Foreign Agricultural Service, United States Department of Agriculture

A mother of a student answers survey questions

Honduras McGovern-Dole Project

Midterm Evaluation

May 2019

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McGovern-Dole International Food for Education and Child Nutrition Program (MGD) Phase II Project – USDA

The United States Department of Agriculture (USDA) McGovern-Dole (MGD) project in Honduras was implemented by Catholic Relief Services (CRS) from 2015 to 2020. It is a school feeding project focused on the strategic objective to improve the literacy of school-age children in 17 municipalities in the department of Intibucá.

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MIDTERM EVALUATION REPORT

MCGOVERN-DOLE INTERNATIONAL FOOD FOR EDUCATION AND CHILD NUTRITION PROGRAM (MGD) PHASE II PROJECT – USDA

CRS HONDURAS

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Acronyms

APF	Asociación de Padres de Familia
Caritas SRC	Social Ministry of the Dioceses of Santa Rosa de Copán (Caritas de la Diócesis de Copán)
CCEPREB	Community Center of Pre-primary Education (Centro Comunitario de Educación Pre-Básica)
COCEPRADII	Central Committee for Water and Comprehensive Development of Intibucá (Comité Central pro Agua y Desarrollo Integral de Intibucá)
CEB	Centro de Educación Básica
CED	El Consejo Escolar de Desarrollo (Comité Escolar)
COMDE	El Consejo Municipal Desarrollo Educativo
CRS	Catholic Relief Services
EPRED	Dropout Prevention Team
MEAL	Monitoring, Evaluation, Accountability, and Learning System
MGD	McGovern-Dole International Food for Education and Child Nutrition Program
MoE	Ministry of Education
NGO	Non-Governmental Organizations
PASE	Safety Patrol
PEC	School Educational Project
POA	Annual Operational Plan
PROHECO	Honduran Community Education Programs (Programa Hondureño de Educación Comunitaria), a type of primary school in Honduras
SACE	School Administration System (Sistema de Administración de Centros Educativos)
USDA	United States Department of Agriculture

Executive Summary

The McGovern-Dole International Food for Education and Child Nutrition Program (MGD), implemented by CRS Honduras and funded by USDA, is a school feeding project focused on the strategic objective to improve the literacy of school-age children in 17 municipalities in the Department of Intibucá. The first phase of the three-year project ended in December 2015. A new five-year (2016-2020) project (MGD II) was approved in November 2015, and began implementation in February 2016. As with the previous three years, the MGD II project in Honduras continues to benefit more than 50,000 children and over 2,000 teachers in the 17 municipalities of Intibucá. MGD II provides school meals to all students enrolled in 1,047 schools (509 schools and basic education centers, 308 kindergartens and 230 preschool centers and non-formal basic CCEPREBs). The purpose of this study is examine how MGD II is progressing towards meeting final targets for all Results Indicators, and to explore the need for any mid-course corrections in order to meet these final targets through the end of the project in 2020.

For the Midterm Evaluation, a random sample of 182 schools was selected, and surveys were conducted with parents (n=1,720), students (n=3,464), teachers (n=524), and principals (n=171). One school from each municipality was randomly selected prior to data collection, and parents at this school were invited to participate in a focus group (n=17 focus groups). Researchers also interviewed municipality mayors, the education district director, the departmental district director, and USDA staff. In addition, CRS MEAL data and records from Caritas and COCEPRADII were reviewed to supply indicators.

All Results Indicators are displayed in Appendix A, and a summary of these indicators is provided below. For ease of interpretation, a three-tiered color code is used to denote progress towards final indicator targets, as follows:

GREEN: Good progress (50.0%+) towards final target (**45 of 52 indicators**)
YELLOW: Moderate progress (21.0%-49.0%) towards final target (**2 of 52 indicators**)
RED: Slow or concerning progress (<21.0%) towards final target (**5 of 52 indicators**)

Results show that 45 of the 52 results indicators are showing good progress towards meeting final targets, and in many cases have already met or exceeded final targets. Two of 52 indicators are showing moderate progress, and five of 52 are showing slow or concerning progress. Results indicators are summarized in the table below, and a more detailed table is provided in Appendix A.

RESULTS INDICATORS

Result 1.0 - Improved Literacy of School-Age Children	
Result Indicator 1.1 - Number of individuals benefiting directly from USDA-funded interventions. (SOURCE=CRS MEAL data)	**71,838** individuals directly benefited from USDA-funded interventions. This number represents **98.3% of the final target of 73,076.**

Result Indicator 1.1.b - female. (SOURCE=CRS MEAL data)	**38,465** female individuals were direct beneficiaries, representing **108.0% of the final target of 35,609.**
Result Indicator 1.1.c - male. (SOURCE=CRS MEAL data)	**33,373** male individuals were direct beneficiaries, representing **104.6% of the final target of 31,900.**
Result Indicator 1.2 - Number of individuals benefiting indirectly from USDA-funded interventions. (SOURCE=CRS MEAL data)	**163,791** individuals indirectly benefited from USDA-funded interventions. This number represents **224.8% of the final target of 72,874.**
Result Indicator 1.3 - Percent of students who, by the end of two grades of primary schooling, demonstrate that they can read and understand the meaning of grade level text. (SOURCE=MIDEH data)	Proficiency in reading comprehension is calculated as the percent of 2nd and 3rd grade children who score a 3 or 4 on the MIDEH test. **For 2nd graders, 67.1% of children scored in the proficient range, an increase from 59.7% proficiency for 2nd graders at Baseline and on track to reach target of 72.0%.**
Result Indicator 1.3.a - female. (SOURCE=MIDEH data)	Of all female students taking the MIDEH test in 2nd grade, **66.6% scored in the proficient range. This number represents an increase compared to the Baseline proficiency of 61.0%, and on track to reach the final target of 72.0%.**
Result Indicator 1.3.b - male. (SOURCE=MIDEH data)	Of all male students taking the MIDEH test in 2nd and 3rd grade, **67.7% scored in the proficient range. This number represents an increase compared to the Baseline proficiency of 58.4% and on track to reach the final target of 72.0%.**
Result 2.0 - Increased Government Support	
Result Indicator 2.1 - Value of public and private sector investments leveraged as a result of USDA assistance (Other Public). (SOURCE=CRS MEAL data)	**$77,637.00** of public funds have been invested since baseline as a result of USDA assistance. This number represents **87.1% of the final target of $95,001.00.**
Result Indicator 2.2 - Value of public and private sector investments leveraged as a result of USDA assistance. (SOURCE=CRS MEAL data)	**$644,693.00** of public and private funds have been leveraged since baseline as a result of USDA assistance representing **192.5% of the final target of $335,000.00.**
Result Indicator 2.3 - Value of public and private sector investments leveraged as a result of USDA assistance (Host Government). (SOURCE=CRS MEAL data)	The host government has invested **$560,101.00 since baseline** related to USDA assistance. This figure represents **233.4% of the final target of $239,999.00.**

Result 3.0 - Increased Engagement of Local Organizations and Community Groups	
Result Indicator 3.1 - Number of Parent-Teacher Associations (PTAs) or similar "school" governance structures supported as a result of USDA assistance. (SOURCE=CRS MEAL data)	**574** PTAs or other school governance structures have been supported since baseline as a result of USDA assistance. This number represents **112.8% of the final target of 509.**
Result Indicator 3.2 - Number of public-private partnerships formed as a result of USDA assistance. (SOURCE=CRS MEAL data)	**Two public-private partnerships** have been formed since baseline as a result of USDA assistance, representing **20.0% of the final target of 10.**
Result Indicator 3.3 - Number of public-private partnerships formed as a result of USDA assistance (Multi-focus). (SOURCE=CRS MEAL data)	**Two multi-focus public-private partnerships** have been formed since baseline as a result of USDA assistance, representing **40.0% of the final target of five.**
Result Indicator 3.4 - Number of public-private partnerships formed as a result of USDA assistance (Education). (SOURCE=CRS MEAL data)	**Zero public-private partnerships around education have been established, representing 0.0% of the final target of 5 and no improvement since baseline**
Result 4.0 - Increased Capacity of Government Institutions	
Result Indicator 4.1 - Number of Honduran government authorities that have been trained to implement activities in accordance with their roles. (SOURCE=CRS MEAL data)	**134** Honduran government authorities have been trained since baseline to implement activities in accordance with their roles. This figure represents **335.0% of the final target of 40.**
Result 5.0 - Improved Policy and Regulatory Framework	
Indicator 5.1 STAGE 1: Underwent the first stage of the policy reform process i.e. analysis (review of existing policy/ regulation/ administrative procedure and/or proposal of new policy/ regulations/ administrative procedures). (SOURCE=CRS MEAL data)	**Since baseline three policies, regulations or administrative procedures have achieved Stage One, representing 100.0% of the final target of three.**

Indicator 5.2 STAGE 2: Underwent the second stage of the policy reform process. The second stage includes public debate and/or consultation with stakeholders on the proposed new or revised policy/regulation/administrative procedure. (SOURCE=CRS MEAL data)	**Since baseline three policies, regulations or administrative procedures have achieved Stage Two, representing 100.0% of the final target of three.**
Indicator 5.3 STAGE 3: Underwent the third stage of the policy reform process (policies were presented for legislation/ decree to improve the policy environment for education). (SOURCE=CRS MEAL data)	**Zero regulations or administrative procedures have achieved Stage Three, representing 0.0% of the final target of three, which indicates no improvement since baseline**
Indicator 5.4 STAGE 4: Underwent the fourth stage of the policy reform process [official approval (legislation/decree) of new or revised policy/regulation/administrative procedure by relevant authority]. (SOURCE=CRS MEAL data)	**Zero regulations or administrative procedures have achieved Stage Four, representing 0.0% of the final target of three, which indicates no improvement since baseline**
Indicator 5.5 STAGE 5: Completed the policy reform process (implementation of new or revised policy/ regulation/administrative procedure by relevant authority). (SOURCE=CRS MEAL data)	**Zero regulations or administrative procedures have achieved Stage Five, representing 0.0% of the final target of three, which indicates no improvement since baseline**
Result 6.0 - More Consistent Teacher Attendance	
Result Indicator 6.1. Percent of teachers in target schools who attend and teach school at least 90% of scheduled school days per school year. (SOURCE=SOE data)	**96.7% teachers attended more than 90% of school days.**
Result 7.0 - Better Access to School Supplies and Materials	
Result Indicator 7.1 - Number of textbooks and other teaching and learning materials provided as a result of USDA assistance. (SOURCE=CRS MEAL data)	**5,317** textbooks and other materials were provided since baseline as a result of USDA assistance. This number represents **166.2% of the final target of 3,200.**

Result 8.0 - Improved Literacy of Instructional Materials	
Result Indicator 8.1. Number of schools receiving literacy instruction materials (materials from the Basic National Curriculum Design - DCNB) and/or unpublished texts produced by school children. (SOURCE=CRS MEAL data)	The number of schools receiving materials at midterm, since baseline, evaluation totals **936,** representing **90% attainment of the final target of 1,040 schools.**
Result 9.0 - Increased Skills and Knowledge of Teachers	
Result Indicator 9.1. Number of teachers/educators/teaching assistants in target schools who demonstrate use of new and quality teaching techniques or tools as a result of USDA assistance. (SOURCE=SOE data)	SOE data showed that since baseline the number of teachers demonstrating all three techniques totaled **807, representing 55.3% of the final target of 1,509.**
Result 10.0 - Increased Skills and Knowledge of School Administrators	
Result Indicator 10.1 - Number of school administrators and officials in target schools who demonstrate use of new techniques or tools as a result of USDA assistance. (SOURCE=SOE data)	SOE data showed that since baseline the number of educational administrators demonstrating all three techniques totaled **315, representing 49.5% of the final target of 637.**
Result Indicator 10.2 - Number of school administrators and officials trained or certified as a result of USDA assistance. (SOURCE=CRS MEAL data)	A total of **790 school administrators trained**. This number represents **112.4% of the final target of 703 school administrators trained,** and a significant improvement from the baseline number of 0.
Result 11.0 - Increased Access to Food (School Feeding)	
Result Indicator 11.1. Number of school-aged children receiving daily school meals (breakfast, snack, lunch) as a result of USDA assistance. (SOURCE=CRS MEAL data)	Since baseline, **54,627** school-aged children received daily schoolmeals as a result of USDA assistance. This number represents **99.3% of the final target of 55,035 children.**
Result Indicator 11.4 - female. (SOURCE=CRS MEAL data)	A total of **26,073** female students were recorded for 2018, representing **97.2% of the final target of 26,814 female students** and indicating a slight decrease of 332 female students since baseline.

Result Indicator 11.5 - male. (SOURCE=CRS MEAL data)	A total of **28,554** male students were recorded for 2018, representing **101.2% of the final target of 28,221 male students** and indicating an increase of 764 male students since baseline.
Result Indicator 11.6 - Number of daily school meals (breakfast, snack, lunch) provided to school-age children as a result of USDA assistance. (SOURCE=CRS MEAL data)	A total of 10,318,451 daily school meals were provided in 2018, 10,556,400 in 2017, and 4,960,980 in 2016, totaling **25,835,531.** This number represents **55.0% of the final target of 47,000,000 daily school meals provided over the course of the project.**
Result Indicator 11.7 - Number of individuals receiving take-home rations as a result of USDA assistance. (SOURCE=CRS MEAL data)	A total of **17,211** individuals received take-home rations in 2018, representing **96.3% of the final target of 17,866 individuals.**
Result Indicator 11.11 - Number of individuals trained in child health and nutrition as a result of USDA assistance. (SOURCE=CRS MEAL data)	A total of **13,311 i**ndividuals were trained in child health and nutrition in 2018, representing nearly **1,300.0% of the final target of 1,040 individuals.**
Result Indicator 11.12 - female. (SOURCE=CRS MEAL data)	A total of **11,969** female individuals were trained in child health and nutrition 2018, representing nearly **1,700.0% of the final target of 724 female individuals.**
Result Indicator 11.13 - male. (SOURCE=CRS MEAL data)	A total of **1,342** male individuals were trained in child health and nutrition 2018, representing approximately **425.0% of the final target of 316 male individuals.**
Result Indicator 11.14 - Number of social assistance beneficiaries participating in productive safety nets as a result of USDA assistance. (SOURCE=CRS MEAL data)	A total of **71,838** social assistance beneficiaries participated in productive safety nets (calculated as the number of children receiving school meals, plus the number of individuals receiving take-home rations).
Result Indicator 11.16 - female. (SOURCE=CRS MEAL data)	A total of **77,259** female beneficiaries were recorded in 2018, representing **240.0% of the final target of 35,609 female beneficiaries.**
Result Indicator 11.17 - male. (SOURCE=CRS MEAL data)	A total of **67,064** male beneficiaries were recorded in 2018, representing **209.6% of the final target of 31,990 male beneficiaries.**
Result Indicator 11.19 - Number of take-home rations provided as a result of USDA assistance. (SOURCE=CRS MEAL data)	A total of **68,933** take-home rations were provided in 2018, representing **41.0% of the final target of 168,056 take-home rations provided.**

Result 12.0 - Improved Student Attendance	
Result Indicator 12.1 - Number of students regularly (80%) attending USDA supported classrooms/schools. (SOURCE=CRS MEAL data)	**50,165** students attended USDA supported classes at least 80.0% of the 200 school days, indicating a decrease of 2,595 students since baseline. This number represents **105.2% of the final target of 47,700 students attending 80% of school days.**
Result Indicator 12.2 - female. (SOURCE=CRS MEAL data)	**23,988** female students attended 80.0% or more of school days, representing **102.6% of the final target of 23,373 female students attending 80% of school days** and indicating a decrease of 1,974 female students since baseline.
Result Indicator 12.3 - male. (SOURCE=CRS MEAL data)	**26,177** male students attended 80.0% or more of school days, representing **107.6% of the final target of 24,327 male students attending 80% of school days** and indicating a decrease of 621 male students since baseline.
Result 13.0 - Increased Economic and Cultural Incentives (Or Decreased Disincentives)	
Result Indicator 13.1 - Number of students receiving transportation to schools as a result of USDA assistance. (SOURCE=CRS MEAL data)	**3,517 children** received transportation to school as a result of USDA assistance, since baseline. **This number represents 117.2% of the final target of 3,000.**
Result 14.0 - Improved School Infrastructure	
Result Indicator 14.1 - Number of educational facilities (i.e. school buildings, classroom, latrines) rehabilitated/constructed as a result of USDA assistance. (SOURCE=CRS MEAL data)	**333 educational facilities** were rehabilitated or constructed as a result of USDA assistance, since baseline **This number represents 102.5% of the final target of 325.**
Result Indicator 14.2 - Number of educational facilities (i.e. school buildings, classroom, latrines) rehabilitated/constructed as a result of USDA assistance (Kitchens, cook areas). (SOURCE=CRS MEAL data)	**44 kitchens and cook areas** have been built or rehabilitated, since baseline, **representing 61.1% of the final target of 72.**
Result Indicator 14.3 - Number of educational facilities (i.e. school buildings, classroom, latrines) rehabilitated/constructed as a result of	**199 latrines** have been built or rehabilitated, since baseline, **representing 110.0% of the final target of 181.**

USDA assistance (Latrines). (SOURCE=CRS MEAL data)	
Result Indicator 14.4 - Number of educational facilities (i.e. school buildings, classroom, latrines) rehabilitated/constructed as a result of USDA assistance (Wells and water stations/systems). (SOURCE=CRS MEAL data)	**44 wells and water stations/systems** have been built or rehabilitated, since baseline, r**epresenting 61.1% of the final target of 72.**
Result Indicator 14.5 - Number of schools using an improved water source. (SOURCE=CRS MEAL data)	**44 schools are using an improved water source, representing 61.1% of the final target of 72.**
Result Indicator 14.6 - Number of schools with improved sanitary facilities. (SOURCE=CRS MEAL data)	**46 schools have improved sanitary facilities, representing 63.9% of the final target of 72.**
Result 15.0 - Increased Student Enrollment	
Result Indicator 15.1 - Number of students enrolled in school receiving USDA assistance. (SOURCE=Caritas and COCEPRADII records)	The number of students enrolled in school receiving USDA assistance totaled **53,678, representing 97.5% of the final total of 55,035** and indicating a reduction of 517 students since baseline.
Result Indicator 15.2 - female. (SOURCE=Caritas and COCEPRADII records)	**25,723 female students** were enrolled in 2018, **representing 95.9% of the final target of 26,814** and indicating a reduction of 682 female students since baseline.
Result Indicator 15.3 - male. (SOURCE=Caritas and COCEPRADII records)	**27,955 male students** were enrolled in 2018, **representing 99.1% of the final target of 28,221** and indicating an increase of 165 male students since baseline.
Result 16.0 - Increased Community Understanding of Benefits of Education	
Result Indicator 16.1 - Percent of parents in target communities who can name at least three benefits of primary education (collected through a survey) (SOURCE=Midterm Evaluation Data)	**72.6% of parents named at least three benefits,** an increase from 20.8% at baseline, and representing **161.3% of the final target of 45.0%.**

Conclusion and Recommendations

CRS has made significant gains in achieving targeted results for MGD Phase II. The majority of indicators (42 of 52, or 80.8%) have already met or exceeded their final targets. In addition, CRS has also followed recommendations from the Baseline Evaluation and advanced community buy-in to the project. Yet, some challenges emerged from the Midterm Evaluation, related to slower than expected gains in reading comprehension, issues around the sustainability of project activities, meeting the needs of students with learning and other disabilities, problems around health and hygiene, and issues related to financial decision-making among parents.

