777) <b>[NO LEER]</b> No hay computadoras para los alumnos en la escuela<br/><br/>         (888888) No sabe <b>[NO LEER]</b><br/>         (988888) No responde <b>[NO LEER]</b><br/>         (999999) Inaplicable <b>[NO LEER]</b></p>                                                                                                                                                                       |  |
| <p><b>EDCAL3.</b> ¿Diría usted que la cantidad de instrumentos musicales que tiene la escuela para que usen los alumnos es, más que suficiente, suficiente, <b>insuficiente</b>, o muy <b>insuficiente</b>?<br/><br/>         (1) Más que suficiente<br/>         (2) Suficiente<br/>         (3) <b>Insuficiente</b><br/>         (4) Muy <b>insuficiente</b><br/>         (977777) <b>[NO LEER]</b> No hay instrumentos musicales en la escuela<br/>         (888888) No sabe <b>[NO LEER]</b><br/>         (988888) No responde <b>[NO LEER]</b><br/>         (999999) Inaplicable <b>[NO LEER]</b></p>                                                                                                                                                                         |  |
| <p>Continuando con las preguntas acerca de la escuela a la que asiste el menor de los niños de entre 6 y 17 años de este hogar.</p> <p><b>EDCAL7.</b> ¿En la escuela hay rampas de acceso para personas con discapacidad o que usen sillas de ruedas?<br/><br/>         (1) Sí<br/>         (2) No<br/>         (888888) No sabe <b>[NO LEER]</b><br/>         (988888) No responde <b>[NO LEER]</b><br/>         (999999) Inaplicable <b>[NO LEER]</b></p>                                                                                                                                                                                                                                                                                                                        |  |

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| <p><b>EDPARTICIP8.</b> ¿En el último año, ha tenido que pagar o hacer una contribución en la escuela del menor de los niños de entre 6 y 17 años de este hogar para la compra de materiales, etc.?</p> <p>(1) Sí <b>[Sigue]</b><br/> (2) No <b>[Pase a EDPARTICIP9]</b><br/> (888888) No sabe <b>[NO LEER]</b> <b>[Pase a EDPARTICIP9]</b><br/> (988888) No responde <b>[NO LEER]</b> <b>[Pase a EDPARTICIP9]</b><br/> (999999) Inaplicable <b>[NO LEER]</b></p>                                                                                                                                                                                                                                                                                                                             |  |
| <p><b>EDPARTICIP8A.</b> ¿Cuánto ha pagado o contribuido por este niño/a hasta la fecha en este año escolar? <b>[Solo contribuciones o pagos en dinero; no contar pagos en especie]</b></p> <p>(1) Menos de L. 100<br/> (2) Entre L. 101 y L. 500<br/> (3) Más de L. 500<br/> (0) Sólo ha hecho contribuciones en especies.<br/> (888888) No sabe <b>[NO LEER]</b><br/> (988888) No responde <b>[NO LEER]</b><br/> (999999) Inaplicable <b>[NO LEER]</b></p>                                                                                                                                                                                                                                                                                                                                  |  |
| <p><b>EDPARTICIP9.</b> ¿Ha participado en alguna de las siguientes actividades de la escuela de niños de este hogar? <b>[Seleccione TODAS las opciones que correspondan]</b></p> <p>(1) Preparación de los alimentos (merienda)<br/> (2) Actividades para recolección de fondos<br/> (3) Elaboración de murales de transparencia<br/> (4) Preparación/cuidado de huertos escolares<br/> (5) Auditoria social<br/> (6) Juntas Educativas o Sociedades de Padres de familia<br/> (7) Comités Educativos Locales<br/> (8) Labores de mantenimiento de la escuela (pintar aulas, limpieza, etc.)<br/> (9) Actividades culturales<br/> <br/> (12) Otra actividad<br/> (888888) No sabe <b>[NO LEER]</b><br/> (988888) No responde <b>[NO LEER]</b><br/> (999999) Inaplicable <b>[NO LEER]</b></p> |  |
| <p><b>EDCAL5.</b> Teniendo en cuenta todo lo anterior, ¿qué tan satisfecho(a) está con la escuela a la que asisten los niños de este hogar? <b>[Leer alternativas]</b></p> <p>(1) Muy satisfecho(a)      (2) Satisfecho(a)      (3) Insatisfecho(a)<br/> (4) Muy insatisfecho(a)<br/> (888888) No sabe <b>[NO LEER]</b><br/> (988888) No responde <b>[NO LEER]</b><br/> (999999) Inaplicable <b>[NO LEER]</b></p>                                                                                                                                                                                                                                                                                                                                                                            |  |
| <p><b>MERIENDA1.</b> En general, ¿cuántos <u>días a la semana</u> durante el año escolar recibe(n) los niños de este hogar la merienda escolar en la escuela?</p> <p>_____ Días <b>[sigue]</b></p> <p>(0) Nunca/ningún día <b>[Pasa a MERIENDA4]</b><br/> <br/> (888888) No sabe <b>[NO LEER]</b><br/> (988888) No responde <b>[NO LEER]</b><br/> (999999) Inaplicable <b>[NO LEER]</b></p>                                                                                                                                                                                                                                                                                                                                                                                                  |  |

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| <p><b>MERIENDA3.</b> ¿Participa usted o alguien de este hogar en la preparación de la merienda escolar que se da a los alumnos en la escuela de los niños de este hogar?</p> <p>(1) Sí <b>[Sigue]</b><br/> (2) No <b>[Pasa a MERIENDA4]</b><br/> (888888) No sabe <b>[NO LEER] [Pasa a MERIENDA4]</b><br/> (988888) No responde <b>[NO LEER] [Pasa a MERIENDA4]</b><br/> (999999) Inaplicable <b>[NO LEER]</b></p>                                                                                                                                                                                                                                                                                                                                                                                                                       |  |
| <p><b>MERIENDA3A.</b> ¿Con que frecuencia participa usted o la otra persona de su hogar en la preparación de la merienda escolar que se da a los alumnos en la escuela de los niños del hogar? <b>[Leer alternativas]</b></p> <p>(1) Todos los días<br/> (2) Algunas veces por semana<br/> (3) Algunas veces al mes<br/> (4) Una o dos veces al año<br/> (888888) No sabe <b>[NO LEER]</b><br/> (988888) No responde <b>[NO LEER]</b><br/> (999999) Inaplicable <b>[NO LEER]</b></p>                                                                                                                                                                                                                                                                                                                                                     |  |
| <p><b>MERIENDA4.</b> ¿Usted o alguien de este hogar ha recibido capacitación en el último año en temas de alimentación o nutrición balanceada?</p> <p>(1) Sí (2) No<br/> (888888) No sabe <b>[NO LEER]</b><br/> (988888) No responde <b>[NO LEER]</b><br/> (999999) Inaplicable <b>[NO LEER]</b></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |  |
| <p><b>HONHE1.</b> ¿En los últimos 12 meses, necesitó algún tipo de atención médica para usted o para alguno de los miembros de su hogar?</p> <p>(1) Sí <b>[Siga]</b> (2) No <b>[Pase a SALUD6A]</b><br/> (888888) No sabe <b>[NO LEER] [Pase a SALUD6A]</b><br/> (988888) No responde <b>[NO LEER] [Pase a SALUD6A]</b></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |  |
| <p><b>HONHE2.</b> La última vez que esto ocurrió, ¿usted o sus familiares buscaron atención médica?</p> <p>(1) Sí <b>[Pase a SALUD9]</b><br/> (2) No <b>[Sigue]</b><br/> (888888) No sabe <b>[NO LEER] [Pase a SALUD6A]</b><br/> (988888) No responde <b>[NO LEER] [Pase a SALUD6A]</b><br/> (999999) Inaplicable <b>[NO LEER]</b></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |  |
| <p><b>HONHE3.</b> ¿Por qué razón no buscó atención médica? <b>[No leer alternativas. Aceptar solo UNA respuesta]</b></p> <p>(1) Distancia/tiempo lugar de consulta <b>[Pase a SALUD6A]</b><br/> (2) Enfermedad leve sin medicación o con automedicación <b>[Pase a SALUD6A]</b><br/> (3) Falta de confianza <b>[Pase a SALUD6A]</b><br/> (4) Cree que atención es mala <b>[Pase a SALUD6A]</b><br/> (5) Larga espera para atención <b>[Pase a SALUD6A]</b><br/> (6) No hay medicamentos <b>[Pase a SALUD6A]</b><br/> (7) Falta de dinero / tiempo <b>[Pase a SALUD6A]</b><br/> (8) Costo de la atención <b>[Pase a SALUD6A]</b><br/> (9) Otro <b>[Pase a SALUD6A]</b><br/> (888888) No sabe <b>[NO LEER] [Pase a SALUD6A]</b><br/> (988888) No responde <b>[NO LEER] [Pase a SALUD6A]</b><br/> (999999) Inaplicable <b>[NO LEER]</b></p> |  |

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| <p><b>SALUD9.</b> ¿Usted o la persona miembro de su hogar que recurrieron al centro de salud, fueron atendidos?</p> <p>(1) Sí <b>[Sigue]</b><br/> (2) No <b>[Pasa a SALUD6A]</b></p> <p>(888888) No sabe <b>[NO LEER]</b> <b>[Pasa a SALUD6A]</b><br/> (988888) No responde <b>[NO LEER]</b> <b>[Pasa a SALUD6A]</b><br/> (999999) Inaplicable <b>[NO LEER]</b></p>                                                                                                                                                                                                                                 |  |
| <p><b>SALUD10.</b> ¿Cuánto tiempo esperó para ser atendido en ese centro de salud?</p> <p>____ horas ____ minutos</p> <p>(888888) No sabe <b>[NO LEER]</b><br/> (988888) No responde <b>[NO LEER]</b><br/> (999999) Inaplicable <b>[NO LEER]</b></p>                                                                                                                                                                                                                                                                                                                                                |  |
| <p><b>HONHE4.</b> ¿Dónde recibió atención médica o tratamiento?</p> <p>(1) Hospital Público<br/> (2) Centro de salud (incluye clínicas maternas y de niños)<br/> (3) Instituto Hondureño de Seguridad Social (IHSS)<br/> (4) Centro comunitario<br/> (5) Clínica u Hospital Privado<br/> (6) Clínica de iglesia u ONG<br/> (7) Clínica de médico particular o privado<br/> (8) Farmacia<br/> (9) Comunidad (Comadrona, Curandero, Sobadora, etc.)<br/> (10) Otro</p> <p>(888888) No sabe <b>[NO LEER]</b><br/> (988888) No responde <b>[NO LEER]</b><br/> (999999) Inaplicable <b>[NO LEER]</b></p> |  |
| <p><b>HONHE5.</b> En términos generales, ¿cómo calificaría la atención recibida?</p> <p>(1) Muy buena                      (2) Buena                      (3) Ni buena, ni mala (regular)<br/> (4) Mala                      (5) Muy mala (pésima)</p> <p>(888888) No sabe <b>[NO LEER]</b><br/> (988888) No responde <b>[NO LEER]</b><br/> (999999) Inaplicable <b>[NO LEER]</b></p>                                                                                                                                                                                                               |  |

¿En qué medida está de acuerdo o en desacuerdo con las siguientes afirmaciones sobre los centros de salud en su municipio?  
**[Leer alternativas después de cada pregunta].**

|                                                              | Muy de acuerdo | De acuerdo | En desacuerdo | Muy en desacuerdo | No sabe<br>[NO LEER] | No responde<br>[NO LEER] |
|--------------------------------------------------------------|----------------|------------|---------------|-------------------|----------------------|--------------------------|
| <b>SALUD6A.</b> Dan buena atención                           | 1              | 2          | 3             | 4                 | 888888               | 988888                   |
| <b>SALUD6B.</b> La atención es rápida                        | 1              | 2          | 3             | 4                 | 888888               | 988888                   |
| <b>SALUD6C.</b> Los horarios de atención no son convenientes | 1              | 2          | 3             | 4                 | 888888               | 988888                   |
| <b>SALUD6D.</b> El tiempo de espera es muy largo             | 1              | 2          | 3             | 4                 | 888888               | 988888                   |

|                                                                                                | Muy de acuerdo | De acuerdo | En desacuerdo | Muy en desacuerdo | No sabe<br>[NO LEER] | No responde<br>[NO LEER] |
|------------------------------------------------------------------------------------------------|----------------|------------|---------------|-------------------|----------------------|--------------------------|
| <b>SALUD6E.</b> La sala de espera es cómodo                                                    | 1              | 2          | 3             | 4                 | 888888               | 988888                   |
| <b>SALUD6F.</b> En el centro de salud tienen los medicamentos necesarios                       | 1              | 2          | 3             | 4                 | 888888               | 988888                   |
| <b>SALUD6G.</b> Queda cerca de donde vivo                                                      | 1              | 2          | 3             | 4                 | 888888               | 988888                   |
| <b>SALUD6H.</b> El edificio está limpio                                                        | 1              | 2          | 3             | 4                 | 888888               | 988888                   |
| <b>SALUD6I.</b> Tienen buenos doctores                                                         | 1              | 2          | 3             | 4                 | 888888               | 988888                   |
| <b>SALUD6L.</b> El tiempo que le destina el medico al paciente durante la consulta es adecuado | 1              | 2          | 3             | 4                 | 888888               | 988888                   |
| <b>SALUD6J.</b> El personal de salud da recomendaciones sobre cómo prevenir enfermedades       | 1              | 2          | 3             | 4                 | 888888               | 988888                   |
| <b>SALUD6K.</b> El personal de salud da explicaciones claras sobre la enfermedad del paciente  | 1              | 2          | 3             | 4                 | 888888               | 988888                   |

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| <p><b>SALUD13.</b> Teniendo en cuenta lo anterior, ¿qué tan satisfecho(a) está usted con el servicio que prestan los centros de salud del municipio donde usted vive?</p> <p>(1) Muy satisfecho(a) (2) Satisfecho(a) (3) Insatisfecho(a) (4) Muy insatisfecho(a)</p> <p>(888888) No sabe [NO LEER]<br/>(988888) No responde [NO LEER]</p> |  |
| <p><b>[NOTA DE PROGRAMACIÓN: SÓLO PARA si EDU1&gt;=1]</b></p> <p><b>SALUD15.</b> ¿En su hogar, llevan a los niños menores de 6 años a controles regulares de talla y peso?</p> <p>(1) Sí (2) No<br/>(888888) No sabe [NO LEER]<br/>(988888) No responde [NO LEER]<br/>(999999) Inaplicable [NO LEER]</p>                                  |  |

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| <p><b>[NOTA DE PROGRAMACIÓN: SÓLO PARA si EDU1&gt;=1]</b></p> <p><b>SALUD17.</b> ¿Existe un comité comunitario de salud en el lugar donde vive?</p> <p>(1) Sí <b>[Sigue]</b></p> <p>(2) No <b>[Pasa a SALUD21]</b></p><br><p>(888888) No sabe <b>[NO LEER]</b> <b>[Pasa a SALUD21]</b></p> <p>(988888) No responde <b>[NO LEER]</b> <b>[Pasa a SALUD21]</b></p> <p>(999999) Inaplicable <b>[NO LEER]</b></p> |  |
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| <p><b>[PARA PADRES DE NIÑOS MENORES de 6 AÑOS de EDAD] [NOTA DE PROGRAMACIÓN: SÓLO PARA si EDU1&gt;=1]</b></p>                                                                                                                                                                                                                                                  |  |
| <p><b>SALUD18.</b> ¿En los últimos 12 meses, has participado en el comité comunitario de salud del municipio donde usted vive?</p> <p>(1) Sí</p> <p>(2) No</p> <p>(888888) No sabe <b>[NO LEER]</b> (988888) No responde <b>[NO LEER]</b></p> <p>(999999) Inaplicable <b>[NO LEER]</b></p>                                                                      |  |
| <p><b>[NOTA DE PROGRAMACIÓN: SÓLO PARA si EDU1&gt;=1]</b></p> <p><b>SALUD21.</b> ¿Usted o alguien de su familia asiste a grupos de control de nutrición?</p> <p>(1) Sí <b>[Sigue]</b></p> <p>(2) No <b>[Pasa a AGUA1]</b></p> <p>(888888) No sabe <b>[NO LEER]</b> <b>[Pasa a AGUA1]</b></p> <p>(988888) No responde <b>[NO LEER]</b> <b>[Pasa a AGUA1]</b></p> |  |

¿En qué medida está de acuerdo o en desacuerdo con las siguientes afirmaciones sobre los servicios de nutrición brindados a través de los centros de salud del municipio donde vive? **[Leer alternativas después de cada pregunta].**

|                                                                                                              | Muy de acuerdo | De acuerdo | En desacuerdo | Muy en desacuerdo | No sabe [NO LEER] | No responde [NO LEER] | Inaplicable [NO LEER] |
|--------------------------------------------------------------------------------------------------------------|----------------|------------|---------------|-------------------|-------------------|-----------------------|-----------------------|
| <b>NURT6A.</b> Los horarios de atención son convenientes                                                     | 1              | 2          | 3             | 4                 | 888888            | 988888                | 999999                |
| <b>NURT6B.</b> Se da el servicio sin importar la edad de los niños                                           | 1              | 2          | 3             | 4                 | 888888            | 988888                | 999999                |
| <b>NUTRI6C.</b> La calidad de los servicios de nutrición ayuda a mejorar la condición de los niños atendidos | 1              | 2          | 3             | 4                 | 888888            | 988888                | 999999                |
| <b>NUTRI6D.</b> La personal de salud que da el servicio de nutrición brinda buen servicio                    | 1              | 2          | 3             | 4                 | 888888            | 988888                | 999999                |
| <b>NUTRI6E.</b> Los materiales necesarios para dar atención siempre están disponibles                        | 1              | 2          | 3             | 4                 | 888888            | 988888                | 999999                |

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| <p><b>NURT124.</b> Teniendo en cuenta lo anterior, ¿qué tan satisfecho(a) está con el servicio de nutrición en el municipio donde usted vive?</p> <p>(1) Muy satisfecho(a) (2) Satisfecho(a) (3) Insatisfecho(a) (4) Muy Insatisfecho(a)</p> <p>(888888) No sabe <b>[NO LEER]</b> (988888) No responde <b>[NO LEER]</b></p> <p>(999999) Inaplicable <b>[NO LEER]</b></p>                                                                                                                                                                                                                                                     |  |
| <p><b>AGUA1.</b> ¿De dónde proviene el agua para uso doméstico de su hogar? Por favor, seleccione la fuente principal de agua para cocinar de su hogar.</p> <p>(1) De una conexión domiciliaria (tubería) para el servicio de agua</p> <p>(2) Del pozo</p> <p>(3) Del río</p> <p>(4) Carro cisterna</p> <p>(5) Pick-up con drones o barriles</p> <p>(6) De llaves públicas o comunitarias</p> <p>(7) Del vecino</p> <p>(8) Cosecha de agua lluvia</p> <p>(11) Compran el agua en tambos, barriles o botes de agua</p> <p>(12) Otra fuente</p> <p>(888888) No sabe <b>[NO LEER]</b> (988888) No responde <b>[NO LEER]</b></p> |  |
| <p><b>AGUA2.</b> ¿En su hogar, tratan el agua de alguna manera para hacerla más segura para su uso doméstico, es decir, le hacen algo como, hervirla, filtrarla o agregarle cloro o lejía?</p> <p>(1) Sí (2) No</p> <p>(888888) No sabe <b>[NO LEER]</b> (988888) No responde <b>[NO LEER]</b></p>                                                                                                                                                                                                                                                                                                                           |  |

**[NOTA DE PROGRAMACIÓN: SÓLO PARA AGUA1=1]**

A continuación voy a hacerle una serie de preguntas sobre el agua que sale de la tubería de su hogar. Por favor respóndame con qué frecuencia observa usted las siguientes características del agua sin considerar **la época de inicio de la temporada de lluvias (mayo/junio) o de sequías**. **[Leer alternativas después de cada pregunta]**.

|                                                       | Siempre | Casi Siempre | A veces | Nunca | No sabe<br>[NO LEER] | No responde<br>[NO LEER] | Inaplicable<br>[NO LEER] |
|-------------------------------------------------------|---------|--------------|---------|-------|----------------------|--------------------------|--------------------------|
| <b>AGUA6A.</b> El agua sale limpia                    | 1       | 2            | 3       | 4     | 888888               | 988888                   | 999999                   |
| <b>AGUA6B.</b> El agua huele bien                     | 1       | 2            | 3       | 4     | 888888               | 988888                   | 999999                   |
| <b>AGUA6C.</b> El agua sabe bien                      | 1       | 2            | 3       | 4     | 888888               | 988888                   | 999999                   |
| <b>AGUA6D.</b> El agua sale en buena cantidad         | 1       | 2            | 3       | 4     | 888888               | 988888                   | 999999                   |
| <b>AGUA6E.</b> Las horas de servicio son convenientes | 1       | 2            | 3       | 4     | 888888               | 988888                   | 999999                   |

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| <p><b>[NOTA DE PROGRAMACIÓN: SOLO PARA AGUA1=1]</b></p> <p><b>AGUA7.</b> Teniendo en cuenta lo anterior, ¿qué tan satisfecho(a) está con el servicio de agua en el municipio donde usted vive?</p> <p>(1) Muy satisfecho(a)      (2) Satisfecho(a) (3) Insatisfecho(a) (4) Muy insatisfecho(a)<br/>       (888888) No sabe <b>[NO LEER]</b> (988888) No responde <b>[NO LEER]</b><br/>       (999999) Inaplicable <b>[NO LEER]</b></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |  |
| <p><b>DESAGUE1.</b> ¿Qué tipo de servicio sanitario tiene en su casa? <b>[Leer alternativas]</b></p> <p>(1) Inodoro conectado a alcantarilla<br/>       (2) Inodoro conectado a pozo séptico<br/>       (3) Inodoro con desagüe a río/laguna<br/>       (4) Letrina con pozo séptico/cierre hidráulico (Letrina campesina)<br/>       (5) Letrina con pozo negro<br/>       (6) Inodoro comunitario<br/>       (7) Letrina comunitaria<br/>       (12) Otro tipo de servicio<br/>       (9) Aire libre/sin instalaciones<br/>       (888888) No sabe <b>[NO LEER]</b> (988888) No responde <b>[NO LEER]</b></p>                                                                                                                                                                                                                                                                                                                        |  |
| <p><b>CALLES9_1.</b> ¿Cómo calificaría la condición de las calles en el lugar donde vive?</p> <p>(1) Muy Buena    (2) Buena    (3) Ni buena ni mala (regular)    (4) Mala    (5) Muy Mala<br/>       (888888) No sabe <b>[NO LEER]</b><br/>       (988888) No responde <b>[NO LEER]</b></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |  |
| <p><b>CALLES9_3.</b> ¿Cómo calificaría la condición de las carreteras que conectan la cabecera municipal con las aldeas y caseríos?</p> <p>(1) Muy Buena    (2) Buena    (3) Ni buena ni mala (regular)    (4) Mala    (5) Muy Mala<br/>       (888888) No sabe <b>[NO LEER]</b><br/>       (988888) No responde <b>[NO LEER]</b></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <p><b>BASURA1.</b> Por favor, me podría decir, ¿cómo eliminan la basura en esta vivienda? <b>[No leer alternativas. Marcar todas las que correspondan]</b></p> <p>(1) Recolección domiciliaria de basura (pasa servicio <b>municipal</b> de recolección)<br/>       (2) Recolección domiciliaria privada<br/>       (3) La deposita en contenedores comunitarios<br/>       (4) La lleva al <b>botadero</b> municipal<br/>       (5) La manda a botar a otro municipio<br/>       (6) La entierra<br/>       (7) La prepara para abono<br/>       (8) La quema<br/>       (9) La tira en terreno baldío/basural, o en el río o curso de agua<br/>       (10) La tira en cualquier lugar<br/>       (11) Recicla en su hogar (no abono)<br/>       (12) La lleva a centro de recolección para reciclado<br/>       (77) Otro, especifique: _____<br/>       (888888) No sabe <b>[NO LEER]</b> (988888) No responde <b>[NO LEER]</b></p> |  |
| <p><b>[NOTA DE PROGRAMACION: SOLO PARA BASURA1=1]</b></p> <p><b>BASURA2.</b> ¿Qué tan satisfecho(a) está con el servicio de recolección de basura en su municipio?</p> <p>(1) Muy satisfecho(a)    (2) Satisfecho(a)    (3) Insatisfecho(a)    (4) Muy insatisfecho(a)<br/>       (888888) No sabe <b>[NO LEER]</b> (988888) No responde <b>[NO LEER]</b><br/>       (999999) Inaplicable <b>[NO LEER]</b></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |  |

Ahora vamos a hablar de su municipio...

|                                                                                                                                                                                                                                                                                                        |  |
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| <b>NP1.</b> ¿Ha asistido a un cabildo abierto o una sesión municipal durante los últimos 12 meses?<br>(1) Sí (2) No<br>(888888) No sabe <b>[NO LEER]</b> (988888) No responde <b>[NO LEER]</b>                                                                                                         |  |
| <b>NP2.</b> ¿Ha solicitado ayuda o ha presentado una petición a alguna oficina, funcionario, o regidor de la municipalidad durante los últimos 12 meses?<br>(1) Sí <b>[Sigue]</b> (2) No <b>[Pasa a SGL1]</b><br>(888888) No sabe <b>[Pasa a SGL1]</b> (988888) No responde <b>[Pasa a SGL1]</b>       |  |
| <b>MUNI10.</b> ¿Le resolvieron su asunto o petición?<br>(1) Sí (0) No<br>(888888) No sabe <b>[NO LEER]</b> (988888) No responde <b>[NO LEER]</b><br>(999999) Inaplicable <b>[NO LEER]</b>                                                                                                              |  |
| <b>SGL1.</b> ¿Diría usted que los servicios que la municipalidad está dando a la gente son: <b>[Leer alternativas]</b><br>(1) Muy buenos (2) Buenos (3) Ni buenos ni malos (regulares)<br>(4) Malos (5) Muy malos (pésimos)<br>(888888) No sabe <b>[NO LEER]</b> (988888) No responde <b>[NO LEER]</b> |  |
| <b>MUNI11.</b> ¿Participa usted en las decisiones y la planificación de asuntos de interés en su municipio?<br>(1) Sí (2) No<br>(888888) No sabe <b>[NO LEER]</b> (988888) No responde <b>[NO LEER]</b>                                                                                                |  |

Ahora voy a mencionarle algunos servicios que brinda su municipio. Para cada uno de estos servicios, podría decirme si en los últimos 12 meses, ¿ha participado en actividades para la mejora de e s t o s servicios locales de su municipio?

|                                                    | Sí | No | No sabe<br>[NO LEER] | No responde<br>[NO LEER] |
|----------------------------------------------------|----|----|----------------------|--------------------------|
| <b>MUNI12A.</b> Servicio de educación              | 1  | 2  | 888888               | 988888                   |
| <b>MUNI12B.</b> Servicio de salud                  | 1  | 2  | 888888               | 988888                   |
| <b>MUNI12C.</b> Servicio de nutrición              | 1  | 2  | 888888               | 988888                   |
| <b>MUNI12D.</b> Recolección o manejo de basura     | 1  | 2  | 888888               | 988888                   |
| <b>MUNI12E.</b> Mantenimiento de caminos           | 1  | 2  | 888888               | 988888                   |
| <b>MUNI12F.</b> Servicio de agua                   | 1  | 2  | 888888               | 988888                   |
| <b>MUNI12G.</b> Servicio de alcantarillado/desagüe | 1  | 2  | 888888               | 988888                   |

Ahora voy a leer algunas frases sobre la municipalidad y le voy a pedir que me diga en qué medida está de acuerdo o en desacuerdo con ellas **[Repetir opciones de respuesta después de cada pregunta]**

|                                                                                                        | Muy de acuerdo | De acuerdo | En desacuerdo | Muy en desacuerdo | No sabe [NO LEER] | No responde [NO LEER] |
|--------------------------------------------------------------------------------------------------------|----------------|------------|---------------|-------------------|-------------------|-----------------------|
| <b>MUNI17A.</b> A la municipalidad/alcaldía le interesa lo que piensa la gente como yo                 | 1              | 2          | 3             | 4                 | 888888            | 988888                |
| <b>MUNI17B.</b> A la municipalidad/alcaldía le interesa lo que piensan las mujeres                     | 1              | 2          | 3             | 4                 | 888888            | 988888                |
| <b>MUNI17C.</b> A la municipalidad/alcaldía le interesa lo que piensan las etnias                      | 1              | 2          | 3             | 4                 | 888888            | 988888                |
| <b>MUNI17D.</b> A la municipalidad/alcaldía le interesa lo que piensan los jóvenes                     | 1              | 2          | 3             | 4                 | 888888            | 988888                |
| <b>MUNI17E.</b> A la municipalidad/alcaldía le interesa lo que piensan las organizaciones comunitarias | 1              | 2          | 3             | 4                 | 888888            | 988888                |

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| <b>CALVIDA1.</b> En general, ¿cómo calificaría la calidad de vida en su municipio?<br>(1) Muy buena      (2) Buena      (3) Ni buena ni mala (regular)      (4) Mala<br>(5) Muy mala (pésima)<br>(888888) No sabe <b>[NO LEER]</b> (988888) No responde <b>[NO LEER]</b> |  |
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| <b>LGL2A.</b> Tomando en cuenta los servicios públicos existentes en el país, ¿a quién se le debería dar <b>más responsabilidades?</b> <b>[Leer alternativas]</b><br>(1) Mucho más al gobierno central<br>(2) Algo más al gobierno central<br>(3) La misma cantidad al gobierno central y a la municipalidad<br>(4) Algo más a la municipalidad<br>(5) Mucho más a la municipalidad<br><br>(888888) No sabe <b>[NO LEER]</b> (988888) No responde <b>[NO LEER]</b> |  |
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| <p><b>LGL2B.</b> Y tomando en cuenta los recursos económicos existentes en el país, ¿quién debería <b>administrar más dinero?</b> [Leer alternativas]</p> <p>(1) Mucho más al gobierno central<br/> (2) Algo más al gobierno central<br/> (3) La misma cantidad al gobierno central y a la municipalidad<br/> (4) Algo más a la municipalidad<br/> (5) Mucho más a la municipalidad</p> <p>(888888) No sabe [NO LEER] (988888) No responde [NO LEER]</p> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                  |              |                   |                      |                          |                      |                          |                                        |   |   |   |        |        |        |                        |   |   |   |        |        |        |                                 |   |   |   |        |        |        |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------|--------------|-------------------|----------------------|--------------------------|----------------------|--------------------------|----------------------------------------|---|---|---|--------|--------|--------|------------------------|---|---|---|--------|--------|--------|---------------------------------|---|---|---|--------|--------|--------|
| <p><b>LGL3.</b> ¿Estaría usted dispuesto a pagar más impuestos al municipio para que pueda prestar mejores servicios municipales o cree que no vale la pena pagar los impuestos al municipio?</p> <p>(1) Dispuesto a pagar más impuestos (2) No vale la pena pagar más impuestos<br/> (888888) No sabe [NO LEER] (988888) No responde [NO LEER]</p>                                                                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                  |              |                   |                      |                          |                      |                          |                                        |   |   |   |        |        |        |                        |   |   |   |        |        |        |                                 |   |   |   |        |        |        |
| <p><b>HONMUN30.</b> En su opinión, quién debería ser el responsable de proveer (dar) los servicios de salud para la gente de esta comunidad ¿el gobierno central o la municipalidad?</p> <p>(1) El gobierno central (2) La municipalidad<br/> (888888) No sabe [NO LEER] (988888) No responde [NO LEER]</p>                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                  |              |                   |                      |                          |                      |                          |                                        |   |   |   |        |        |        |                        |   |   |   |        |        |        |                                 |   |   |   |        |        |        |
| <p><b>HONMUN31.</b> ¿Y quién debería ser el responsable de proveer (dar) educación para la gente de esta comunidad?</p> <p>[Leer alternativas]<br/> (1) El gobierno central (2) La municipalidad<br/> (888888) No sabe [NO LEER] (988888) No responde [NO LEER]</p>                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                  |              |                   |                      |                          |                      |                          |                                        |   |   |   |        |        |        |                        |   |   |   |        |        |        |                                 |   |   |   |        |        |        |
| <p>Ahora le voy a preguntar sobre ciertos servicios municipales. Le voy a pedir que para cada uno de ellos me diga si ha mejorado, ha seguido igual o ha empeorado en los últimos dos años. [Luego de cada servicio, pregunte: ¿ha mejorado, ha seguido igual, o ha empeorado?]</p>                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                  |              |                   |                      |                          |                      |                          |                                        |   |   |   |        |        |        |                        |   |   |   |        |        |        |                                 |   |   |   |        |        |        |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                          | <table border="1"> <thead> <tr> <th></th> <th>Ha mejorado</th> <th>Ha seguido igual</th> <th>Ha empeorado</th> <th>INAP<br/>[NO LEER]</th> <th>No sabe<br/>[NO LEER]</th> <th>No responde<br/>[NO LEER]</th> </tr> </thead> <tbody> <tr> <td><b>HONMUN32.</b> Recolección de basura</td> <td>1</td> <td>2</td> <td>3</td> <td>999999</td> <td>888888</td> <td>988888</td> </tr> <tr> <td><b>HONMUN36N.</b> Agua</td> <td>1</td> <td>2</td> <td>3</td> <td>999999</td> <td>888888</td> <td>988888</td> </tr> <tr> <td><b>HONMUN39.</b> Alcantarillado</td> <td>1</td> <td>2</td> <td>3</td> <td>999999</td> <td>888888</td> <td>988888</td> </tr> </tbody> </table> |                  | Ha mejorado  | Ha seguido igual  | Ha empeorado         | INAP<br>[NO LEER]        | No sabe<br>[NO LEER] | No responde<br>[NO LEER] | <b>HONMUN32.</b> Recolección de basura | 1 | 2 | 3 | 999999 | 888888 | 988888 | <b>HONMUN36N.</b> Agua | 1 | 2 | 3 | 999999 | 888888 | 988888 | <b>HONMUN39.</b> Alcantarillado | 1 | 2 | 3 | 999999 | 888888 | 988888 |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                          | Ha mejorado                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | Ha seguido igual | Ha empeorado | INAP<br>[NO LEER] | No sabe<br>[NO LEER] | No responde<br>[NO LEER] |                      |                          |                                        |   |   |   |        |        |        |                        |   |   |   |        |        |        |                                 |   |   |   |        |        |        |
| <b>HONMUN32.</b> Recolección de basura                                                                                                                                                                                                                                                                                                                                                                                                                   | 1                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | 2                | 3            | 999999            | 888888               | 988888                   |                      |                          |                                        |   |   |   |        |        |        |                        |   |   |   |        |        |        |                                 |   |   |   |        |        |        |
| <b>HONMUN36N.</b> Agua                                                                                                                                                                                                                                                                                                                                                                                                                                   | 1                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | 2                | 3            | 999999            | 888888               | 988888                   |                      |                          |                                        |   |   |   |        |        |        |                        |   |   |   |        |        |        |                                 |   |   |   |        |        |        |
| <b>HONMUN39.</b> Alcantarillado                                                                                                                                                                                                                                                                                                                                                                                                                          | 1                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | 2                | 3            | 999999            | 888888               | 988888                   |                      |                          |                                        |   |   |   |        |        |        |                        |   |   |   |        |        |        |                                 |   |   |   |        |        |        |
| <p><b>HONMUN37.</b> ¿La alcaldía del municipio en donde usted vive informa a los ciudadanos sobre la forma en que invierte los recursos de la municipalidad?</p> <p>(1) Sí (2) No<br/> (888888) No sabe [NO LEER]<br/> (988888) No responde [NO LEER]</p>                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                  |              |                   |                      |                          |                      |                          |                                        |   |   |   |        |        |        |                        |   |   |   |        |        |        |                                 |   |   |   |        |        |        |

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| <p><b>CP5.</b> Ahora, para cambiar el tema, ¿en los últimos doce meses usted ha contribuido para ayudar a solucionar algún problema de su comunidad o de los vecinos de su barrio o colonia? Por favor, dígame si lo hizo <b>por lo menos</b> una vez a la semana, una o dos veces al mes, una o dos veces al año, o nunca en los últimos 12 meses?</p> <p>(1) Una vez a la semana<br/> (2) Una o dos veces al mes<br/> (3) Una o dos veces al año<br/> (4) Nunca<br/> (888888) No sabe <b>[NO LEER]</b> (988888) No responde <b>[NO LEER]</b></p> |  |
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| Dígame por favor, ¿de cuáles de las siguientes maneras esta municipalidad suele informar a los ciudadanos sobre su gestión y la utilización de recursos? |    |    |                      |                          |                   |
|----------------------------------------------------------------------------------------------------------------------------------------------------------|----|----|----------------------|--------------------------|-------------------|
|                                                                                                                                                          | Sí | No | No sabe<br>[NO LEER] | No responde<br>[NO LEER] | INAP<br>[NO LEER] |
| <b>HONMUN38.</b><br>Mediante cabildos abiertos                                                                                                           | 1  | 2  | 888888               | 988888                   | 999999            |
| <b>HONMUN39A.</b><br>Sesiones abiertas de la Corporación                                                                                                 | 1  | 2  | 888888               | 988888                   | 999999            |
| <b>HONMUN40.</b><br>Publicación en algún medio de prensa o radio                                                                                         | 1  | 2  | 888888               | 988888                   | 999999            |
| <b>HONMUN40X.</b><br>Los redes sociales como Facebook                                                                                                    | 1  | 2  | 888888               | 988888                   | 999999            |
| <b>HONMUN41.</b><br>Reunión con el alcalde municipal o delegado municipal                                                                                | 1  | 2  | 888888               | 988888                   | 999999            |
| <b>HONMUN42.</b> Rótulo fijo o murales                                                                                                                   | 1  | 2  | 888888               | 988888                   | 999999            |

Voy a leerle una lista de grupos y organizaciones. Por favor, dígame si usted asiste a las reuniones de estas organizaciones: **por lo menos** una vez a la semana, una o dos veces al mes, una o dos veces al año, o nunca. **[Repetir “una vez a la semana,” “una o dos veces al mes,” “una o dos veces al año,” o “nunca” para ayudar al entrevistado]**

|                                                                                                  | Una vez a la semana | Una o dos veces al mes | Una o dos veces al año | Nunca | No sabe<br>[NO LEER] | No responde<br>[NO LEER] | INAP<br>[NO LEER] |
|--------------------------------------------------------------------------------------------------|---------------------|------------------------|------------------------|-------|----------------------|--------------------------|-------------------|
| <b>CP6.</b> ¿Reuniones de alguna organización religiosa? Asiste...                               | 1                   | 2                      | 3                      | 4     | 888888               | 988888                   |                   |
| <b>CP7.</b> ¿Reuniones de una asociación de padres de familia de la escuela o colegio? Asiste... | 1                   | 2                      | 3                      | 4     | 888888               | 988888                   |                   |
| <b>CP7ME.</b> ¿Reuniones de la merienda escolar? Asiste...                                       | 1                   | 2                      | 3                      | 4     | 888888               | 988888                   |                   |

|                                                                                                        | Una vez a la semana | Una o dos veces al mes | Una o dos veces al año | Nunca | No sabe [NO LEER] | No responde [NO LEER] | INAP [NO LEER] |
|--------------------------------------------------------------------------------------------------------|---------------------|------------------------|------------------------|-------|-------------------|-----------------------|----------------|
| <b>CP8.</b> ¿Reuniones de un comité o junta de mejoras para la comunidad? Asiste...                    | 1                   | 2                      | 3                      | 4     | 888888            | 988888                |                |
| <b>CP8JA.</b> ¿Reuniones de la junta de agua? Asiste...                                                | 1                   | 2                      | 3                      | 4     | 888888            | 988888                |                |
| <b>CP13.</b> ¿Reuniones de un partido o movimiento político? Asiste...                                 | 1                   | 2                      | 3                      | 4     | 888888            | 988888                |                |
| <b>CP20. [SOLO A MUJERES]</b> ¿Reuniones de asociaciones o grupos de mujeres o amas de casa? Asiste... | 1                   | 2                      | 3                      | 4     | 888888            | 988888                | 999999         |

|                                                                                 |   |   |   |   |        |        |  |
|---------------------------------------------------------------------------------|---|---|---|---|--------|--------|--|
| <b>HONCP22.</b> ¿Reuniones de grupos de seguridad? Asiste...                    | 1 | 2 | 3 | 4 | 888888 | 988888 |  |
| <b>HONCP21A.</b> ¿Reuniones de una asociación de vecinos o patronato? Asiste... | 1 | 2 | 3 | 4 | 888888 | 988888 |  |

|                                                                                                                                                                                                                                                                                                        |  |
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| <b>IT1.</b> Ahora, hablando de la gente de por aquí, ¿diría que la gente de su comunidad es muy confiable, algo confiable, poco confiable o nada confiable?<br>(1) Muy confiable (2) Algo confiable (3) Poco confiable (4) Nada confiable<br>(888888) No sabe [NO LEER] (988888) No responde [NO LEER] |  |
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|                                                                                                                                                                                                                                                                                                                                                                                                                                            |  |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|
| <b>VIC1EXT.</b> Ahora, cambiando el tema, ¿ha sido usted víctima de algún acto de delincuencia en los últimos 12 meses? Es decir, ¿ha sido usted víctima de un robo, hurto, agresión, fraude, chantaje, extorsión, amenazas o algún otro tipo de acto delictual en los últimos 12 meses?<br>(1) Sí [Sigue] (2) No [Pasa a VIC1HOGAR]<br>(888888) No sabe [NO LEER] [Pasa a VIC1HOGAR]<br>(988888) No responde [NO LEER] [Pasa a VIC1HOGAR] |  |
| <b>VIC1EXTA.</b> ¿Cuántas veces ha sido usted víctima de un acto delictual en los últimos 12 meses?<br>[Marcar el número] [VALOR MÁXIMO ACEPTADO: 20]<br>(888888) No sabe [NO LEER] (988888) No responde [NO LEER]<br>(999999) Inaplicable [NO LEER]                                                                                                                                                                                       |  |

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |  |
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| <b>VIC1HOGAR.</b> ¿Alguna otra persona que vive en su hogar ha sido víctima de algún acto de delincuencia en los últimos 12 meses? Es decir, ¿alguna otra persona que vive en su hogar ha sido víctima de un robo, hurto, agresión, fraude, chantaje, extorsión, amenazas o <b>algún otro tipo</b> de acto delincuencia en los últimos 12 meses?<br>(1) Sí (2) No<br>(888888) No sabe <b>[NO LEER]</b><br>(988888) No responde <b>[NO LEER]</b><br>(999999) Inaplicable (Vive solo) <b>[NO LEER]</b> |  |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|

| Por temor a ser víctima de la delincuencia, en los <b>últimos doce meses</b> usted...                                                                               |    |    |                      |                          |                                           |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------|----|----|----------------------|--------------------------|-------------------------------------------|
|                                                                                                                                                                     | Sí | No | No sabe<br>[NO LEER] | No responde<br>[NO LEER] | INAP<br>[NO LEER]                         |
| <b>VIC71.</b> ¿Ha evitado salir solo(a) de su casa durante la noche?                                                                                                | 1  | 0  | 888888               | 988888                   |                                           |
| <b>VIC72.</b> ¿Ha evitado utilizar el transporte público?                                                                                                           | 1  | 0  | 888888               | 988888                   | 999999<br>(No usa transporte público)     |
| <b>VIC73.</b> ¿Ha evitado dejar la casa sola durante la noche?                                                                                                      | 1  | 0  | 888888               | 988888                   |                                           |
| <b>VIC40A.</b> ¿Ha evitado comprar cosas que le gusten porque se las pueden robar?                                                                                  | 1  | 0  | 888888               | 988888                   |                                           |
| <b>VIC74.</b> ¿Ha evitado que los niños o niñas de su casa jueguen en la calle?                                                                                     | 1  | 0  | 888888               | 988888                   | 999999<br>(No hay niños/niñas en la casa) |
| <b>VIC41.</b> ¿Ha limitado los lugares de recreación?                                                                                                               | 1  | 0  | 888888               | 988888                   |                                           |
| <b>VIC43.</b> ¿Ha sentido la necesidad de cambiar de barrio o colonia por temor a la delincuencia? <b>[en zona rural utilizar “caserío” o “comunidad”]</b>          | 1  | 0  | 888888               | 988888                   |                                           |
| <b>VIC45N.</b> En los últimos doce meses, ¿ha cambiado de trabajo o de lugar de estudio por temor a la delincuencia? <b>[Si no trabaja o estudia marque 999999]</b> | 1  | 0  | 888888               | 988888                   | 999999 (No trabaja/estudia)               |

|                                                                                                                                                                                                                                                                                                                                                                                                     |  |
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| <b>POLE2NN.</b> En general, usted está muy satisfecho(a), satisfecho(a), <b>¿insatisfecho(a) o muy insatisfecho(a) con el desempeño de la policía en su barrio o colonia?</b><br>(1) Muy satisfecho(a) (2) Satisfecho(a) (3) Insatisfecho(a) (4) Muy insatisfecho(a)<br>(5) <b>[NO LEER]</b> No hay policía en mi barrio<br>(888888) No sabe <b>[NO LEER]</b> (988888) No responde <b>[NO LEER]</b> |  |
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|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|
| <p><b>AOJ11.</b> Hablando del lugar o el barrio/la, aldea o colonia donde usted vive y pensando en la posibilidad de ser víctima de un asalto o robo, ¿usted se siente muy seguro(a), algo seguro(a), algo inseguro(a) o muy inseguro(a)?<br/>         (1) Muy seguro(a) (2) Algo seguro(a) (3) Algo inseguro(a) (4) Muy inseguro(a) (888888) No sabe <b>[NO LEER]</b> (988888) No responde <b>[NO LEER]</b></p>                                                                                                                                                                                                                                                                                  |  |
| <p><b>PESE1.</b> ¿Considera usted que el nivel de violencia actual en su barrio, aldea o colonia es mayor, igual, o menor que el de otras colonias o barrios en este municipio?<br/>         (1) Mayor (2) Igual (3) Menor<br/>         (888888) No sabe <b>[NO LEER]</b> (988888) No responde <b>[NO LEER]</b></p>                                                                                                                                                                                                                                                                                                                                                                               |  |
| <p><b>PESE2.</b> ¿Considera usted que el nivel de violencia actual en su barrio, aldea o colonia es mayor, igual, o menor que el de hace 12 meses?<br/>         (1) Mayor (2) Igual (3) Menor<br/>         (888888) No sabe <b>[NO LEER]</b> (988888) No responde <b>[NO LEER]</b></p>                                                                                                                                                                                                                                                                                                                                                                                                            |  |
| <p><b>AOJ17.</b> ¿Hasta qué punto diría que su barrio está afectado por las pandillas o maras? ¿Diría mucho, algo, poco o nada?<br/>         (1) Mucho (2) Algo (3) Poco (4) Nada<br/>         (888888) No sabe <b>[NO LEER]</b> (988888) No responde <b>[NO LEER]</b></p>                                                                                                                                                                                                                                                                                                                                                                                                                        |  |
| <p><b>AOJ12.</b> Si usted fuera víctima de un robo o asalto, ¿cuánto confiaría que el sistema judicial castigue al culpable?<br/> <b>[Leer alternativas]</b> Confiaría...<br/>         (1) Mucho (2) Algo (3) Poco (4) Nada<br/>         (888888) No sabe <b>[NO LEER]</b> (988888) No responde <b>[NO LEER]</b></p>                                                                                                                                                                                                                                                                                                                                                                              |  |
| <p><b>SEG10.</b> ¿En la actualidad, quién está a cargo principalmente de la seguridad de su barrio/comunidad?<br/> <b>[NO leer alternativas]</b><br/>         (0) Nadie<br/>         (1) La policía<br/>         (2) Los vecinos/todos<br/>         (3) Yo mismo (encuestado)<br/>         (4) Empresas privadas de seguridad<br/>         (5) Los pandilleros<br/>         (6) Los militares<br/>         (7) Comité o grupos de vigilancia/seguridad<br/>         (8) Grupos de tarea conjunta (policías y soldados)/Policía Militar (PMOP)<br/>         (9) Policía Municipal<br/>         (77) Otros<br/>         (888888) No sabe <b>[NO LEER]</b> (988888) No responde <b>[NO LEER]</b></p> |  |

**[ENTREGAR TARJETA E]**

|                                                                                                                                                                                                                                                                                                                                                                                                              |   |   |   |                |   |   |                             |                                 |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---|---|---|----------------|---|---|-----------------------------|---------------------------------|
| Ahora le voy a entregar una tarjeta que va del 1 al 7, pensando en esta ciudad/área donde usted vive, y en esta escalera donde el número 1 representa que usted no está nada satisfecho y el número 7 representa que usted está muy satisfecho. Si su opinión está entre nada satisfecho y muy satisfecho puede elegir un puntaje intermedio. <b>[Asegúrese que el entrevistado entienda correctamente].</b> |   |   |   |                |   |   |                             |                                 |
| 1                                                                                                                                                                                                                                                                                                                                                                                                            | 2 | 3 | 4 | 5              | 6 | 7 | 888888                      | 988888                          |
| Nada satisfecho                                                                                                                                                                                                                                                                                                                                                                                              |   |   |   | Muy satisfecho |   |   | No sabe<br><b>[NO LEER]</b> | No responde<br><b>[NO LEER]</b> |
| <b>[Anotar un número 1-7, 888888 = No sabe, 988888= No responde]</b>                                                                                                                                                                                                                                                                                                                                         |   |   |   |                |   |   |                             |                                 |

|                                                                                                              |  |
|--------------------------------------------------------------------------------------------------------------|--|
| <b>SD3NEW2A.</b> ¿Qué tan satisfecho está usted con la calidad de las escuelas públicas?                     |  |
| <b>SD6NEW2A.</b> ¿Qué tan satisfecho está usted con la calidad de los servicios médicos y de salud públicos? |  |

**[RECOGER TARJETA E]**

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |  |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|
| <p><b>INFRA3.</b> Suponga que está en su casa y tiene una lesión muy grave y necesita atención médica inmediata. ¿Cuánto tiempo cree que se demoraría en llegar (por el medio más rápido) al hospital más cercano (público o privado)?</p> <p><b>[Leer alternativas]</b></p> <p>(1) Menos de 10 minutos</p> <p>(2) Entre 10 y hasta 30 minutos</p> <p>(3) Más de 30 minutos y hasta una hora</p> <p>(4) Más de 1 hora y hasta 3 horas</p> <p>(5) Más de 3 horas</p> <p>(6) <b>[NO LEER]</b> No hay hospitales cercanos/ No iría a un hospital</p> <p>(888888) No sabe <b>[NO LEER]</b></p> <p>(988888) No responde <b>[NO LEER]</b></p> |  |
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Ahora vamos a hablar nuevamente de su barrio o comunidad.