Recommendations are listed below, with descriptions related to each recommendation provided in the body of the report.

1. *Sustain and Increase Efforts to Improve Reading Comprehension through Continued Trainings and More Frequent Child Assessments*

CRS has already made additional efforts since baseline to support greater literacy, specifically through development of parent manuals and related trainings for both parents and teachers. CRS should continue these activities, but supplement them with increased in-class assessment of student reading comprehension, particularly for 4th grade children who are comparatively lagging.

2. *Sustain and Increase Advocacy and Training Efforts to Ensure Sustainability of Project Activities*

CRS should focus their advocacy efforts on these three areas to ensure governmental and community support for the sustainability of project activities over the long term.

3. *Increase the Focus on Meeting the Needs of Students with Learning and Other Disabilities*

CRS therefore should increase efforts in two areas: (a) providing more trainings on meeting children's special educational needs to both principals and teachers; and (b) conducting a special study on accessibility of school infrastructure and the numbers of children excluded from attending school because of a disability.

4. *Increase the Focus on Health and Hygiene in Relation to Infrastructure Improvements at Schools*

CRS should continue their efforts on training parents on health and hygiene in food preparation, but should expand the focus of trainings to include the importance of handwashing and personal hygiene. MGD II should require that schools provide toilet paper in each latrine and soap at each sink.

5. *Develop a Training on Financial Decision-Making for Parents, and Rigorously Evaluate its Effectiveness*

CRS should develop a training for community members on basic financial health with the goal of increasing participants' ability to save money and spend wisely. This type of project activity and evaluation may be of interest to USDA as part of their Learning Agenda and researchers could work with CRS staff to develop a proposal to USDA to fund this project independently of current MGD activities.

6. *Conduct a Study to Examine the Reasons Behind Decreases in School Enrollment and Attendance, Especially for Girls*

Patterns of enrollment and attendance suggest a gender disparity where an unknown factor seems to be preventing girls from attending school at a higher rate than would be expected based on their enrollment and on the experience of boys. A special study should be conducted to determine the causal factors behind (a) drops in enrollment for girls, (b) drops in attendance for boys and girls, and (c) why girls' attendance rates have decreased at a higher rate than for boys.

MIDTERM EVALUATION REPORT

USDA FOOD FOR EDUCATION PHASE II PROJECT – CRS HONDURAS

Introduction

Food insecurity worldwide has increased since the economic crisis of 2008, especially for the world's most vulnerable populations (Vilar-Compte et al., 2015), and food insecurity poses significant negative implications for children's health and education (Jyoti et al., 2005). In this context, school feeding programs such as MGD that provide agricultural commodities as well as technical assistance and financial support (WFP, 2007; United States Department of Agriculture [USDA], 2016), gain increased importance (Bundy et al., 2009).

School feeding programs in low- and middle-income countries focus on the promotion of household investment in the human capital of their children, through engagement in education that in turn encourages children's school enrollment and attendance (Alderman & Bundy, 2012; Cheung & Perrota, 2010; WFP, 2007). Investing in human capital through school feeding is typically considered a long-term economic goal to reduce poverty and alleviate hunger among school children (Alderman & Bundy, 2012), and to promote larger scale economic growth through the promotion of nutrition and health (Martorell, 1999).

School feeding programs also demonstrate immediate and practical benefits for families and communities. Parents are more likely to send their children to school when the direct costs of sending them, in terms of their contributions to the household, are lower than the benefit received in terms of food provision and prospects for the future (Alderman et al., 2012). For example, in-school programs typically provide children with a meal or snack served in school, which literature shows to be effective incentives to enrollment and attendance (Alderman et al., 2012; Bundy et al., 2009; Cheung & Perrotta, 2010). There is mounting evidence suggesting that school feeding programs help children enroll in school and remain there, and alleviate hunger, as well as avoid short-term cognitive impairment, and improve cognitive performance (Kristjansson et al., 2009).

The purpose of this study is to conduct a midterm evaluation of Phase II of MGD in Honduras, concurrent with its implementation through 2020.

Background

The McGovern-Dole International Food for Education and Child Nutrition Program (MGD), implemented by CRS Honduras and funded by USDA, is a school feeding project focused on the strategic objective to improve the literacy of school-age children in 17 municipalities in the department of Intibucá. Since 2012, Catholic Relief Services (CRS), the Social Pastoral of the Diocese of Santa Rosa de Copán (CARITAS) and the Central Committee for Comprehensive Development of Water and Intibucá (COCEPRADII, for its acronym in Spanish), in coordination with the Ministry of Education, the Ministry of Agriculture and Livestock and the Ministry of Social Development through its School Feeding Programme has been implementing the MGD project. This project is funded by the Department of Agriculture of the United States of America (USDA) and provides, through CRS, complementary foods for school meals, as well all the financial

resources required to implement each of the technical components of the project. The MGD project's strategic goal is to improve the literacy of school age children in the 17 municipalities of Intibucá, Honduras.

The first phase of the three-year project ended in December 2015. A five-year (2016-2020) project (MGD II) was approved in November 2015, and began implementation in February 2016. As with the previous three years, the MGD II project in Honduras benefits more than 50,000 children and over 2,000 teachers in the 17 municipalities in the Department of Intibucá. It continues to provide school meals to all students enrolled in 1,047 schools (509 schools and basic education centers, 308 kindergartens and 230 pre-school centers and non-formal basic CCEPREBs).

MGD II Baseline Study Report

The Baseline Evaluation of Phase II began in August of 2016 and used a mixed-methods approach in 180 randomly selected schools, with interviews and focus groups targeted to parents only (n=1,269). National MIDEH data specific to Intibucá were also compared with EGRA data collected from the Final Evaluation of MGD Phase I. Results from both EGRA and MIDEH assessments show boys and girls well below the project's final target of 75.0% literacy. On average across the three grades (2-4), children showed higher scores on MIDEH assessments (44.5%) compared with EGRA assessments (42.1%). Average MIDEH scores are well below the final MGD II target of 75.0% literacy for boys and girls, with 43.6% for boys, 45.5% for girls, and 44.5% overall.[1] Parents believed that the greatest impact of MGD was related to the food provided to children at school. Parents and teachers also believed that these food provisions helped children be more attentive in the classroom and also improved their academic performance and confidence. In addition, being fed at school allowed children to spend more time at school and not have to travel to home and back for lunch. In general, the hypothesized effects of MGD, according to the theory of change, seem to be operating as conceptualized by USDA and CRS Honduras. The issue of project sustainability remained a concern especially related to a lack of inter-agency coordination among government, municipal, and international organizations, such that important MGD-related activities may disappear. An additional barrier to sustainability is the high level of poverty experienced by most parents and the seasonal variation incomes that impacts the ability to provide school meals and other materials.

Midterm Evaluation Purpose and Objectives

Overall Purpose and Objectives

The overall purpose of the midterm evaluation process is to use scientific, evidence-based measurement of project indicators to conduct evaluations to assess changes that have taken place as a result of project activities. The main objective of the project is assess and analyze the project's progress and performance at midterm in order to provide lessons learned and recommendations for USDA, program participants, and other key stakeholders with the goal of improving project implementation and supporting the development of future food assistance and early grade reading programs. Specific objectives are as follows:

[1] It should be noted that MGD resulted in significant gains in literacy during Phase I of implementation.

(1) Conduct a critical and objective analysis, utilizing quantitative and qualitative techniques, to assess the effectiveness and adequacy of the strategies used in the project.
(2) Generate data for accountability on behalf of the people CRS serves (beneficiaries), stakeholders, and the program donor.
(3) Provide recommendations for program mid-course corrections and the adaptation of the monitoring plan and project evaluation plan based on the data obtained from the mid-term evaluation.
(4) Document best practices, share lessons learned, and evaluate sustainability efforts.

Evaluation Questions

The midterm evaluation is guided by questions that directly relate to the critical outcomes outlined in the theory of change as well as key evaluation criteria such as relevance, effectiveness, efficiency, impact, and sustainability. Critical outcomes are outlined below in Table 1 with their associated evaluation questions.

Table 1: Critical MGD II Outcomes and Related Evaluation Questions

Critical outcomes	**Evaluation questions related to project design assumptions**
More **knowledgeable, skilled, and motivated teachers** who consistently attend classes and continuously improve their teaching methods and techniques on the basis of career development plans and effective human resources management practices.	● What changes can be observed in the quality of education? To what extent did the training provided to teachers and the adoption of improved human resource management practices contribute to this? How?
More **knowledgeable, skilled and motivated school administrators** who effectively and efficiently manage schools to provide consistent, quality education and incentives for school-age children enrollment and attendance, and who motivate teachers using good human resource management practices.	● What changes can be observed in the effectiveness and efficiency in schools' management and in the management of human resources? To what extent did the training provided to school administrators contribute to this? How?
Improved instructional materials for literacy that incorporate quality content to support children´s education and are broadly accessible; and, **improved access for children to school supplies and materials**.	● What instructional materials have had the highest impact on education quality? Why? How could they be further improved?
Parents are motivated to send their children to school because they understand the value of and prioritize their child's education, they are certain that their children have safe transportation, schools are in good condition and have appropriate, well-maintained sanitary facilities, and children receive a nutritious meal	● What is the effectiveness of different incentives to promote children's enrollment and regular attendance? Which are the most important? What other barriers for children's enrollment and attendance were not addressed by the project?
Children are motivated to attend school because they have teachers who use innovative methods and age-appropriate techniques to ensure a quality education; and, extracurricular activities are available which help develop life competencies and are suitable to the context.	● What role do teachers' knowledge, skills and commitment play in promoting children's enrollment and attendance? How do innovative education methods and techniques contribute? What has helped most to motivate children to attend school?

Families have the financial resources, including savings, and **management skills** to support their children´s education **and are aware of the importance of education** for their children.	● How do SILC groups contribute to improved financial management for families? To what extent have SILC participants been able to save and how much of these savings have they invested in the education of their children? What is the contribution of these savings to children's enrollment and school attendance?
Communities have the motivation and competencies to support education activities, prevent school drop-outs, maintain a safe passage for children to and from school, and advocate for public investment in education.	● What has helped most to motivate communities to support education? What skills and competencies have best enabled communities to advocate for children´s education needs? What gaps remain?

The midterm evaluation is also guided by a set of key program criteria: Relevance, Effectiveness, Efficiency, Impact, and Sustainability. These are outlined in Table 2 below, along with associated evaluation questions to be included in the qualitative component of the evaluation methodology.

Table 2. Key Criteria and Related Evaluation Questions

Key Criteria	Evaluation Questions
Relevance	● Do project stakeholders (students, teachers, PTAs, parents, and local officials) feel the project has met their needs? Why or why not? ● How well does the project design align with the Secretariat of Education and the Secretariat of Development and Social Inclusion´s goals, objectives and strategies? ● How appropriate are project interventions for Intibucá's local culture and context?
Effectiveness	● To what extent have project interventions been effective in meeting output and outcome targets? ● What factors have inhibited or facilitated the achievement of project goals, objectives and expected results? ● Do any project interventions need to be adjusted to achieve project targets? If so, which interventions and why?
Efficiency	● What instructional materials have had the highest impact on education quality? Why? How could they be further improved?
Impact	● What interventions are the most cost-effective? Are there other interventions which would be more cost-effective while still achieving the same results? If so, what are these? ● What results were accomplished using community inputs/support? What were the critical factors that allowed you to provide those inputs?
Sustainability	● Are the effects, both intended and unintended, of the project likely to be sustained in the absence of support from USDA and CRS? What evidence is there that suggests this? ● What are the major barriers to achieving sustainability benchmarks? Can any action be taken (or could have been taken) to address these barriers? ● What strategies have most contributed to local ownership of the project? How? Why? ● Did the project build the necessary capacity among multiple participants to continue with project's activities after it ends? If not, what further support is needed? ● Do the target groups have sufficient financial resources to continue the project's activities after it has ended? If not, what further support is needed?

An important aspect of the midterm evaluation is to establish continuity of program activities and their relationships with prior evaluation recommendations. Below are the recommendations that emerged from the baseline evaluation study conducted in 2016 – the extent to which these recommendations have been implemented will be assessed in the midterm evaluation.

Baseline Recommendations (2016)

(1) Reinforce to parents, through additional trainings and outreach, the importance of education for children.
(2) Provide additional support to parents and communities to improve literacy, outside of the school environment.
(3) Promote greater parent participation in school committees.
(4) Reinforce the importance of hygiene and proper food storage and handling with parents.
(5) Establish a series of workshops for communities to begin planning for post-USDA school feeding and the sustainability of the project.
(6) Begin building linkages between MGD II and existing agricultural programs currently being implemented by CRS and other organizations in the region.
(7) Examine the prevalence of violence against children in more detail, and provide further training on child protection to communities.
(8) Identify barriers to social inclusion for Lenca families and identify strategies for empowering these families in educational decision-making within the school, community and municipality.

Methods

Target Population and Sampling Plan

The study sites for both the midterm and final evaluations include all schools participating in the MGD program across the 17 municipalities of Intibucá. The target number of schools to be selected were n=180, in keeping with the methodology followed in the Phase I midterm and final evaluations, and the Phase II baseline evaluation. Given a population of N=1,047 schools, assuming a 95% response rate from schools, with a 95% confidence interval, a sample size of 180 schools provides a margin of error of 2.9%. Schools were randomly selected based on the proportion of children represented within each municipality (see Table 3; student population data taken from the Baseline Evaluation report).

Table 3: Target Population and Sample

Municipality	***# Students Population***	***# Students (%)***	***# Schools Sampled***	***# Parents Sampled***	***Teachers Sampled***	***Principals Sampled***
Camasca	1,669	176 (5%)	7	59	14	6
Colomoncagua	4,223	249 (7%)	12	107	34	12
Concepcion	2,045	124 (4%)	11	80	21	10
Dolores	1,509	136 (4%)	7	73	23	6

Intibucá	11,310	608 (18%)	28	277	130	27
Jesus de Otoro	6,697	322 (9%)	16	183	50	15
La Esperanza	3,195	111(3%)	6	72	38	6
Magdalena	993	63 (2%)	5	36	7	5
Masaguara	3,302	249 (7%)	20	181	18	16
San Antonio	1,429	94 (3%)	8	51	7	7
San Francisco de Opalaca	2,917	259 (7%)	12	123	19	12
San Isidro	1,154	52 (2%)	2	21	9	2
San Juan	3,066	186 (5%)	8	80	31	8
San Marcos de la Sierra	2,501	132 (4%)	8	69	30	8
San Miguelito	1,871	145 (4%)	8	74	17	8
Santa Lucia	1,290	94 (3%)	7	48	8	7
Yamaranguila	5,449	464 (13%)	17	186	68	16
Total	**54,620**	**3,464 (100%)**	**182**	**1,720**	**524**	**171**

For quantitative data, a two-stage sampling approach was employed: (1) a simple random sample of 182 schools, surpassing the initial target of 180 schools; and (2) purposive sampling of teachers and randomly sampled parents of all children within each school, as well as the school principal at each school. Parents were randomly sampled by researchers prior to data collection based on school census lists. Researchers sent these lists of parents to school principals, who invited parents to participate on the day of data collection. For qualitative data, one school from each municipality was randomly selected prior to data collection, and parents at this school were invited to participate in a focus group (n=17 focus groups). Researchers also interviewed municipality mayors, the education district director, the departmental district director, and USDA staff. All participants underwent informed consent before participating. The study protocol was reviewed and approved by the Institutional Review Board (IRB) at Boston College.

Measures and Data Collection Tools

Consultants developed the data collection tools with input from MGD II project staff. Data collection instruments were pre-tested in 2 schools in the municipality of REDACTED prior to data collection. All measurement instruments were collected electronically using iPads, with data uploaded on a daily basis into the iFormBuilder platform. Measurement instruments and related samples included:

i. Child Survey

In n=147 randomly selected schools, all children (n=3,464) in grades two, three and four were given a survey that asks whether they had eaten on the day of data collection, and where they had eaten the food. The questionnaire also included an index of food ingested during the past 24 hours, used previously in the MGD Phase I Honduras final evaluation and based on the UN Food and Agriculture Organization's (FAO) Dietary Diversity Index. All child surveys were completed at

elementary schools, 87.7% of which were located in rural areas and 12.3% in urban areas. The grade level distribution of children was as follows: 31.4% second grade, 32.5% third grade, 35.9% fourth grade, and .2% fifth grade. The sample includes 52.3% female students and 47.7% male students. Prior to data collection, we used a child assent procedure approved by the Boston College IRB, to ensure children understood the purpose of the survey prior to agreeing to participate.

Table 4: Child Survey Sample

	n	%
Location		
Rural	3,038	87.7%
Urban	426	12.3%
Grade Level		
Second	1,088	31.4%
Third	1,127	32.5%
Fourth	1,243	35.9%
Sex		
Male	1,456	47.7%
Female	1,597	52.3%

ii. Parent Survey

Parents of primary school children (n=1,720) participated in individual survey interviews. The content of the interviews focused on parents' perceptions of the importance of education, issues related to program implementation and sustainability, and the extent to which MGD helps support the larger community. Because the program was targeted to parents of children in grades 2 through 4, the majority of parent respondents were parents of children at the elementary level (86.8%), though some parents reported having (likely sibling) children at preschool (11.2%) and middle school (2.0%) levels. The majority of parents were mothers (71.1%), while fathers (20.6%) and guardians (8.2%) were also represented in the sample. Taken together, over three-quarters (77.0%) of respondents were women. Parent respondents were 88.0% rural and 12.0% urban. Most parents reported low levels of educational achievement: 40.2% did not finish elementary school, 37.6% finished elementary school, 7.5% started but did not finish high school, and 8.8% had a high school degree or higher. Roughly 6.0% of respondents never attended formal schooling.

Table 5: Parent Survey Sample

	n	%
Location		
Rural	1,514	88.0%
Urban	206	12.0%

Relation to child		
Mother	1,223	71.1%
Father	355	20.6%
Guardian/Other	142	8.3%
Sex		
Male	395	23.0%
Female	1,325	77.0%
Education Level		
No formal schooling	103	6.0%
Less than elementary	691	40.2%
Elementary school	646	37.6%
Less than high school	129	7.5%
High school degree or higher	151	8.8%

Parent's occupation was primarily as a homemaker (73.7%) or as a farmer (19.9%). Parental marital status was 41.5% married, 36.9% widowed, and 17.1% not-married living with partner, with the remaining separated or divorced (2.4%). The median age of parent respondents and their partners were 37 and 38 years, respectively. The median number of children in the household under 18 years was three.

iii. School Principal Interviews

Survey interviews were completed with principals in most schools (n=171). These interviews assessed principals' perceptions of the program's relevance, effectiveness, adequacy, and gender equity, as well as estimates of student and teacher attendance and teaching quality. Principals were in majority rural schools (89.5%), some of which had multiple teachers (53.8%) though others were single (21.1%) or dual-teacher (25.5%) school environments. Most principals were in primary schools (84.2%) while some were in secondary school (2.3%) or preschool or kindergarten (13.5%).

Table 6: School Principal Survey Sample

	n	%
Location		
Rural	153	89.5%
Urban	18	10.5%
School Type		
Single-teacher	43	25.2%
Dual-teacher	36	21.1%
Multiple teachers	92	53.8%
School Level		
Preschool / Kindergarten	23	13.5%
Primary School	144	84.2%
Secondary School	4	2.3%

iv. Teacher Interviews

Survey interviews were completed with teachers at each school (n=525 teachers across 126 schools; many schools in the overall sample were unitary, so that teachers also served as school principals and were therefore interviewed as principals, not teachers). Interview questions assessed teachers' perceptions of the quality of teaching and training, student assistance and attendance, student hygiene, and infrastructure. Teachers were in majority rural schools (85.9%), the majority of which had multiple teachers (91.4%) though some were single or dual-teacher school environments. Most teachers taught at the elementary level (92.4%) while some taught in exclusively middle school (5.7%) or preschool (1.9%) settings.