|                                                                                                                                                                                                                                                                                                                                                                                                                                                      |  |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|
| <p><b>SEG3.</b> Comparando la situación actual de esta comunidad con la de hace 12 meses, ¿cree usted que los vecinos de <b>[NOMBRE DEL BARRIO]</b> colaboran más, lo mismo, o menos para resolver los problemas de la comunidad?</p> <p>(1) Colaboran más</p> <p>(2) Colaboran lo mismo</p> <p>(3) Colaboran menos</p> <p>(4) <b>[No leer]</b> No colaboran nada</p> <p>(888888) No sabe <b>[NO LEER]</b> (988888) No responde <b>[NO LEER]</b></p> |  |
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|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |  |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|
| <p><b>PROB1.</b> ¿Cuál cree que es problema más importante que afecta actualmente a los jóvenes de <b>[NOMBRE DEL BARRIO]</b>? <b>[Leer opciones]</b></p> <p>(1) La falta de oportunidades para acceder a empleos</p> <p>(2) La delincuencia/el pandillaje y la violencia</p> <p>(3) El consumo excesivo de alcohol y drogas</p> <p>(4) La falta de educación o capacitación para trabajar</p> <p>(5) La falta de motivación de los jóvenes</p> <p>(6) Los embarazos no deseados</p> <p>(7) <b>[NO LEER]</b> Otras</p> <p>(888888) No sabe <b>[NO LEER]</b> (988888) No responde <b>[NO LEER]</b></p> |  |
| <p>Ahora, le voy a leer algunas frases acerca de cosas que las personas en <b>[NOMBRE DEL BARRIO]</b> pueden o no hacer. Para cada una de estas frases, por favor dígame si usted está muy de acuerdo, de acuerdo, en desacuerdo, o muy en desacuerdo. <b>[Repita después de cada pregunta “muy de acuerdo, de acuerdo, en desacuerdo, o muy en desacuerdo” para ayudar al entrevistado]</b></p>                                                                                                                                                                                                      |  |

|                                                                                                                                                                                                                                                                                                          | Muy de acuerdo | De acuerdo | En desacuerdo | Muy en desacuerdo | No sabe<br>[NO LEER] | No responde<br>[NO LEER] |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------|------------|---------------|-------------------|----------------------|--------------------------|
| <b>SOCO1.</b> La primera frase dice...cuando hay un problema en <b>[NOMBRE DEL BARRIO]</b> , los vecinos suelen organizarse para tratar de resolverlo. ¿Usted diría que está muy de acuerdo, de acuerdo, en desacuerdo, o muy en desacuerdo con esta frase?                                              | 1              | 2          | 3             | 4                 | 888888               | 988888                   |
| <b>SOCO3.</b> La gente de <b>[NOMBRE DEL BARRIO]</b> está dispuesta a ayudar a sus vecinos. ¿Usted diría que está muy de acuerdo, de acuerdo, en desacuerdo, o muy en desacuerdo con esta frase?                                                                                                         | 1              | 2          | 3             | 4                 | 888888               | 988888                   |
| <b>SOCO9.</b> Y ahora hablando de <b>[NOMBRE DEL BARRIO]</b> , ¿hasta qué punto diría que los vecinos de <b>[NOMBRE DEL BARRIO]</b> están organizados para prevenir la delincuencia y la violencia. ¿Usted diría que está muy de acuerdo, de acuerdo, en desacuerdo, o muy en desacuerdo con esta frase? | 1              | 2          | 3             | 4                 | 888888               | 988888                   |

#### [ENTREGAR TARJETA “D”]

Ahora, vamos a usar una escalera en donde el número 1 representa “muy en desacuerdo” y el número 7 representa “muy de acuerdo”. Un número entre el 1 y el 7, representa un puntaje intermedio.

|                   |   |   |   |   |   |                |        |         |             |
|-------------------|---|---|---|---|---|----------------|--------|---------|-------------|
| 1                 | 2 | 3 | 4 | 5 | 6 | 7              | 888888 | 988888  |             |
| Muy en desacuerdo |   |   |   |   |   | Muy de acuerdo |        | No sabe | No responde |

**Anotar un número 1-7, 888888 = No sabe, 988888= No responde]**

Le voy a leer algunas frases. Por favor dígame hasta qué punto está de acuerdo o en desacuerdo con ellas.

**ING4.** Cambiando de nuevo el tema, puede que la democracia tenga problemas, pero es mejor que cualquier otra forma de gobierno. ¿Hasta qué punto está de acuerdo o en desacuerdo con esta frase?

|                                                                                                                                                              |  |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------|--|
| <b>EFF1.</b> A los que gobiernan el país les interesa lo que piensa la gente como usted. ¿Hasta qué punto está de acuerdo o en desacuerdo con esta frase?    |  |
| <b>EFF2.</b> Usted siente que entiende bien los asuntos políticos más importantes del país. ¿Hasta qué punto está de acuerdo o en desacuerdo con esta frase? |  |

**[RECOGER TARJETA “D”]**

|                                                                                                                                                                                                                                                                                                                                     | <b>INAP<br/>No trató o<br/>tuvo<br/>contacto</b> | <b>No</b> | <b>Sí</b> | <b>NS</b> | <b>NR</b> |  |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------|-----------|-----------|-----------|-----------|--|
| Ahora queremos hablar de su experiencia personal con cosas que pasan en la vida diaria...                                                                                                                                                                                                                                           |                                                  |           |           |           |           |  |
| <b>EXC2.</b> ¿Algún agente de policía le pidió una mordida en los últimos 12 meses?                                                                                                                                                                                                                                                 |                                                  | 0         | 1         | 888888    | 988888    |  |
| <b>EXC6.</b> ¿En los últimos 12 meses, algún empleado público le ha solicitado una mordida?                                                                                                                                                                                                                                         |                                                  | 0         | 1         | 888888    | 988888    |  |
| <b>EXC11.</b> ¿Ha tramitado algo en el municipio en los últimos 12 meses?<br><b>Si la respuesta es No → Marcar 999999</b><br><b>Si la respuesta es Sí→ Preguntar:</b><br>Para tramitar algo en el municipio, como un permiso, por ejemplo, durante el último año, ¿ha tenido que pagar alguna suma además de lo exigido por la ley? | 999999                                           | 0         | 1         | 888888    | 988888    |  |
| <b>EXC15.</b> ¿Usó servicios médicos públicos (del Estado) en los últimos 12 meses?<br><b>Si la respuesta es No → Marcar 999999</b><br><b>Si la respuesta es Sí→ Preguntar:</b><br>En los últimos 12 meses, ¿ha tenido que pagar alguna mordida para ser atendido en un hospital o en un puesto de salud?                           | 999999                                           | 0         | 1         | 888888    | 988888    |  |
| <b>EXC16.</b> En el último año, ¿tuvo algún hijo en la escuela o colegio?<br><b>Si la respuesta es No → Marcar 999999</b><br><b>Si la respuesta es Sí→ Preguntar:</b><br>En los últimos 12 meses, ¿tuvo que pagar alguna mordida en la escuela o colegio?                                                                           | 999999                                           | 0         | 1         | 888888    | 988888    |  |
| <b>EXC18.</b> ¿Cree que como están las cosas a veces se justifica pagar una mordida?                                                                                                                                                                                                                                                |                                                  | 0         | 1         | 888888    | 988888    |  |

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| <b>WF1.</b> ¿Usted o alguien en su casa recibe ayuda regular/periódica en dinero, alimento o en productos de parte del gobierno, sin contar las pensiones?<br>(1) Sí (2) No<br>(888888) No sabe <b>[NO LEER]</b> (988888) No responde <b>[NO LEER]</b> |  |
| <b>CCT1B.</b> Ahora, hablando específicamente sobre el Programa Vida Mejor, ¿usted o alguien en su casa es beneficiario de ese programa?<br>(1) Sí (2) No<br>(888888) No sabe <b>[NO LEER]</b> (988888) No responde <b>[NO LEER]</b>                   |  |

Cambiando de tema

|                                                                                                                                                                                                                                                                                                                                                                                                                                    |  |
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| <b>DIS17_15.</b> ¿Ha sufrido usted o algún miembro de su hogar algún tipo de discriminación?<br>(1) Sí <b>[Sigue]</b><br>(2) No <b>[Pasa a COM1A]</b><br>(888888) No sabe <b>[NO LEER]</b> <b>[Pasa a COM1A]</b><br>(988888) No responde <b>[NO LEER]</b> <b>[Pasa a COM1A]</b>                                                                                                                                                    |  |
| <b>DIS17_16.</b> ¿Por qué razón/es? <b>[Leer alternativas; seleccione TODAS las que correspondan]</b><br>(1) Ser mujer<br>(2) Origen indígena<br>(3) Discapacidad<br>(4) Preferencia sexual<br>(5) Edad<br>(6) Nivel económico<br>(7) Razones religiosas<br>(10) Razones/ideología política<br>(12) Otra razón<br>(888888) No sabe <b>[NO LEER]</b> (988888) No responde <b>[NO LEER]</b><br>(999999) Inaplicable <b>[NO LEER]</b> |  |

| ¿Por cuál de los siguientes medios de comunicación se informa usted? ¿Se informa por este medio? |        |        |                      |                          |
|--------------------------------------------------------------------------------------------------|--------|--------|----------------------|--------------------------|
|                                                                                                  | Sí     | No     | No sabe<br>[NO LEER] | No responde<br>[NO LEER] |
| <b>COM1A.</b> Radioemisoras nacionales                                                           | (1) Sí | (0) No | 888888               | 988888                   |
| <b>COM1B.</b> Radioemisoras locales                                                              | (1) Sí | (0) No | 888888               | 988888                   |
| <b>COM1E.</b> Televisión nacional                                                                | (1) Sí | (0) No | 888888               | 988888                   |
| <b>COM1F.</b> Televisión local                                                                   | (1) Sí | (0) No | 888888               | 988888                   |
| <b>COM1G.</b> Periódicos                                                                         | (1) Sí | (0) No | 888888               | 988888                   |
| <b>COM1H.</b> Internet                                                                           | (1) Sí | (0) No | 888888               | 988888                   |
| <b>COM1I.</b> Redes sociales                                                                     | (1) Sí | (0) No | 888888               | 988888                   |
| <b>COM1J.</b> Medios de comunicación de la iglesia                                               | (1) Sí | (0) No | 888888               | 988888                   |
| <b>COM1K.</b> Teléfono celular/móvil                                                             | (1) Sí | (0) No | 888888               | 988888                   |

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| <b>M18_4.</b> ¿Usó Tigo Money al menos una vez durante los últimos 90 días?<br>(1) Sí (2) No<br>(888888) No sabe <b>[NO LEER]</b> (988888) No responde <b>[NO LEER]</b>                                                                          |  |
| <b>M19_9.</b> ¿Usted o algún miembro de su hogar migró fuera del país?<br>(1) Sí <b>[Sigue]</b><br>(2) No <b>[Pasa a ED]</b><br>(888888) No sabe <b>[NO LEER]</b> <b>[Pasa a ED]</b><br>(988888) No responde <b>[NO LEER]</b> <b>[Pasa a ED]</b> |  |

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| <b>M19_8.</b> ¿Algún miembro de su hogar que migró fuera del país tuvo que retornar contra su voluntad?<br>(1) Sí (2) No<br>(888888) No sabe <b>[NO LEER]</b><br>(988888) No responde <b>[NO LEER]</b><br>(999999) Inaplicable <b>[NO LEER]</b> |  |
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| <b>ED.</b> ¿Cuál fue el último año de educación que usted completó o aprobó?<br>Año de _____ (primaria, secundaria, universitaria, superior no universitaria) = _____ años total <b>[Usar tabla a continuación para el código]</b> |        |    |    |    |    |     |
|                                                                                                                                                                                                                                    | 1º     | 2º | 3º | 4º | 5º | 6º  |
| Ninguno                                                                                                                                                                                                                            | 0      |    |    |    |    |     |
| Primaria                                                                                                                                                                                                                           | 1      | 2  | 3  | 4  | 5  | 6   |
| Secundaria                                                                                                                                                                                                                         | 7      | 8  | 9  | 10 | 11 | 12  |
| Universitaria                                                                                                                                                                                                                      | 13     | 14 | 15 | 16 | 17 | 18+ |
| Superior no universitaria                                                                                                                                                                                                          | 13     | 14 | 15 |    |    |     |
| No sabe                                                                                                                                                                                                                            | 888888 |    |    |    |    |     |
| No responde                                                                                                                                                                                                                        | 988888 |    |    |    |    |     |

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |  |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|
| <b>ED2.</b> ¿Y hasta qué nivel educativo llegó su madre? <b>[NO LEER OPCIONES]</b><br>(00) Ninguno<br>(01) Primaria incompleta<br>(02) Primaria completa<br>(03) Secundaria o bachillerato incompleto<br>(04) Secundaria o bachillerato completo<br>(05) Técnica/Tecnológica incompleta<br>(06) Técnica/Tecnológica completa<br>(07) Universitaria incompleta<br>(08) Universitaria completa<br>(888888) No sabe <b>[NO LEER]</b> (988888) No responde <b>[NO LEER]</b> |  |
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|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|
| <b>Q3C.</b> Si usted es de alguna religión, ¿podría decirme cuál es su religión? <b>[No leer opciones]</b><br><b>[Si el entrevistado dice que no tiene ninguna religión, sondee más para ubicar si pertenece a la alternativa 4 u 11]</b><br>(01) Católico<br>(02) Protestante, Protestante Tradicional o Protestante no Evangélico (Cristiano, Calvinista; Luterano; Metodista; Presbiteriano; Discípulo de Cristo; Anglicano; Episcopaliano; Iglesia Morava).<br>(03) Religiones Orientales no Cristianas (Islam; Budista; Hinduista; Taoísta; Confucianismo; Baha'i).<br>(04) Ninguna (Cree en un Ser Superior pero no pertenece a ninguna religión)<br>(05) Evangélica y Pentecostal (Evangélico, Pentecostal; Iglesia de Dios; Asambleas de Dios; Iglesia Universal del Reino de Dios; Iglesia Cuadrangular; Iglesia de Cristo; Congregación Cristiana; Menonita; Hermanos de Cristo; Iglesia Cristiana Reformada; Carismático no Católico; Luz del Mundo; Bautista; Iglesia del Nazareno; Ejército de Salvación; Adventista; Adventista del Séptimo Día, Sara Nossa Terra).<br>(06) Iglesia de los Santos de los Últimos Días (Mormones).<br>(07) Religiones Tradicionales (Candomblé, Vudú, Rastafari, Religiones Mayas, Umbanda; María Lonza; Inti, Kardecista, Santo Daime, Esotérica).<br>(10) Judío (Ortodoxo, Conservador o Reformado)<br>(11) Agnóstico o ateo (no cree en Dios)<br>(12) Testigos de Jehová.<br>(888888) No sabe <b>[NO LEER]</b> (988888) No responde <b>[NO LEER]</b> (999999) |  |
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| <b>Q5A.</b> ¿Con qué frecuencia asiste usted a servicios religiosos? <b>[Leer alternativas]</b><br>(1) Más de una vez por semana (2) Una vez por semana (3) Una vez al mes<br>(4) Una o dos veces al año (5) Nunca o casi nunca<br>(888888) No sabe <b>[NO LEER]</b> (988888) No responde <b>[NO LEER]</b> |  |
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| <p><b>Q5B.</b> Por favor, ¿podría decirme, qué tan importante es la religión en su vida? <b>[Leer alternativas]</b></p> <p>(1) Muy importante      (2) Algo importante      (3) Poco importante o (4) Nada importante<br/> (888888) No sabe <b>[NO LEER]</b>      (988888) No responde <b>[NO LEER]</b></p>                                                                                                                                                                                                                                                                                                                                                                                                                                |  |
| <p><b>OCUP4A.</b> ¿A qué se dedica usted principalmente? ¿Está usted actualmente: <b>[Leer alternativas]</b></p> <p>(1) Trabajando? <b>[Siga]</b><br/> (2) No está trabajando en este momento, pero tiene trabajo <b>[Siga]</b><br/> (3) Está buscando trabajo activamente? <b>[Pase a Q10NEW]</b><br/> (4) Es estudiante? <b>[Pase a Q10NEW]</b><br/> (5) Se dedica a los quehaceres de su hogar? <b>[Pase a Q10NEW]</b><br/> (6) Está jubilado, pensionado o incapacitado permanentemente para trabajar? <b>[Pase a Q10G]</b><br/> (7) No trabaja y no está buscando trabajo? <b>[Pase a Q10NEW]</b><br/> (888888) No sabe <b>[NO LEER]</b> <b>[Pase a Q10NEW]</b><br/> (988888) No responde <b>[NO LEER]</b> <b>[Pase a Q10NEW]</b></p> |  |
| <p><b>OCUP1A.</b> En su ocupación principal usted es: <b>[Leer alternativas]</b></p> <p>(1) Asalariado del gobierno o empresa estatal?<br/> (2) Asalariado en el sector privado?<br/> (3) Patrono o socio de empresa?<br/> (4) Trabajador por cuenta propia?<br/> (5) Trabajador no remunerado o sin pago?<br/> (888888) No sabe <b>[NO LEER]</b> (988888) No responde <b>[NO LEER]</b><br/> (999999) Inaplicable <b>[NO LEER]</b></p>                                                                                                                                                                                                                                                                                                     |  |

**[ENTREGAR TARJETA “F” AL ENTREVISTADO]**

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |  |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|
| <p><b>PREGUNTAR SOLO SI TRABAJA O ESTÁ JUBILADO/PENSIONADO/INCAPACITADO (VERIFICAR OCUP4A)]</b></p> <p><b>Q10G.</b> ¿Y cuánto dinero usted personalmente gana al mes por su trabajo o pensión?<br/> <b>[Si no entiende: ¿Cuánto gana usted solo, por concepto de salario o pensión, sin contar los ingresos de los demás miembros de su hogar ni las remesas u otros ingresos?]</b></p> <p>(00) Ningún ingreso<br/> (01) Menos de L. 2.050<br/> (02) Entre L. 2.050 – L. 2.900<br/> (03) Entre L. 2.901– L. 3.450<br/> (04) Entre L. 3.451 - L. 4.000<br/> (05) Entre L. 4.000 – L. 4.550<br/> (06) Entre L. 4.551 – L. 5.100<br/> (07) Entre L. 5.101 – L. 5.650<br/> (08) Entre L. 5.651 – L. 6.450<br/> (09) Entre L. 6.451 – L. 7.400<br/> (10) Entre L. 7.401 – L. 8.200<br/> (11) Entre L. 8.201 - L. 9.200<br/> (12) Entre L. 9.201 – L.10.450<br/> (13) Entre L. 10.451 – L. 11.500<br/> (14) Entre L. 11.501 – L. 12.900<br/> (15) Entre L. 12.901 – L. 16.450<br/> (16) Más de L. 16.450<br/> (888888) No sabe <b>[NO LEER]</b>      (988888) No responde <b>[NO LEER]</b><br/> (999999) Inaplicable (No trabaja ni está jubilado) <b>[NO LEER]</b></p> |  |
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| <p><b>Q10NEW.</b> ¿En cuál de los siguientes rangos se encuentran los ingresos familiares mensuales de este hogar, incluyendo las remesas del exterior y el ingreso de todos los adultos e hijos que trabajan?<br/> <b>[Si no entiende, pregunte: ¿Cuánto dinero entra en total a su casa al mes?]</b></p> <p>(00) Ningún ingreso<br/> (01) Menos de L. 2.050<br/> (02) Entre L. 2.050 – L. 2.900<br/> (03) Entre L. 2.901– L. 3.450<br/> (04) Entre L. 3.451 - L. 4.000<br/> (05) Entre L. 4.000 – L. 4.550<br/> (06) Entre L. 4.551 – L. 5.100<br/> (07) Entre L. 5.101 – L. 5.650<br/> (08) Entre L. 5.651 – L. 6.450<br/> (09) Entre L. 6.451 – L. 7.400<br/> (10) Entre L. 7.401 – L. 8.200<br/> (11) Entre L. 8.201 - L. 9.200<br/> (12) Entre L. 9.201 – L.10.450<br/> (13) Entre L. 10.451 – L. 11.500<br/> (14) Entre L. 11.501 – L. 12.900<br/> (15) Entre L. 12.901 – L. 16.450<br/> (16) Más de L. 16.450<br/> (888888) No sabe <b>[NO LEER]</b> (988888) No responde <b>[NO LEER]</b></p> |  |
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**[RECOGER TARJETA “F”]**

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| <p><b>Q10A.</b> ¿Usted o alguien que vive en su casa recibe remesas, es decir, ayuda económica del exterior?<br/> (1) Sí (2) No<br/> (888888) No sabe <b>[NO LEER]</b> (988888) No responde <b>[NO LEER]</b></p> |  |
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| <p><b>MIGR1.</b> ¿Tiene usted intenciones de irse a vivir o a trabajar en los Estados Unidos en los próximos tres años?<br/> (1) Sí <b>[Sigue]</b> (2) No <b>[Pasa a MIGR3]</b><br/> (888888) No sabe <b>[NO LEER]</b> <b>[Pasa a MIGR3]</b><br/> (988888) No responde <b>[NO LEER]</b> <b>[Pasa a MIGR3]</b></p>                                                                                                                                                                                                                                                                                          |  |
| <p><b>MIGR2.</b> ¿Cuál serían las <b>DOS principales</b> razones por las cuales se iría a vivir o trabajar a Estados Unidos?<br/> (1) Porque no tiene trabajo<br/> (2) Porque, aunque tiene trabajo, los ingresos serían mayores<br/> (3) Porque ha sido amenazado de muerte o extorsionado<br/> (4) Porque quiere vivir en un lugar más seguro<br/> (5) Para reunirse con familiares que viven allá<br/> (6) Por motivos de salud<br/> (7) Para estudiar<br/> (11) Otra razón<br/> (888888) No sabe <b>[NO LEER]</b> (988888) No responde <b>[NO LEER]</b><br/> (999999) Inaplicable <b>[NO LEER]</b></p> |  |
| <p><b>MIGR3.</b> ¿Cuántas personas que vivían en este hogar están viviendo actualmente en los Estados Unidos? _____ <b>[Sigue]</b></p> <p><b>(00 = ninguno) [Pasa a MIGR5]</b></p> <p>(888888) No sabe <b>[NO LEER]</b> <b>[Pasa a MIGR5]</b><br/> (988888) No responde <b>[NO LEER]</b> <b>[Pasa a MIGR5]</b></p>                                                                                                                                                                                                                                                                                         |  |
| <p><b>MIGR4.</b> ¿Cuáles eran las <b>DOS principales</b> razones por las cuales se fue esta persona? <b>[Si indicó más de una persona en la pregunta anterior, preguntar por la que se fue más recientemente]</b></p> <p>(1) Porque no tiene trabajo<br/> (2) Porque, aunque tiene trabajo, los ingresos serían mayores<br/> (3) Porque ha sido amenazado de muerte o extorsionado<br/> (4) Porque quiere vivir en un lugar más seguro</p>                                                                                                                                                                 |  |

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| (5) Para reunirse con familiares que viven allá<br>(6) Por motivos de salud<br>(7) Para estudiar<br>(11) Otra razón<br>(888888) No sabe <b>[NO LEER]</b> (988888) No responde <b>[NO LEER]</b><br>(999999) Inaplicable <b>[NO LEER]</b>                                                                                                                          |  |
| <b>MIGR5.</b> ¿Qué tan probable cree usted es que una persona que migra a Estados Unidos, llegue efectivamente a este país?<br>(1) Muy probable (2) Algo probable (3) Poco probable (4) Nada probable<br>(888888) No sabe <b>[NO LEER]</b> (988888) No responde <b>[NO LEER]</b>                                                                                 |  |
| <b>EMIG2.</b> Tomando en cuenta lo que usted ha escuchado acerca de la migración indocumentada, ¿cree usted que el cruce de la frontera a los Estados Unidos es más seguro, menos seguro, o igual de seguro que hace 12 meses?<br>(1) Más seguro (2) Igual de seguro (3) Menos seguro<br>(888888) No sabe <b>[NO LEER]</b> (988888) No responde <b>[NO LEER]</b> |  |

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| <b>Q10D.</b> El salario o sueldo que usted recibe y el total del ingreso de su hogar: <b>[Leer alternativas]</b><br>(1) Les alcanza bien y pueden ahorrar<br>(2) Les alcanza justo sin grandes dificultades<br>(3) No les alcanza y tienen dificultades<br>(4) No les alcanza y tienen grandes dificultades<br>(888888) No sabe <b>[NO LEER]</b> (988888) No responde <b>[NO LEER]</b> |  |
| <b>Q10E.</b> En los últimos dos años, el ingreso de su hogar: <b>[Leer opciones]</b><br>(1) ¿Aumentó?<br>(2) ¿Permaneció igual?<br>(3) ¿Disminuyó?<br>(888888) No sabe <b>[NO LEER]</b> (988888) No responde <b>[NO LEER]</b>                                                                                                                                                          |  |
| <b>Q11N.</b> ¿Cuál es su estado civil? <b>[Leer alternativas]</b><br>(1) Soltero (2) Casado<br>(3) Unión libre (acompañado) (4) Divorciado<br>(5) Separado (6) Viudo<br>(888888) No sabe <b>[NO LEER]</b> (988888) No responde <b>[NO LEER]</b>                                                                                                                                        |  |