Table 7: Teacher Survey Sample

	n	%
Location		
Rural	450	85.9%
Urban	74	14.1%
School Type		
Single-teacher	4	0.8%
Dual-teacher	41	7.8%
Multiple teachers	479	91.4%
School Level		
Preschool	19	1.9%
Elementary	485	92.4%
Middle School	30	5.7%
Sex		
Male	166	31.6%
Female	359	68.4%
Age (Median)	39 years	
Education Level		
High school degree	61	11.6%
Technical degree	78	14.9%
College degree	368	70.1%
Master's degree	18	3.4%
Role		
Teacher	430	81.9%
Assistant Director	69	13.4%
Other (e.g. counselor, director, librarian)	26	5.0%

The sample of teachers was 31.6% female and 68.4% male, with a median age of 39 years old. Teachers reported the following levels of education: 3.4% had a Master's degree, 70.1% had an undergraduate college degree, 14.9% had completed technical college, and 11.6% were high school graduates. Most respondents fulfilled teaching roles at their schools (81.9%), while some served as assistant directors (13.4%) or served in other roles (5.0%, e.g. counselor, librarian, administrative assistant). The majority taught in one school (93.9%) while some taught in two or more schools (6.1%). Many teachers taught multiple grade levels across the elementary grades.

v. School Infrastructure Observations

A questionnaire on school infrastructure was used by data collection supervisors, related to water usage, hygiene, and cleanliness of the school environments. Observations were conducted in 27 schools located in 27 different communities within 14 Municipalities. Most school were located in rural areas (82.2%).

vi. Parent Focus Groups

One school was randomly selected from each municipality, and parents of children grades two, three and four were invited to participate in a focus group (total of 17 focus groups). Included in this number are a series of six focus groups conducted with parents to examine expenditure patterns and decision-making. Focus group questions were developed in consultation with CRS and implementing partner staff, and focused on the importance of education and MGD program implementation.

vii. Interviews with Key Implementation Stakeholders

Semi-structured interviews were completed with six mayors (alcaldes), seven district directors, seven CCPREB volunteers, the departmental director, and two USDA staff. A total of 14 interviews were conducted.

viii. Administrative Data

Data from CRS project monitoring and evaluation reports, and the Honduras Secretariat of Education (SOE), were used to establish most midterm evaluation indicators. Data on program implementation were obtained from CRS project reports, as well as electronic and physical records from Caritas and COCEPRADII. Data on teacher attendance, teacher pedagogical techniques, and school principal administrative techniques were obtained from the SOE. Literacy data for children in 2nd and 3rd grade were obtained from the USAID MIDEH project.

ix. Validation of CRS MEAL Indicators

A validation protocol was developed to compare results indicators obtained from the CRS MEAL system. First, researchers checked the calculations of existing CRS documentation related to each indicator. Second, using these indicators, researchers visited the headquarters of COCEPRADII and Caritas, respectively, to examine hard copies of documentation for each indicator (for example, receipts related to infrastructure delivery, or delivery of instructional materials, where relevant).

Results

Explanation of Midterm Evaluation Indicators and Means of Verification

As displayed in Appendix A, this study measured all Results Indicators according to the Performance Improvement Plan (PMP) established between CRS and USDA. Data for most indicators were obtained through CRS MEAL records. Wherever possible, these data were verified by crosschecking with electronic records collected by Caritas and COCEPRADII, and these verifications are reported along with the relevant indicators below.

In addition, two researchers from the evaluation team, along with CRS staff, visited Caritas and COCEPRADII main offices in REDACTED and REDACTED, respectively. Following a pre-established protocol, researchers pulled documents related to relevant indicators to verify that the relevant activities had occurred. Importantly, data collected by the Secretariat of Education (SOE), and reading comprehension data collected as part of the MIDEH project, were not able to be verified independently. As such, these data are of unknown reliability and validity.

These verification protocols are described for each indicator, where relevant; a full description of verification protocols and related documents are presented in Appendix B.

Result 1.0 - Improved Literacy of School-Age Children

Data for Results Indicators 1.1 through 1.2 were obtained through CRS MEAL records. All indicators showed good progress towards the final targets, with the exception of Result Indicator 1.1a – continuing which showed slower progress. Data for Result Indicator 1.3 – Reading Comprehension were obtained by the USAID and GoH MIDEH project, with results showing moderate progress towards final targets.

Result Indicator 1.1 - Number of individuals benefiting directly from USDA-funded interventions. According to CRS MEAL records, as of 2018, **71,838** individuals directly benefited from USDA-funded interventions. This number represents **98.3% of the final target of 73,076.**

Result Indicator 1.1.b - female. CRS MEAL records show **38,465** female direct beneficiaries, representing **108.0% of the final target of 35,609.**

Result Indicator 1.1.c - male. CRS MEAL records show **33,373** male direct beneficiaries, representing **89.8% of the final target of 31,900.**

Result Indicator 1.2 - Number of individuals benefiting indirectly from USDA-funded interventions. CRS MEAL records show a total of **163,791** individuals indirectly benefiting from USDA-funded interventions. This number represents **224.8% of the final target of 72,874.**

Result Indicator 1.3 - Percent of students who, by the end of two grades of primary schooling, demonstrate that they can read and understand the meaning of grade level text. Reading comprehension data were obtained from the MIDEH project, sponsored by USAID and the Government of Honduras, and collected in 2017. MIDEH scores are calculated on a 4 point scale, as follows: 1=Unsatisfactory (100-199); 2=Needs Improvement (200-299); 3=Satisfactory (300-399); and 4=Advanced (400-500). Proficiency in reading comprehension is calculated as the percent of 2nd and 3rd grade children who score a 3 or 4 on the MIDEH test. **For 2nd graders, 67.1% of children scored in the proficient range (see Table 8), an increase from 59.7% proficiency for 2nd graders at Baseline and on track to reach target of 72.0% (see Figure 1).**

Table 8. 2017 MIDEH Scores by Grade and Gender (n=3,908)

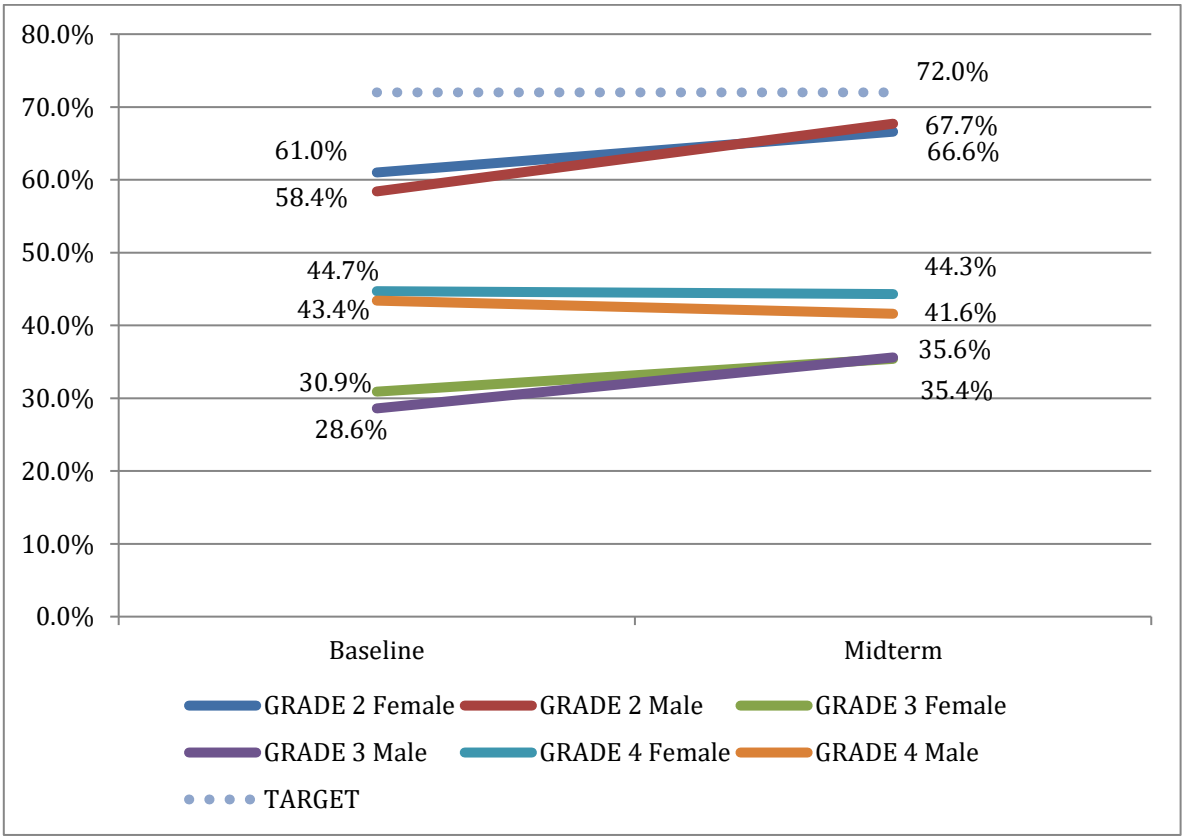
	Fail		Pass	
	Score=1 n=345	Score=2 n=1,680	Score=3 n=1,601	Score=4 n=282
Grade ***				
Two (n=1,253)	4.2%	28.7%	57.2%	9.9%
Three (n=1,315)	15.4%	49.0%	29.4%	6.2%
Four (n=1,340)	6.7%	50.4%	37.2%	5.7%
Gender (Grade 2)				
Male (n=631)	4.3%	28.1%	58.6%	9.0%
Female (n=622)	4.0%	29.4%	55.8%	10.8%
Gender (Grade 3)				
Male (n=640)	14.5%	49.9%	29.2%	6.4%
Female (n=675)	16.3%	48.3%	29.5%	5.9%
Gender (Grade 4)				
Male (n=699)	7.4%	50.9%	37.2%	4.4%
Female (n=641)	5.9%	49.8%	37.1%	7.2%
Gender Totals (Grade 2)				
Male (n=631)		n=204 (32.3%)		n=427 (67.7%)
Female (n=622)		n=208 (33.4%)		n=414 (66.6%)
TOTAL		n=412 (32.9%)		**n=841 (67.1%)**
Gender Totals (Grade 3)				
Male (n=640)		n=412 (64.4%)		n=228 (35.6%)
Female (n=675)		n=436 (64.6%)		n=239 (35.4%)
TOTAL		n=848 (64.5%)		n=467 (35.5%)
Gender Totals (Grade 4)				
Male (n=699)		n=408 (58.4%)		n=291 (41.6%)
Female (n=641)		n=357 (55.7%)		n= 284 (44.3%)
TOTAL		n=765 (57.1%)		n=575 (42.9%)
Overall Totals		n=2,025		n=1,883
		51.8%		48.2%

*** $p<.001$ for Grade x Score

Result Indicator 1.3.a - female. Of all female students taking the MIDEH test in 2nd grade, **66.6% scored in the proficient range (see Table 8). This number represents an increase compared to the Baseline proficiency of 61.0%, and on track to reach the final target of 72.0%.**

Result Indicator 1.3.b - male. Of all male students taking the MIDEH test in 2nd grade, **67.7% scored in the proficient range (see Table 8). This number represents an increase compared to the Baseline proficiency of 58.4% and on track to reach the final target of 72.0%.**

Figure 1. Baseline and Midterm MIDEH Scores by Gender (2015-2017)



As displayed in Figure 1, 3rd grade girls and boys made progress in literacy since baseline, with males making slightly greater gains than females. Literacy for 4th graders declined since baseline, however, with females losing 0.4% literacy and males losing 1.8%. These patterns contrast with the significantly higher literacy among 2nd graders, and the gains made between baseline and midterm particularly for 2nd grade boys (see Figure 1 and Table 8).

Results from the parent survey information also provide insight into the ways in which parents interact with their children to support their learning and development of literacy skills. A large majority of parents indicated that they read to their children (86.1%), and of those 36.6% read every day and 60.7% read between one and four times a week. Parents generally have access to books (91.5%) but also newspapers (23.5%), the Bible (26.9%), and other literacy materials in the home. Most parents (88.3%) help their children with homework, and of those 51.2% help daily and

20.0% help at least three times a week. When asked to identify ways in which they help their children, 99.7% identified at least one way, 94.8% two ways, and 84.5% three ways. Most parents also reported receiving information about their child's academic achievement (84.5%). Of these, parents reported receiving midterm grades (90.9%, an improve since baseline - 60.4%), end-of-year standardized test scores (80.6%, an improvement since baseline - less than 1%), and monthly updates on academic progress (65.5%, an improvement since baseline - 16%). Table 9 reports how parents reported using the information they received to support their child's learning:

Table 9: Parent's Use of Information on Child Academic Achievement

	Baseline	Midterm
Take positive actions to help my child succeed	57.2%	96.00%
To help your child with homework	18.6%	90.60%
To participate actively in the activities of the center	5.8%	87.30%
To have a positive impact on other parents	1.8%	61.40%

Result 2.0 - Increased Government Support

Data for Result 2.0 indicators were obtained through CRS MEAL data and verified with physical records pulled at Caritas and COCEPRADII offices. All indicators show good progress towards achieving and surpassing final targets.

Result Indicator 2.1 - Value of public and private sector investments leveraged as a result of USDA assistance (Other Public). According to CRS MEAL records, **$77,637.00** of public funds have been invested as a result of USDA assistance. This number represents **87.1% of the final target of $95,001.00.**

Result Indicator 2.2 - Value of public and private sector investments leveraged as a result of USDA assistance. CRS MEAL records show that **$644,693.00** of public and private funds have been leveraged as a result of USDA assistance representing **192.5% of the final target of $335,000.00.**

Result Indicator 2.3 - Value of public and private sector investments leveraged as a result of USDA assistance (Host Government). CRS records show that the host government has invested **$560,101.00** related to USDA assistance. This figure represents **233.4% of the final target of $239,999.00.**

- **Verification.** Three records were pulled each for 2017 and 2018 for each of the following: Infrastructure; Warehouse (Siguatepeque); Kitchens, Cook Areas; Latrines; and Wells and Water Stations/Systems. A combined total of 60 records were pulled (30 for Caritas, 30 for COCEPRADII) (also see Result 14).

Result 3.0 - Increased Engagement of Local Organizations and Community Groups

Data for Result 3.0 indicators were obtained through CRS MEAL records and verified through physical records related to governance structures at Caritas and COCEPRADII offices. One indicator surpassed the final target, one indicator showed moderate progress, and two indicators showed slow or concerning progress.

Result Indicator 3.1 - Number of Parent-Teacher Associations (PTAs) or similar "school" governance structures supported as a result of USDA assistance. CRS MEAL records show that **574** PTAs or other school governance structures have been supported as a result of USDA assistance. This number represents **112.8% of the final target of 509.**

Result Indicator 3.2 - Number of public-private partnerships formed as a result of USDA assistance. CRS MEAL records show that **two public-private partnerships** have been formed as a result of USDA assistance, representing **20.0% of the final target of 10.**

Result Indicator 3.3 - Number of public-private partnerships formed as a result of USDA assistance (Multi-focus). CRS MEAL records show that **two multi-focus public-private partnerships** have been formed as a result of USDA assistance, representing **40.0% of the final target of 5.**

Result Indicator 3.4 - Number of public-private partnerships formed as a result of USDA assistance (Education). CRS MEAL records show that **zero public-private partnerships around education have been established, representing 0.0% of the final target of five.**

- **Verification.** Five records of governance structures were pulled each at COCEPRADII and Caritas.

Principals. Principals reported on family and community engagement in the school. 97.7% of principals stated that parents are involved in the School Educational Project.

Parents. Parents also shared information about their involvement in the school. Of parent survey respondents, 43.7% reported belonging to the school food committee. On the committee, 58.5% of parents reported being involved in serving the food (e.g. ensuring everyone gets a snack), 51.1% prepare food, and 10.1% train mothers in food service. 9.7% of parents reported engaging in other activities, including serving in administrative roles (president, treasurer, etc.), participating in home visits, and cleaning.

Teachers. Of teachers, 98.5% indicated that parents are involved in the School Educational Project. Of those, 67.5% reported that parents were very involved in the School Educational Project while 32.5% reported that parents were not very involved.

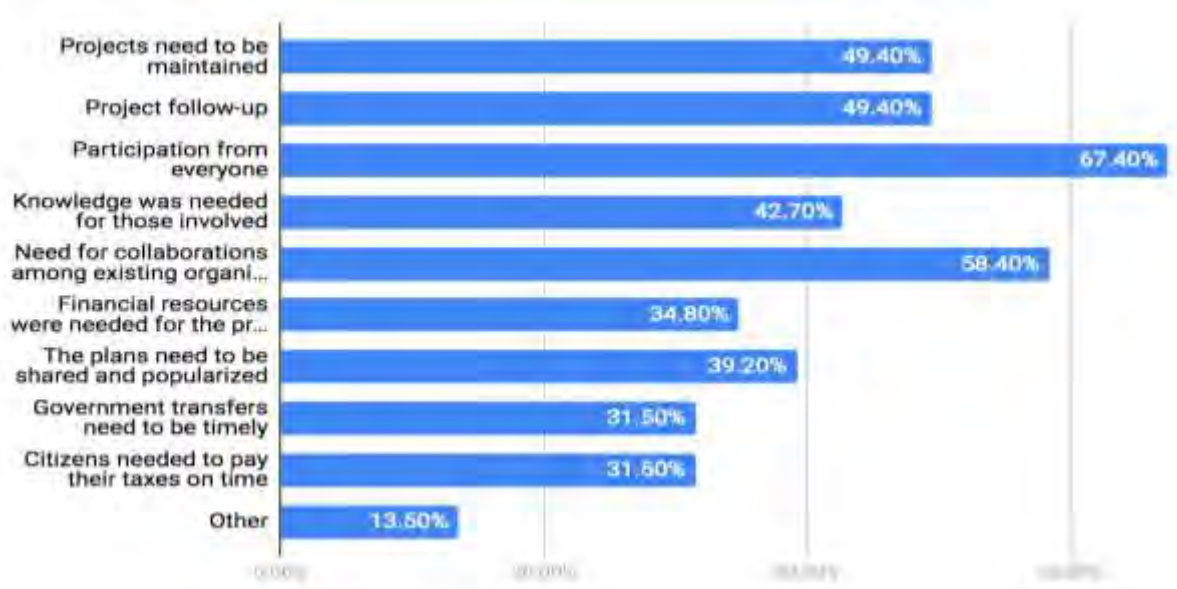
Result 4.0 - Increased Capacity of Government Institutions

Result Indicator 4.1 - Number of Honduran government authorities that have been trained to implement activities in accordance with their roles. CRS MEAL records show that **134** Honduran government authorities have been trained to implement activities in accordance with their roles. This figure represents **335.0% of the final target of 40.**

- **Verification.** Lists of government authorities trained in 2017 and 2018 were identified each for COCEPRADII and Caritas.