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|----------------------------------------------------------------------------------------------------------------------------------------------------------|--|
| <b>Q12C.</b> ¿Cuántas personas en total viven en su hogar en este momento? _____ (888888) No sabe <b>[NO LEER]</b> (988888) No responde <b>[NO LEER]</b> |  |
|----------------------------------------------------------------------------------------------------------------------------------------------------------|--|

|                                                                                                                                                                                                                                                                                                                                             |  |
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| <b>ETID.</b> ¿Usted se considera una persona blanca, mestiza, indígena, negra, mulata, u otra? <b>[Si la persona entrevistada dice Afro-hondureña, codificar como (4) Negra]</b><br>(1) Blanca (2) Mestiza o trigueña (3) Indígena (4) Negra (5) Mulata (7) Otra<br>(888888) No sabe <b>[NO LEER]</b> (988888) No responde <b>[NO LEER]</b> |  |
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|                                                                                                                                                                                                                                                                                                                                                                                    |  |
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| <b>LENG1.</b> ¿Cuál es su lengua materna o el primer idioma que habló de pequeño en su casa? <b>[acepte una alternativa, no más] [No leer alternativas]</b><br>(401) Castellano/Español (402) Lenca (403) Garífuna (406) Misquito<br>(407) Xicaque (408) Paya (404) Otro (nativo) (405) Otro extranjero<br>(888888) No sabe <b>[NO LEER]</b> (988888) No responde <b>[NO LEER]</b> |  |
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|                                                                                                                                                                                                                                                                                                         |  |
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| <b>WWW1.</b> Hablando de otras cosas, ¿qué tan frecuentemente usa usted el Internet? <b>[Leer alternativas]</b><br>(1) Diariamente<br>(2) Algunas veces a la semana<br>(3) Algunas veces al mes<br>(4) Rara vez<br>(5) Nunca<br>(888888) No sabe <b>[NO LEER]</b> (988888) No responde <b>[NO LEER]</b> |  |
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|                                                                                                                                                                                                                                                                                                                            |  |
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| <b>GI0.</b> ¿Con qué frecuencia sigue las noticias, ya sea en la televisión, la radio, los periódicos o el Internet? <b>[Leer opciones]</b><br>(1) Diariamente (2) Algunas veces a la semana (3) Algunas veces al mes (4) Rara vez<br>(5) Nunca<br>(888888) No sabe <b>[NO LEER]</b> (988888) No responde <b>[NO LEER]</b> |  |
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Para finalizar, podría decirme si en su casa tienen: **[Leer todos]**

|                                                                              |                     |         |         |                |         |                   |
|------------------------------------------------------------------------------|---------------------|---------|---------|----------------|---------|-------------------|
| R3. Refrigerador (nevera)                                                    | (0) No              |         |         | (1) Sí         | (88) NS | (98) NR           |
| R4.Teléfono convencional/fijo/residencial (no celular)                       | (0) No              |         |         | (1) Sí         | (88) NS | (98) NR           |
| R4A. Teléfono celular                                                        | (0) No              |         |         | (1) Sí         | (88) NS | (98) NR           |
| R5. Vehículo. ¿Cuántos? [Si no dice cuántos, marcar “uno”.]                  | (0) No              | (1) Uno | (2) Dos | (3) Tres o más | (88) NS | (98) NR           |
| R6. Lavadora de ropa                                                         | (0) No              |         |         | (1) Sí         | (88) NS | (98) NR           |
| R7. Horno microondas                                                         | (0) No              |         |         | (1) Sí         | (88) NS | (98) NR           |
| R8. Motocicleta                                                              | (0) No              |         |         | (1) Sí         | (88) NS | (98) NR           |
| R12. Agua potable dentro de la vivienda                                      | (0) No              |         |         | (1) Sí         | (88) NS | (98) NR           |
| R14. Cuarto de baño dentro de la casa                                        | (0) No              |         |         | (1) Sí         | (88) NS | (98) NR           |
| R15. Computadora                                                             | (0) No              |         |         | (1) Sí         | (88) NS | (98) NR           |
| R18.Servicio de Internet                                                     | (0) No              |         |         | (1) Sí         | (88) NS | (98) NR           |
| R1. Televisor                                                                | (0) No [Pasa a R26] |         |         | (1) Sí [Sigue] | (88) NS | (98) NR           |
| R16.Televisor de pantalla plana                                              | (0) No              |         |         | (1) Sí         | (88) NS | (98) NR (99) INAP |
| R26. ¿Está conectada a la red de saneamiento/desagüe/drenaje/alcantarillado? | (0) No              |         |         | (1) Sí         | (88) NS | (98) NR           |

**Estas son todas las preguntas que tengo. Muchísimas gracias por su colaboración.**

|                                                                                                                                                  |  |
|--------------------------------------------------------------------------------------------------------------------------------------------------|--|
| <b>FORMATQ.</b> Favor indicar el formato en que se completó ESTE cuestionario específico<br>(1) Papel<br>(2) ADGYS<br>(3) Windows PDA<br>(4) STG |  |
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|                                                                                                                                                                                                                                                                                                                            |  |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|
| <b>COLORR.</b> [Una vez salga de la entrevista, SIN PREGUNTAR, por favor use la Paleta de Colores, e indique el número que más se acerca al color de piel de la cara del entrevistado] ____<br>(97) No se pudo clasificar [Marcar (97) únicamente, si por alguna razón, no se pudo ver la cara de la persona entrevistada] |  |
| Hora en la cual terminó la entrevista ____: ____                                                                                                                                                                                                                                                                           |  |
| <b>[Una vez salga de la entrevista, SIN PREGUNTAR, complete las siguientes preguntas]</b>                                                                                                                                                                                                                                  |  |
| <b>CONOCIM.</b> Usando la escala que se presenta abajo, por favor califique su percepción sobre el nivel de conocimiento político del entrevistado<br>(1) Muy alto (2) Alto (3) Ni alto ni bajo (4) Bajo (5) Muy bajo                                                                                                      |  |

| <b>DESORDEN FÍSICO</b><br>¿Hasta qué punto diría usted que el área alrededor del hogar del encuestado/a está afectada por...?                 | <b>Nada</b> | <b>Poco</b> | <b>Algo</b> | <b>Mucho</b> |
|-----------------------------------------------------------------------------------------------------------------------------------------------|-------------|-------------|-------------|--------------|
| <b>IAREA1.</b> Basura en la calle o acera                                                                                                     | (1)         | (2)         | (3)         | (4)          |
| <b>IAREA2.</b> Baches/Hoyos en la calle                                                                                                       | (1)         | (2)         | (3)         | (4)          |
| <b>IAREA3.</b> Viviendas que tienen defensas/barrotes o rejas de metal en las ventanas (incluye reja perimetral, alambre de púas y similares) | (1)         | (2)         | (3)         | (4)          |

| <b>DESORDEN SOCIAL</b><br>¿Hasta qué punto diría usted que el área alrededor del hogar del encuestado/a está afectada por...? | <b>Nada</b> | <b>Poco</b> | <b>Algo</b> | <b>Mucho</b> |
|-------------------------------------------------------------------------------------------------------------------------------|-------------|-------------|-------------|--------------|
| <b>IAREA4.</b> Jóvenes o niños en las calles sin hacer nada, que andan vagando                                                | (1)         | (2)         | (3)         | (4)          |
| <b>IAREA5.</b> Manchas, grafitis o pintas de maras en los muros                                                               | (1)         | (2)         | (3)         | (4)          |
| <b>IAREA6.</b> Gente borracha o drogada en las calles                                                                         | (1)         | (2)         | (3)         | (4)          |
| <b>IAREA7.</b> Personas discutiendo de una forma agresiva o violenta (hablando en un tono de voz muy alto, con enojo)         | (1)         | (2)         | (3)         | (4)          |

|                                                                               |  |
|-------------------------------------------------------------------------------|--|
| Hora en la cual terminó la entrevista _____ : _____                           |  |
| <b>TI.</b> Duración de la entrevista [ <i>minutos, ver página # 1</i> ] _____ |  |
| <b>INTID.</b> Número de identificación del entrevistador: _____               |  |
| <b>SEXI.</b> Anotar el sexo suyo: (1) Hombre (2) Mujer                        |  |
| <b>COLORI.</b> Usando la Paleta de Colores, anote el color de piel suyo.      |  |

## ANNEX 2: L2 QUESTIONNAIRE

LAPOP - Cuestionario Infraestructura – Borrador # 9.1 \*reflects changes requested by USAID

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

Honduras, 2018  
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|                                                                                                                              |           |
|------------------------------------------------------------------------------------------------------------------------------|-----------|
| <b>País: 04. Honduras</b>                                                                                                    | <b>04</b> |
| <b>IDNUM.</b> Número de cuestionario [asignado por el programa]                                                              |           |
| <b>ESTRATOPRI</b> (Departamento); (401) Copán (402) Intibucá (403) La Paz (404) Lempira (405) Ocotepeque (406) Santa Bárbara |           |
| <b>MUNICIPIO.</b> Municipio: _____                                                                                           |           |
| <b>HONSEGMENTO.</b> Aldea [código oficial del censo]: _____                                                                  |           |
| <b>HONSEC.</b> Caserio: _____                                                                                                |           |
| <b>Hora de inicio:</b> ____: ____                                                                                            |           |
| <b>FECHA.</b> Fecha Día: ____ Mes: ____ Año: 2018                                                                            |           |

[Preguntar a una autoridad municipal/ policía/alcade, de la cabecera municipal sobre los caminos de acceso del municipio y sus condiciones]

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |  |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|
| <b>VIA1.</b> Los caminos de acceso principales del municipio [Nombre] son en general de:<br>(1) Pavimento o asfalto<br>(2) Cemento<br>(3) Adoquines<br>(4) Tierra<br>(5) Piedra<br>(6) Grava<br>(7) Otro material                                                                                                                                                                                                                                                                                                          |  |
| <b>VIA1A.</b> ¿Cuál es el estado de los caminos de acceso principales del municipio [Nombre]?<br>(1) Bueno, no presentan ningún deterioro (no tienen pozos, roturas, huecos, hundimientos, etc.) que imposibiliten el tránsito<br>(2) Regular, presentan algún deterioro (tienen algunos pozos, roturas, huecos, hundimientos, etc.) que imposibilitan parcialmente el tránsito<br>(3) Malo, presentan mucho deterioro (tienen muchos pozos, roturas, huecos, hundimientos, etc.) que imposibilitan totalmente el tránsito |  |

[Observar al trasladarse a la aldea [Nombre]]

|                                                                                                                     |  |
|---------------------------------------------------------------------------------------------------------------------|--|
| <b>VIA1_1.</b> Los caminos de acceso principales de la aldea [Nombre] son en general de:<br>(1) Pavimento o asfalto |  |
|---------------------------------------------------------------------------------------------------------------------|--|

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |  |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|
| (2) Cemento<br>(3) Adoquines<br>(4) Tierra<br>(5) Piedra<br>(6) Grava<br>(7) Otro material                                                                                                                                                                                                                                                                                                                                                                                                                                            |  |
| <b>VIA1_1A.</b> ¿Cuál es el estado general de los caminos de acceso principales de la aldea?<br><br>(1) Bueno, no presentan ningún deterioro (no tienen pozos, roturas, huecos, hundimientos, etc.) que imposibiliten el tránsito<br><br>(2) Regular, presentan algún deterioro (tienen algunos pozos, roturas, huecos, hundimientos, etc.) que imposibilitan parcialmente el tránsito<br><br>(3) Malo, presentan mucho deterioro (tienen muchos pozos, roturas, huecos, hundimientos, etc.) que imposibilitan totalmente el tránsito |  |
| <b>VIA2.</b> ¿Los caminos de acceso principales a la aldea [Nombre] tienen iluminación/alumbrado público?<br>(1) Sí, funcionando<br>(2) No tienen iluminación<br>(3) Sí, pero no funcionan<br>(4) Sí tienen iluminación, pero no pudo confirmar si funcionan<br>(977777) No se pudo observar                                                                                                                                                                                                                                          |  |
| <b>VIA4.</b> ¿La aldea [Nombre] está conectada a la red de distribución de energía eléctrica de la ENEE (Empresa Nacional de Energía Eléctrica)? [Preguntar en la aldea]<br>(1) Sí,<br>(2) No<br>(977777) No se pudo observar                                                                                                                                                                                                                                                                                                         |  |

#### EVALUACIÓN DE LAS CARACTERÍSTICAS EXTERIORES DE LAS ESCUELAS DE EDUCACION BASICA Y CENTROS DE SALUD

|                                                                                                                                                                         |  |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|
| <b>EVA1.</b> Por favor indique si va a evaluar una escuela o un centro de salud<br>(1) Escuela<br>(2) Centro de salud                                                   |  |
| <b>EVA2. Nombre del establecimiento:</b><br><b>[PROGRAMAR NOMBRE Y DIRECCIÓN DEL ESTABLECIMIENTO EDUCATIVO O CENTRO DE SALUD]</b>                                       |  |
| <b>CASERIO.</b> Escriba el nombre del caserío en el que se encuentra en este momento<br><br><b>[Por favor asegúrese de escribir el nombre sin errores ortográficos]</b> |  |

Para comenzar, le pediremos que conteste una serie de preguntas sobre el entorno donde se encuentra ubicada(o) la escuela/el centro de salud. Para responder las siguientes preguntas debe ubicarse en la puerta de entrada de la escuela/ del centro de salud, sin ingresar al establecimiento. Responda cada pregunta según lo que observa en la manzana/cuadra o calle donde se encuentra ubicada la escuela/el centro de salud.

|                                                                                                                                                                     |  |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|
| <b>ABIERTO.</b> ¿En el momento de su visita, la escuela/centro de salud se encuentra en horas normales de operación o está cerrado/a?<br>(1) Abierto<br>(2) Cerrado |  |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|

|                                                                                                                                                                                                                                                |  |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|
| <b>ID1. ¿En los alrededores de la escuela/el centro de salud</b> existe carteles o señalización que indiquen la presencia de la escuela/ centro de salud? <b>[Observar- No preguntar]</b><br><br>(1) Sí<br>(2) No<br>(977777) No pudo observar |  |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|

|                                                                                                                                                                                                                                                                                          |  |
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| <b>PHD3. La calle donde está ubicada la puerta principal de ingreso a la escuela/el centro de salud [Nombre] es de:</b><br><b>[Observar- No preguntar]</b><br><br>(1) Pavimento o asfalto<br>(2) Cemento<br>(3) Adoquines<br>(4) Tierra<br>(5) Piedra<br>(6) Grava<br>(88) Otro material |  |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|

| <b>[Observar- No preguntar]</b> Anotar si <b>observa</b> o no lo siguiente en la <b>calle más cercana a la entrada principal</b> de la escuela/del centro de salud hay... | <b>Sí</b> | <b>No</b> |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|-----------|
| <b>CC1.</b> Un vigilante/Guardia de seguridad privada                                                                                                                     | 1         | 2         |
| <b>CC7.</b> Policías patrullando/garita policial/destacamento policia/ comisaria                                                                                          | 1         | 2         |
| <b>CC2.</b> Hay aceras/veredas para que las personas caminen                                                                                                              | 1         | 2         |
| <b>CC3.</b> Parada de buses, microbuses                                                                                                                                   | 1         | 2         |
| <b>CC4.</b> Semáforos                                                                                                                                                     | 1         | 2         |
| <b>CC9.</b> Alumbrado público o luz en la calle                                                                                                                           | 1         | 2         |

| <b>[Observar- No preguntar]</b> Anotar si <b>observa</b> o no lo siguiente en la <b>calle más cercana a la entrada principal de la escuela/del centro de salud</b> | <b>Sí</b> | <b>No</b> |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|-----------|
| <b>CC5.</b> Presencia de aguas negras o residuales en la calle                                                                                                     | 1         | 2         |
| <b>CC8.</b> Lugares que generen malos olores (mataderos, fábricas, letrinas).                                                                                      | 1         | 2         |
| <b>CC10.</b> Sectores de la calle por los cuales los vecinos evitan al pasar                                                                                       | 1         | 2         |
| <b>CC11.</b> Botaderos de basura al aire libre                                                                                                                     | 1         | 2         |
| <b>CC12.</b> Basura o cristales rotos tirados en la calle o acera                                                                                                  | 1         | 2         |
| <b>CC14.</b> Cervecerías o tiendas para la venta de alcohol en esta calle                                                                                          | 1         | 2         |
| <b>CC13.</b> Pulperías, mercaditos u otros establecimientos comerciales que vendan cigarrillos                                                                     | 1         | 2         |
| <b>CC15.</b> Night-clubs/clubes nocturnos en esta cuadra                                                                                                           | 1         | 2         |
| <b>CC16.</b> Grafiti o murales alusivos a pandillas                                                                                                                | 1         | 2         |
| <b>CC17.</b> Grafiti o murales <b>no</b> alusivos a pandillas                                                                                                      | 1         | 2         |
| <b>CC18.</b> Predios baldíos con montes altos                                                                                                                      | 1         | 2         |
| <b>CC19.</b> Casas abandonadas o saqueadas                                                                                                                         | 1         | 2         |
| <b>CC21.</b> Jóvenes vagando o sin hacer nada en la calle                                                                                                          | 1         | 2         |
| <b>CC22.</b> Gente borracha o drogada en la calle                                                                                                                  | 1         | 2         |

|                                                                                                                                                                                                                      |  |
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| <b>EX2. ¿La escuela/El centro de salud</b> cuenta con rampas de acceso para <b>alumnos/personas</b> con <b>discapacidad o que utilizan silla de ruedas</b> ? <b>[Observar- No preguntar]</b><br><br>(1) Sí<br>(2) No |  |
| <b>EX4. ¿La escuela/El centro de salud</b> tiene ventanas que dan al exterior/calle? <b>[Observar- No preguntar]</b><br>(1) Sí <b>[siga]</b><br>(2) No <b>[pase a EX7]</b>                                           |  |
| <b>EX6. Los vidrios de las ventanas de la escuela/del centro de salud</b> que dan al exterior/calle están... <b>[Observar- No preguntar]</b>                                                                         |  |

|                                                                                                                                                                                                                                                                     |  |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|
| (1) Todos sanos (de los que pudo observar)<br>(2) Mayormente sanos<br>(3) La mitad están sanos y la mitad están rotos<br>(4) Mayormente rotos<br>(5) Todos rotos<br>(6) Ninguna ventana tiene vidrio o cristal<br>(977777) No pudo observar<br>(999999) Inaplicable |  |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|

**EX7.** ¿Cuál es el material predominante en la construcción de las paredes exteriores de la escuela/del centro de salud?

**[Observar- No preguntar]**

- (1) Ladrillo, piedra o bloque
- (2) Adobe
- (3) Material prefabricado
- (4) Madera aserrada
- (5) Madera al natural
- (6) Bahareque, vara o caña
- (7) Desechos
- (8) Otro material
- (888888) No sabe
- (977777) No pudo observar

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |  |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|
| <p><b>EX7A.</b> ¿Cuál es el <u>estado general</u> de las paredes exteriores de la escuela/ del centro de salud?</p> <p>(1) <u>Bueno</u>, no presentan ningún deterioro (grietas, huecos, hundimientos, etc.) ni fallas estructurales</p> <p>(2) <u>Regular</u>, presentan algún deterioro o defecto estructural, que requiere alguna reparación (tablas dañadas, ladrillos faltantes, pequeñas grietas, etc.), pero no constituye un peligro inminente para los alumnos/pacientes</p> <p>(3) <u>Malo</u>, presentan mucho deterioro o daño estructural que requiere de una sustitución parcial o total de la(s) pared(es) afectadas (bases hundidas o podridas, grietas, huecos, etc.), lo cual puede ser peligro inminente para los alumnos/pacientes</p> <p>(977777) No pudo observar</p> |  |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |  |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|
| <p><b>EX8.</b> ¿Cuál es el material <u>predominante</u> en el techo exterior de la escuela/ el centro de salud?</p> <p>(1) Teja de barro / cemento</p> <p>(2) Asbesto</p> <p>(3) Lámina de zinc en buen estado</p> <p>(4) Concreto</p> <p>(5) Madera</p> <p>(6) Paja, palma o similar</p> <p>(7) Material de desecho</p> <p>(8) Lámina de aluzinc</p> <p>(9) Shingle</p> <p>(10) Otro material</p> <p>(888888) No sabe</p> <p>(977777) No pudo observar</p>                                                                                                                                                                                                                                                                                                                   |  |
| <p><b>EX8C.</b> ¿Cuál es el <u>estado general</u> del techo exterior de <b>la escuela/ /centro de salud</b>?</p> <p>(1) <u>Bueno</u>, no presentan ningún deterioro (grietas, huecos, hundimientos, etc.) ni fallas estructurales</p> <p>(2) <u>Regular</u>, presentan algún deterioro o defecto estructural, que requiere alguna reparación (tablas dañadas, ladrillos faltantes, pequeñas grietas, etc.), pero no constituye un peligro inminente para los <b>alumnos/pacientes</b></p> <p>(3) <u>Malo</u>, presentan mucho deterioro o daño estructural que requiere de una sustitución parcial o total del techo (maderas podridas, grietas, huecos, etc.), lo cual puede ser un peligro inminente para los <b>alumnos/pacientes</b></p> <p>(977777) No pudo observar</p> |  |

Estas son todas las preguntas que debe completar desde el exterior de **la escuela/centro de salud**. Completar las siguientes preguntas

antes de ingresar al interior del establecimiento.

# **EVALUACIÓN DE LAS CARACTERÍSTICAS INTERIORES DE LAS ESCUELAS DE EDUCACIÓN BASICA Y CENTROS DE SALUD**

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |  |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|
| <p><b>EX12.</b> ¿Pudo ingresar a la escuela/ al centro de salud?</p> <p>(1) Sí <b>[Sigue]</b></p> <p>(2) No <b>[pasa a EX15]</b></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |  |
| <p><b>EX13.</b> ¿En su recorrido por el interior de la escuela/el centro de salud habrá alguien que lo acompañe?</p> <p>(1) Sí <b>[Sigue]</b></p> <p>(2) No <b>[pasa a EX15]</b></p> <p>(999999) Inaplicable</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |  |
| <p><b>EX14.</b> ¿Quién lo acompañará en su recorrido al interior de la escuela/el centro de salud?</p> <p>(1) El director de la escuela/centro de salud <b>[pasa a EX11 si EVA1=1/ pasa a ES33 si EVA1=2]</b></p> <p>(2) Personal de la escuela (maestra(o)/ del centro de salud (doctor(a)/enfermera(o) <b>[pasa a EX11 si EVA1=1/ pasa a ES33 si EVA1=2]</b></p> <p>(3) Personal de mantenimiento de la escuela/ del centro de salud <b>[pasa a EX11 si EVA1=1/ pasa a ES33 si EVA1=2]</b></p> <p>(4) Personal administrativo de la escuela/ del centro de salud <b>[pasa a EX11 si EVA1=1/ pasa a ES33 si EVA1=2]</b></p> <p>(5) Personal de vigilancia de la escuela/del centro de salud <b>[pasa a EX11 si EVA1=1/ pasa a ES33 si EVA1=2]</b></p> <p>(6) Padre/Madre de alumno del establecimiento educativo <b>[pasa a EX11] [PROGRAMACION SOLO PARA ESTABLECIMIENTOS EDUCATIVOS/ SOLO SI EVA1==1]</b></p> <p>(7) Líder comunitario <b>[pasa a EX11 si EVA1=1/ pasa a ES33 si EVA1=2]</b></p> <p>(11) Vecino del lugar <b>[pasa a EX11 si EVA1=1/ pasa a ES33 si EVA1=2]</b></p> <p>(12) Otro <b>[pasa a EX11 si EVA1=1/ pasa a ES33 si EVA1=2]</b></p> <p>(999999) Inaplicable</p> |  |
| <p><b>EX15.</b> ¿Por qué no pudo ingresar a la escuela/ al centro de salud?</p> <p>(1) Porque no lo autorizaron, le negaron el acceso</p> <p>(2) Porque no había nadie (encargado o director) que autorice el ingreso</p> <p>(3) Porque los niños estaban en clase y no se le permitió el ingreso <b>[PROGRAMACION SOLO PARA ESTABLECIMIENTOS EDUCATIVOS/ SOLO SI EVA1==1]</b></p> <p>(4) Porque el establecimiento estaba cerrado</p> <p>(5) Porque no había quien lo acompañe en el recorrido</p> <p>(6) No lo autorizaron y no le dieron ninguna explicación</p> <p>(999999) Inaplicable</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |  |

**SI NO PUDO INGRESAR A LA ESCUELA O CENTRO DE SALUD, VUELVA A INTENTARLO EN OTRA OPORTUNIDAD. PARA ESTO PONGA “DETENER” LUEGO DE PRESIONAR LOS TRES PUNTOS VERTICALES EN LA ESQUINA SUPERIOR DERECHA DE LA PANTALLA, Y SELECCIONE “SÍ” PARA GUARDAR Y CERRAR.**

**PARA REINICIAR LA ENTREVISTA, SELECCIONE LA PESTAÑA “CONDUCTIVO” Y ABRA LA ENTREVISTA QUE ESTÁ GUARDADA EN LA LISTA.**

**[NOTA DE PROGRAMACIÓN: SOLO PARA LOS QUE ANOTARON EX12=1]**

Las siguientes preguntas deben completarse desde el interior de la escuela/ el centro de salud. Responda cada pregunta según lo que observa en el interior de la escuela/el centro de salud durante su recorrido.

**EVALUACIÓN DE LAS CARACTERÍSTICAS INTERIORES DE ESTABLECIMIENTOS EDUCATIVOS [NOTA DE PROGRAMACIÓN: ACTIVAR ESTAS PREGUNTAS SI EVA1==1] [Centro de salud pasa a pregunta ES33]**

|                                                                                                                                                                                              |  |
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| <b>EX11. [NOTA DE PROGRAMACIÓN: solo para EVA1=1] ¿Existe control en el acceso a la escuela o se puede ingresar libremente?</b><br>(1) Existen controles<br>(2) Se puede ingresar libremente |  |
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Las siguientes preguntas se refieren a las características generales de las aulas de la escuela.