Principals. Principals also reported on their knowledge of the capacity of government institutions with respect to education. Most principals (91.8%) indicated that they were aware of EFA goals and education indicators. 70.2% were aware of a strategic plan for municipal development. When asked about how these plans could be sustainable, principals offered many suggestions, the top two being the need for all people to be involved and for the coordination of efforts across existing organizations in the community. Figure 2 presents these results:

Figure 2: Principal Reports of Community Needs for Successful Municipal Strategic Plan



Principals were also asked about factors that would contribute to the development and implementation of a long-term municipal plan. Factors included the support from different community actors (authorities, teachers, parents, family) (95.5%), the availability of financial resources (87.6%), good communication and relationships (93.3%), and having a good organization (95.5%). Principals also identified the following stakeholders as important to this work: the central government (83.2%), parents (95.5%), teachers (94.4%), NGOs (89.9%), mayor's office / city hall (92.1%), communities (92.1%), or another stakeholder (7.9%) (e.g. students, the church). Principals indicated that the capacities of these actors could be strengthened through trainings (97.8%), meetings among the actors (92.1%), conscientization (action/process of helping others become

aware of political or social realities.) (92.1%), facilitation of participation (87.6%), regular meetings (95.5%), and other by methods (7.9%) (e.g. communication, commitments/agreements, incentives for participation).

Result 5.0 - Improved Policy and Regulatory Framework

Result Indicators 5.1 - 5.5 all refer to the number of educational policies, regulations or administrative procedures in each of the following stages of development as a result of USDA assistance. Below are the definitions of each stage, and the extent to which these stages have been achieved according to CRS MEAL records.

Indicator 5.1 STAGE 1: Underwent the first stage of the policy reform process i.e. analysis (review of existing policy/ regulation/ administrative procedure and/or proposal of new policy/ regulations/ administrative procedures). CRS records show that **three policies, regulations or administrative procedures have achieved Stage One, representing 100.0% of the final target of three.**

Indicator 5.2 STAGE 2: Underwent the second stage of the policy reform process. The second stage includes public debate and/or consultation with stakeholders on the proposed new or revised policy/regulation/administrative procedure. CRS records show that **three policies, regulations or administrative procedures have achieved Stage Two, representing 100.0% of the final target of three.**

Indicator 5.3 STAGE 3: Underwent the third stage of the policy reform process (policies were presented for legislation/ decree to improve the policy environment for education). CRS records show that **zero regulations or administrative procedures have achieved Stage Three, representing 0.0% of the final target of three.**

Indicator 5.4 STAGE 4: Underwent the fourth stage of the policy reform process [official approval (legislation/decree) of new or revised policy/regulation/administrative procedure by relevant authority]. CRS records show that **zero regulations or administrative procedures have achieved Stage Four, representing 0.0% of the final target of three.**

Indicator 5.5 STAGE 5: Completed the policy reform process (implementation of new or revised policy/ regulation/administrative procedure by relevant authority). CRS records show that **zero regulations or administrative procedures have achieved Stage Five, representing 0.0% of the final target of three.**

- **Verification.** Three activities strategy documents were pulled each for COCEPRADII and Caritas.

Have municipalities approved a mandatory policy for all children to be enrolled in school?

The education system in Honduras is organized into pre-basic (pre-k or kindergarten), basic (primary), and middle or secondary education. The fundamental law of 2012, which establishes when a child must begin school and when they can legally drop out, states that children must complete at least one year of pre-basic education and must be enrolled until 9th grade of education. Present efforts by the federal government are underway to broaden coverage of pre-basic and the third cycle of education (7th to 9th grade).

The Mayors who were interviewed discussed their efforts to increase children's enrollment and to protect their right to education at the municipal level. 50% of the comments related to mandatory enrollment, discussed the ordinances that have been approved to ensure compliance of the fundamental law. Similar to the fundamental law, these ordinances require children to be enrolled in school from the pre-basic level up to the 9th grade. However, none of the mayors discussed how they enforce the ordinances, and whether the ordinances have had had an impact on the school enrollment.

In another 50% of the comments, mayors discussed that they have not yet approved a mandatory enrollment ordinance and acknowledged that it is a weakness in their municipality that must be addressed. They also perceived the lack of ordinance as an issue of children's rights and are working with the Ministry of Education and Municipal Office of Children and Youth to develop a policy to address this problem. The objective of approving these ordinances is to protect and promote the right to basic education (see Matrix 1).

Matrix 1. Mandatory Policy for School Enrollment

Category	**Example of Comments Illustrating Category**	**% Frequency**
Mandatory policy had been approved	Municipal Mayor: "Municipal ordinances have been established through a corporation session agreement. These ordinances establish that every child, who meets the age requirement, must be enrolled in school."	50% (3 comments)
Lacking mandatory policy or policy is in progress	Municipal Mayor: "Municipal ordinances have been proposed that would require parents to enroll their children in schools. We are working on this children' rights issue, together with the Ministry of Education."	50% (3 comments)

Result 6.0 - More Consistent Teacher Attendance

Result Indicator 6.1. Percent of teachers in target schools who attend and teach school at least 90% of scheduled school days per school year. Official teacher attendance data were obtained from the Honduras Secretariat of Education. These data were only available for the first two trimesters of 2018. Attendance reports were not verified by the evaluators as these data represent official government statistics.

Table 10. School Type Disaggregated by Gender

	Female	Male	Total
Pre-K and K (Prebasica)	130	3	**133**
Primary (Basica)	1086	613	**1,699**
Secondary (Media)	262	175	**437**
TOTAL	**1,478**	**791**	**2,269**

As displayed in Table 10, there are 2,269 teachers across all municipalities: 133 for Pre-K and K (97.7% female teachers), 1,699 for Primary (63.9% female teachers) and 437 for Secondary (60.6% female teachers). Over the two trimesters, the average number of days attended by teachers totaled 105 days for Pre-K and K schools, 106 days for Primary schools, and 105 for Secondary schools (data were only available aggregated at the municipality level). NOTE: Two municipalities (REDACTED) did not provide teacher attendance records for trimester one, so these municipalities are excluded from the analysis.

According to official SOE calendars, there were 101 schools days during this period for Pre-K and K and Primary schools, and 95 school days for Secondary schools, so that SOE data appear to overreport attendance during this time period. For Pre-K and K and Primary schools, 90% attendance equals 91 school days. For Secondary schools, 90% attendance equals 86 school days.

According to SOE data, all municipalities exceeded 91 school days for Pre-K and K and Primary on average, except for REDACTED which averaged 90 school days (the indicator for this result is thus calculated as 14 out of 15 municipalities exceeding 90% school days, for a total of 93.3%). For Secondary schools, all municipalities exceeded 86 school days (100%). **Result Indicator 6.1 is therefore 96.7% teachers attending more than 80% of school days** (93.3%+100.0%, divided by two).

How Have Districts Managed Teacher Absences?

In 59% of comments related to teacher absences, the department and district directors reported that they have addressed the issue of teacher absenteeism by enforcing the teacher attendance policies established by the Ministry of Education. While the district directors enforced the policies before, they improved the strategies to ensure compliance with policies and procedures (29% of comments). For example, now districts have a digital monitoring system to have a better control of

teacher absences. Both district directors and school principals must monitor and keep track of teacher absences. The school principals develop a monthly report, which is then delivered to the district directors.

In 71% of the comments, district directors reported that the support from voluntary committees, parents, and teacher support volunteers has also been critical in managing teacher attendance. The CED (Consejo Escolar de Desarrollo) or School Development Council, a committee made up of volunteers, visit schools on a weekly basis to monitor attendance. They record and submit teacher's attendance through a digital form that goes directly to the Ministry of Education. Thus, the CED plays a critical role in controlling and monitoring teacher absences.

According to the department director, while it is crucial to monitor attendance, sometimes teachers must miss a day of work as result of inevitable life events such as an illness, personal issues, and even work-related trainings. With the support of MDG, the school districts have been able to address the problem of teacher absenteeism with the VADs, or teacher support volunteers. VADs are a group of volunteers that are prepared to step into the classroom when a teacher is absent. Therefore, with the support of the VADs, children are still supervised when a teacher must miss a day of work.

It is important to note that one of the key sustainability activities of CRS is to promote teacher attendance by providing trainings to the CED on monitoring attendance. The findings from the interviews with district directors suggest that the trainings offered to the CED have played an important role in monitoring attendance. In addition, the district directors value the work of the VADs in addressing the important need in the schools of providing support when teachers are absent (see Matrix 2).

Matrix 2. Teacher Absences

Category	**Example of Comments Illustrating Category**	**% Frequency**
Enforcement of policies on teacher attendance & management of teacher absences	District director: "We manage teacher absenteeism by following the policies that are in place. We provide an explanation to the teachers of when they can have excused absences. They know the policies perfectly and they know when they can be absent from school and when they cannot."	59% (10 comments)
New mechanism to manage teacher absences	District director: "The school principals record and notify us of each teacher's absences. We also monitor absences through the daily attendance book when we go out to supervise the schools."	29% (5 comments)
Support from committees, parents, and volunteers	Department director: "Teachers have absences for different reasons including due to an illness, the zone where we live, or for personal reasons. Others are absent due to job requirements such as having to	71% (12 comments)

	attend trainings and meetings. We have addressed this issue with the help of the program. The teacher support volunteers are a team of volunteers who are prepared to substitute the teacher in their absences. The teachers are entitled to participate in trainings, but now with the support of the volunteers, the students are always supervised."	

Result 7.0 - Better Access to School Supplies and Materials

Result Indicator 7.1 - Number of textbooks and other teaching and learning materials provided as a result of USDA assistance. CRS MEAL records show that **5,317** textbooks and other materials were provided as a result of USDA assistance. This number represents **166.2% of the final target of 3,200.**

- **Verification.** Three records were pulled each for 2016, 2017, and 2018 for both Caritas and COCEPRADII (total 18 records pulled).

Parents. The parent survey included questions related to use of libraries and access to learning materials. Overall, 39.3% of parents reported having access to a library in their community or at their child's school / education center. Of those (39.3%) who have access to a library, 29.2% indicated that they use it. Of all parents taking the survey, less than 2 in 10 (15.9%) indicated they had ever used a library.

A mother of a student answers survey questions

A little more than two thirds (69.7%) of parents indicated that they have observed learning materials when they have visited their child's school. When asked what they do when no materials are available[2], 44.9% of parents said they would work to obtain more resources, 48.5% said they would contribute financial resources to support obtaining learning materials, 5.2% said they would help construct/make more learning materials with available resources, 3.2 % said they were not sure, and 7.0% said they would do nothing.

Teachers. Data from teacher surveys indicate that 78.6% of teachers received an education kit from the MGD program. Of these, 99.2% reported that the kit is used in the school setting, and 93.5% of teachers reported that they agreed or strongly agreed that these materials have helped improve education. Teachers also reported that the following sources had contributed to access of

[2] Parents could select more than one option.

school materials[3]: actions of local government (17.7%), school management (36.2%), NGOs (67.2%), civil society organizations (10.3%), and other groups (17.1%). Conversely, the following items were cited by teachers as responsible for limited access to school materials: lack of resources (49.9%), school location (15.4%), lack of sufficient materials for all students (23.8%), and other reasons (35.1%). Examination of qualitative responses to other reasons suggest that poor government investment and management, coupled with infrastructure and organizational problems alongside cultural challenges working in the community and with parents may be contributing factors to low access to resources.

Principals. Roughly 3 in 4 principals (74.9%) indicated that their school has the tools of the basic national curriculum (BNC), and 68.4% stated that they received a school materials kit. When asked about specific materials, 90.6% of principals indicated they have access to teaching curricula, 99.4% have an annual operating plan, 74.9% have access to didactic teaching materials, 62.0% have access to workbooks, and 96.5% have a School Educational Project. Principals were mixed when reporting about the availability of these resources - 45.0% indicated that resources were "sufficient" or "very abundant."

Who Provides School Supplies (Books, Notebooks, Didactic Material), to Whom Are They Awarded, and Under What Criteria?

A large percentage of the interviews of district directors and municipal mayors (84%) mentioned that the majority of school supplies and materials are provided by the MDG program. While other actors, such as the Ministry of Education, Vision Mundial, and the mayor's office also provide some supplies, resources, and school textbooks, the MDG program provides educational materials that no one else does (e.g., didactic materials for teachers) (see Matrix 3 for summary).

One of the concerns reported by some informants was that while MDG provides the majority of the aid, not all schools receive all of the materials. In another question, district directors were asked what was one of the major challenges that teachers face in fulfilling their duties and 53% of the interviews identified the lack of textbooks and didactic materials. The data from CRS shows that 90% of the target schools receive school materials. However, while almost all of the schools receive materials, not all of the materials may be sufficient (e.g., didactic materials, workbooks). This is what some respondents may be referring to when they mention that there are insufficient materials. In addition, the Ministry of Educations supplies textbooks, but not all of the schools have access to them.

According to respondents, the criteria for distribution of materials that are not sufficient for all of the schools differ across municipalities. Some district directors focus on the schools with greater financial need. Other directors distribute the supplies and materials to the schools who have better indicators as an incentive, while others distribute to the schools who have worse indicators to give them an opportunity to improve. Some of the mayors reported that they award the aid to schools depending on the school needs (see Matrix 3).

[3] Note that because teachers could select multiple sources, cumulative percentages are greater than 100%.

Matrix 3. Increase Access of School Supplies and Materials

Category	Example of Comments Illustrating Category	% Frequency
Supplies and materials from Food for Education	District Director: "The only organization that provides us educational materials and supplies is COCEPRADII." Municipal Mayor: "The Food for Education Program has been providing us backpacks, scholarships, and some other types of support."	84% (21 comments)
Supplies and materials from other organizations	District Director: "The textbooks are provided by the Ministry of Education, including those for the subjects of Mathematics, Social Sciences, and Natural Sciences."	48% (12 comments)
Need for greater coverage	CCEPREB: "We would like for every school to receive materials, but they always only select a few schools."	36% (9 comments)
Criteria for awarding the supplies and materials	District Director: "We provide materials to schools where there is a great need; where we see schools in rural areas with many needs. We also take into account the poverty." District Director: "We also consider other criteria such as good indicators, but it is also possible to give to the schools who don't have good indicators so that they can raise them."	48% (12 comments)

Result 8.0 - Improved Literacy of Instructional Materials

Result Indicator 8.1. Number of schools receiving literacy instruction materials (materials from the Basic National Curriculum Design - DCNB) and/or unpublished texts produced by school children. CRS MEAL records show that no schools received materials in FY2016. In first quarter of FY2017, materials were sent to 328 schools, and to 608 schools in the second quarter of FY2018. The number of schools receiving materials at midterm evaluation thus totals **936,** a number which represents **90% attainment of the final target of 1,040 schools.**

- **Verification:** Caritas data show 499 schools receiving materials in FY2017. COCEPRADII data show 142 schools receiving materials in FY2016 and 295 schools receiving materials in FY2017. These numbers combined total 936 schools. Three physical records were also pulled each for 2016, 2017, and 2018 for both Caritas and COCEPRADII (total 18 records pulled).

Result 9.0 - Increased Skills and Knowledge of Teachers

Result Indicator 9.1. Number of teachers/educators/teaching assistants in target schools who demonstrate use of new and quality teaching techniques or tools as a result of USDA assistance. According the CRS MGD Project Monitoring Plan (PMP), Indicator 9.1 should be measured externally by the Honduras SOE to examine the extent to which teachers demonstrate use of new and quality teaching techniques or tools. The SOE measured three indicators for Pre-K and K, Primary, and Secondary teachers: (1) Planning aligned to the DCNB (standards-schedules); (2) Use and management of textbooks; and (3) Application of monthly formative tests, answer sheets, and summary tables of monthly achievements. For each teacher, answers are scores as "incomplete", "no", or "yes".

As displayed in Table 11, a total of 1,458 teachers were observed. Among these, 80 teachers (39.6%) from Pre-K and K demonstrated all three techniques, as did 663 from Primary (59.2%) and 64 from Secondary (47.1%). Combined, **the number of teachers demonstrating all three techniques totaled 807, representing 55.3% of the final target of 1,509.**

Table 11. Results from SOE Teacher Observations (n=1,458)

	Pre-K and K (n=202)	Primary (n=1,120)	Secondary (n=136)
Planning aligned to the DCNB (yes)	184 (91.1%)	1,014 (90.5%)	123 (90.4%)
Use and management of textbooks (yes)	191 (94.6%)	1,005 (89.7%)	123 (90.4%)
Application of monthly formative tests, answer sheets, and summary tables of monthly achievements (yes)	86 (42.6%)	741 (66.2%)	70 (51.5%)
ALL THREE	80 (39.6%)	663 (59.2%)	64 (47.1%)
TOTAL = 807 (55.3%)			

Result Indicator 9.2. Number of teachers/educators/teaching assistants trained or certified as a result of USDA assistance. CRS MEAL records show that **1,214 teachers were trained or certified as a result of USDA assistance in FY2017.** This number represents **80.5% achievement of the final target of 1,509 teachers**.

- **Verification:** Caritas records show 610 teachers trained and COCEPRADII records show 604 teachers trained during FY2017, for a combined total of 1,214, Caritas records show that 78% of trainees were female and 22% were male, and COCEPRADII records show that 68% were female and 32% were male. **The overall gender disaggregation is therefore 73% female trainees and 27% male trainees.** Physical lists of teachers trained in 2017 and 2018 were also identified each for Caritas and COCEPRADII.

Teachers. Teachers were trained in a variety of course subjects, including mathematics (68.4%), Spanish (78.5%), oral expression (4.2%), creative reading and writing (10.7%), information technology (8.8%), health and hygiene (7.1%), child tutoring (1.5%) and parent education (2.3%). Some teachers also reported receiving training in standards-based teaching (5.3%) and formative evaluation (2.9%). Nearly all teachers reported using a technique/methodology to inform their teaching (99.6%), and reported using the following techniques/methodologies (see Figure 3).

Figure 3. Methodologies Used by Teachers

Teachers also reported that 78.3% work with students who have learning difficulties, 49.9% have special needs, and 32.8% come from diverse ethnic backgrounds. When asked about their knowledge in identifying learning disabilities, 57.1% of teachers reported their knowledge as "good" or "very good", while 42.9% reported having insufficient, regular, or acceptable knowledge. Many teachers (58.0%) reported having participated in training sessions to help them support students with learning and literacy problems. Of those who received training, 37.4% came from the Secretary of Education, 69.5% came from an NGO, 9.8% came from a cooperative, and 18.4% came from another source. Additionally, 51.2% of teachers reported participating in MGD trainings.

Teachers also identified areas where they receive pedagogical assistance/guidance from their principals. Most teachers reported receiving assistance either bimonthly (20.3%) or quarterly (55.5%), while the remainder received less frequent support throughout the year. Only 1% of teachers reported never receiving assistance. Teachers also reported that their schools use the following teaching supports: curriculum (88.4%), annual operating plan (99.1%), didactic materials (61.7%), workbooks (64.4%), School Educational Projects and materials (98.5%), and formative tests (92.2%).

The majority of teachers indicated that their administrators use a specific technique or approach to school administration (96.1%), specifically in the areas of education management (68.6%), school management (31.0%), teacher evaluation (44.6%), using the SACE (23.8%), dropout prevention (13.4%), annual operating plans (34.4%), teacher monitoring and support (38.9%), and other strategies (25.9%).

Principals. Principals were also asked to report on increased knowledge of teachers. Four in five (80.1%) of principals have organized training sessions for teachers, some of which included partnerships with the Secretary of Education (35.0%), NGOs (89.8%), or other organizations (27.0%). Of those who offered trainings, 69.3% reported offering training in mathematics, 71.5% in Spanish, 20.4% in oral expression, 43.8% in reading and creative writing, 16.8% in course planning based on educational standards, 10.2% on formative evaluation, 4.3% on technology, 10.2% on tutoring, 9.5% on health and hygiene, and 48.2% on another topic. These other topics included English, social and emotional skill building, communication, arts, sciences, among other

specific teacher training topics. Nearly all (98.2%) stated that they believed that the techniques and methodologies used by teachers were appropriate to enhance the teaching-learning process of the students.

Many principals (61.2%) offered training sessions specifically to address learning disabilities in students. Similar to other trainings, 38.5% of principals reported working with the Secretary of Education, 80.1% reported working with an NGO, 10.6% worked with a cooperative, 26.0% worked with other groups. Many principals (82.4%) reported that they personally offer pedagogical assistance to their teachers - 13.6% said they do so monthly 17.1% bimonthly, 53.6% quarterly, and 15.7% every four months or more. Principals were also asked to share if they offer training specific to vulnerable student populations. 55.6% of principals reported offering trainings on learning disabilities, 53.8% on special education needs, and 18.1% offered trainings on the specific needs of various ethnic groups. Principals reported that most teachers had some knowledge of identifying learning problems in students - 57.0% were good/very good, 40.6% were regular/acceptable, and 2.4% were insufficient.

Result 10.0 - Increased Skills and Knowledge of School Administrators

Result Indicator 10.1 - Number of school administrators and officials in target schools who demonstrate use of new techniques or tools as a result of USDA assistance. Similar to Result Indicator 9, Indicator 10.1 was measured externally by the Honduras SOE to examine the extent to which educational administrators demonstrate use of new or tools as a result of USDA assistance. The SOE measured three indicators for Pre-K and K and Primary teachers: (1) School education plan (PEC) elaborated; (2) There is a school curriculum project (for Primary); Authorization and monitoring of Teacher Planning (for Pre-K and K); and (3) School applies diagnostic and training assessments. For each teacher, answers are scores as “incomplete”, “no”, or “yes”.

As displayed in Table 12, 668 educational administrators were observed using these three indicators (n=234 for Pre-K and K and n=434 for Primary). The number of educational administrators demonstrating all three techniques totaled 119 (50.9%) for Pre-K and K and 196 (45.2%) for Primary. Combined, **the number of educational administrators demonstrating all three techniques totaled 315, representing 49.5% of the final target of 637.**

Table 12. Results from SOE Educational Administrator Observations (n=668)

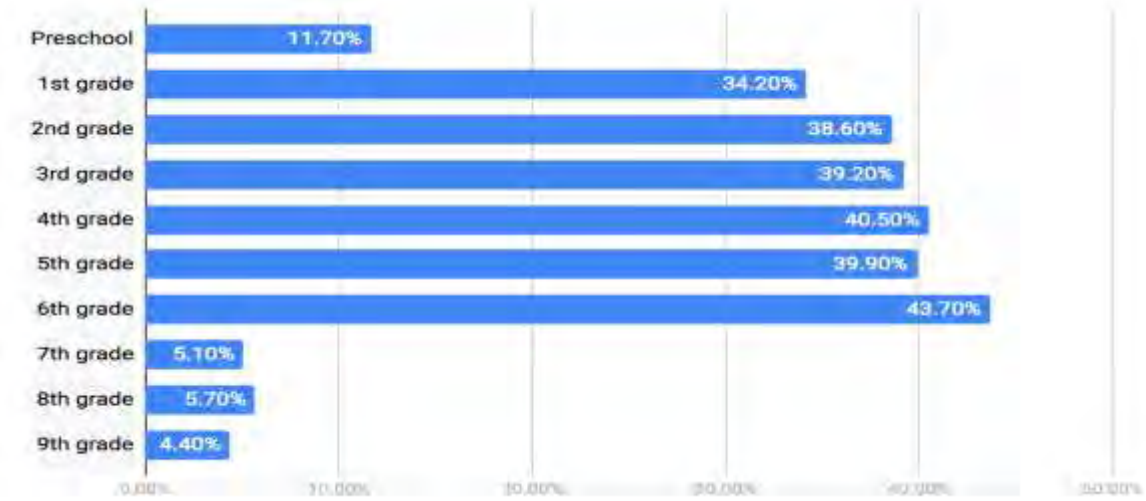
	Pre-K and K (n=234)	Primary (n=434)
School education plan (PEC) elaborated (yes)	179 (76.5%)	347 (80.0%)
There is a school curriculum project [Authorization and monitoring of Teacher Planning for Pre-K and K] (yes)	180 (76.9%)	251 (57.8%)
School applies diagnostic and training assessments (yes)	163 (69.7%)	329 (75.8%)
ALL THREE	119 (50.9%)	196 (45.2%)
TOTAL = 315 (49.5%)		

Result Indicator 10.2 - Number of school administrators and officials trained or certified as a result of USDA assistance. Data obtained from CRS MEAL records show that 584 school administrators were trained from October 2016 to March 2017, and 206 were trained from April to September 2017 for a total of **790 school administrators trained**. This number represents **112.4% of the final target of 703 school administrators trained.**

- **Verification:** According to COCEPRADII partner records, 166 school administrators were trained from October 2016 to March 2017, and 383 were trained from April to September 2017 for a total of 549. According to Caritas records, 402 school administrators were trained in March 2017 and 17 were trained in April 2017 for a total of 419. The total number of school administrators thus totals 968, a number greater than that reported in CRS MEAL records. Physical lists of school administrators trained in 2017 and 2018 were also identified each for Caritas and COCEPRADII.

School Principals. Drawing from data in the school principals survey, he characteristics of school principals are as follows: most are women (55.6%) with a median age of 40 years (M=39.8, SD=10.5). The median average number of years worked in the school is 6 (M=8.2, SD=7.2). Most had either completed college (69.0%) or attended some college/obtained a technical degree (15.8%). A smaller proportion had only a high school degree (13.5%) or attended a technical school (1.8%). Most principals were responsible for at least one grade level, as displayed in Figure 4:

Figure 4: Principals' Teaching Responsibilities by Grade Level



Nearly all principals (97.7%) used tools and techniques related to school administration. These tools and techniques included educational management (77.8%), administration of education centers (71.3%), teaching evaluations (73.7%), using the school administration system (SACE)(64.7%), information technology (29.9%), dropout prevention (61.1%), annual operating plans (82.0%), teacher supervision (73.1%), and others (20.1%). Many of the "other" techniques related to working with parents and guiding parent organizations.

Teachers. When teachers were asked about their school administrator, 96.1% reported that the administrator uses administrative techniques and methods to run the education center. These methods, according to teachers, included education management (68.6%), management of schools (31.0%), teacher's evaluations (44.6%), using the school administration system (SACE) (23.8%), dropout prevention (13.4%), annual operating plans (34.4%), teacher supervision and support (38.9%), or other (25.9%) strategies.

Teacher and School Principals Trainings and Capacity Building

One of the sustainability strategies of CRS is to develop technical, methodological, supervision, administrative and administrative capabilities. Therefore, to achieve this goal, has provided support for training for teachers, school principals, and school committees such as the COMDE. According to the department and district directors, the teacher trainings and capacity building has been effective. Teachers receive training primarily in Spanish and Mathematics, the subject areas with the most need. Teachers also receive supervision and coaching to help them apply what they learn through the trainings. School principals receive training in educational administration and management, and how to provide educational coaching to teachers. COMDE members are trained in the areas of legal framework and about the function as members of the organization.

The interviews with the department and district directors suggests that CRS strategy in this area has been effective. They perceive that teacher training has had positive effect on their teaching, which they believe is reflected on the quality of education children receive (see Matrix 4).

Matrix 4. Teacher and School Principal Trainings

Category	Example Comments Illustrating Category	% Frequency
Teacher training	District Directors: "The teachers' training in Reading, Writing, Spanish, Mathematics and other subject areas, has been done in collaboration with the department directors and other NGOs."	45% (18 comments)
Administrative training	District Director: "We have done internships and exchanges, and supervision, teacher support, monitoring." Department director: "Caritas is supporting us with administrative training for administrators. Some of the areas of training include: planning, administrative portfolio, and teacher support."	45% (18 comments)
COMDE and Other Organizations	District director: "We have also trained those who are members of COMDE. CARITAS has trained them to help them understand the legal framework and function of each member of the organization." District director: "They have help us to improve the organization of the APF and they have trained the CED."	10% (4 comments)

Result 11.0 - Increased Access to Food (School Feeding)

All data for Result 11.0 indicators were obtained through CRS MEAL records and verified using physical records pulled at Caritas and COCEPRADII offices. All results indicators met or exceeded their final targets, with the exception of 11.9 which showed moderate progress.

Result Indicator 11.1. Number of school-aged children receiving daily school meals (breakfast, snack, lunch) as a result of USDA assistance. According to CRS MEAL data, **54,627** school-aged children received daily schools meals as a result of USDA assistance. This number represents **99.3% of the final target of 55,035 children.**

Result Indicator 11.4 - female. A total of **26,073** female students were recorded for 2018, representing **97.2% of the final target of 26,814 female students.**

Result Indicator 11.5 - male. A total of **28,554** male students were recorded for 2018, representing **101.2% of the final target of 28,221 male students.**

Result Indicator 11.6 - Number of daily school meals (breakfast, snack, lunch) provided to school-age children as a result of USDA assistance. A total of 10,318,451 daily school meals were provided in 2018, 10,556,400 in 2017, and 4,960,980 in 2016, totaling **25,835,531.** This number represents **55.0% of the final target of 47,000,000 daily school meals provided over the course of the project.** Assuming this number remains constant for 2019 and 2020, the project is on schedule to achieve the final target.

- **Verification (11.1 - 11.6).** Three food delivery receipts were pulled each for 2017 and 2018 at Caritas and COCEPRADII.

Result Indicator 11.7 - Number of individuals receiving take-home rations as a result of USDA assistance. A total of **17,211** individuals received take-home rations in 2018, representing **96.3% of the final target of 17,866 individuals.**

Result Indicator 11.8 - continuing. A total of **17,211** continuing individuals received take-home rations in 2018, representing **96.3% of the final target of 17,866 individuals.**

Result Indicator 11.9 - new. A total of **6,616** new individuals received take-home rations in 2018, representing **55.1% of the final target of 12,012 new individuals.**

Result Indicator 11.10 - others. A total of **17,211** other individuals received take-home rations in 2018, representing **96.3% of the final target of 17,866 individuals.**

- **Verification (11.7 - 11.10).** Three home ration delivery lists were pulled each for 2017 and 2018 for Caritas and COCEPRADII.

Result Indicator 11.11 - Number of individuals trained in child health and nutrition as a result of USDA assistance. A total of **13,311 i**ndividuals were trained in child health and nutrition in 2018, representing nearly **1,300.0% of the final target of 1,040 individuals.**

Result Indicator 11.12 - female. A total of **11,969** female individuals were trained in child health and nutrition 2018, representing nearly **1,700.0% of the final target of 724 female individuals.**

Result Indicator 11.13 - male. A total of **1,342** male individuals were trained in child health and nutrition 2018, representing approximately **425.0% of the final target of 316 male individuals.**

- **Verification (11.11 - 11.13).** Lists of people trained in health and nutrition in 2017 and 2018 were pulled at Caritas and COCEPRADII.

Result Indicator 11.14 - Number of social assistance beneficiaries participating in productive safety nets as a result of USDA assistance. A total of **71,838** social assistance beneficiaries participated in productive safety nets (calculated as the number of children receiving school meals, plus the number of individuals receiving take-home rations).

Result Indicator 11.16 - female. A total of **77,259** female beneficiaries were recorded in 2018, representing **217.0% of the final target of 35,609 female beneficiaries.**

Result Indicator 11.17 - male. A total of **67,064** male beneficiaries were recorded in 2018, representing **210.0% of the final target of 31,990 male beneficiaries.**

Result Indicator 11.19 - Number of take-home rations provided as a result of USDA assistance. A total of **68,933** take-home rations were provided in 2018, representing **41.0% of the final target of 168,056 take-home rations provided.**

- **Verification (11.19).** Three home ration delivery lists were pulled each for 2017 and 2018 for Caritas and COCEPRADII.

Child Food Intake Survey

The majority of students (97.1%) ate food in their home in the morning, and a large percentage reported receiving food (77.8%) reported receiving food the day of the survey (see Table 13). Most students report receiving food once a day at school (73.9%) and a smaller portion twice a day (25.0%). Less than a quarter (22.8%) reported being hungry. When asked how they liked food, the majority of children said they liked it a lot (82.7%) while some said a little (16.4%) and few said not at all (0.8%). Table 13 displays the type and amount of food consumed by children, at home and at school, and whether children believed they received enough food. Students who responded "other" included write-in responses of other food types consumed at home, which included butter, water, pastelitos (meat pies), salt, and other grain/pastry items (see Table 13).

Table 13: Child Food Intake Type and Amount

Food	Did you eat __?	At home	Did you think it was enough?	At school	Did you think it was enough?
Beans	75.10%	86.60%	96.80%	32.80%	97.80%
Tortillas/pupusas	70.30%	91.30%	97.60%	28.80%	98.20%
Rice	48.80%	64.60%	96.70%	52.40%	97.90%
Coffee/tea	34.30%	97.20%	97.20%	3.70%	91.70%
Milk	20.10%	22.10%	96.30%	80.60%	97.20%
Eggs	18.90%	98.20%	97.70%	2.40%	100.00%
Corn-soy blend (CSB)	16.50%	0.90%	100.00%	99.30%	98.10%
Cheese	15.30%	71.80%	96.90%	33.50%	98.30%
Cereal	12.90%	14.50%	89.60%	86.30%	97.40%
Cottage Cheese	11.80%	99.50%	96.30%	1.00%	75.00%
Bread	7.10%	92.30%	95.60%	6.90%	94.40%
Noodles/pasta	6.70%	73.40%	94.80%	26.20%	98.40%
Juice	6.30%	43.60%	91.60%	59.20%	98.50%
Fruit	6.10%	80.60%	94.10%	38.30%	96.00%
Soup/Broth	5.40%	32.60%	92.80%	67.90%	99.20%
Other vegetables	5.30%	76.10%	97.90%	35.40%	97.80%
Chicken	5.10%	82.30%	95.30%	18.40%	94.10%
Tamalitos	4.80%	53.30%	95.60%	50.60%	98.80%
Green leafy vegetables	4.20%	54.10%	91.70%	46.20%	98.50%
Avocado	2.10%	98.60%	97.10%	1.40%	100.00%
Meat	1.00%	80.60%	17.20%	18.90%	100.00%
Porridge/oatmeal	0.20%	60.00%	87.50%	20%	100.00%
Otro	NA	10.9%	93.3%	13.8%	95.6%

Table 14: Food Received by Children at School (Parent-Reported)

Food	%
CSB	96.2%
Beans	98.0%
Rice	98.0%
Corn	86.7%
Oil	75.9%
Vegetables	13.7%
Other	9.6%
Chicken	4.4%
Drinks	0.2%

Parent Survey. Parents were also asked to report on the food their child receives at school (see Table 14). Among "other" responses, parents also indicated that their child receives milk, cheese (cuajada) spaghetti/noodles, juices/horchata, pupusas, tamales/tamalitos, tajadas, and tortillas. 56.9% of parents also reported receiving dry rations. When asked how it is used, 99.4% reported consuming it at home, and 7.6% share it with other families. Fewer than 0.5% of families reported selling or donating their rations to others.

Result 12.0 - Improved Student Attendance

Data for Result 12.0 indicators were obtained through CRS MEAL records and verified through physical attendance lists pulled at Caritas and COCEPRADII offices. All results indicators exceeded their final targets.

Result Indicator 12.1 - Number of students regularly (80%) attending USDA supported classrooms/schools. According to CRS MEAL records, **50,165** students attended USDA supported classes at least 80.0% of the 200 school days. This number represents **105.2% of the final target of 47,700 students attending 80% of school days.** Students who regularly attend school account for 93.5% of the 53,678 students enrolled at midterm (see Result Indicator 15.1). Compared to baseline, however, this number is also a decrease of 2,595 (4.9%) students from the 52,760 students previously attending 80% of school days.

Result Indicator 12.2 - female. A total of **23,988** female students attended 80.0% or more of school days, representing **102.6% of the final target of 23,373 female students attending 80% of school days.** Female students who regularly attend school account for 93.3% of the female 25,723 students enrolled at midterm (see Result Indicator 15.2). However, this number is also a decrease of 1,974 (7.6%) of female students from the 25,962 female students at the baseline evaluation attending 80% of school days.

Result Indicator 12.3 - male. A total of **26,177** male students attended 80.0% or more of school days, representing **107.6% of the final target of 24,327 male students attending 80% of school days.** Male students who regularly attend school account for 93.6% of the 27,955 male students enrolled at midterm (see Result Indicator 15.3). However, this number is also a decrease of 621 (2.3%) of male students from the 26,798 male students at the baseline evaluation attending 80% of school days.

- **Verification.** Five attendance lists each for 2017 and 2018 were pulled at Caritas and COCEPRADII.

Parents. Parents were asked to respond how they would act if their community had children who were not attending school. Parents indicated that they would make home visits (85.3%), inform the principal of the school (9.4%), obtain resources to help motivate the parent to send the child to school (8.4%), and inform local authorities (4.5%). Only 4.7% of parents said they would do nothing. Of those who responded other (8.2%), most strategies involved having a conversation with the parents of the child not attending school about the importance of school attendance and strategies to support the family in sending their child to school.

Teachers. When asked about contributing factors to student absences, teachers reported that absences were due to sickness (62.0%), transportation difficulties (18.1%), safety/security concerns (3.6%), the need to work outside the home (23.9%), vacation/spending time with family (5.0%), rain (5.3%), flooding (5.2%), muddy roads (3.4%), or a variety of other reasons (46.6%).

Result 13.0 - Increased Economic and Cultural Incentives (Or Decreased Disincentives)

Result Indicator 13.1 - Number of students receiving transportation to schools as a result of USDA assistance. According to transportation records collected by implementing partners, **3,517 children received transportation to school as a result of USDA assistance. This number represents 117.2% of the final target of 3,000.** As displayed in Table 15, Caritas provided transportation to 1,895 students and COCEPRADII provided transportation to 1,622 students. Students' grades range from Pre-K and K to Grade 9. The largest subset of students receiving transportation from both implementing partners were those in Grades 7, 8, and 9 (see Table 15).

Table 15. Students Receiving Transportation to Schools by Grade

	CARITAS	COCEPRADII	TOTAL
Pre-K and K	--	20	20
Grade 1	172	61	233
Grade 2	157	99	256
Grade 3	161	87	248
Grade 4	202	95	297
Grade 5	164	108	272
Grade 6	190	97	287
Grade 7	358	374	732
Grade 8	284	368	652
Grade 9	207	313	520
TOTAL	1,895	1,622	3,517

- **Verification.** Three transportation lists each for 2017 and 2018 were pulled at Caritas and COCEPRADII.

Parent Survey. Fewer than 1 in 10 parents (8.0%) reported that their children have access transportation services. Of those that did, most received transportation for one (61.6%) or two (23.9%) children. Among families receiving transportation services, close to two in three (63.0%) of parents worked to ensure the child arrives on time to the transportation stop, 42.8% monitor the child's safety until they board, 16.2% monitor the safety of the means of transportation, 3.6% are engaged in administrative tasks related to transportation, and 4.4% manage the resources for transportation. In open-ended responses (22.5%), the majority of parents indicated that they pay for transportation services for their children.

What are the Factors Influencing Family's Investment Decisions?

Parents were asked in surveys about the factors influencing their decisions around investing money. As displayed in Table 16, the primary factors include food, medical bills, education costs, goods, savings, and asset-building.