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |  |
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| <b>EE1. ¿Cuál es el material predominante en el piso de las aulas? [Observar- No preguntar]</b><br><br>(1) Cerámica<br>(2) Ladrillo de cemento<br>(3) Ladrillo de granito<br>(4) Ladrillo de barro<br>(5) Plancha de cemento<br>(6) Madera<br>(7) Tierra<br>(11) Otro material<br>(977777) No pudo observar                                                                                                                                                                                                                                                                                                                                                                                                                                                |  |
| <b>EE1C. ¿Cuál es el estado general del piso de las aulas? [Observar- No preguntar]</b><br><br>(1) <u>Bueno</u> , no presentan ningún deterioro (grietas, huecos, hundimientos, etc.) ni fallas estructurales<br>(2) <u>Regular</u> , presentan algún deterioro o defecto estructural, que requiere alguna reparación (tablas dañadas, ladrillos faltantes, pequeñas grietas, etc., pero no constituye un peligro inminente para los alumnos<br>(3) <u>Malo</u> , presentan mucho deterioro o daño estructural que requiere de una sustitución parcial o total de lo(s) piso(s) (hundidos, huecos, etc.), lo cual puede ser un peligro inminente para los alumnos<br><br>(977777) No pudo observar                                                         |  |
| <b>EE2. ¿Cuál es el material predominante en el techo interior de las aulas? [Observar- No preguntar]</b><br><br>(1) Teja de barro / cemento<br>(2) Asbesto<br>(3) Lámina de zinc<br>(4) Concreto<br>(5) Madera<br>(6) Paja, palma o similar<br>(11) Material de desecho<br>(12) Lámina de aluzín<br>(13) Shingle (encielado o cielo falso)<br>(14) Otro material<br><br>(977777) No pudo observar                                                                                                                                                                                                                                                                                                                                                         |  |
| <b>EE2C. ¿Cuál es el estado general del techo interior de las aulas escuela? [Observar- No preguntar]</b><br><br>(1) <u>Bueno</u> , no presentan ningún deterioro (grietas, huecos, hundimientos, etc.) ni fallas estructurales<br>(2) <u>Regular</u> , presentan algún deterioro o defecto estructural, que requiere alguna reparación (tablas dañadas, ladrillos faltantes, pequeñas grietas, etc., pero no constituye un peligro inminente para los alumnos<br>(3) <u>Malo</u> , presentan mucho deterioro o daño estructural que requiere de una sustitución parcial o total de la(s) pared(es) afectadas (bases hundidas o podridas, grietas, huecos, etc.), lo cual puede ser un peligro inminente para los alumnos<br><br>(977777) No pudo observar |  |
| <b>EE3. ¿Cuál es el material predominante en la construcción de las paredes interiores de las aulas? [Observar- No preguntar]</b><br><br>(1) Ladrillo, piedra o bloque<br>(2) Adobe                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |  |

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| <p>(3) Material prefabricado</p> <p>(4) Madera aserrada</p> <p>(5) Madera al natural</p> <p>(6) Bahareque, vara o caña</p> <p>(11) Desechos</p> <p>(12) Otro material</p> <p>(977777) No pudo observar</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |  |
| <p><b>EE3C.</b> ¿Cuál es el <u>estado general</u> de las paredes interiores de la escuela? <b>[Observar- No preguntar]</b></p> <p>(1) <u>Bueno</u>, no presentan ningún deterioro (grietas, huecos, hundimientos, etc.) ni fallas estructurales</p> <p>(2) <u>Regular</u>, presentan algún deterioro o defecto estructural, que requiere alguna reparación (tablas dañadas, ladrillos faltantes, pequeñas grietas, etc., pero no constituye un peligro inminente para los alumnos</p> <p>(3) <u>Malo</u>, presentan mucho deterioro o daño estructural que requiere de una sustitución parcial o total de la(s) pared(es) afectadas (bases hundidas o podridas, grietas, huecos, etc.), lo cual puede ser un peligro inminente para los alumnos</p> <p>(977777) No pudo observar</p> |  |
| <p><b>EE9.</b> ¿La escuela tiene salida(s) de emergencia claramente señalizada(s)?</p> <p>(1) Sí</p> <p>(2) No</p> <p>(977777) No pudo observar</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <p><b>EE4.</b> ¿La escuela cuenta con conexión de electricidad? <b>[Observar y/o preguntar a la persona que lo acompaña]</b></p> <p>(1) Sí <b>[sigue]</b></p> <p>(2) No <b>[pasa a EE7A]</b></p> <p>(777777) No pudo observar y la persona que lo acompaña no pudo darle esa información/No pudo conseguir dicha información</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                     |  |
| <p><b>EE5.</b> ¿En la escuela, se experimentan cortes frecuentes (no contando los que ocurren durante tormentas) en el suministro de electricidad? <b>[Preguntar a la persona que lo acompaña en la visita]</b></p> <p>(1) Sí <b>[sigue]</b></p> <p>(2) No <b>[pasa a EE7a]</b></p> <p>(777777) No pudo observar y la persona que lo acompaña no pudo darle esa información/No pudo conseguir dicha información</p>                                                                                                                                                                                                                                                                                                                                                                  |  |
| <p><b>EE6.</b> ¿Qué tan frecuente son los cortes en el suministro de electricidad en la escuela? <b>[Preguntar a la persona que lo acompaña en la visita]</b></p> <p>(1) Diarios (todos los días)</p> <p>(2) Dos veces por semana</p> <p>(3) Una vez a la semana</p> <p>(777777) No pudo observar y la persona que lo acompaña no pudo darle esa información</p>                                                                                                                                                                                                                                                                                                                                                                                                                     |  |
| <p><b>EE7.</b> ¿Cuánto duran <u>en general</u> los cortes en el suministro de electricidad en la escuela? <b>[Preguntar a la persona que lo acompaña en la visita]</b></p> <p>(1) No más de 1 hora</p> <p>(2) Entre 1 y 3 horas</p> <p>(3) Entre 4 y 6 horas</p> <p>(4) Más de 6 horas</p> <p>(777777) No pudo observar y la persona que lo acompaña no pudo darle esa información</p>                                                                                                                                                                                                                                                                                                                                                                                               |  |

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| <p><b>EE7A.</b> ¿Existe un generador eléctrico en el lugar? (Planta de luz a gasolina/diésel, paneles solares, etc.) <b>[Preguntar a la persona que lo acompaña en la visita]</b></p> <p>(1) Sí<br/>(2) No<br/>(777777) No pudo observar y la persona que lo acompaña no pudo darle esa información</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |  |
| <p><b>EE8.</b> ¿Tiene la escuela baño(s)/servicios sanitarios para los alumnos? <b>[Observar- No preguntar]</b></p> <p>(1) Sí <b>[Sigue]</b><br/>(2) No <b>[Pasa a EE11]</b><br/>(977777) No pudo observar</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |  |
| <p><b>EE8_1.</b> ¿Cuántos inodoros/letrinas hay en los sanitarios para los alumnos? <b>[Observar- No preguntar]</b></p> <p>_____ <b>[ANOTAR NUMERO]</b></p> <p>(977777) No pudo observar<br/>(999999) Inaplicable (no hay servicios sanitarios)</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |  |
| <p><b>EE10.</b> ¿Cuál es el <u>estado general</u> de los sanitarios? <b>[Observar- No preguntar]</b></p> <p>(1) <u>Bueno</u>, no presentan ningún deterioro (grietas, huecos, hundimientos, etc.) ni fallas estructurales</p> <p>(2) <u>Regular</u>, presentan algún deterioro o defecto estructural, que requiere alguna reparación (tablas dañadas, ladrillos faltantes, pequeñas grietas, letrinas e inodoros rotos, etc., pero no constituye un peligro inminente para los alumnos</p> <p>(3) <u>Malo</u>, presentan mucho deterioro o daño estructural que requiere de una sustitución parcial o total de los pisos, letrina, inodoros, lo cual constituye un peligro inminente para los alumnos</p> <p>(977777) No pudo observar<br/>(999999) Inaplicable (no hay servicios sanitarios)</p> |  |
| <p><b>EE22.</b> ¿Los servicios sanitarios y/o letrinas de la escuela tienen privacidad? <b>[Observar- No preguntar]</b></p> <p>(1) Sí<br/>(2) No<br/>(977777) No pudo observar<br/>(999999) Inaplicable (no hay servicios sanitarios)</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |  |
| <p><b>EE23.</b> ¿Los servicios sanitarios tienen lavatorios para que los alumnos se laven las manos? <b>[Observar- No preguntar]</b></p> <p>(1) Sí<br/>(2) No<br/>(977777) No pudo observar<br/>(999999) Inaplicable (no hay servicios sanitarios)</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |  |
| <p><b>EE24.</b> ¿Los servicios sanitarios tienen jabón para que los alumnos se laven las manos? <b>[Observar- No preguntar]</b></p> <p>(1) Sí<br/>(2) No<br/>(977777) No pudo observar<br/>(999999) Inaplicable (no hay servicios sanitarios)</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |  |
| <p><b>EE11.</b> ¿Tiene la escuela tubería instalada para agua? <b>[Observar y/o preguntar a la persona que lo acompaña en la visita]</b></p> <p>(1) Sí<br/>(2) No<br/>(777777) No pudo observar y la persona que lo acompaña no pudo darle esa información</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |  |

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| <b>EE12. ¿De dónde proviene el agua que se utiliza en la escuela? [Observar y/o preguntar a la persona que lo acompaña en la visita]</b><br>(1) De una conexión (tubería) para el servicio de agua<br>(2) Del pozo<br>(3) Del río<br>(4) Carro cisterna<br>(5) Pick-up con drones o barriles<br>(6) De llaves públicas o comunitarias<br>(7) Del vecino<br>(11) Cosecha de agua lluvia<br>(12) Otro, especifique _____<br>(777777) No pudo observar y la persona que lo acompaña no pudo darle esa información |  |
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**[NOTA DE PROGRAMACIÓN: PREGUNTAR AGUAEA HASTA AGUAED\_1 SÓLO PARA EE12=1]**

Responda las siguientes afirmaciones sobre el agua que sale de las llaves de agua de los baños de la escuela al momento de la visita  
**[Abrir el grifo o llave de agua y observar- No preguntar]**

|                                                                                | Si | No | No pudo observar | Inaplicable |
|--------------------------------------------------------------------------------|----|----|------------------|-------------|
| <b>AGUAEA.</b> El agua sale limpia (clara y sin basuras o partículas flotando) | 1  | 2  | 977777           | 999999      |
| <b>AGUAEB.</b> El agua huele bien (no tiene olor)                              | 1  | 2  | 977777           | 999999      |
| <b>AGUAED.</b> El agua sale en buena cantidad                                  | 1  | 2  | 977777           | 999999      |

|                                                                                                                                                                                                                                                                                               |    |    |         |             |
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| <b>[PREGUNTAR A LA PERSONA QUE LO ACOMPAÑA EN LA VISITA/SI NADIE LO ACOMPAÑA AVERIGUAR DICHA INFORMACIÓN CON ALGUIEN DE LA ESCUELA QUE PUEDA BRINDARLA]. ¿En general, <u>fuera de la época de lluvias o de sequías</u> el agua que sale de las llaves de agua de los baños de la escuela?</b> |    |    |         |             |
|                                                                                                                                                                                                                                                                                               | Si | No | No sabe | Inaplicable |
| <b>AGUAEA_1.</b> Sale limpia (clara y sin basuras o partículas flotando)                                                                                                                                                                                                                      | 1  | 2  | 888888  | 999999      |
| <b>AGUAEB_1.</b> Huele bien (no tiene olor)                                                                                                                                                                                                                                                   | 1  | 2  | 888888  | 999999      |
| <b>AGUAED_1.</b> Sale en buena cantidad                                                                                                                                                                                                                                                       | 1  | 2  | 888888  | 999999      |

**[NOTA DE PROGRAMACIÓN: PREGUNTAS EE13, EE14, EE15 SOLO PARA EE12=1]**

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| <b>EE13. ¿En general, fuera de la época de lluvias o de sequías en la escuela, se experimentan cortes en el suministro de agua? [Preguntar a la persona que lo acompaña en la visita]</b><br>(1) Sí <b>[Siga]</b><br>(2) No <b>Pasa a MT1]</b><br>(99999) Inaplicable<br>(777777) No pudo observar y la persona que lo acompaña no pudo darle esa información |  |
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|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|
| <p><b>EE14.</b> ¿Qué tan frecuente son los cortes en el suministro de agua en la escuela fuera de la época de lluvias o de sequías? <b>[Preguntar a la persona que lo acompaña en la visita]</b></p> <p>(1) Diarios (todos los días)<br/> (2) Dos veces por semana<br/> (3) Una vez a la semana<br/> (99999) Inaplicable (no hay cortes)<br/> (777777) No pudo observar y la persona que lo acompaña no pudo darle esa información</p>           |  |
| <p><b>EE15.</b> ¿Cuánto duran, <u>por lo general</u>, los cortes en el suministro de agua en la escuela fuera de la época de lluvias o de sequías? <b>[Preguntar a la persona que lo acompaña en la visita]</b></p> <p>(1) No más de 1 hora<br/> (2) Entre 1 y 3 horas<br/> (3) Entre 4 y 6 horas<br/> (4) Mas de 6 horas<br/> (99999) Inaplicable<br/> (777777) No pudo observar y la persona que lo acompaña no pudo darle esa información</p> |  |

**MT1.** ¿La escuela dispone de un mural de transparencias en el cual incluye información de la escuela? **[Observar y/o preguntar a la persona que lo acompaña en la visita]**

- (1) Si  
(2) No

(777777) No pudo observar y la persona que lo acompaña no pudo darle esa información

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| <p><b>EE16.</b> ¿Cuántas aulas en funcionamiento (aulas donde se dan regularmente las clases) tiene la escuela? <b>[Observar- No preguntar]</b><br/> _____ <b>[ANOTAR NUMERO]</b></p> <p>(977777) No pudo observar</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                           |  |
| <p><b>EE17.</b> ¿En la escuela hay grados que comparten una misma aula? <b>[Preguntar a la persona que lo acompaña en la visita]</b></p> <p>(1) Si<br/> (2) No<br/> (777777) No pudo observar y la persona que lo acompaña no pudo darle esa información</p>                                                                                                                                                                                                                                                                                                                                                                                                                     |  |
| <p><b>EE18.</b> ¿En las aulas donde se dan las clases, hay alumnos que comparten un mismo pupitre o mesa? <b>[Observar - No Preguntar]</b></p> <p>(1) Sí<br/> (2) No<br/> (977777) No pudo observar/Visitó la escuela fuera del horario de clase</p>                                                                                                                                                                                                                                                                                                                                                                                                                             |  |
| <p><b>EE18B.</b> ¿Cómo calificaría el <u>estado general</u> del mobiliario de las aulas? <b>[Observar- No preguntar]</b></p> <p>(1) <u>Bueno</u>, no presentan ningún deterioro, roturas, daños ni fallas que impidan su uso</p> <p>(2) <u>Regular</u>, presentan algún deterioro, rotura o daño que requieren alguna reparación pero pueden ser utilizados y no constituyen un peligro inminente para los <b>alumnos</b></p> <p>(3) <u>Malo</u>, presentan mucho deterioro, rotura o daño que requiere de una sustitución parcial o total, no pueden ser usados por los alumnos y que puede ser un peligro inminente para los <b>alumnos</b><br/> (977777) No pudo observar</p> |  |

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| <p><b>EE19.</b> ¿Cómo calificaría el estado <u>general</u> de limpieza de la escuela? <b>[Observar- No preguntar]</b></p> <p>(1) <u>Bueno</u>, no presenta ningún problema de limpieza (no hay basura tirada en el piso, ni malos olores, ni superficies sucias)</p> <p>(2) <u>Regular</u>, presenta algunos problemas de limpieza (hay basura tirada en el piso, malos olores, superficies sucias)</p> <p>(3) <u>Malo</u>, presenta muchos problemas de limpieza (hay mucha basura tirada en el piso, muy malos olores, muchas superficies sucias)</p> <p>(977777) No pudo observar</p> |  |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|

| ¿En general, la mayoría de las aulas disponen de los siguientes instrumentos de enseñanza? <b>[Observar-Preguntar]</b> | Si | No | No se pudo observar |
|------------------------------------------------------------------------------------------------------------------------|----|----|---------------------|
| <b>ME1.</b> Pizarra/Pizarra/Pizarra de fórmica blanca                                                                  | 1  | 2  | 977777              |
| <b>ME2.</b> Tiza/Marcadores                                                                                            | 1  | 2  | 977777              |
| <b>ME3.</b> Mapas                                                                                                      | 1  | 2  | 977777              |
| <b>ME4.</b> Escritorio para la maestra(o)                                                                              | 1  | 2  | 977777              |
| <b>ME6.</b> Materiales didácticos (juegos didácticos, posters, crayones)                                               | 1  | 2  | 977777              |
| <b>ME7.</b> Libros infantiles en el aula                                                                               | 1  | 2  | 977777              |
| <b>ME8.</b> Libros de texto de matemáticas                                                                             | 1  | 2  | 977777              |
| <b>ME9.</b> Libros de texto de español                                                                                 | 1  | 2  | 977777              |

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| <p><b>M8A.</b> ¿Cuántos libros de texto observa en general en las aulas donde se dan las clases? <b>[Observar- No preguntar- CONTAR CON PRECISION EL NUMERO DE LIBROS]</b></p> <p>(00) Ninguno</p> <p>(01) Entre 1 y 10 libros</p> <p>(02) Más de 10 y hasta 20 libros</p> <p>(03) Más de 20 y hasta 30 libros</p> <p>(04) Más de 30 libros</p> <p>(977777) No pudo observar</p>                                                                                                                                                                                                                       |  |
| <p><b>M8B.</b> ¿En cuántos de los grados de la escuela en que se imparten clases de español tienen <u>un libro de español por cada alumno</u>? <b>[Preguntar a la persona que lo acompaña en la visita]</b></p> <p>(1) En todos los grados hay un libro de español por alumno</p> <p>(2) En casi todos los grados hay un libro de español por alumno</p> <p>(3) En algunos grados hay un libro de español por alumno</p> <p>(4) En ningún grado hay un libro de español por alumno</p> <p>(777777) No pudo observar y la persona que lo acompaña no pudo darle esa información</p>                     |  |
| <p><b>M8C.</b> ¿En cuántos de los grados de la escuela en que se imparten clases de matemáticas tienen <u>un libro de matemáticas por cada alumno</u>? <b>[Preguntar a la persona que lo acompaña en la visita]</b></p> <p>(1) En todos los grados hay un libro de matemática por alumno</p> <p>(2) En casi todos los grados hay un libro de matemática por alumno</p> <p>(3) En algunos grados hay un libro de matemática por alumno</p> <p>(4) En ningún grado hay un libro de matemática por alumno</p> <p>(777777) No pudo observar y la persona que lo acompaña no pudo darle esa información</p> |  |
| <p><b>M8D.</b> ¿Hay suficientes libros de texto en las aulas para los alumnos? <b>[Preguntar a la persona que lo acompaña en la visita]</b></p> <p>(1) Sí</p> <p>(2) No</p> <p>(777777) No pudo observar y la persona que lo acompaña no pudo darle esa información</p>                                                                                                                                                                                                                                                                                                                                |  |

|                                                                                                                                                                                                                                                                                                                                         |  |
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| <b>EE20. ¿La escuela cuenta con un espacio destinado a juegos y prácticas deportivas de los alumnos? [Observar- No preguntar]</b><br><br>(1) Sí<br>(2) No<br>(977777) No pudo observar                                                                                                                                                  |  |
| <b>EE21. ¿La escuela tiene una biblioteca? [Observar- No preguntar]</b><br><br>(1) Sí<br>(2) No<br>(977777) No pudo observar                                                                                                                                                                                                            |  |
| <b>EE21A. ¿Cuántos libros de texto observa en la biblioteca de la escuela? [Observar- No preguntar]</b><br><br>(00) Ninguno<br>(01) Entre 1 y hasta 20 libros<br>(02) Más de 20 y hasta 50 libros<br>(03) Más de 50 y hasta 100 libros<br>(04) Más de 100 y hasta 200 libros<br>(05) Más de 200 libros<br><br>(977777) No pudo observar |  |
| <b>EE24_1. ¿Hay cestos de basura distribuidos en la escuela para que sean usados por los alumnos? [Observar- No preguntar]</b><br><br>(1) Sí<br>(2) No<br>(977777) No pudo observar                                                                                                                                                     |  |
| <b>E26. ¿Tiene la escuela un comedor o sala para que los alumnos tomen su merienda o almuerzo? [Observar- No preguntar]</b><br><br>(1) Sí<br>(2) No<br>(977777) No pudo observar                                                                                                                                                        |  |

**[Preguntar a la persona que lo acompaña en la visita]**

| Cuenta la escuela con                                   | Sí | No | No sabe |
|---------------------------------------------------------|----|----|---------|
| <b>EA1.</b> Conexión de internet                        | 1  | 2  | 888888  |
| <b>EA2.</b> Teléfono/ Línea fija telefónica             | 1  | 2  | 888888  |
| <b>EA3.</b> Computadoras para las maestras              | 1  | 2  | 888888  |
| <b>EA4.</b> Computadora para la directora/director      | 1  | 2  | 888888  |
| <b>EA5.</b> Computadoras para la mayoría de los alumnos | 1  | 2  | 888888  |
| <b>EA6.</b> Televisor                                   | 1  | 2  | 888888  |
| <b>EA7.</b> Reproductor de video (DVD)                  | 1  | 2  | 888888  |
| <b>EA8.</b> Proyector                                   |    |    | 888888  |
| <b>EA9.</b> Botiquín de primeros auxilios               | 1  | 2  | 888888  |
| <b>EA10.</b> Extinguidor de incendios                   | 1  | 2  | 888888  |
| <b>EA11.</b> Instrumentos musicales                     | 1  | 2  | 888888  |

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| <b>EE32. ¿Cuántos maestros están asignados a esta escuela? [Preguntar a la persona que lo acompaña en la visita – CONSIDERAR LOS MAESTROS DE TODOS LOS TURNOS ESCOLARES – MAÑANA/TARDE/NOCHE]</b><br>_____ <b>[ANOTAR NUMERO DE MAESTROS DE LA ESCUELA]</b><br>(777777) No pudo observar y la persona que lo acompaña no pudo darle esa información                                                |  |
| <b>EE32_1. ¿Cuántos maestros están dando clases en la escuela al momento de la visita? [Preguntar- Preguntar si visita la escuela fuera del horario de clases - Cuántos maestros dieron clases ese día]</b><br>_____ <b>[ANOTAR NUMERO DE MAESTROS DANDO CLASES/PRESENTES EN LA ESCUELA]</b><br><br>(988888) No pudo observar<br>(777777) La persona que lo acompaña no pudo darle esa información |  |

**Estas son todas las preguntas que tiene que completar en esta escuela. Si alguien lo acompañó en la visita agradezca a la persona por su tiempo y por su colaboración.**

|                                                     |
|-----------------------------------------------------|
| Hora en la cual terminó la entrevista _____ : _____ |
|-----------------------------------------------------|

|                                                                             |  |
|-----------------------------------------------------------------------------|--|
| <b>TI.</b> Duración de la entrevista <i>[minutos, ver página # 1]</i> _____ |  |
| <b>INTID.</b> Número de identificación del entrevistador: _____             |  |
| <b>SEXI.</b> Anotar el sexo suyo:      (1) Hombre      (2) Mujer            |  |

|                                                                                                                                                                                                                                                                                             |  |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|
| <b>[Una vez salga de la entrevista, SIN PREGUNTAR, complete las siguientes preguntas]</b>                                                                                                                                                                                                   |  |
| <b>CONOCIMA.</b> Usando la escala que se presenta abajo, por favor califique su percepción sobre el nivel de conocimiento de la persona que lo acompañó sobre la escuela.<br><br>(1) Muy alto (2) Alto (3) Ni alto ni bajo (4) Bajo (5) Muy bajo                                            |  |
| <b>CONOCIMB.</b> Usando la escala que se presenta abajo, por favor califique su percepción sobre la amabilidad y disposición de la persona que lo acompañó al momento de responderle las preguntas sobre la escuela.<br><br>(1) Muy alto (2) Alto (3) Ni alto ni bajo (4) Bajo (5) Muy bajo |  |

## EVALUACIÓN DE LAS CARACTERÍSTICAS INTERIORES DE ESTABLECIMIENTOS DE SALUD

|                                                                                                                                                                                                                                                                                                                                                                                                                                                        |  |
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| <p><b>ES33.</b> Para comenzar, este establecimiento de salud es: <b>[Preguntar a la persona que lo acompaña en la visita]</b><br/> <b>[MARCAR TODAS LAS QUE CORRESPONDAN]</b></p> <p>(1) Centro de salud<br/> (2) Clínica materno- infantil<br/> (3) Sala de primeros auxilios<br/> (4) UAPS /CESAR<br/> (5) CIS/CESAMO<br/> (12) Otra especificar _____<br/> (777777) No pudo observar y la persona que lo acompaña no pudo darle esa información</p> |  |
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Las siguientes preguntas se refieren a las **características generales de las salas del centro de salud.**