Table 16. Factors Driving Family Investment Decisions

Factor	%
Pay for food not produced by family	89.9%
Produce food	88.2%
Pay medical bills	84.9%
Pay education costs	80.7%
Pay for goods in the home	69.8%
Need to build savings for urgent needs	60.5%
Need to build assets to sell in event of urgent needs	65.6%

Family Investment Decision-Making. As part of the midterm evaluation data collection activities, a special qualitative study was conducted using six focus groups (three with men only, three with women only) to examine how parents decide on household expenditures. The findings presented in Table 16 above were supported, but additional dynamics emerged from the qualitative data (see a full report on this exercise in **Appendix C**). In the framework of the CRS strategic plan (2014-2018), CRS Honduras designed its learning agenda since 2015 in two key sectors of its programming, one of which is Education and Youth. For this sector, CRS Honduras has prepared the following learning question: What are the factors that influence the economic and participatory investment priorities of families and local authorities in marginal urban and rural areas of Honduras with a focus on the rights of NNJA? The answer to that question will help CRS design projects that are more focused on the factors that determine the spending priorities of families, to ensure that those priorities align with the rights of children and youth. It will also facilitate effective advocacy on international cooperation organizations, partners, local and central government; In addition, it will contribute to making adjustments to ongoing projects.

Results from this special study showed that spending priorities varied between men and women, with women tending to focus more on food, health and education. Men, meanwhile, focused on food, agriculture production, and land acquisition, purchase of animals, and finally health and education. These differences likely reflect the division of labor between men and women, which, in turn, is related to existing gender gaps in the communities.

Importantly, focus groups revealed that family income is often used to purchase goods considered "luxury" in the communities. This dynamic affects the availability of monetary income for the purchase of essential goods, reducing the possibility of meeting basic needs. Spending on alcohol, drugs, tobacco and gambling (expenses mainly for men), also affects the availability of money to spend on education, food, and health (see **Appendix C**).

Result 14.0 - Improved School Infrastructure

Data for Result 14.0 indicators were obtained through CRS MEAL records and verified through pulling physical records at Caritas and COCEPRADII offices. All indicators showed good progress, having met or exceeded their final targets.

Result Indicator 14.1 - Number of educational facilities (i.e. school buildings, classroom, latrines) rehabilitated/constructed as a result of USDA assistance. CRS MEAL records show that a total of **333 educational facilities were rehabilitated or constructed as a result of USDA assistance. This number represents 102.5% of the final target of 325.**

Result Indicator 14.2 - Number of educational facilities (i.e. school buildings, classroom, latrines) rehabilitated/constructed as a result of USDA assistance (Kitchens, cook areas). CRS MEAL records show that **44 kitchens and cook areas have been built or rehabilitated, representing 61.1% of the final target of 72.**

Result Indicator 14.3 - Number of educational facilities (i.e. school buildings, classroom, latrines) rehabilitated/constructed as a result of USDA assistance (Latrines). CRS MEAL records show that **199 latrines have been built or rehabilitated, representing 110.0% of the final target of 181.**

Result Indicator 14.4 - Number of educational facilities (i.e. school buildings, classroom, latrines) rehabilitated/constructed as a result of USDA assistance (Wells and water stations/systems). CRS MEAL records show that **44 wells and water stations/systems have been built or rehabilitated, representing 61.1% of the final target of 72.**

Result Indicator 14.5 - Number of schools using an improved water source. CRS MEAL records show that **44 schools are using an improved water source, representing 61.1% of the final target of 72.**

Result Indicator 14.6 - Number of schools with improved sanitary facilities. CRS MEAL records show that **46 schools have improved sanitary facilities, representing 63.9% of the final target of 72.**

- **Verification.** Three records were pulled each for 2017 and 2018 for each of the following: Infrastructure; Warehouse (Siguatepeque); Kitchens, cook areas; Latrines; and Wells and water stations/systems. A combined total of 60 records were pulled (30 for Caritas, 30 for COCEPRADII) (also see Result 2).

Principals. Principals reported on the state of the facilities of the school building. They indicated in general that their building facilities were regular (40.4%) or good (45.6%), though a small group said the facilities were bad/poor (14.0%). Most indicated that their school building was not accessible for children with disabilities (74.3%).

A sink next to a latrine, built during MGD Phase II

Many principals indicated their preferences for improvement areas for school infrastructure. When asked what areas they would like to see improved, 24.6% said that classrooms should be improved, 8.7% said latrines/toilets should be improved, and 1.2% said sinks should be improved. In addition, 32.2% said construction on classrooms should occur, 11.1% said construction on latrines/toilets should occur, and 1.8% said sinks should be built. Finally, 24.0% indicated that a perimeter fence should be built. Write-in responses indicated that principals value construction projects on libraries, kitchens, event and activity spaces, gymnasiums, and other buildings.

Children. Children reported that toilet paper was available with some variance. Roughly one third (33.3%) said that it was available every day, 6.4% said almost every day, 26.8 said some days, and 33.5% indicated that toilet paper was never available.

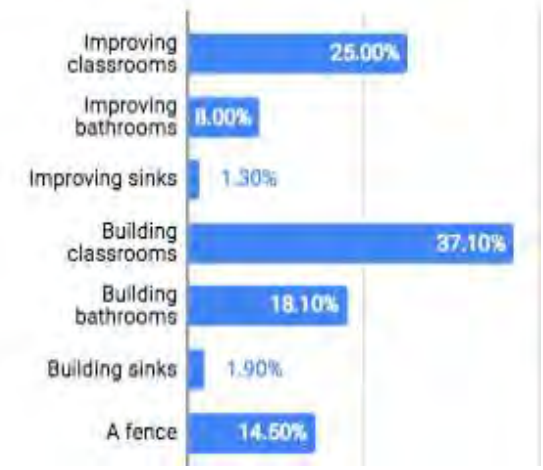
A sink next to a latrine, built during MGD Phase II

Parents. Over two-thirds (67.9%) of parents indicated that there had been improvements in school infrastructure. When asked what areas were improved, 32.3% said that kitchens were improved, 40.0% said cleaning areas were improved, 6.5% said well and water systems were improved, 46.7% said repairs were made to roofs, walls, windows, doors, and floors, and 27.3% indicated that there were other improvements. Write-in responses indicated that these included building improvements such as new libraries, auditoriums, sports fields, fencing, food storage/kitchens, painting, and other improvements.

Parents also shared information related to their ongoing maintenance activities. Over two-thirds (67.0%) indicated that there were cleaning services, 36.4% reported ongoing supervision of the physical state of the building, 30.3% that supervision to ensure that repairs were done adequately, 14.8% indicated that ongoing repairs (e.g. leaks, key replacement) were occurring at their school, and 6.1% stated that school communities received contributions for repair parts.

Teachers. Data from the teacher's survey indicate that teachers had mixed opinions about the physical condition of their schools: 10.7% reported poor condition, 53.0% reported fair/regular condition, and 36.4% reported good condition. When asked to report the top two priorities for improving school infrastructure, the teachers ranked them as presented in Figure 5.

Figure 5: Teachers' Top Priorities for Improving School Infrastructure



Infrastructure Observations

Of the 27 schools observed for infrastructure support, 74% of schools received support from MGD for its bathrooms/restrooms, 70% received support for its kitchen, and 30% received support for its water system. Additionally, 22% of schools mentioned they received support for other components of the school's infrastructure, such as classrooms (34%), pantry/storage space (50%), dining (34%), and water filter (17%).

Most schools (93%) have a kitchen, and over 90% of those schools use the kitchen to prepare food and store food and cooking tools. As depicted in Table 17, overall, the cleanliness of the kitchens were clean to very clean - over 60% for all evaluated items. The floor has the lowest cleanliness average of 3.80, and the equipment and kitchen tools had the highest cleanliness average of 4.28. There were animals in the kitchen in 16% of schools (n=4), there were dogs in two schools, flies in one and chickens in one (see Table 17).

Table 17. State of Cleanliness in the Kitchen

	Very clean	***Clean***	***Neutral***	***Dirty***	***Very Dirty***	***Average (SD)***	***Range***
Stove	44% (11)	28% (7)	16% (4)	8% (2)	4% (1)	4.00 (1.15)	[1,5]
Floor	36% (9)	32% (8)	16% (4)	8% (2)	8% (2)	3.80 (1.26)	[1,5]
Equipment	44% (11)	40% (10)	16% (4)	0% (0)	0% (0)	4.28 (0.74)	[3,5]
Walls	44% (11)	20% (5)	20% (5)	12% (3)	4% (1)	3.88 (1.24)	[1,5]
Sink	36% (9)	36% (9)	12% (3)	16% (4)	0% (0)	3.92 (1.08)	[2,5]
Kitchen tools	48% (12)	40% (10)	4% (1)	8% (2)	16% (4)	4.28 (0.89)	[2,5]
Counter tops and seats	32% (8)	40% (10)	16% (4)	8% (2)	4% (1)	3.88 (1.09)	[1,5]

Of the schools that had a kitchen (n=25), food was being prepared in 92% of schools at the moment of the observation. As depicted in Table 18, the hygiene protocol followed by the preparers of food was good - over 80% of agreement for almost all items. The use of hairnets had the lowest average score (3.00), while the use of gloves had the highest average (4.35) (see Table 18).

Table 18. Cleanliness while Preparing Food

	Strongly agree	**Agree**	**Neutral**	**Disagree**	**Strongly disagree**	**n**	***Average (SD)***	***Range***
The kitchen tables, floors and tools are clean	46% (10)	36% (8)	5% (1)	9% (2)	5% (1)	22	4.09 (1.15)	[1,5]
Preparers wash their hands	33% (5)	53% (8)	7% (1)	7% (1)	0% (0)	15	4.13 (0.83)	[2,5]
Food preparers wear clean clothes	45% (9)	45% (9)	10% (2)	0% (0)	0% (0)	20	4.35 (0.67)	[3,5]
Preparers use hair nets to keep their hair up	30% (6)	15% (3)	0% (0)	35% (7)	20% (4)	20	3.00 (1.62)	[1,5]
Preparers use aprons.	55% (11)	25% (5)	0% (0)	15% (3)	5% (1)	20	4.10 (1.29)	[1,5]

There were children in the kitchen at 12% of schools (n=3). The motive of having the children under age 7 in the kitchen was because the parents do not have anyone who could take care of the child at home.

There was water available at 89% (n=24) of the schools. Additionally, 88% of schools (n=22) had a functioning water system. The water system was provided by the program in 36% of the schools (n=9). Additionally, water leaks were not observed in 93% of schools. In 59% of schools, water was used for consumption, in 100% of schools the water was used to wash hands and dishes, in 91% of schools the water was used to wash the mop, and in 73% of schools the water was used to wash the floor. Additionally, in 18% of schools (n=4) the water was used for other purposes, such as gardening (n=3).

Children drank water at the school in 79% of the schools. Children drank water from: a water jet in 25% of schools, from pipe in 15% of schools, from a fountain in 11% of schools, from filter in 79% of schools. In other 3 schools (16%) kids brought water for their own consumption.

The Sawyer filter is used in 88% of schools (n=21), and all schools stated the filter is useful and it does not need to be changed, among the reasons they provided for this statement they say that the filter prevented diseases, it was easy to use, safe, among others.

There was a bathroom in 93% of schools (n=25), and 92% of those used separate bathrooms. In 91% of schools there were separate bathrooms for boys and girls, and in 91% of schools there were separate bathrooms for teachers and children. The cleanliness of bathrooms was reported to be good.

There were clean walls in 72% of schools, clean toilets, and handwash in 64% of the schools. Among the schools that did not meet the minimal standards, observers stated that there were no toilets in two schools, there was no handwash (or did not have water) in other two schools, and the smells or overall condition was bad in other two schools. In addition, none of the schools had a towel, 8% of the schools had soap, 80% of schools had water in the bathroom, 64% of schools had a trash can, 76% of schools had ventilation, and 56% of schools had lights in the bathroom. Finally, there was toilet paper in only 10% of the bathrooms (n=2).

Qualitative responses related to “other” improvements emphasized new or improved kitchen and cafeterias, school furniture, libraries, auditoriums, science and technology labs, sports fields, roofing, and electric and sanitation systems.

Result 15.0 - Increased Student Enrollment

Result Indicator 15.1 - Number of students enrolled in school receiving USDA assistance. Student enrollment data were obtained by Caritas and COCEPRADII, and disaggregated by gender (see Table 19). Overall, the **number of students enrolled in school receiving USDA assistance totaled 53,678. This number represents 97.5% of the final total of 55,035** but decrease of 517 (1.0%) from the 54,195 students enrolled at baseline.

Result Indicator 15.2 - female. According to Caritas and COCEPRADII records, **25,723 female students were enrolled in 2018, representing 95.9% of the final target of 26,814 but a** decrease of 682 female students (2.6%) than the 26,405 students enrolled at baseline.

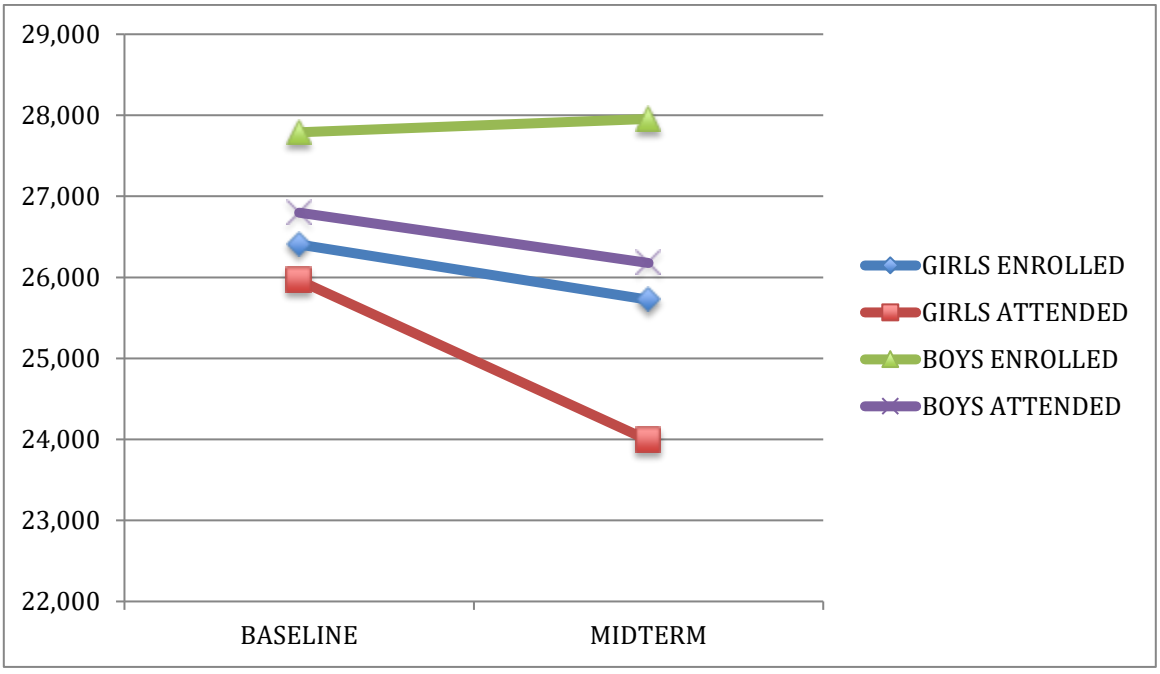
Result Indicator 15.3 - male. According to Caritas and COCEPRADII records, **27,955 male students were enrolled in 2018, representing 99.1% of the final target of 28,221** and an increase of 165 male students (0.6%) compared to the 27,790 male students enrolled at baseline.

Table 19. Student Enrollment by Gender

	Caritas	COCEPRADII	TOTAL
Female Students	13,983	11,740	25,723
Male Students	15,183	12,772	27,955
Overall	29,166	24,512	53,678

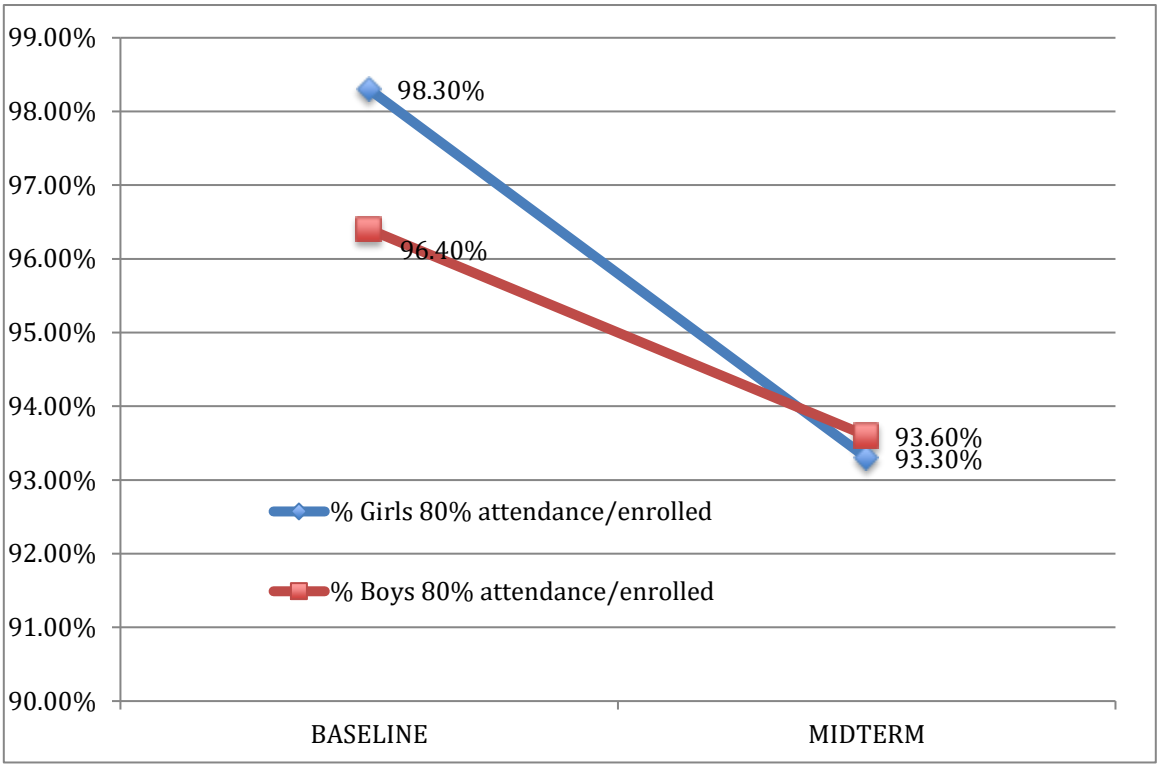
Enrollment and attendance numbers are presented in Figure 6 below, comparing boys and girls at baseline and midterm. Boys' enrollment increased slightly at midterm, but attendance dropped. Girls' enrollment was lower than boys at baseline, and dropped further at midterm. Girls' attendance also dropped at midterm at a steeper rate than for boys.

Figure 6. Enrollment and Attendance, by Gender (Baseline vs. Midterm)



To make a more direct comparison between boys' and girls' enrollment and attendance rates, we calculated the percentage of students attending school 80% time out of the total number of students enrolled at baseline and midterm (see Figure 7). The proportion of both boys and girls who regularly attended school declined at midterm compared to baseline. However, attendance dropped more significantly for girls (5.0% of the population) compared to boys (1.4% of the population).

Figure 7. Regular School Attendees Compared to Total Enrollment Students



Result 16.0 - Increased Community Understanding of Benefits of Education

Result Indicator 16.1 - Percent of parents in target communities who can name at least three benefits of primary education. **72.6% of parents named at least three benefits,** an increase from 20.8% at baseline, and representing **161.3% of the final target of 45.0%.**

All parents (100% of n=1,720) indicated that they believed their child's education is important. Table 20 displays the top reasons provided by parents.

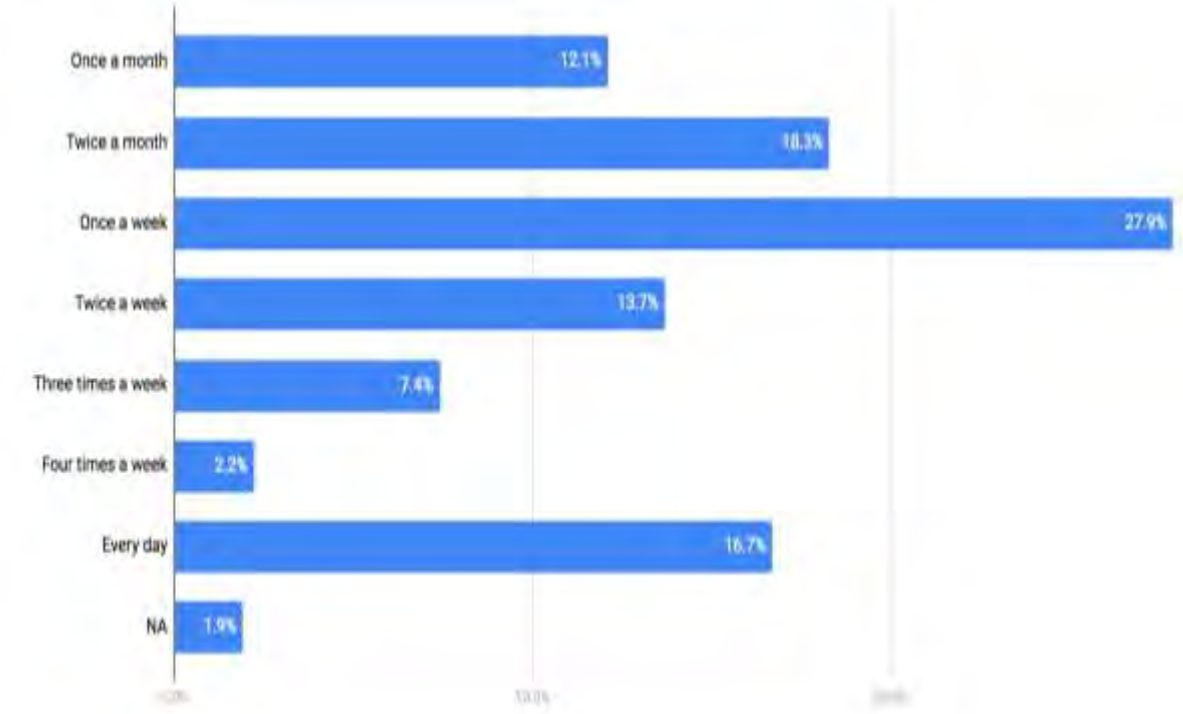
Table 20: Why Parents Believe their Child's Education is Important

To have a better future	81.2%
To have a better quality of life	69.5%
To reach higher social status	22.3%
To get a higher income	52.2%
To contribute to local development and to Honduras	18.7%

Parents provided many additional reasons for why they believe their child's education is important, including developing literacy and reading skills, the development of social and emotional skills as well as a moral/decision-making framework, and a broader understanding of the role of education in a child's formation into adulthood.

Parents also reported on their frequency of visits to the school. Figure 8 provides these results. Most parents attended at least once a week or more (67.9%).

Figure 8: Frequency of Parent Visits to the School



When parents come to school, 61.3% report having meetings with the parents association (APF), 35.9% meet with teachers, 50.2% help with food preparation and serving, 29.9% monitor (the safety of) the children and materials of the school, 8.8% report monitoring the good use of school materials, 30.4% indicated that they come to school when the teacher calls them, and 18.2% said they engaged in other activities at the school.

Regarding volunteer activities, 55.1% of parents indicated that at least one person in their home volunteers at the school, while 24.0% indicated that more than one person in their home volunteers at the school. When volunteering, parents serve as teacher's aids (16.8%), work on

dropout prevention (EPRED) (9.2%), work with PASE (14.2%), participate with the parents association (APF) (30.7%), work with the school committee (CED) (4.8%), volunteer with the education development board (COMDE) (0.7%), serve on the food committee (43.7%), or serve in other capacities (6.9%).

Parents also discussed the role of the School for Parents (Escuela Para Padres). Most parents (88.3%) either participate or have an interest in participating in the parent school. Parents also indicated that the desire to learn more (90.7%), to help their children with homework (32.4%), and to meet other people (17.2%) were all motivations to attend. Write-in responses also emphasized parents' desires for assistance in learning parenting skills that focus on social and emotional skill building and moral development.

Why Do Parents Believe Education is Important for Their Children?

The MDG program has focus on promoting the importance of education among parents and it is evident through the focus groups responses that parents understand the importance of education for their children. In particular, their statements show that they understand that education has a positive impact their children's future as it prepares them to become successful and productive adults (see Matrix 4). The overwhelmingly majority of focus groups (82%) stated that education helps children have a better future by providing better job opportunities compared to someone with less education. Parents seem to be aware that education serves as a means to acquire new abilities and skills, increasing their children's opportunities of obtaining a better job with good earning potential.

Similarly, 45% of focus groups perceive education as a mean to improve quality of life. Some parents stated that they did not have the opportunity to complete their education, which limited their employment and financial opportunities as adults. Their desire is for their children to have a better life than they had. They perceive education as a way for their children to improve their quality of life. Parents in 45% of focus groups also stated that education is very important in preparing children fend for themselves since education helps children to develop abilities and skills that will help them to become independent and compete for jobs. Education also teaches children how to fight for their rights.

Another pattern that emerge in 27% of the focus groups was that education promotes positive behaviors and prepares individuals to make better life decisions. Parents perceive those who have higher levels of education as less likely to engage in criminal behavior and make bad life decisions. Education is perceived to be associated with having higher critical thinking skills and being able to make wiser choices. In addition to acknowledging that education is important for the future well-being of their children, in 55% of the focus groups, parents also noted that education is a way for their children to contribute to the well-being of their municipalities or communities and their country. Formally educated individuals are perceived as the foundation for a community and country.

Matrix 5. Importance of Education

Category	Example of Comments Illustrating Category	% Frequency
To have a better future - better job opportunities with more skills or a professional job	Parent: "Education give us opportunities. For example, if we go to a company seeking a job and we do not have a degree, they may ask us if we speak English and if we know how to use a computer. If we say that we don't, they will tell us that we cannot get the job because they need someone who can communicate with people from abroad."	82% (9 comments)
To have a better quality of life than their parents	Parent: "Education is important so that children can have a different life than their parents. They should study so that their lives can be different. So that there is change and they are not like me who only completed the third grade. My goal is for my children to be better than me."	45% (5 comments)
Fend for themselves	Parent: "Education is very important, specially in this day and age. For me it's very important for the future of our children so that they know how to fend for themselves."	45% (5 comments)
Promotes positive behaviors and life decision-making	Parent: "I say that education is the most important thing for me because someone who is educated thinks before committing a crime or joining a gang. A teacher, a lawyer, or a politician, will avoid it because they know what they are getting into. The one who doesn't have an education will most likely join a gang or another place because he or she did not study."	27% (3 comments)
Contributes to the development of their communities and their country.	Parent: "I believe that education can contribute to the development of communities, the development of the municipalities, and the development of their country. It is of great importance."	55% (6 comments)

Key Criteria

Relevance

Project stakeholders largely feel that MGD is meeting significant needs in their communities, and both parents and community organizations participate to foster the success of the program. All of the parent focus groups (100%) identified that parents participate in various forms in their children's education (see Matrix 6 for summary). Parents reported that they participate in different committees, trainings, and projects, such as in the school feeding program, the school for parents, parent-teacher meetings, dropout prevention and homework committees, and the school garden and new construction projects.

Parents contribute in the committees and projects by supplying volunteer labor, donating food items or materials, visiting parents of children with chronic absences. While parents participate in various activities, it was frequently mentioned that parents participate in the training and preparation of the school feeding program. It became apparent through the parent focus groups that the MGD program has contributed significantly to the development of the community social fabric, through the promotion and support of different forms of organization.

In addition to participating in the school programs, parents also provide support in their children's learning process. In 45% of the focus groups, parents stated that they provide learning support to their children in ways such as: going to the school to ask the teacher about their children's academic progress and behavior; reinforcing behavior rules at home; giving children time to work on homework; prioritizing homework before chores; helping child to read; working on homework with child; checking their homework; and seeking help for child when homework is complicated if parents do not know how to read and write. Therefore, the findings suggest that children receive mutual support from teachers and parents in their learning process.

Parents in 36% of the focus groups also stated that they send their children to school and make sure that they are arriving at the school. It was mentioned by participants that some parents assume that their children are going to school, but they stay somewhere along the way so it is important to check whether they are arriving at the school.

Matrix 6. Parental Involvement in the Education of their Children

Category	Example of Comments Illustrating Category	% Frequency
Providing learning Support	Parent: "I always go to ask about my children's academic progress because I believe that, as a responsible parent, we have to ask about their progress. It is one thing just to send the child to school and another thing to find out how our children are doing." Parent: "I look for help because I cannot read. When they assign them difficult homework, I look for help with people who may know. I ask them if they can help my children." Parent: "I give my children time so that they can do their homework. Because if they come home and I ask them to make the tortillas or to bring the firewood, they will not have time to do on their homework."	45% (5 comments)
Participating in committees, meetings, and school projects	Parent: "It is our responsibility to attend meetings and trainings. We receive training and are asked to take leadership positions in the schools such as in the parent association and other committees available in the school. We need to collaborate with all of those committees because by participating we support the school and our children." Parent: "Well, I personally have been involved in many activities because all of my children have all attended school here. We have learned to cook because they have brought us a project to learn to cook."	100% (11 comments)
Sending children to school	"Sometimes there are children that we send to school from home, but they may not arrive to school. They may stay hiding somewhere and we think that they are in school. So, we need to check if our children are in school."	36% (4 comments)

Effectiveness

With 48 of 61 indicators already having met or exceeded their final targets at midterm (78.9%), MGD II has been largely effective in meeting output and outcome targets. CRS has also effectively followed recommendations from the Baseline Evaluation report and the project has made significant gains in community support and buy-in. Yet, some challenges emerged from the Midterm Evaluation, related to slower than expected gains in reading comprehension, and ongoing issues around the sustainability of project activities. New concerns arose around meeting the needs of students with learning and other disabilities, as did potential problems around health and hygiene, and issues related to financial decision-making among parents. These concerns are each addressed in the Midterm Recommendations.

Efficiency

Qualitative data revealed frustration on the part of district directors, around the centralization of spending authority at the municipal level. Specifically, district directors are constrained in their abilities to prioritize funding for textbooks and other learning materials, while municipal mayors are said to prioritize infrastructure support and furniture. Qualitative data also suggested that inconsistent strategies are in place across municipalities to ensure mandatory school enrollment. In addition, municipalities vary in the extent to which they have engaged in planning for project sustainability post-USDA support, including how funds will be allocated to continue specific project activities after conclusion of MGD II. These concerns are addressed in the Midterm Recommendations.

Impact

The overwhelmingly majority of parents (65% of the comments) agreed that school feeding was the component that program that had the greatest impact on their child's education. They also identified other components of the program such as transportation, school supplies, and parent trainings. However, they emphasized that while that while other components are important and impact the educational achievement of children in different ways, the school feeding is critical since it is one of the main reasons some children go to school.

The majority of informants perceive that the MDG program has positively affected the academic achievement of children (see Matrix 7). According to the different actors who were interviewed, the problems of absenteeism and school dropout have been considerably reduced. 74% of the interviews with district, departmental directors, and municipal mayors reported that the MDG program has reduced absenteeism. The actor's perception about improved attendance is consistent with data that shows the number of students regularly (80%) attending USDA supported schools consists of 50,165, which is above the CRS targeted number of 47,700 students. Actors consider that the impact of the program is more evident in the reduction of absenteeism, especially in those children who come from homes in extreme poverty. An important part of this project is the constant motivation that children receive. There are multiple reasons now to encourage them to continue going to school. For example, district directors affirm that since the school feeding intervention is in place children are motivated to come to school since that may be the only meal they may have in a day.

In 59% of the interviews, actors also reported that the MDG program has reduced dropout rates. However, some of the actors interviewed stated that they cannot affirm that the program has reduced dropout rates since there are various reasons why children dropout from school that are beyond the control of the school and of the MGD program. For example, while the researchers visited the schools, some of the school principals and parents informally discussed how there has been an increase in student dropouts related to more families immigrating to the U.S. in recent months.

The perception of stakeholders must also be balanced with the quantitative findings for student enrollment and attendance. While all of these indicators are near the final targets for the MGD program, all have declined since baseline with the exception of boys' attendance which increased slightly at midterm. Most concerning is that girls' attendance has dropped at a steeper rate than their enrollment, and at a steeper rate than boys' attendance – suggesting that unknown factors are preventing these girls from coming to school even when they have enrolled (see Figure 7).

Another one of the positive effects of the program, reported by informants, is that the food children receive leads to greater academic performance. The program supports children who come from homes with limited economic resources, and the school feeding program generates progress in the learning of these children. In addition, according to district directors, the school feeding program has indirectly impacted academic indicators through children improved academic performance. They believe that a child who is well fed is able to pay more attention than a child who is hungry, and this helps them to do better academically (see Matrix 7).

Matrix 7. How has the Program Impacted the Educational Achievement of Children?

Category	**Example of Comments Illustrating Category**	**% Frequency**
Decrease in student attrition	Municipal Mayor: "The program has helped us to reduce student drop-out and absenteeism. Drop-out and absenteeism occurs not only because of school expulsion, because the family does not have the economic conditions to support the child, or because the child does not want to continue studying. The child may drop out because he or she may have a degree of malnutrition, because the child does not have something to eat at home. To our knowledge, the school meals motivate children to come to school because they know they will have a meal at school that may not have at home."	74% (20 comments)
Decrease in student absenteeism	District director: "If we did not have the meals at the school, it would be quite difficult to maintain attendance. There are communities where I can say that the children go to school because of the meals." Department director: "Let me tell you that the biggest impact is that the children have a more consistent attendance. We have less absenteeism. I could not say the same about attrition because children drop out from school for various reasons.	59% (16 comments)

	Before the school feeding program, many of the children did not go to school because going to school without eating was terrible. Now some children arrive to school to learn and some to eat a meal because they know that it may be the only meal they will eat that day. This has reduced absenteeism and the academic performance of children has also improved since a well-fed child learns better.	
Improved academic performance	District director: "In the long run, it may also help us with the academic performance; a child who knows that he or she will receive a meal and a glass of milk, is more likely to pay attention. Then his performance will be better." District director: "Of course it is important; a well-nourished child performs better in school; poor nourishment generates developmental delays and has a negative impact on school performance."	41% (11 comments)
Improved academic indicators	District director: "We raised the academic indicators; we are in third place at department level. The positive outlook of the parents and the support of the teachers has made an impact."	33% (9 comments)

Sustainability

Perspectives of CRS Staff. CRS Honduras has engaged in a number of strategies to foster the sustainability of MGD activities post-USDA support. These activities include intensive parent trainings, government partnerships, and interagency coordination. Descriptions of these activities are provided in the section of this report entitled, "Progress Made on Baseline Recommendations from 2016." To assess the sustainability of project interventions, this midterm evaluation also investigated the extent to which the different MGD program components are sustainable. According to CRS actors, the sustainability plan for the MDG program was created in 2016 by CRS representatives, in collaboration with coordinating technicians and other key stakeholders in the department of Intibucá, including department and municipal directors.

The school feeding intervention will be sustainable to some extent. The Honduran government has the obligation by law to provide school meals to children and school feeding programs have already been implemented in other departments. A collaboration agreement was recently signed by CRS with the Honduran government to support the school feeding program through local purchases, which means that this intervention will be gradually transferred to the Ministry of Education after the MDG program ends. The funding that the program will receive can be utilized to purchase basic grains (e.g., corn, beans and rice) from local small-scale farmers. Although this intervention will remain sustainable, the quantity and quality of food products will likely be reduced, which can have an impact on the outcomes of the program.

Other sustainable components include the school feeding committees, the tutoring intervention, self-savings groups, and trainings for teachers and principals. CRS also discussed how the change in participants' behaviors is also a critical aspect of sustainability. They emphasized the importance of identifying the key actors that can promote program sustainability. For example, if the school principals believe in the program interventions and they feel empowered, they will continue to promote the program activities even without the presence of CRS.

Infrastructure is one of the activities that CRS has identified as unsustainable given that these activities are costly and require ongoing financial support. Although the municipal government currently provides 25% of the financial support for infrastructure, this would not be enough to sustain this intervention. In addition, CRS has had conversations with representatives of the Honduran government to secure funds for infrastructure. While the government has strategic line for infrastructure, they do not have financial resources available at this time for infrastructure. CRS also discussed that one of the activities that could potentially phased out is the supply of educational materials for children and teachers (e.g. book bags with school supplies for children and educational materials for teachers). CRS is currently exploring the possibility of whether a private funder could contribute to this aspect of the program.

One of the greatest challenges for sustainability is that there may not be financial support from the municipalities. COMDEs need some funding in order to conduct social audits. CRS has trained the COMDE members so that they can understand their roles and functions as a municipal structure. They have also offered training in the topic of legal framework and policies. CRS reports that most COMDEs are at a point where they are functioning and making important decisions and they taking action. CRS is also working to create a committee at the department level that will focus on resource planning and management. This committee will be trained in resource management keeping in mind that there are different program components that could be funded through organizations or private businesses through in-kind or financial support. The constitution of this committee has already been developed and it is composed of eight members from of the representatives of the association of the municipalities, the department director, COCEPRADII, CARITAS, and CRS. This committee will identify representatives from private businesses that can serve on the committee.

Perspectives of Key Stakeholders. Several interviews and focus group were also conducted with different actors including the department director, municipal directors, mayors, and parents to explore their views on the sustainability of the different components of the MGD program. The main findings of these interviews and focus groups will be examined in the following section. It is important to keep in mind that each one of the actors may have a different perspective on the sustainability of the program depending on their own priorities and needs.

Sustainability of Program Effects

For the most part, parents considered that the program in its current form is not sustainable, particularly the school feeding program and the transportation for students (see Matrix 8). This perspective may be influenced by the fact they are only looking at the financial sustainability aspect of the program. Parents note that sometimes they do not have enough financial resources even for the basic needs of their household, much less could they contribute economically to sustain the program. According to the parents who participated in the focus groups, if the program ends, they would be responsible for feeding their own children at home again. Some families may

have the resources to feed their children and others may not. Conversely, some parents believe that a possible solution to help sustain the program in absence of USDA and CRS funding would be to seek new resources from other organizations including the municipal government. Participants also believe they could contribute their human capital to help continue the program activities since the different trainings that project offers has developed necessary skills for running the school feed program.

Another pattern that emerged from the data was the current and suggested future actions of the municipal government that can contribute to the sustainability of program activities. The municipal governments have provided greater support for projects of improvements in infrastructure (kitchens, water and sanitation works) as well as transportation for students, but have not been as involved in the school feeding program.