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |  |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|
| <p><b>ES1.</b> ¿Cuál es el material <u>predominante</u> en el piso de las salas del centro de salud? <b>[Observar- No preguntar]</b></p> <p>(1) Cerámica<br/> (2) Ladrillo de cemento<br/> (3) Ladrillo de granito<br/> (4) Ladrillo de barro<br/> (5) Plancha de cemento<br/> (6) Madera<br/> (7) Tierra<br/> (11) Otro material<br/> (977777) No pudo observar</p>                                                                                                                                                                                                                                                                                                                                                                                                        |  |
| <p><b>ES1C.</b> ¿Cuál es el <u>estado general</u> del piso de las salas del centro de salud? <b>[Observar- No preguntar]</b></p> <p>(1) Bueno, no presentan ningún deterioro (grietas, huecos, hundimientos, etc.) ni fallas estructurales<br/> (2) Regular, presentan algún deterioro o defecto estructural, que requiere alguna reparación (tablas dañadas, ladrillos faltantes, pequeñas grietas, etc., pero no constituye un peligro inminente para los pacientes<br/> (3) Malo, presentan mucho deterioro o daño estructural que requiere de una sustitución parcial o total de lo(s) piso(s) (hundidos, huecos, etc.), lo cual poder ser un peligro inminente para los pacientes<br/> (977777) No pudo observar</p>                                                   |  |
| <p><b>ES2.</b> ¿Cuál es el material <u>predominante</u> en el techo interior de las salas del centro de salud? <b>[Observar- No preguntar]</b></p> <p>(1) Teja de barro / cemento<br/> (2) Asbesto<br/> (3) Lámina de zinc<br/> (4) Concreto<br/> (5) Madera<br/> (6) Paja, palma o similar<br/> (7) Material de desecho<br/> (8) Lámina de aluzín<br/> (9) Shingle (encielado o cielo falso)<br/> (977777) No pudo observar</p>                                                                                                                                                                                                                                                                                                                                            |  |
| <p><b>EE2C_1.</b> ¿Cuál es el <u>estado general</u> del techo interior de las salas del centro de salud? <b>[Observar- No preguntar]</b></p> <p>(1) Bueno, no presentan ningún deterioro (grietas, huecos, hundimientos, etc.) ni fallas estructurales<br/> (2) Regular, presentan algún deterioro o defecto estructural, que requiere alguna reparación (tablas dañadas, ladrillos faltantes, pequeñas grietas, etc., pero no constituye un peligro inminente para los pacientes<br/> (3) Malo, presentan mucho deterioro o daño estructural que requiere de una sustitución parcial o total de la(s) pared(es) afectadas (bases hundidas o podridas, grietas, huecos, etc.), lo cual puede ser un peligro inminente para los pacientes<br/> (977777) No pudo observar</p> |  |
| <p><b>ES3.</b> ¿Cuál es el material <u>predominante</u> en la construcción de las paredes interiores de las salas del centro de salud?</p> <p>(1) Ladrillo, piedra o bloque<br/> (2) Adobe<br/> (3) Material prefabricado<br/> (4) Madera aserrada<br/> (5) Madera al natural</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |  |

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|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|
| (6) Bahareque, vara o caña<br>(7) Desechos<br>(11) Otro material<br>(977777) No pudo observar                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>EE3C_1.</b> ¿Cuál es el estado general de las paredes interiores del centro de salud? <b>[Observar- No preguntar]</b><br><br>(1) Bueno, no presentan ningún deterioro (grietas, huecos, hundimientos, etc.) ni fallas estructurales<br><br>(2) Regular, presentan algún deterioro o defecto estructural, que requiere alguna reparación (tablas dañadas, ladrillos faltantes, pequeñas grietas, etc., pero no constituye un peligro inminente para los pacientes)<br><br>(3) Malo, presentan mucho deterioro o daño estructural que requiere de una sustitución parcial o total de la(s) pared(es) afectadas (bases hundidas o podridas, grietas, huecos, etc.), lo cual puede ser un peligro inminente para los pacientes<br><br>(977777) No pudo observar |  |
| <b>ES4.</b> ¿Las salas del centro de salud cuentan con conexión a la red de electricidad? <b>[Observar- No preguntar]</b><br>(1) Sí <b>[Sigue]</b><br>(2) No <b>[Pasa a ES7A]</b><br>(977777) No pudo observar                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |  |
| <b>ES5.</b> ¿En el centro de salud, se experimentan cortes frecuentes (no contando los que ocurren durante tormentas) en el suministro de electricidad? <b>[Preguntar a la persona que lo acompaña en la visita]</b><br><br>(1) Sí <b>[Sigue]</b><br>(2) No <b>[Pasa a ES7A]</b><br>(888888) No sabe <b>[Pasa a ES7A]</b><br>(999999) Inaplicable                                                                                                                                                                                                                                                                                                                                                                                                              |  |
| <b>ES6.</b> ¿Qué tan frecuente son los cortes en el suministro de electricidad en el centro de salud? <b>[Preguntar a la persona que lo acompaña en la visita]</b><br><br>(1) Diarios (Todos los días)<br>(2) Dos veces por semana<br>(3) Una vez a la semana<br>(888888) No sabe<br>(999999) Inaplicable                                                                                                                                                                                                                                                                                                                                                                                                                                                      |  |
| <b>ES7.</b> ¿Cuánto duran <u>en general</u> los cortes en el suministro de electricidad en el centro de salud? <b>[Preguntar a la persona que lo acompaña en la visita]</b><br><br>(1) No más de 1 hora<br>(2) Entre 1 y 3 horas<br>(3) Entre 4 y 6 horas<br>(4) Más de 6 horas<br>(888888) No sabe<br>(999999) Inaplicable                                                                                                                                                                                                                                                                                                                                                                                                                                    |  |
| <b>ES7A.</b> ¿Existe un generador eléctrico en el lugar? (Planta de luz a gasolina/diésel, paneles solares, etc.) <b>[Preguntar a la persona que lo acompaña en la visita]</b><br><br>(1) Sí<br>(2) No<br>(888888) No sabe                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |  |
| <b>ES8.</b> ¿Tiene el centro de salud servicios sanitarios para los pacientes? <b>[Observar- No preguntar]</b><br>(1) Sí <b>[sigue]</b><br>(2) No <b>[pasa a ES11]</b><br>(977777) No pudo observar                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |  |
| <b>ES8_1.</b> ¿Cuántos inodoros/letrinas hay en los sanitarios para los pacientes? <b>[Observar- No preguntar]</b><br><br>_____ <b>[ANOTAR NUMERO]</b><br><br>(977777) No pudo observar<br>(999999) Inaplicable (no hay servicios sanitarios)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |  |

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| <p><b>ES10_1.</b> ¿Cuál es el estado general de los sanitarios? <b>[Observar- No preguntar]</b></p> <p>(1) Bueno, no presentan ningún deterioro (grietas, huecos, hundimientos, etc.) ni fallas estructurales</p> <p>(2) Regular, presentan algún deterioro o defecto estructural, que requiere alguna reparación (tablas dañadas, ladrillos faltantes, pequeñas grietas, letrinas e inodoros rotos, etc.), pero no constituye un peligro inminente para los pacientes</p> <p>(3) Malo, presentan mucho deterioro o daño estructural que requiere de una sustitución parcial o total de los pisos, letrina, inodoros, lo cual constituye puede ser un peligro inminente para los pacientes</p> <p>(977777) No pudo observar<br/>(999999) Inaplicable (no hay servicios sanitarios)</p> |  |
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| <p><b>ES22.</b> ¿Los servicios sanitarios y/o letrinas del centro de salud tienen privacidad? <b>[Observar- No preguntar]</b></p> <p>(1) Sí<br/>(2) No<br/>(977777) No pudo observar<br/>(999999) Inaplicable (no hay servicios sanitarios)</p>          |  |
| <p><b>ES23.</b> ¿Los servicios sanitarios tienen lavatorios para que los pacientes se laven las manos? <b>[Observar- No preguntar]</b></p> <p>(1) Sí<br/>(2) No<br/>(977777) No pudo observar<br/>(999999) Inaplicable (no hay servicios sanitarios)</p> |  |
| <p><b>ES24.</b> ¿Los servicios sanitarios tienen jabón para que los pacientes se laven las manos?</p> <p>(1) Sí<br/>(2) No<br/>(977777) No pudo observar<br/>(999999) Inaplicable (no hay servicios sanitarios)</p>                                      |  |

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| <p><b>ES11.</b> ¿Tiene el centro de salud tubería instalada para agua? <b>[Observar y/o preguntar a la persona que lo acompaña en la visita]</b></p> <p>(1) Sí<br/>(2) No<br/>(777777) No pudo observar y la persona que lo acompaña no pudo darle esa información</p>                                                                                                                                                                                                                                                                            |  |
| <p><b>ES12.</b> ¿De dónde proviene el agua que se utiliza en el centro de salud? <b>[Observar y/o preguntar a la persona que lo acompaña en la visita]</b></p> <p>(1) De una conexión (tubería) para el servicio de agua<br/>(2) Del pozo<br/>(3) Del río<br/>(4) Carro cisterna<br/>(5) Pick-up con drones o barriles<br/>(6) De llaves públicas o comunitarias<br/>(7) Del vecino<br/>(11) Cosecha de agua lluvia<br/>(12) Otro, especifique _____<br/>(777777) No pudo observar y la persona que lo acompaña no pudo darle esa información</p> |  |

**[NOTA DE PROGRAMACIÓN: PREGUNTAR AGUASA HASTA AGUASD 1 SÓLO PARA ES12=1]**

|                                                                                                                                                                                                                           |    |    |                  |             |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----|----|------------------|-------------|
| <p>Responda las siguientes afirmaciones sobre el agua que sale de las llaves de agua de los baños del centro de salud <u>al momento de la visita</u> <b>[Abrir el grifo o llave de agua y observar- No preguntar]</b></p> |    |    |                  |             |
|                                                                                                                                                                                                                           | Si | No | No pudo observar | Inaplicable |
| <p><b>AGUASA.</b> El agua sale limpia (clara y sin basuras o partículas flotando)</p>                                                                                                                                     | 1  | 2  | 977777           | 999999      |

|                                                                                                                                                                                                                                                                                                           |           |           |                |                    |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|-----------|----------------|--------------------|
| <b>AGUASB.</b> El agua huele bien (no tiene olor)                                                                                                                                                                                                                                                         | 1         | 2         | 977777         | 999999             |
| <b>AGUASD.</b> El agua sale en buena cantidad                                                                                                                                                                                                                                                             | 1         | 2         | 977777         | 999999             |
| <b>[PREGUNTAR A LA PERSONA QUE LO ACOMPAÑA EN LA VISITA/SI NADIE LO ACOMPAÑA AVERIGUAR DICHA INFORMACIÓN CON ALGUIEN DEL CENTRO DE SALUD QUE PUEDA BRINDARLA]. ¿En general, <u>fuera de la época de lluvias o de sequías</u> el agua que sale de las llaves de agua de los baños del centro de salud?</b> |           |           |                |                    |
|                                                                                                                                                                                                                                                                                                           | <b>Si</b> | <b>No</b> | <b>No sabe</b> | <b>Inaplicable</b> |
| <b>AGUASA_1.</b> Sale limpia (clara y sin basuras o partículas flotando)                                                                                                                                                                                                                                  | 1         | 2         | 888888         | 999999             |
| <b>AGUASB_1.</b> Huele bien (no tiene olor)                                                                                                                                                                                                                                                               | 1         | 2         | 888888         | 999999             |
| <b>AGUASD_1.</b> Sale en buena cantidad                                                                                                                                                                                                                                                                   | 1         | 2         | 888888         | 999999             |

**[NOTA DE PROGRAMACIÓN: PREGUNTAS ES13, ES14, ES15 SOLO PARA ES12=1]**

|                                                                                                                                                                                                                                                                                                                                                                                                                                                           |  |
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| <p><b>ES13.</b> ¿. ¿En general, fuera de la época de lluvias o de sequías en el centro de salud, se experimentan cortes en el suministro de agua? <b>[Preguntar a la persona que lo acompaña en la visita]</b></p> <p>(1) Sí <b>[Siga]</b><br/> (2) No <b>[Pasa a ES16]</b><br/> (777777) No pudo observar y la persona que lo acompaña no pudo darle esa información<br/> (999999) Inaplicable</p>                                                       |  |
| <p><b>ES14.</b> ¿Qué tan frecuente son los cortes en el suministro de agua en el centro de salud fuera de la época de lluvias o de sequías? <b>[Preguntar a la persona que lo acompaña en la visita]</b></p> <p>(1) Diarios (todos los días)<br/> (2) Dos veces por semana<br/> (3) Una vez a la semana<br/> (999999) Inaplicable (no hay cortes)<br/> (777777) No pudo observar y la persona que lo acompaña no pudo darle esa información</p>           |  |
| <p><b>ES15.</b> ¿Cuánto duran, <u>por lo general</u>, los cortes en el suministro de agua en el centro de salud fuera de la época de lluvias o de sequías? <b>[Preguntar a la persona que lo acompaña en la visita]</b></p> <p>(1) No más de 1 hora<br/> (2) Entre 1 y 3 horas<br/> (3) Entre 4 y 6 horas<br/> (4) Mas de 6 horas<br/> (777777) No pudo observar y la persona que lo acompaña no pudo darle esa información<br/> (999999) Inaplicable</p> |  |
| <p><b>ES16.</b> ¿El centro de salud tiene una sala de espera para los pacientes? <b>[Observar- No preguntar]</b></p> <p>(1) Sí<br/> (2) No<br/> (977777) No pudo observar</p>                                                                                                                                                                                                                                                                             |  |

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| <b>ES18.</b> ¿La sala de espera dispone de sillas para todas las personas (pacientes o visitantes) que se encuentran <b>en la sala al momento de su visita?</b> [Observar- No preguntar]<br><br>(1) Sí<br>(2) No<br>(977777) No pudo observar |  |
| <b>ES19.</b> ¿Las salas de atención o consultorios del centro de salud tienen privacidad? [Observar- No preguntar]<br><br>(1) Sí<br>(2) No<br>(977777) No pudo observar                                                                       |  |

**En general, la sala(s) de preclínica** del centro de salud tiene los siguientes instrumentos y mobiliario para atender a los pacientes [Preguntar a la persona que lo acompaña en la visita]

|                                            | Sí | No | No sabe |
|--------------------------------------------|----|----|---------|
| <b>ES20A.</b> Tallímetro                   | 1  | 2  | 888888  |
| <b>ES20B.</b> Silla                        | 1  | 2  | 888888  |
| <b>ES20C.</b> Camilla                      | 1  | 2  | 888888  |
| <b>ES20D.</b> Báscula/balanza para adultos | 1  | 2  | 888888  |
| <b>ES20E.</b> Termómetro                   | 1  | 2  | 888888  |
| <b>ES20F.</b> Esfigmomanómetro/Tensiómetro | 1  | 2  | 888888  |

En general, el/los consultorio(s) del centro de salud tienen los siguientes instrumentos y mobiliario para atender a los pacientes [Preguntar a la persona que lo acompaña en la visita]

|                             | Sí | No | No sabe |
|-----------------------------|----|----|---------|
| <b>ES21A.</b> Otoscopio     | 1  | 2  | 888888  |
| <b>ES21B.</b> Silla         | 1  | 2  | 888888  |
| <b>ES21C.</b> Camilla       | 1  | 2  | 888888  |
| <b>ES21D.</b> Oftalmoscopio | 1  | 2  | 888888  |
| <b>ES21E.</b> Estetoscopio  | 1  | 2  | 888888  |

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |  |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|
| <b>ES22_1.</b> ¿Cómo calificaría el <u>estado general</u> del mobiliario de las salas de pre-clínica y consultorios del centro de salud?<br><br>(1) Bueno, no presentan ningún deterioro, roturas, daños ni fallas que impidan su uso<br><br>(2) Regular, presentan algún deterioro, rotura o daño que requieren alguna reparación pero pueden ser utilizados y no constituyen un peligro inminente para los médicos y pacientes<br><br>(3) Malo, presentan mucho deterioro, rotura o daño que requiere de una sustitución parcial o total, no pueden ser usados por los médicos y pacientes y puede ser un peligro inminente para los pacientes y médicos<br><br>(977777) No pudo observar |  |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|

|                                                                                                                                                                                                     |  |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|
| <b>ES22_2.</b> ¿El centro de salud tiene un lugar destinado a guardar/almacenar los medicamentos? [Preguntar a la persona que lo acompaña en la visita]<br><br>(1) Sí<br>(2) No<br>(888888) No sabe |  |
| <b>ES23_1.</b> ¿El centro de salud tiene un laboratorio de análisis? [Preguntar a la persona que lo acompaña en la visita]<br><br>(1) Sí<br>(2) No<br>(888888) No sabe                              |  |

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |  |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|
| <b>EE19_1. ¿Cómo calificaría el <u>estado general</u> de limpieza del centro de salud? [Observar- No preguntar]</b><br>(1) <u>Bueno</u> , no presenta ningún problema de limpieza (no hay basura tirada en el piso, ni malos olores, ni superficies sucias)<br>(2) <u>Regular</u> , presenta algunos problemas de limpieza (hay basura tirada en el piso, malos olores, superficies sucias)<br>(3) <u>Malo</u> , presenta muchos problemas de limpieza (hay mucha basura tirada en el piso, muy malos olores, muchas superficies sucias)<br>(977777) No pudo observar |  |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|

|                                                                                                                                                 |  |
|-------------------------------------------------------------------------------------------------------------------------------------------------|--|
| <b>H24. ¿Hay cestos de basura distribuidos en el centro de salud? [Observar- No preguntar]</b><br>(1) Sí<br>(2) No<br>(977777) No pudo observar |  |
|-------------------------------------------------------------------------------------------------------------------------------------------------|--|

|                                                                                                                                                                                                                                                             |  |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|
| <b>H30. ¿Cuántas horas diarias opera en general el centro de salud? [Observar y/o Preguntar a la persona que lo acompaña en la visita]</b><br>_____ [ANOTAR NUMERO]<br>(777777) No pudo observar y la persona que lo acompaña no pudo darle esa información |  |
| <b>H31. ¿Cuántos días a la semana opera el centro de salud? [Observar y/o Preguntar a la persona que lo acompaña en la visita]</b><br>_____ [ANOTAR NUMERO]<br>(777777) No pudo observar y la persona que lo acompaña no pudo darle esa información         |  |

|                                                                                                                                                                                                                                                              |  |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|
| <b>H32. ¿Cuántos médicos están presentes para brindar atención en el centro de salud al momento de su visita? [Preguntar a la persona que lo acompaña en la visita]</b><br>_____ [ANOTAR NUMERO DE MEDICOS DEL CENTRO DE SALUD]<br>(977777) No pudo observar |  |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|

|                                                                                                                                                                                                                                                                                                             |  |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|
| <b>H33. ¿Cuántas enfermeras (o auxiliares de enfermería) prestan servicios en el centro de salud <u>al momento de su visita</u>? [Preguntar a la persona que lo acompaña en la visita]</b><br>_____ [ANOTAR NUMERO DE ENFERMERAS/AUXILIARES DE ENFERMERIA DEL CENTRO DE SALUD]<br>(977777) No pudo observar |  |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|

El centro de salud presta servicios de **[Observar y/o Preguntar a la persona que lo acompaña en la visita]**

|                              | Sí | No | No pudo observar y la persona que lo acompaña no pudo darle esa información |
|------------------------------|----|----|-----------------------------------------------------------------------------|
| H41. Odontología             | 1  | 2  | 777777                                                                      |
| H42. Oftalmología            | 1  | 2  | 777777                                                                      |
| H43. Psiquiatría o psicólogo | 1  | 2  | 777777                                                                      |
| H44. Pediatría               | 1  | 2  | 777777                                                                      |

Disponibilidad de equipos y material básico del centro de salud. ¿Se dispone actualmente en el centro de salud de: **[Observar y/o preguntar a la persona que lo acompaña en la visita]**

|                                      | Sí | No | No pudo observar y la persona que lo acompaña no pudo darle esa información |
|--------------------------------------|----|----|-----------------------------------------------------------------------------|
| H34. Tensiómetro                     | 1  | 2  | 777777                                                                      |
| H35. Estetoscopio                    | 1  | 2  | 777777                                                                      |
| H36. Termómetros                     | 1  | 2  | 777777                                                                      |
| H37. Báscula/balanza para adultos    | 1  | 2  | 777777                                                                      |
| H38. Báscula/balanza para bebés      | 1  | 2  | 777777                                                                      |
| H47. Espéculos                       | 1  | 2  | 777777                                                                      |
| H48. Lámparas de Ganso               | 1  | 2  | 777777                                                                      |
| H49. Equipo de cirugía menor         | 1  | 2  | 777777                                                                      |
| H50. Tallímetro para bebés           | 1  | 2  | 777777                                                                      |
| H51. Oftalmoscopio                   | 1  | 2  | 777777                                                                      |
| H52. Equipo para inserción DIU       | 1  | 2  | 777777                                                                      |
| H53. Termos para vacunas             | 1  | 2  | 777777                                                                      |
| H.54. Camilla para toma de citología | 1  | 2  | 777777                                                                      |
| H39. Guantes de látex                | 1  | 2  | 777777                                                                      |
| H40. Glucómetro                      | 1  | 2  | 777777                                                                      |
| H45. Preservativos/condones          | 1  | 2  | 777777                                                                      |
| H46. Equipo de infusión intravenosa  | 1  | 2  | 777777                                                                      |

[Observar y/o preguntar a la persona que lo acompaña en la visita]

| Cuenta este centro de salud con...                         | Sí | No | No pudo observar y la persona que lo acompaña no pudo darle esa información |
|------------------------------------------------------------|----|----|-----------------------------------------------------------------------------|
| HA1. Conexión de internet                                  | 1  | 2  | 777777                                                                      |
| HA2. Teléfono/ Línea telefónica                            | 1  | 2  | 777777                                                                      |
| HA4. Computadora                                           | 1  | 2  | 777777                                                                      |
| HA6. Televisor                                             | 1  | 2  | 777777                                                                      |
| HA9. Extinguidor de incendios                              | 1  | 2  | 777777                                                                      |
| HA10. Radio de onda corta                                  | 1  | 2  | 777777                                                                      |
| HA11. Refrigerador exclusivo para cadena de frío           | 1  | 2  | 777777                                                                      |
| HA12. Ambulancia u otro servicio de transporte de urgencia | 1  | 2  | 777777                                                                      |

**Estas son todas las preguntas que tiene que completar en este centro de salud. Si alguien lo acompañó en la visita agradezca a la persona por su tiempo y por su colaboración.**

Hora en la cual terminó la entrevista \_\_\_\_\_ : \_\_\_\_\_

TI. Duración de la entrevista [minutos, ver página # 1] \_\_\_\_\_

INTID. Número de identificación del entrevistador: \_\_\_\_\_

SEX1. Anotar el sexo suyo: (1) Hombre (2) Mujer

[Una vez salga de la entrevista, SIN PREGUNTAR, complete las siguientes preguntas]

**CONOCIMA.** Usando la escala que se presenta abajo, por favor califique su percepción sobre el nivel de conocimiento de la persona que lo acompañó sobre el centro de salud

(1) Muy alto (2) Alto (3) Ni alto ni bajo (4) Bajo (5) Muy bajo

**CONOCIMB.** Usando la escala que se presenta abajo, por favor califique su percepción sobre la amabilidad y predisposición de la persona que lo acompañó al momento de responderle las preguntas sobre el centro de salud

(1) Muy alto (2) Alto (3) Ni alto ni bajo (4) Bajo (5) Muy bajo

## ANNEX 3: SAMPLE DESIGN DESCRIPTION

### LI Sample Design

The sample design for this study was provided to LAPOP, and subjected to some revisions. That process and the sample design is described here.

#### Universe, Population, Unit of Observation

**Universe:** The survey provides coverage of voting age adults in six departments, in areas where HLG is implementing its programs. The sample frame is based on adults (18 years old and over) as reported in the final on-line publication of the 2013 Censo Nacional de Población y Vivienda de Honduras. The sample design also used the list of districts, neighborhoods, and maps from the 2013 population census in Honduras implemented by the Honduran Instituto Nacional de Estadística (INE).

**Population:** The survey is designed to collect information from a representative sample of the entire voting age adult population in the selected aldeas within the selected municipalities. This universe of locations, from which municipalities and aldeas were selected, was made available to LAPOP-VU by HLG. The universe was further paired by excluding institutionalized adults, as is standard practice in the survey research field. Therefore, the sample excludes people in boarding schools, hospitals, police academies, military barracks, and inmates of the country's jails. It also excludes those who had physical and mental limitations that made it impossible to include them.

**Unit of Observation:** The study contains topics that refer not only to the individual, but also to other members of the household. Thus, the statistical unit of observation is the household. However, in Honduras, some respondents live in dwellings that could be shared with other households. For this reason, it is more convenient to consider the dwelling as the final unit of analysis. Additionally, the dwelling is an easily identifiable unit in the field, with relative permanence over time, a characteristic that allows it to be considered as the final unit of selection.

#### Sample frame

The sampling frame covers 100% of the eligible population in identified intervention municipalities and aldeas in six departments located in western Honduras: Santa Bárbara, Ocotepeque, Lempira, La Paz, Intibucá, and Copán. This means that every eligible person in the six departments has an equal and known chance of being included in the survey sample. It also means that no particular ethnic group or geographical areas are excluded from the sampling frame.

According to the 2013 Population Census, the six departments had a total population of 917,807 adults (18 years old and over). Table A1 shows the distribution of the population.

**Table A1. Distribution of the Population by Department**

| Department    | Population | Percentage | Number of Interviews | Percentage |
|---------------|------------|------------|----------------------|------------|
| Copan         | 202,384    | 22%        | 378                  | 14%        |
| Intibucá      | 121,431    | 13%        | 324                  | 12%        |
| La Paz        | 107,483    | 12%        | 432                  | 16%        |
| Lempira       | 166,469    | 18%        | 702                  | 26%        |
| Ocotepeque    | 82,671     | 9%         | 270                  | 10%        |
| Santa Bárbara | 237,369    | 26%        | 594                  | 22%        |

|              |                |             |             |             |
|--------------|----------------|-------------|-------------|-------------|
| <b>Total</b> | <b>917,807</b> | <b>100%</b> | <b>2700</b> | <b>100%</b> |
|--------------|----------------|-------------|-------------|-------------|

## Sampling Method

The sampling method chosen takes into consideration a series of elements:

- Obtain representative samples of intervention areas for the following study strata: Departments in the Western Honduras Santa Bárbara, Ocotepeque, Lempira, La Paz, Intibucá, and Copán
- Calculate the sampling errors corresponding to these strata.
- Minimize travel time in survey operations.
- Optimal cluster allocation that would allow a reasonable set of trade-offs between budget, sample size, and level of precision of the results.
- Use the best and most up-to-date sampling frame available.
- Expectation of 6 interviews by Primary sampling unit (PSU) or community (based on prior LAPOP-VU experience in Honduras for optimal design effects efficiency).

## Sample Selection

### First Stage: Primary Sampling Units.

At the first stage, Primary Sampling Units (PSUs) are selected within each of the six departments: a total of 50 municipios, all drawn from the list of intervention areas provided by HLG.

The 50 municipalities were randomly selected (via systematic selection with a random start).

The number of interviews per department was designed to be consistent, that is proportional to, not the departmental population but the number of intervention areas within each department. The table below shows that count per department:

**Table A2. Number of municipalities per department**

| Department    | Frequency | Percent     |
|---------------|-----------|-------------|
| Copan         | 13        | 14.4        |
| Intibucá      | 11        | 12.2        |
| La Paz        | 14        | 15.6        |
| Lempira       | 23        | 25.6        |
| Ocotepeque    | 9         | 10.0        |
| Santa Bárbara | 20        | 22.2        |
| <b>Total</b>  | <b>90</b> | <b>100%</b> |

Using this approach, accepting as a reasonable confidence interval  $\pm 5\%$  at the 95% confidence level, the sample size per department (without adjusting for the design effect) would be approximately 385 interviews per department, and, with the adjustment for design effects for a total initial sample size of 2,772 ( $385 \times 1.2 = 462$  per department  $\times 6 = 2,772$  total interviews).

Table A2 shows the number of municipalities that were selected in the six departments. The complete list of the 90 municipalities, and their corresponding number of aldeas and caserios, sorted by department is found in Table A3. Highlighted in yellow are the municipalities that were selected.

**Table A3. Selected Municipalities in the LI Sample**

| Department       | Municipio                | #<br>Aldeas | #<br>Caseros |
|------------------|--------------------------|-------------|--------------|
| Copán, 7/13      | Cabañas                  | 14          | 38           |
|                  | Concepción               | 12          | 44           |
|                  | Copán Ruinas             | 12          | 27           |
|                  | Corquín                  | 9           | 47           |
|                  | Cucuyagua                | 6           | 53           |
|                  | Dolores                  | 10          | 32           |
|                  | El Paraíso               | 13          | 36           |
|                  | San Agustín              | 4           | 41           |
|                  | San Juan De Opoa         | 15          | 65           |
|                  | San Pedro                | 6           | 51           |
|                  | Santa Rita               | 11          | 39           |
|                  | Trinidad De Copán        | 6           | 58           |
|                  | Veracruz                 | 4           | 23           |
| <b>Sub-total</b> | <b>13</b>                | <b>122</b>  | <b>554</b>   |
| Intibucá 6/11    | Camasca                  | 12          | 70           |
|                  | Concepción               | 6           | 32           |
|                  | Dolores                  | 4           | 46           |
|                  | Intibucá                 | 5           | 20           |
|                  | Jesús De Otoro           | 4           | 22           |
|                  | San Francisco De Opalaca | 5           | 14           |
|                  | San Isidro               | 3           | 15           |
|                  | San Juan                 | 4           | 30           |
|                  | San Marcos De La Sierra  | 3           | 30           |
|                  | San Miguelito            | 4           | 56           |
|                  | Yamaranguila             | 7           | 24           |
| <b>Sub-total</b> | <b>11</b>                | <b>57</b>   | <b>359</b>   |
| La Paz 8/14      | Cabañas                  | 2           | 3            |
|                  | Chinacla                 | 3           | 12           |
|                  | Guajiquiro               | 7           | 53           |
|                  | Marcala                  | 2           | 16           |

|                  |                       |           |            |
|------------------|-----------------------|-----------|------------|
|                  | Mercedes De Oriente   | 3         | 20         |
|                  | Opatoro               | 2         | 14         |
|                  | San Antonio Del Norte | 5         | 47         |
|                  | San José              | 4         | 38         |
|                  | San Juan              | 5         | 34         |
|                  | San Pedro De Tutule   | 2         | 13         |
|                  | Santa Ana             | 4         | 24         |
|                  | Santa Elena           | 7         | 32         |
|                  | Santa María           | 7         | 36         |
|                  | Yarula                | 2         | 19         |
| <b>Sub-total</b> | <b>14</b>             | <b>55</b> | <b>361</b> |
| Lempira 13/23    | Belén                 | 4         | 19         |
|                  | Cololaca              | 6         | 68         |
|                  | Erandique             | 7         | 24         |
|                  | Gracias               | 8         | 33         |
|                  | Guarita               | 6         | 52         |
|                  | La Campa              | 6         | 39         |
|                  | La Iguala             | 8         | 32         |
|                  | La Unión              | 3         | 21         |
|                  | Las Flores            | 5         | 22         |
|                  | Lepaera               | 12        | 39         |
|                  | Piraera               | 7         | 46         |
|                  | San Andrés            | 5         | 28         |
|                  | San Francisco         | 7         | 65         |
|                  | San Manuel Colohete   | 6         | 27         |
|                  | San Marcos De Caiquín | 7         | 52         |
|                  | San Rafael            | 7         | 33         |
|                  | San Sebastián         | 5         | 59         |
|                  | Santa Cruz            | 4         | 18         |
|                  | Talgua                | 10        | 29         |
|                  | Tambla                | 4         | 41         |
|                  | Tomalá                | 13        | 31         |
|                  | Valladolid            | 12        | 44         |
|                  | Virginia              | 5         | 38         |

|                     |                         |            |              |
|---------------------|-------------------------|------------|--------------|
| <b>Sub-total</b>    | <b>23</b>               | <b>156</b> | <b>862</b>   |
| Ocotepeque 5/9      | Belén Gualcho           | 7          | 29           |
|                     | Dolores Merendón        | 2          | 25           |
|                     | Fraternidad             | 4          | 34           |
|                     | La Labor                | 8          | 41           |
|                     | Lucerna                 | 3          | 33           |
|                     | Mercedes                | 9          | 45           |
|                     | San Francisco Del Valle | 6          | 37           |
|                     | San Marcos              | 8          | 44           |
|                     | Sensenti                | 10         | 67           |
| <b>Sub-total</b>    | <b>9</b>                | <b>57</b>  | <b>355</b>   |
| Santa Bárbara 11/20 | Arada                   | 11         | 67           |
|                     | Atima                   | 6          | 23           |
|                     | Azacualpa               | 7          | 29           |
|                     | Ceguaca                 | 5          | 33           |
|                     | Chinda                  | 10         | 50           |
|                     | Concepción Del Norte    | 9          | 38           |
|                     | Concepción Del Sur      | 5          | 40           |
|                     | El Nispero              | 7          | 36           |
|                     | Las Vegas               | 5          | 41           |
|                     | Macuelizo               | 8          | 39           |
|                     | Nuevo Celilac           | 7          | 41           |
|                     | Petoa                   | 7          | 37           |
|                     | Protección              | 8          | 34           |
|                     | San José De Colinas     | 16         | 58           |
|                     | San Luis                | 11         | 30           |
|                     | San Marcos              | 9          | 29           |
|                     | San Nicolás             | 6          | 24           |
|                     | San Vicente Centenario  | 1          | 12           |
|                     | Santa Rita              | 5          | 36           |
|                     | Trinidad                | 15         | 37           |
| <b>Sub-total</b>    | <b>20</b>               | <b>158</b> | <b>734</b>   |
| <b>Total</b>        | <b>90</b>               | <b>605</b> | <b>3,225</b> |

## Second Stage: Selection of Aldeas

In a second stage of the sample selection process, aldeas were selected in each PSU with allocation proportional to population size. The aldeas were selected with probability proportional to size (PPS) on a systematic basis with a random starting point within each PSU. Table A4 shows the number of aldeas selected in each municipio. A total of 241 aldeas were selected in the 50 municipios.

**Table A4. Selected Aldeas in the LI Sample**

| Department | Municipio        | # Aldeas                 |
|------------|------------------|--------------------------|
| Copán      | Cabañas          | Cabañas                  |
|            |                  | Descombros               |
|            |                  | El Llano                 |
|            |                  | Guarumal                 |
|            |                  | Las Peñas No.2           |
|            |                  | Pinalito                 |
|            |                  | Río Negro                |
|            | Copán Ruinas     | Copán Ruinas             |
|            |                  | Carrizalon               |
|            |                  | Corralito                |
|            |                  | El Cordoncillo           |
|            |                  | El Salitron              |
|            |                  | Hacienda Grande          |
|            |                  | Sesesmil Primero         |
|            |                  | Sesesmil Segundo         |
|            | Cucuyagua        | El Níspero               |
|            |                  | El Tránsito              |
|            |                  | Gualtaya                 |
|            |                  | Ojos De Agua             |
|            | El Paraíso       | Buena Vista              |
|            |                  | El Manacal               |
|            |                  | El Manguito              |
|            |                  | La Playona               |
|            |                  | Las Delicias Del Chispal |
|            |                  | Las Flores               |
|            |                  | Libertad Nueva           |
|            | San Juan De Opoa | San Juan De Opoa         |
|            |                  | El Limón                 |

| Department | Municipio           | # Aldeas                  |
|------------|---------------------|---------------------------|
| Intibucá   | Santa Rita          | El Pinal                  |
|            |                     | La Cebratana              |
|            |                     | La Majada                 |
|            |                     | Las Sandias               |
|            |                     | Los Pozos                 |
|            |                     | Santa Rita                |
|            |                     | El Jaral                  |
|            |                     | El Plantón                |
|            |                     | La Libertad               |
|            |                     | La Unión Otuta            |
|            | Veracruz            | Mirasol                   |
|            |                     | Veracruz                  |
|            |                     | Agua Caliente             |
|            |                     | El Triunfo                |
|            | Concepción          | San Antonio               |
|            |                     | Concepción                |
|            |                     | Calucica                  |
|            |                     | El Guachipilincito        |
|            |                     | El Rodeo                  |
|            | Dolores             | Dolores                   |
|            |                     | San José o Piedra Redonda |
|            |                     | Toco                      |
|            | Intibucá            | Intibucá                  |
|            |                     | Azacualpa                 |
|            |                     | La Laguna De Chiligatoro  |
|            |                     | Monquecagua               |
|            | San Juan (Intibuca) | Santa Catarina            |
|            |                     | San Juan                  |
|            |                     | Llano Redondo             |
|            |                     | Peloncitos                |
|            | San Miguelito       | San Miguelito             |
|            |                     | Chupucay O Resina         |
|            |                     | San Antonio               |

| Department | Municipio                | # Aldeas                               |
|------------|--------------------------|----------------------------------------|
| La Paz     | San Francisco De Opalaca | Segua                                  |
|            |                          | San Francisco De Opalaca O Monte Verde |
|            |                          | Agua Sucia                             |
|            |                          | El Naranjo O Santa Lucia               |
|            |                          | El Zacatal O Suyapa                    |
|            |                          | La Chorrera Aspera                     |
|            | Marcala                  | Marcala                                |
|            |                          | Santa Cruz                             |
|            |                          |                                        |
|            | Mercedes De Oriente      | Mercedes De Oriente                    |
|            |                          | La Golondrina                          |
|            |                          | Las Lomas                              |
|            | San Antonio Del Norte    |                                        |
|            |                          | San Antonio Del Norte                  |
|            |                          | Hato Viejo                             |
|            |                          | Las Cañas                              |
|            |                          | Matapalo                               |
|            | San José                 | Pitahayas                              |
|            |                          | San José                               |
|            |                          | El Pedernal                            |
|            |                          | La Florida                             |
|            | San Juan (La Paz)        | San Juan                               |
|            |                          | Horcones                               |
|            |                          | Las Trancas                            |
|            |                          | Ocotillos                              |
|            | Santa Elena              | Santa Elena                            |
|            |                          | Aguanqueterique                        |
|            |                          | El Carrizal                            |
|            | Santa María              | Soloara                                |
|            |                          | Santa María                            |
|            |                          | El Naranjo                             |
|            |                          | El Ocotal                              |
|            |                          | Las Crucitas O Barrio Nuevo            |

| Department | Municipio | # Aldeas              |
|------------|-----------|-----------------------|
| Lempira    | Yarula    | Las Pavas             |
|            |           | San Francisco         |
|            |           | Yarula                |
|            | Gracias   | Las Huertas           |
|            |           | Campuca O El Camalote |
|            |           | Cedros De Mejicapa    |
|            |           | El Rodeo              |
|            |           | El Sile               |
|            |           | Platanares            |
|            | Belén     | Villami               |
|            |           | Belén                 |
|            |           | El Carrizal           |
|            |           | El Naranjo O La Penca |
|            |           | Cololaca              |
|            | Cololaca  | Las Flores            |
|            |           | Malsincales           |
|            |           | San Isidro Canguacota |
|            |           | Chapulín Santa Lucía  |
|            |           | San Antonio           |
|            |           | San Juan Junigual     |
|            |           | Santo Tomás Chinquín  |
|            | La Campa  | La Campa              |
|            |           | El Mezcalillo         |
|            |           | Las Cañadas           |
|            |           | Nueva Esperanza       |
|            |           | Santa Catarina        |
|            | La Unión  | Agua Zarca            |
|            |           | Gualciras             |
|            |           | San Bartolo           |
|            | Lepaera   | Lepaera               |
|            |           | El Carmen             |
|            |           | El Chaguite           |
|            |           | La Jagua              |

| Department | Municipio             | # Aldeas                 |
|------------|-----------------------|--------------------------|
|            |                       | La Lima                  |
|            |                       | Las Crucitas             |
|            |                       | Loma Alta                |
|            |                       | Ocote Chacho             |
|            | San Andrés            | Cenalaca                 |
|            |                       | Santiago                 |
|            |                       | Sosoal                   |
|            | San Francisco         | San Francisco            |
|            |                       | Concordia                |
|            |                       | Jelpoa                   |
|            |                       | Magdalena                |
|            |                       | Marquira                 |
|            |                       | Rorruca                  |
|            | San Francisco         | San Lucas                |
|            |                       | Agua Fría                |
|            |                       | El Volcancito            |
|            |                       | San Antonio              |
|            |                       | San Isidro               |
|            | Talgua                | Talgua                   |
|            |                       | Cansincamon              |
|            |                       | El Aguacate              |
|            |                       | La Cafetalera            |
|            |                       | San Ramón                |
|            | Tomalá                | La Soledad Del Morro     |
|            |                       | Los Horconcillos         |
|            |                       | Los Zuncuyos             |
|            |                       | San Cristóbal            |
|            |                       | San Lorenzo              |
|            |                       | San Pablo De Consolación |
|            |                       | Aldea Nueva              |
|            | San Marcos De Caiquín | La Azacualpa             |
|            |                       | Coalaca                  |

| Department    | Municipio        | # Aldeas                   |
|---------------|------------------|----------------------------|
| Ocotepique    | Belén Gualcho    | Arcamon                    |
|               |                  | Guanajulque                |
|               |                  | Laguna Seca                |
|               |                  | Belén Gualcho              |
|               |                  | El Cipres                  |
|               |                  | El Magueyal                |
|               |                  | La Gocia                   |
|               |                  | Suyande                    |
|               |                  | Yaruchel                   |
|               |                  |                            |
| Ocotepique    | Dolores Merendón | Dolores Merendón           |
|               |                  | San Jerónimo               |
|               | La Labor         | La Labor                   |
|               |                  | El Ingenio                 |
|               |                  | El Rosario                 |
|               |                  | Santa Efigenia             |
|               | Mercedes         | Santa Lucía                |
|               |                  | Mercedes                   |
|               |                  | El Coral                   |
|               |                  | Las Vegas Del Río Chiquito |
|               |                  | Plan Del Rosario           |
|               | San Marcos       | San Antonio                |
|               |                  | Yuscarán                   |
|               |                  | San Marcos                 |
|               |                  | Cunce                      |
|               |                  | El Carrizal                |
|               |                  | Potrerrillos               |
|               |                  |                            |
| Santa Bárbara | Arada            | Candelaria                 |
|               |                  | Caulotales                 |
|               |                  | El Ocotal                  |
|               |                  | El Ocotillo                |
|               |                  | El Palmo                   |
|               |                  | El Tular                   |
|               |                  | Las Brisas De Oro          |

| Department | Municipio            | # Aldeas                   |
|------------|----------------------|----------------------------|
|            | Atima                | Atima                      |
|            |                      | San Pedrito                |
|            |                      | San Rafael                 |
|            |                      | Talanga                    |
|            | Ceguaca              | Ceguaca                    |
|            |                      | El Edén                    |
|            |                      | La Libertad                |
|            |                      | San Juan                   |
|            |                      | Santa Ana O Las Lomas      |
|            | Concepción Del Norte | Agua Dulce                 |
|            |                      | Cuchilla Alta              |
|            |                      | El Cerrón                  |
|            |                      | El Macuelizo               |
|            |                      | Las Flores                 |
|            |                      | Santa Ana                  |
|            |                      | Suyapa                     |
|            | Chinda               | Chinda                     |
|            |                      | Barrio Nuevo O Chiquiguite |
|            |                      | El Retiro                  |
|            |                      | El Tule                    |
|            |                      | La Brea                    |
|            |                      | La Cuchilla                |
|            |                      | San Rafael                 |
|            | El Níspero           | Nueva York                 |
|            |                      | San Jerónimo               |
|            |                      | Santa Cruz                 |
|            | Macuelizo            | Macuelizo                  |
|            |                      | Casa Quemada               |
|            |                      | El Ciruelo                 |
|            |                      | Cunta                      |
|            |                      | La Flecha                  |
|            |                      | Las Varas                  |

| Department | Municipio              | # Aldeas               |
|------------|------------------------|------------------------|
|            | Petoa                  | Petoa                  |
|            |                        | Mezcalito              |
|            |                        | Pueblo Nuevo           |
|            |                        | Quebraditas            |
|            |                        | Santa Clara            |
|            | San Luis               | San Luis               |
|            |                        | Calpules               |
|            |                        | El Regadío             |
|            |                        | La Unión O El Playón   |
|            |                        | San Juan               |
|            | San Vicente Centenario | Tejutales              |
|            |                        | San Vicente Centenario |
|            | Trinidad               | El Diviso              |
|            |                        | El Guineal             |
|            |                        | La Alegria             |
|            |                        | Las Delicias           |
|            |                        | Las Trojes             |
|            |                        | Pinabete O Loma Limpia |
|            |                        | San Francisco          |

### Third Stage: Selection of Caserios

In the third stage, caserios within the aldeas were randomly selected. The caserio became the cluster, with a fixed number of 6 interviews conducted in each cluster.

### Fourth Stage: Selection of Households.

This stage of selection begins once interviewers locate the starting point of the caserio. Each interviewer selected a number of households in a systematic way. Specifically, interviews carried out interviews in every second households except in very rural areas.

### Fifth Stage: Selection of the Respondents.

A single respondent was selected in each household, following a frequency matching sampling method, based on sex and age (as shown in Table A5 below). The frequency for each age group and sex was estimated based on the 2013 census. The respondent should be a permanent household member- neither a domestic employee nor a visitor. If there are two or more people of the same sex and age group in the household, the questionnaire should be applied to the person with the last birthday.

**Table A5. Frequency match criteria by Gender and Age**

| <b>Gender/Age group</b> | <b>18-29</b> | <b>30-45</b> | <b>45 and over</b> | <b>Total</b> |
|-------------------------|--------------|--------------|--------------------|--------------|
| Male                    | 1            | 1            | 1                  | 3            |
| Female                  | 1            | 1            | 1                  | 3            |
| <b>Total</b>            | <b>2</b>     | <b>2</b>     | <b>2</b>           | <b>6</b>     |

### Confidence Level, and Margins of Error

The confidence level for the whole sample was 95 percent, with a margin of error of 1.9 percent, assuming a 50/50 proportion in dichotomous variables (in any other proportion, the sampling error is lower). The margins of error at the department level for a confidence level of 95 percent assuming a Simple Random Sample (SRS) design are:

**Table A6. Margin of error**

| <b>Department</b> | <b>Number of interviews</b> | <b>Margin of error (+/-)</b> |
|-------------------|-----------------------------|------------------------------|
| Copán             | 378                         | 5.00                         |
| Intibucá          | 324                         | 5.40                         |
| La Paz            | 432                         | 4.70                         |
| Lempira           | 702                         | 3.70                         |
| Ocotepeque        | 270                         | 6.00                         |
| Santa Bárbara     | 594                         | 4.00                         |
| <b>Total</b>      | <b>2700</b>                 | <b>1.90</b>                  |

### L2 Sample Design

This sample design was constructed to provide institutional information for the municipalities in which the HLG program was being carried out. The “Level-2” or simply L2 assessment has, as its main purpose, to provide contextual information about the schools and health centers in those 49 municipalities for which the LAPOP-VU study also gathered contemporaneous information at the level of individuals (hereafter LI information) and in 40 municipios that were not part of the LI study.

To draw the L2 sample, LAPOP worked with a list of 1,893 schools and 319 health facilities provided by the HLG team and MESCLA. Below we detailed the list of public health facilities visited in this study and the selection of public schools that were assessed. The study therefore excludes private institutions.

### Selection of Health Facilities

The scope of work of this study stipulates to complete an assessment of 437 health facilities. Given that the list provided by HLG and MESCLA contained only a total of 319 health facilities, LAPOP included all the facilities it was given, thereby carrying out a census rather than a sample. Confidence intervals are therefore not strictly needed, as no inferences are being made. However confidence intervals can give a

sense of the magnitude of any differences within this census, based, for example, on departments. Table A7 shows the number of health facilities in each department and municipio.

**Table A7. Number of Health Facilities by Department and Municipio**

| Department       | Municipio                | Number of health facilities visited |
|------------------|--------------------------|-------------------------------------|
| Copán            | Cabañas                  | 2                                   |
|                  | Concepción               | 4                                   |
|                  | Copán Ruinas             | 7                                   |
|                  | Corquin                  | 2                                   |
|                  | Cucuyagua                | 5                                   |
|                  | Dolores                  | 4                                   |
|                  | El Paraíso               | 4                                   |
|                  | San Agustín              | 1                                   |
|                  | San Juan De Opoa         | 2                                   |
|                  | San Pedro                | 3                                   |
|                  | Santa Rita               | 7                                   |
|                  | Trinidad                 | 2                                   |
|                  | Veracruz                 | 2                                   |
| <b>Sub-total</b> | <b>13</b>                | <b>45</b>                           |
| Intibucá         | Camasca                  | 2                                   |
|                  | Concepcion               | 4                                   |
|                  | Dolores                  | 1                                   |
|                  | Intibuca                 | 13                                  |
|                  | Jesus De Otoro           | 6                                   |
|                  | San Francisco De Opalaca | 5                                   |
|                  | San Isidro               | 1                                   |
|                  | San Juan                 | 2                                   |
|                  | San Marcos De La Sierra  | 2                                   |
|                  | San Miguelito            | 4                                   |
|                  | Yamaranguila             | 6                                   |
| <b>Sub-total</b> | <b>11</b>                | <b>46</b>                           |
| La Paz           | Cabañas                  | 3                                   |
|                  | Chinacla                 | 3                                   |

| Department       | Municipio              | Number of health facilities visited |
|------------------|------------------------|-------------------------------------|
|                  | Guaijiquiro            | 7                                   |
|                  | Marcala                | 4                                   |
|                  | Mercedes De Oriente    | 1                                   |
|                  | Opatoro                | 5                                   |
|                  | San Antonio Del Norte  | 1                                   |
|                  | San Jose               | 3                                   |
|                  | San Juan               | 2                                   |
|                  | San Pedro De Tutule    | 2                                   |
|                  | Santa Ana              | 5                                   |
|                  | Santa Elena            | 5                                   |
|                  | Santa Maria            | 5                                   |
|                  | Yarula                 | 3                                   |
| <b>Sub-total</b> | <b>14</b>              | <b>49</b>                           |
| Lempira          | Belen                  | 5                                   |
|                  | Cololaca               | 3                                   |
|                  | Erandique              | 5                                   |
|                  | Gracias                | 12                                  |
|                  | Guarita                | 5                                   |
|                  | La Iguala              | 6                                   |
|                  | La Union               | 4                                   |
|                  | Las Flores             | 3                                   |
|                  | Lepaera                | 10                                  |
|                  | Piraera                | 4                                   |
|                  | San Andres             | 6                                   |
|                  | San Francisco          | 2                                   |
|                  | San Manuel De Colohete | 6                                   |
|                  | San Marcos De Caiquin  | 3                                   |
|                  | San Rafael             | 2                                   |
|                  | San Sebastian          | 3                                   |
|                  | Santa Cruz             | 1                                   |
|                  | Talgua                 | 3                                   |
|                  | Tambla                 | 3                                   |

| Department       | Municipio                | Number of health facilities visited |
|------------------|--------------------------|-------------------------------------|
|                  | Tomala                   | 3                                   |
|                  | Valladolid               | 2                                   |
|                  | Virginia                 | 2                                   |
| <b>Sub-total</b> | <b>22</b>                | <b>93</b>                           |
| Ocotepeque       | Belen Gualcho            | 3                                   |
|                  | Dolores Merendon         | 2                                   |
|                  | Fraternidad              | 2                                   |
|                  | La Labor                 | 2                                   |
|                  | Lucerna                  | 3                                   |
|                  | Mercedes                 | 4                                   |
|                  | San Fco. Del Valle       | 3                                   |
|                  | San Marcos De Ocotepeque | 4                                   |
|                  | Sensenti                 | 3                                   |
| <b>Sub-total</b> | <b>9</b>                 | <b>26</b>                           |
| Santa Bárbara    | Arada                    | 2                                   |
|                  | Atima                    | 4                                   |
|                  | Azacualpa                | 4                                   |
|                  | Ceguaca                  | 2                                   |
|                  | Chinda                   | 1                                   |
|                  | Concepcion Del Norte     | 2                                   |
|                  | Concepcion Del Sur       | 2                                   |
|                  | El Nispero               | 1                                   |
|                  | Las Vegas                | 4                                   |
|                  | Macuelizo                | 8                                   |
|                  | Nueva Celilac            | 3                                   |
|                  | Petoa                    | 3                                   |
|                  | Protección               | 7                                   |
|                  | San Luis                 | 4                                   |
|                  | San Marcos               | 5                                   |
|                  | San Nicolas              | 2                                   |
|                  | San Vicente Centenario   | 1                                   |

| Department       | Municipio  | Number of health facilities visited |
|------------------|------------|-------------------------------------|
|                  | Santa Rita | 1                                   |
|                  | Trinidad   | 4                                   |
| <b>Sub-total</b> | <b>19</b>  | <b>60</b>                           |
| <b>Total</b>     | <b>89</b>  | <b>319</b>                          |

**Table A8. Municipalities in the L1 and L2 Samples**

| Department | Municipio                | Survey Conducted |
|------------|--------------------------|------------------|
| Copán      | Cabañas                  | L1_L2            |
|            | Veracruz                 | L1_L2            |
|            | Cucuyagua                | L1_L2            |
|            | Santa Rita               | L1_L2            |
|            | Copán Ruinas             | L1_L2            |
|            | El Paraíso               | L1_L2            |
|            | San Juan De Opoa         | L1_L2            |
|            | San Pedro                | L2               |
|            | San Agustín              | L2               |
|            | Trinidad                 | L2               |
|            | Concepción               | L2               |
|            | Dolores                  | L2               |
|            | Corquin                  | L2               |
| Intibucá   | San Francisco De Opalaca | L1_L2            |
|            | Concepcion               | L1_L2            |
|            | Dolores                  | L1_L2            |
|            | San Miguelito            | L1_L2            |
|            | San Juan                 | L1_L2            |
|            | Intibuca                 | L1_L2            |
|            | San Isidro               | L2               |
|            | San Marcos De La Sierra  | L2               |
|            | Yamaranguila             | L2               |
|            | Camasca                  | L2               |
|            | Jesus De Otoro           | L2               |

| Department | Municipio             | Survey Conducted |
|------------|-----------------------|------------------|
| La Paz     | San Juan              | LI_L2            |
|            | Marcala               | LI_L2            |
|            | Santa Maria           | LI_L2            |
|            | Mercedes De Oriente   | LI_L2            |
|            | San Jose              | LI_L2            |
|            | San Antonio Del Norte | LI_L2            |
|            | Yarula                | LI_L2            |
|            | Santa Elena           | LI_L2            |
|            | San Pedro De Tutule   | L2               |
|            | Cabañas               | L2               |
|            | Santa Ana             | L2               |
|            | Chinacá               | L2               |
|            | Opatoro               | L2               |
|            | Guajiquiro            | L2               |
| Lempira    | San Sebastian         | LI_L2            |
|            | Talgua                | LI_L2            |
|            | Gracias               | LI_L2            |
|            | San Andres            | LI_L2            |
|            | Cololaca              | LI_L2            |
|            | San Marcos De Caiquin | LI_L2            |
|            | Belen                 | LI_L2            |
|            | La Union              | LI_L2            |
|            | Tomala                | LI_L2            |
|            | San Francisco         | LI_L2            |
|            | Lepaera               | LI_L2            |
|            | Guarita               | LI_L2            |
|            | Tambla                | L2               |
|            | Piraera               | L2               |
|            | Valladolid            | L2               |
|            | San Rafael            | L2               |
|            | Erandique             | L2               |
|            | Las Flores            | L2               |

| Department    | Municipio                | Survey Conducted |
|---------------|--------------------------|------------------|
| Ocotepique    | Virginia                 | L2               |
|               | La Iguala                | L2               |
|               | Santa Cruz               | L2               |
|               | San Manuel De Colohete   | L2               |
|               | La Labor                 | LI_L2            |
|               | Dolores Merendon         | LI_L2            |
|               | Mercedes                 | LI_L2            |
|               | Belén Gualcho            | LI_L2            |
|               | San Marcos De Ocotepique | LI_L2            |
|               | Sensenti                 | L2               |
|               | San Fco. Del Valle       | L2               |
|               | Fraternidad              | L2               |
|               | Lucerna                  | L2               |
|               | Arada                    | LI_L2            |
| Santa Bárbara | San Vicente Centenario   | LI_L2            |
|               | Macuelizo                | LI_L2            |
|               | Atima                    | LI_L2            |
|               | Trinidad                 | LI_L2            |
|               | Concepción Del Norte     | LI_L2            |
|               | Petoa                    | LI_L2            |
|               | Ceguaca                  | LI_L2            |
|               | El Níspero               | LI_L2            |
|               | Chinda                   | LI_L2            |
|               | San Luis                 | LI_L2            |
|               | San Nicolás              | L2               |
|               | Azacualpa                | L2               |
|               | Protección               | L2               |
|               | San Marcos               | L2               |
|               | Santa Rita               | L2               |
|               | Concepción Del Sur       | L2               |
|               | Las Vegas                | L2               |
|               | Nueva Celilac            | L2               |

The list of health facilities was provided by MESCLA and HLG and was originally prepared by the *Departamento de Estadística de la Secretaría De Salud de Honduras*. The spreadsheet provided did not, however, include information on the address, name, and directors contact information for all the health centers. In some cases not even the name of the Aldea or Caserio was provided, so interviewers had to ask locals in each municipio to locate some of the health centers. Nonetheless, no problems were reported by interviewers about difficulties in locating the health centers.

In total, 318 out of the 319 health facilities were assessed as part of the L2 survey. The difference of one from the full list resulted from the following circumstance: The team asked for a substitute health facility in the municipio of San Manuel de Colohete (Aldea Chemis Montaña), which proved impossible to reach due to heavy rains and the poor conditions of the roads (the health facility is in a mountain area only accessible by walking). Since no replacement was available for that health facility, after consulting with MESCLA, LAPOP was left with no other choice but to give authorization to the team to exclude that health facility from the sample.

### **Selection of Schools**

The universe of public was a list of 13,959 schools that was provided by MESCLA and HLG. The file contained a list of all public primary education (what is called “basic education” in Honduras) schools in the six departments located in western Honduras: Santa Bárbara, Ocotepeque, Lempira, La Paz, Intibucá, and Copán. The learning questions for this project (per the contract to LAPOP) include assessments of local service delivery. If a scientific probability sample of the schools is possible, one approach to cross-time assessments is to conduct each wave of the study in a different set of schools selected via the same probability-based sample design (that is, in each round, a random selection of schools within the region as a whole or within a stratum, in a stratified design). Another approach, and the one adopted for this study given constraints on locations selected, budget, and timeline, is to select one school per specified location to observe in the baseline study and to return to that same school in follow-up studies, in order to assess change at the level of individual schools. So long as factors that could seep into the selection of schools are not likely to affect the study outcomes (e.g., so long as selected schools do not systematically vary in ways that make them more or less receptive to programming), these cross-time “within-subjects” comparisons are valid. Moreover, comparisons across locations are also valid, since the same general approach was used for the whole study. We note that what cannot be remedied is the lack of a control condition that does not receive programming, which would permit a true test of whether changes over time are attributable to the treatment (HLG programs) or other factors affecting the region as a whole.

### **Selection of Schools in LI Municipalities**

In the 49 municipalities where the LI survey was carried out a total of 851 schools were selected. Given the interest of the study in linking individuals’ perceptions and opinion (gathered in the Level I survey (LI)) with the data gathered at a higher level on local service provision and infrastructure of schools – and health facilities as well- the locations of the schools in the 49 municipios were restricted to the same aldeas and caserios where the LI survey took place. In this way, the L2 sample of schools for the 49 municipios that were part of the LI survey, included the schools where residents of the LI aldeas and caserios are sending their children.

To ensure that the team would be able to gather L2 data for each LI selected caserio, when available, two schools in each caserio were selected, a “targeted” school and a replacement in case the targeted school was closed (or the school did not exist anymore, or enumerators were unable to locate the school). Not all caserios were eligible for such back-up treatment since some caserios had only one school. In the caserios with more than two schools, a random selection was made. On average, a ratio of 1.3 schools were provided as options per caserio, with a total of 851 schools eligible to be included in the study within the 49 LI municipalities.

In the end, one school per aldea in each and every aldea was selected in LI in the 49 municipios. That is, a total of 236 schools were selected (see Table A9).

**Table A9. Number of Schools by Department and Municipality**

| <b>Department</b> | <b>Municipality</b>      | <b>Number of Schools</b> |
|-------------------|--------------------------|--------------------------|
| Copán             | Cabañas                  | 18                       |
|                   | Copán Ruinas             | 32                       |
|                   | Cucuyagua                | 17                       |
|                   | El Paraíso               | 12                       |
|                   | San Juan De Opoa         | 11                       |
|                   | Santa Rita               | 37                       |
|                   | Veracruz                 | 6                        |
| Intibucá          | Concepcion               | 12                       |
|                   | Dolores                  | 10                       |
|                   | Intibuca                 | 21                       |
|                   | San Francisco De Opalaca | 22                       |
|                   | San Juan                 | 29                       |
|                   | San Miguelito            | 26                       |
|                   |                          |                          |
| La Paz            | Marcala                  | 54                       |
|                   | Mercedes De Oriente      | 11                       |
|                   | San Antonio Del Norte    | 15                       |
|                   | San Jose                 | 17                       |
|                   | San Juan                 | 6                        |
|                   | Santa Elena              | 26                       |
|                   | Santa Maria              | 26                       |
|                   | Yarula                   | 14                       |
| Lempira           | Belen                    | 16                       |
|                   | Cololaca                 | 19                       |
|                   | Gracias                  | 23                       |
|                   | Guarita                  | 10                       |
|                   | La Union                 | 14                       |
|                   | Lepaera                  | 32                       |
|                   | San Andres               | 9                        |
|                   | San Francisco            | 24                       |

| Department    | Municipality             | Number of Schools |
|---------------|--------------------------|-------------------|
| Ocotepeque    | San Marcos De Caiquin    | 8                 |
|               | San Sebastian            | 19                |
|               | Talgua                   | 11                |
|               | Tomala                   | 7                 |
|               | Belen Gualcho            | 19                |
|               | Dolores Merendon         | 14                |
|               | La Labor                 | 20                |
|               | Mercedes                 | 15                |
|               | San Marcos De Ocotepeque | 18                |
| Santa Bárbara | Arada                    | 8                 |
|               | Atima                    | 25                |
|               | Ceguaca                  | 10                |
|               | Chinda                   | 10                |
|               | Concepcion Del Norte     | 10                |
|               | El Nispero               | 4                 |
|               | Macuelizo                | 18                |
|               | Petoa                    | 17                |
|               | San Luis                 | 41                |
|               | San Vicente Centenario   | 2                 |
|               | Trinidad                 | 6                 |
| <b>Total</b>  |                          | <b>851</b>        |

### Selection of Schools in Municipios Not Sampled in L1

In the 40 municipalities that were not sampled in the L1 survey, once again, a list of five schools in each aldea was provided, a “targeted” school and four replacements in case the targeted school was closed (or the school did not exist anymore, or enumerators were unable to locate the school). Not all aldeas allowed this oversample for replacements since some aldeas have less than five schools. In the aldeas with more than five schools, a random selection was carried out to create the list. At the aldea level, a ratio of 3.3 schools were provided as options in the municipios that did not participate in the L1 survey.

One school per aldea, in 5 aldeas in each of the 40 municipios was finally selected. A total of 200 schools were provided as options for inclusion in this part of this L2 sample.

**Table A10. Number of Schools by Department and Municipality (Non LI Municipalities)**

| <b>Department</b> | <b>Municipality</b>     | <b>Number Of<br/>Schools</b> |
|-------------------|-------------------------|------------------------------|
| Copán             | Concepción              | 19                           |
|                   | Corquin                 | 32                           |
|                   | Dolores                 | 12                           |
|                   | San Agustín             | 10                           |
|                   | San Pedro               | 25                           |
|                   | Trinidad                | 12                           |
| Intibucá          | Camasca                 | 16                           |
|                   | Jesus De Otoro          | 60                           |
|                   | San Isidro              | 9                            |
|                   | San Marcos De La Sierra | 30                           |
|                   | Yamaranguila            | 57                           |
| La Paz            | Cabañas                 | 15                           |
|                   | Chinacla                | 22                           |
|                   | Guaijiquiro             | 43                           |
|                   | Opatoro                 | 30                           |
|                   | San Pedro De Tutule     | 11                           |
|                   | Santa Ana               | 35                           |
| Lempira           | Erandique               | 45                           |
|                   | La Iguala               | 46                           |
|                   | Las Flores              | 26                           |
|                   | Piraera                 | 37                           |
|                   | San Manuel De Colohete  | 48                           |
|                   | San Rafael              | 29                           |
|                   | Santa Cruz              | 20                           |
|                   | Tambla                  | 7                            |
|                   | Valladolid              | 16                           |
|                   | Virginia                | 8                            |
| Ocotepeque        | Fraternidad             | 19                           |
|                   | Lucerna                 | 17                           |

| Department    | Municipality        | Number Of Schools |
|---------------|---------------------|-------------------|
|               | San Fco. Del Valle  | 23                |
|               | Sensenti            | 22                |
| Santa Bárbara | Azacualpa           | 37                |
|               | Concepcion Del Sur  | 18                |
|               | Las Vegas           | 28                |
|               | Nueva Celilac       | 15                |
|               | Protección          | 35                |
|               | San José De Colinas | 47                |
|               | San Marcos          | 27                |
|               | San Nicolas         | 25                |
|               | Santa Rita          | 9                 |
| <b>Total</b>  |                     | <b>1042</b>       |

A total of 474 schools were selected to be assessed as part of the L2 study.

### Programming the L1 and L2 samples in STG

All the samples (L1 and L2 samples) were programmed in STG. Geofences at the municipality level were used as a quality control measure to ensure that interviews were conducted in the right locations.

To access the survey instruments (the questionnaires) and start an interview or assessment, enumerators had to enter the right sample information, that is, the system requires that interviewers select a) the name of the department, b) then the name of the municipio, c) then the name of the aldea, and d) finally they were able to select a school name, health center or respondent. In other words, in the system, enumerators only had access to information that was filtered, so if the department of Intibucá was selected, the system only displayed the municipios in that department, and after a municipality was selected only the aldeas in that municipio were displayed. This prevented common location errors found in many rural samples. After selecting an aldea in a specific municipio only the schools, health centers and/or clusters of interviews tagged to that aldea were displayed and available to interviewers to be selected.

## ANNEX 4: DATA QUALITY CONTROL REPORT

### Introduction

LAPOP's core mission is to produce the highest quality survey data. For this purpose, our institute implements and constantly updates a set of rigorous fieldwork protocols that both office personnel and fieldwork operators are required to follow closely. These protocols include state-of-the-art sampling techniques, iterative pre-testing during questionnaire design, interviewer training, and standardized methods of data processing and analysis. In addition, they include a sophisticated monitoring system of the data collection process. LAPOP's fieldwork monitoring system (which we call "FALCON" or Fieldwork Algorithm for LAPOP Control over survey Operations and Norms) includes, but is not limited to, a data fabrication and falsification flagging system, a geo-fencing system, an interviewer identity monitoring check, and a reading control check, among others. FALCON enables quality control officers at LAPOP and at

the survey firms to assess the quality of interviews in near real-time, and to provide feedback to interviewers throughout fieldwork.

During fieldwork, quality control team members compare images silently captured via front-facing cameras to interviewer photos to ensure that the enumerators in the field are those trained by LAPOP staff.<sup>34</sup> In addition, our geo-fencing system flags interviews conducted in the wrong location. If a location flag is triggered, then we scrutinize interviews' GPS coordinates to ensure that each interview takes place in the assigned location (and that the location is, in fact, a residence rather than a public park or shopping mall). We scrutinize mobile device logs to ensure that interviewers have not altered phone settings to impede, for example, the collection of GPS coordinates. We also track the route the interviewers traveled over the course of each fieldwork day to assess whether they correctly followed rules for selecting dwellings and individual respondents. Our quality control personnel also periodically analyze "Key Performance Indicators," which provide detailed information about fieldwork start and end times each day, among other metrics. Finally, we listen to audio recordings to ensure that enumerators read items completely and correctly, without interpreting the question, skipping items, or influencing respondents' answers.

Based on these audits, we assign each interview a quality control score. Higher scores indicate more serious errors, and we refuse to accept (that is, we require the cancellation of) low quality interviews. When these interviews are identified, we immediately communicate with the survey firm while they are still in the field, so they can replace them with high quality interviews.

In the below section, we summarize the results of the quality control process as implemented in the Honduras HLG project, both for the "level-one" data collection (L1: household interviews) and the "level-two" data collection (L2: evaluations of schools, health centers, roads and water sources).

## **Quality Control Results Honduras HLG**

LAPOP worked with the local survey firm LeVote to collect data from 2,700 voting-age adults in 6 Departments (49 municipalities) in Honduras.

As of the writing of this report, the result of our quality control on the project are the following:

### **L1**

- 2,662 approved interviews
  - LeVote audited 100% of these interviews per LAPOP's protocol
  - LAPOP has audited around 1,000 interviews.<sup>35</sup>
- 54 canceled interviews

### **L2**

- 792 approved evaluations
  - LeVote audited 100% of these evaluations per LAPOP's protocol
  - LAPOP audited around 140 interviews
- 20 canceled evaluations

The most common problems found during our quality control process are the following<sup>36</sup>:

- Interviewers not reading the consent information sheet (~0.53% of total interviews)<sup>37</sup>

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<sup>34</sup> All images use a front-facing camera to ensure that respondent anonymity is not compromised (that is, the camera only records images of the interviewers). Study participants are informed prior to consenting to be interviewed that some of their answers would be recorded for quality control purposes.

<sup>35</sup> As part of our protocols, we audit approximately 1 out of 3 interviews audited and approved by local teams.

<sup>36</sup> It is important to mention that not all of these cases could lead to canceling an interview. Some interviews have more of these problems and the sum of these problems lead to high scores and the cancelation of interviews.

<sup>37</sup> This point refers to interviewers not reading the information sheet to interviewees at the beginning of the interview.

- Changing words on the consent information sheet (~3.89% of total interviews)<sup>38</sup>
- Partial reading of the consent information sheet (~2.72% of total interviews)<sup>39</sup>
- Change of interview duration on the consent information sheet (~0.21% of total interviews)<sup>40</sup>
- Misreading of multiple questions (~0.20% of total interviews)<sup>41</sup>
- Incomplete or early termination interviews (~0.77% of total interviews)<sup>42</sup>
- Interpretation of questions (~0.004% of total interviews)<sup>43</sup>
- Skips of questions (~0.001% of total interviews)<sup>44</sup>

### Key performance indicators<sup>45</sup>:

In addition to our quality control procedures, LAPOP uses a variety of Key Performance Indicators to supervise and control fieldwork. These indicators are often shared with local teams and partners.

#### L1

- L1 Interview average duration (minutes)
  - 60+ (7.83%)
  - 45-60 (28.97%)
  - 30-45 (57.28%)
  - 15-30 (5.36%)
  - <15 (0.55%)
- L1 GPS information available on interviews
  - Yes (99.51%)
  - No (0.48%)
- L1 interviews with geo-fencing system
  - 99.80% of interviews conducted inside the assigned geo-fence
  - 0.20% of interviews conducted outside the assigned geo-fence<sup>46</sup>

#### L2

- L2 evaluation average duration (minutes)
  - 60+ (2.12%)
  - 45-60 (1.25%)
  - 30-45 (8.85%)
  - 15-30 (61.85%)
  - <15 (25.94%)
- L2 GPS information available on interviews
  - Yes (95.76%)
  - No (4.23%)

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<sup>38</sup> This point refers to interviewers changing some wording of the information sheet at the beginning of the interview.

<sup>39</sup> This point refers to interviewers not reading completely, or changing, the information sheet at the beginning of the interview.

<sup>40</sup> This point refers to interviewers changing the time duration of the interview on the information sheet at the beginning of the interview.

<sup>41</sup> This point refers to interviewers reading incorrectly and incompletely one question of the questionnaire. This includes changing the wording of a question or reading too fast the questions.

<sup>42</sup> This point refers to interviews that did not conclude and are incomplete.

<sup>43</sup> This point refers to interviewers explaining the meaning of a question to interviewees.

<sup>44</sup> This point refers to interviewers skipping and not asking questions.

<sup>45</sup> These KPIs included approved and canceled interviews.

<sup>46</sup> These interviews were analyzed and reviewed by LeVote and LAPOP. The interviews were rejected and replaced.



## ANNEX 5: STUDY INFORMATION (CONSENT) LETTER

|                                                                                                                                                     |                                                                                                    |
|-----------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------|
| <br><b>USAID</b><br>DEL PUEBLO DE LOS ESTADOS<br>UNIDOS DE AMÉRICA |                 |
|                                                                    | <br>VANDERBILT® |

**ES UN REQUISITO LEER SIEMPRE LA HOJA DE INFORMACION DEL ESTUDIO Y OBTENER LA APROBACION DEL ENTREVISTADO ANTES DE COMENZAR LA ENTREVISTA**

Estimado Señor/señora/señorita, Usted ha sido elegido/a al azar para participar en un estudio de opinión pública de Le Vote. El proyecto es financiado por la Agencia de los Estados Unidos para el Desarrollo Internacional y la Universidad de Vanderbilt en los Estados Unidos.

La entrevista durará unos 45 minutos.

El objetivo del estudio es conocer la opinión de las personas acerca la situación de Honduras. Aunque no podemos ofrecerle ningún beneficio específico, planificamos poner a disposición de los medios de comunicación e investigadores los resultados generales del estudio.

Aunque usted ha sido elegido/a para participar, estimado señor/señora/señorita, su participación en el estudio es voluntaria. Usted puede dejar preguntas sin responder o terminar la entrevista en cualquier momento. Las respuestas que usted proporcione se mantendrán confidenciales y anónimas. Por motivos de control de calidad, partes de esta entrevista podrían ser grabadas.

Si tiene preguntas respecto al estudio, dejaremos esta carta con usted.

¿Desea participar?

## ANNEX 6: STUDY INFORMATION LETTER



VANDERBILT UNIVERSITY

2 de Junio de 2018

Estimado Señor(a) Director(a):

El 14 de noviembre de 2016, USAID otorgó el proyecto de Gobernabilidad Local de Honduras (HLG, por sus siglas en inglés), un esfuerzo de cinco años para mejorar la provisión de servicios básicos a través del aumento de la influencia ciudadana y la gobernabilidad en el país. El proyecto asegurará que las inversiones de USAID en nutrición, agua, educación y otros servicios críticos en los departamentos occidentales (Lempira, Santa Bárbara, Ocotepeque, La Paz, Copán e Intibucá) más vulnerables de Honduras se amplíen, profundicen y se hagan sostenibles como parte de un esfuerzo holístico para reducir la pobreza extrema.

Para efectos de medir el logro de los resultados del Programa se estará realizando un relevamiento sobre las condiciones de infraestructura y la disponibilidad de materiales en las escuelas y centros de salud de su municipio. Este relevamiento estará realizando entre el 2 de Junio y el 8 de Julio de 2018 en 89 municipios en los cuales se ha implementado el Programa.

La evaluación del Programa está financiado USAID y Dexis y está siendo coordinado por la Universidad de Vanderbilt. En este contexto, le pedimos autorización para que personal de la empresa Le Vote ingrese a su establecimiento y haga un recorrido para completar el relevamiento. Le agradecemos si alguien del establecimiento acompañar al entrevistador durante la visita y asistirlo con alguna de las preguntas.

Mucho agradeceremos su colaboración y la de los trabajadores de este establecimiento, en facilitar el trabajo de los encuestadores para que puedan realizar el relevamiento.

Esperando contar con su valioso apoyo, aprovecho la oportunidad para expresarle mis muestras de consideración.

Atentamente,

LAPOP, Universidad de Vanderbilt

U.S. Agency for International Development/Honduras

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Tegucigalpa, Honduras

[www.usaid.gov](http://www.usaid.gov)