Moreover, the district directors expressed frustration that the municipal government has not ensured appropriate allocations to education in the budget. They believe that municipal government must make a sustainability plan to ensure that some components of the MDG program are maintained once CRS funding runs out. These directors plan to meet with the municipal government to ask them to consider finding new ways to fund the program such as by requesting funding from national programs originated in SEDIS (Secretaría de Desarrollo e Inclusión Social, i.e., the Secretary of Development and Social Inclusion), shifting budget priorities, and also by helping the community to produce their own crops.

The municipal mayors also expressed interest in findings ways to make the program sustainable. For example, one of the mayors stated that for him the school feedings program was a priority and he hoped it could be sustained. He talked about investing less in unproductive programs and giving more priority to programs that benefit the students and school more such as the school feeds program. Although one of the municipal mayors did raise the issue that the municipal government already has a limited budget and he cannot allocate money for anything else.

Based on the responses from these interviews and focus groups, it appears that some of the actors may not be fully aware of the progress of the sustainability plan that CRS has developed and how they could be part of it.

Matrix 8. Sustainability of Project Effects

Category	**Example of Comments Illustrating Category**	**% Frequency**
Program effects to be sustained	District Director: "I can tell you with certainty that the meals, have increased the permanence of the students in the schools. We have improved the enrollment, and the children are more willing to go to the schools because of the meals they receive; there are less dropouts, less absenteeism."	85% (14 comments)

Sustainability of program components	District Director: "In regards to food issues, I think not because they (the municipalities) have not directly been involved; however, in the area of infrastructure they give a portion when the program works on some infrastructure project, but they are very detached from the school feeding, but if we need them, I think they would help us." Parent: "The school feeding program would be unsustainable because we barely has enough for our children. It is not possible to feed everyone."	38% (13 comments)
Actions from the Municipal government that can contribute the sustainability of services such as meals, transportation, and infrastructure improvement	Municipal Mayor: "Primarily, we would need to follow up on the program so that it doesn't end. We all have the obligation to invest more into the program. I am trying to invest less in unproductive initiatives and invest more in initiatives that will have an impact. Therefore, the school feeding program is one of the initiatives we must sustain and strengthen." Municipal Mayor: "At this time the greatest contribution we have made is in infrastructure and very little in the feeding program. The contribution of CARITAS is powerful; they almost support the program entirely. We only help sometimes with the fertilizers, insecticides, seeds, technical support, advice, operational assistance, or financing the crops."	58% (10 comments)
Actors that could contribute	Department Director: "There will be a time when CRS leaves. Therefore, the municipal government should sustain these programs. How? They should help the same communities to produce the food that the child will consume, with the support of someone like me who can coordinate these projects." Department Director: "As municipal mayor, they first have request funds through PMA. Others who have school feedings go with CDIS (Secretaria de Inclusion Social), Secretary of Social Inclusion to request funds and as a municipality they should leave a budget to support school feedings." Parent: "I think we could request funds from municipalities, that can help us feed the children in the schools because there are always funds for education in the transfers of the municipality. As parents, we	70% (12 comments)

	should also focus on making a contribution to maintaining the corn, beans, and rice, the most basic items. All parents should reach an agreement to make a small contribution to sustain the school feeding program and make requests to other organizations that can support it." Parent: "I believe that we can put into practice the trainings we have received. If the institution said they are going stop the funding for the program, we could use the training we have received to brainstorm new ideas. There is no other option if there is no more flour, no rice; if there is nothing left. We would have to work to generate funds. The problem is that we rely only on the institution. I believe that the objective of the institution is to train us so that we put into practice what we have learned."	

Interagency Relationships

Sustainability requires change in the institutionalization of processes. Informants, including, municipalities, department and district directors reported some progress as well as some barriers that still exist in interagency relationships. One of the factors that could either hinder or support the sustainability of the program is the relationship and coordination between the mayor and educational entities. 43% of the comments from district suggest that the district has a positive relationship with mayors. In particular, district directors report that they are able to present proposals to the mayor and find ways to collaborate. However, 57% of the respondents discussed challenges in the relationship. They report that some mayors are not willing to sit down with district directors to discuss the needs of the district. Other times, even when the mayors are willing to consider the needs of the districts, they are not able to provide financial support due to limited transfers.

Another important area related to the institutionalization of processes is the functioning of the COMDE. 23% of informants reported that they notice an improvement in the functioning of the COMDEs. The trainings have strengthened the capacities of COMDE members and they are now able to work together with the ministry of education on proposing educational policies. However, 77% of the comments related to the functioning of the COMDEs still report barriers. One of the challenges reported is that because the COMDEs are made up of volunteers, sometime is difficult to get groups to participate in the meeting and to take action. Another major barrier for the COMDEs is the lack of independence in being able to make decisions and being able to have an input on how the funds are allocated.

Matrix 9. Interagency Relationships

Category	Example Comments Illustrating Category	% Frequency
Interagency Coordination (Relationship between mayor and educational entities)	District director: We do have a good relationship; we have a new municipal government right now, and we have a good relationship. We come to agreements; we present plans; we discuss them and we see where we can collaborate; sometimes we have to seek other funders. District Director: We coordinate activities with the mayor; if anything is needed to bring to a municipality, such as food, transportation and some other funds to develop some activities.	43% (9 comments)
Interagency Coordination Challenges	Department director: "That depends on the mayor involved. Because the biggest problem I see with the mayor's coordination is that many mayors do not like and do not sit down to talk with the municipal directors and do not collaborate either. Sometimes the municipal directors present needs, because the secretary of education does not give anything. Then they present some needs. Look, we need ink, we occupy things like that. And they say they are going to help. But they do not help. So, what I would like to see improved would be the coordination that should between the municipal mayor's office with the municipal administrations in terms of the management of the resources that they have destined for the education sector. District director: "Because of the limited transfers to the municipal mayor's office, they cannot provide any support, and what we always request is economic support, because it is the resource with which we do not have." Mayor: "A little bit more of coordination and institutional communication. For example, in regards to resources, if they come to demand resources and suddenly one does not have a response, then they get upuse. I just had a problem with the transfer that didn't come on time and I had to deliver the materials late." Mayor: "Lack of human resources in both institutions. The municipal administration does not have human or	57% (12 comments)

	logistical resources. That is one of the biggest obstacles.”	
Improvement in the functioning of COMDE	Department Director: “Look now we have a deputy minister that is giving enough importance to the participating agencies. He is ensuring that the COMDEs are well trained and functioning. I told them days ago in a meeting that in Intibucá we have many successful COMDEs. Because the operation of the COMDEs will also depend on the ability to dialogue and the management of the municipal director. So, we have many successful COMDEs, whether they are REDACTED, and so on. I could list you many. But here with educational levels, we working a lot on training organisms.” Department Director: “The department is strengthening capacities in the COMDE members. They already handle the public policies of the education ministry. The head of the COMDE is the municipal director and a representative of the mayor. Then, through the same COMDES, the capacities are strengthened. The mayor's offices help with the logistics for the meetings or for other activities.’	23% (7 comments)
Limitations of COMDE	District Director “The COMDE is composed by voluntary participation. That is a limitation. The public policy that strengthens public education, outlines the functions and powers of the COMDE, yet it has been difficult for different groups to participate. For example, the Catholic Church and the Evangelical Church have not been present. We have invited them. The participation has started to go down. One, it has been due to the workload we have and they evaluate us more on other things. The meetings are very difficult. We have planned them once a month, but they do not take place. To analyze quick things to elaborate planning. We have the operational and strategic planning of COMDE, but it is hard for us to take action.” District Director: “The mayor’s office should give COMDEs more independence, because I have heard that in other places that the fund for education is managed by the COMDE, then it would be a more decentralized way of channeling funds, and that the COMDE can distribute according to the needs of the	77% (23 comments)

	schools and this would be a more equitable way of how to help schools, and not only in the help of schools but in other improvements that help the municipality."	

Community Responsibility and Local Ownership

The interviews revealed that different actors are contributing to the functioning and sustainability of the school feeding program in various ways. For example, the mayors and department and district directors reported that their role in the school feeding program is to oversee and supervise the food distribution process and proper management of the food in the schools. Overall, district directors perceive COCEPRADII and CARITAS as being in charge of running the program and managing the implementation of the program.

The district directors and mayors also highlighted that the program would not be as effective, without the commitment of different actors in the schools including the school principals, teachers, and parents. Each of these fulfills different responsibilities. For example, parents who are part of the school feeding committee transport the food from the municipal warehouse to the schools and they also prepare the meals. The school principals oversee the administration of the school feedings and they assign teachers to work together with the parent committee to develop the weekly menu. Finally, the various actors acknowledged that the successful functioning of the school feeding program could not have been possible without the different trainings the school feeding committees and other school personnel has received from CRS to increase their capacity.

Thus, the findings from the different interviews shows that there has been progress in the sustainability goals for the school feeding program. One of the key strategies of CRS was to establish school feeding committees and strengthen key capacities of these committees through trainings on topics related to food preparation, hygiene, and the importance of adequate nutrition. The interviews reveal that this strategy has been effective. Another goal of CRS was developed a standardized curriculum at the country level for training mothers and fathers about the school feeding program. However, it seems that that activity is still in progress.

Informants also discuss some ways in which the strategies have proven effective in building local ownership of the program. One district director stated that "there has been an improvement in the commitment of teachers, parents, and local authorities." In general, district directors see that there has been a change in mentality and greater commitment and sense of responsibility to promote social change among different stakeholders.

In particular, the involvement of parents in various committees or organizations supported by the project, such as school feeding committee or parents' association has empowered parents and promoted responsibility and social change. As a result, parents are more involved in school activities and there is also a closer relationship between teacher, parents, and the child. Also, as discussed in another section of the report, the training that parents have received, as well as their involvement in the program has led to an increased awareness of the importance of education.

Matrix 10: Community Responsibility and Local Ownership

Category	Example Comments Illustrating Category	% Frequency
Role of school principals, teachers, and parents	District Director: "Everyone is fulfilling their responsibilities. The parents are bringing the food from the municipal warehouse to the schools. The parent committee, who is responsible for the food preparation, is also fulfilling their obligations. And the educational school principals that are monitoring the administration of the program are also fulfilling their responsibilities." Mayor: "The school principal is the one who signs. Then, the he or she assigns a teacher to be in charge and then the Parent Association works with the mothers to schedule a weekly menu"	28% (15 comments)
Role of department director and district directors	District Director: "We always monitor the program. We go to the schools and monitor everything; sometimes we even go with the technicians. When they see something wrong in the management of the food in one of the schools, they communicate it to us and we go together." Department director: "We have the unit of programs and projects. This unit meets monthly. They meet and conduct monitoring, weekly and monthly. They monitor the amounts of food that is distributed. They also monitor how food is prepared in the different schools."	28% (15 comments)
Role of CRS (COSEPRADII, Caritas)	District Director: "COCEPRADII is coordinating the food program. COCEPRADII has trained mothers, has trained parent committees, the CED, and teachers so that together we can make the school feeding program work well."	52% (28 comments)

Sustainability Conclusion

Analysis of qualitative data revealed different challenges and opportunities to the sustainability of MGD. One foreseeable challenge is that even though the school feeding program will be sustained in some form, the quality and quantity of the food products that will be received from the government may be lesser than those received by MGD. According to reports of school feeding programs implemented in other departments, the quantity of the food products may not be enough to feed the children on a daily basis, the portions given to each child may be smaller than the current portions given by MGD, and the diversity of food products available may be limited. This suggests that the impact of the program could decrease since lower calorie intake of children

may have negative repercussions on the nutrition of the children. There is also a risk that it could negatively affect the current outcomes of the program including school attendance and performance.

An opportunity for future MGD activities is that the different program strategies have proven effective in building capacity, developing local ownership, and enhancing the social fabric of the communities. One benefit is the involvement of parents in organizations promoted by the project that has provided more and better interactions between parents and other actors. According to different actors, parents were involved school feeding committees, parent associations, and the CED. Parents will be able to continue to use their built capacities when the school feeding program is phased over to the Ministry of Education. CRS has also identified the school principals as key actors in promoting and managing the school feedings in absence of the MGD program.

Another important opportunity is that the attitudes and behaviors of different actors have shifted after their participation in the different program interventions. For example, are more aware of the importance of education and are therefore more committed to participating in different educational processes. According to CRS, school principals are more empowered and committed to promoting and managing the different components of the program (e.g., school feeding program, teacher trainings, and teacher assistance/guidance, even without the presence of CRS). The department and municipal governments also see the benefit of the different program components and are interested in institutionalizing some of the components. CRS is currently working to develop and train a committee at the department level that can focus on resource planning and management. Their goal is that this committee will seek funds and contribute to the development of some of the program components.

Progress Made on Baseline Recommendations from 2016

CRS Honduras staff provided information on the extent to which recommendations from the MGD II Baseline Evaluation report have been implemented. These responses are lightly edited and include below next to the relevant recommendations.

(1) Reinforce to parents, through additional trainings and outreach, the importance of education for children.

The project team, in coordination with Municipal Education Committees (or COMDEs, in Spanish) developed school attendance and school enrollment campaigns to promote the importance of education. The campaigns were designed specifically for each municipality based on the results of surveys conducted that asked parents about barriers preventing their children from attending school. The educational committees in the 17 municipalities analyzed the results of the educational indicators alongside results of the municipal census. The campaigns shared messages about the benefits of education, especially for students at the preschool level. These messages were disseminated through both traditional and non-traditional outlets including radio, TV, water management committees, using theater, among others. The campaign promoted the idea that "Each school year is a step towards a better future." This message was also included in all of the program's trainings for parents and volunteers. Also, MGD staff helped to convene 509 community meetings each year to promote the importance of education.

(2) Provide additional support to parents and communities to improve literacy, outside of the school environment.

MGD staff developed one parent manual that included practical, age-appropriate activities to promote reading and reading comprehension at home. Facilitators demonstrated these activities with the support of community volunteers at community meetings and trainings for 938 Parent Teacher Association members, 75 Safety Patrol Teams, and 84 Dropout Prevention Response Teams. MGD staff also added a training module for teachers on how to promote reading both at home and in the community. Teachers are now better prepared to support parents in promoting reading and language development at home.

(3) Promote greater parent participation in school committees.

MGD staff sought to promote greater male participation in project activities. Activities such as food preparation are more female-oriented, so the program will be analyzing the gender breakdown of volunteers more closely to determine how best to encourage males to participate. The program offers a diploma course for community leaders who then train parent facilitators in hygiene and food preparation. Previously all participants were all female, but some males participated in the course in both 2017 and 2018. In addition, approximately 5000 community volunteers participated in Phase I in the different committees. During Phase II, there are now more than 17,000 volunteers participating, of which 1/3rd are male.

(4) Reinforce the importance of hygiene and proper food storage and handling with parents.

Seventy mothers who completed the diploma course also participated in a two-day workshop on food preparation and preservation. A fieldtrip to an agricultural university is planned for September 2018 where these same participants will learn about hygiene and proper food storage. Facilitators were also hired by CRS to provide trainings in schools to parent volunteers who are members of the food and warehouse monitoring and management committees. These trainings focus on hygiene and proper food storage and handling. NOTE: the interview with the departmental director also revealed that the Ministry of Education is conducting a health education program in communities called “Clean and Happy”.

(5) Establish a series of workshops for communities to begin planning for post-USDA school feeding and the sustainability of the project.

The project is building capacity for post-USDA school feeding activities through the following activities:

(a) The mothers “monitoras” (n=70) receive a certificate course from the National Pedagogical University in Child Nutrition and Food Preparation. The lead mother “madre guias” in each school is also trained and in turn trains their school food committee (completed in each school). MGD Phase II will therefore leave trained individuals in nutrition and food preparation at each level of the community and school structures. Their participation in their course allows them to continue providing trainings even after the program is finished. These activities have proven to be very popular among parents. Project staff planned to train 1,040 mothers and fathers in nutrition, hygiene, and

preparation of diverse recipes, but given the high demand, more than 10,000 members of the school feeding committees were trained.

(b) For 2016 and 2017, the government signed an agreement and contributed approximately $355,556.00USD ($8 million Lempiras) to support local governments and producers. Mayors and municipal associations work together to ensure that locally produced food is purchased and distributed to schools on a regular basis. In 2018, the government promised to allocate funds to continue this initiative, but an official agreement is still in process. NOTE: an interview with a USDA representative revealed that the government is now providing school feeding in other departments of Honduras, and plans to begin school feeding in the Department of Intibucá once MGD Phase II concludes in 2020.

(c) Several NGOs and government groups formed a cross-sector committee to develop consistent standards and regulations for food preparation and distribution, as well as a standardized curriculum for parents. Members of the committee include FAO, WFP, World Vision, CRS, and the Ministries of Education and Social Inclusion.

(6) Intensify efforts to establish larger scale gardens at school, and at parents' homes, which may be a source of school feeding in the future.

Phase I of MGD included efforts to establish school gardens. Unfortunately, this activity was found to be unsustainable because of a lack of participation from teachers and school principals. Therefore, it has not been included as an activity in Phase II.

(7) Examine the prevalence of violence against children in more detail, and provide further training on child protection to communities.

MGD II promotes activities for students, teachers, and mothers that address the topic of violence. MGD staff also participate in a Child Protection Committee (*Comite Institucional de la Protección de la Ninez*) alongside other NGOs, local schools, and government entities (including the Human Rights office).

NOTE: our research team noted that gangs are increasingly infiltrating the south of the Department, particularly REDACTED. Given the escalating violence in these communities, we were forced to change our data collection plans several times by eliminating schools from our sample that were at risk for experiencing gang violence. In one case, a youth from a school we had planned on visiting was killed by gang members the day before we were supposed to visit.

(8) Identify barriers to social inclusion for Lenca families and identify strategies for empowering these families in educational decision-making within the school, community and municipality.

The MGD II team acknowledges that the indigenous population, particularly Lenca families, need additional consideration. The recently created satellite campus of the Pedagogical University

located in Intibucá will train teachers as specialists in Intercultural and Bilingual education (EIB). This is an opportunity to work with teachers and teacher trainers to identify needs specific to the Lenca community, especially regarding barriers to education and their participation in decision-making. To strengthen initiatives within the Lenca communities, MGD II staff are seeking to collaborate with the Department of Education's representative working specifically with indigenous populations. The team has been working to plan intercultural education activities for 2018-2019. Also, MGD II promoted activities in which students designed books that included stories about their communities, and which often featured indigenous characters. These storybooks have now been printed and published.

Midterm Recommendations

1. *Sustain and Increase Efforts to Improve Reading Comprehension through Continued Trainings and More Frequent Child Assessments*

2nd and 3rd grade boys and girls demonstrated gains in reading comprehension at midterm compared with baseline. 2nd grade children are quite close to reaching the final target of 75.0% proficiency by endline in 2010. Yet, 4th grade boys and girls each experienced slight declines in literacy since baseline. CRS has already made additional efforts since baseline to support greater literacy, specifically through development of parent manuals and related trainings for both parents and teachers. CRS should continue these activities, but supplement them with increased in-class assessment of student reading comprehension, particularly for 4th grade children. These additional data could provide more detailed information on the barriers to achieving greater literacy rates. CRS could then use this information to develop more targeted trainings to address these specific barriers before the next round of MIDEH data collection.

2. *Sustain and Increase Advocacy and Training Efforts to Ensure Sustainability of Project Activities*

Many respondents expressed their concern over the sustainability of MGD II project activities once USDA and CRS support ends in 2020. Parents expressed willingness to contribute their efforts to sustaining the project activities, and municipal governments have also provided greater support in terms of infrastructure and transportation, highlighting the effective advocacy efforts already made by CRS. Yet, this evaluation detected a need for improvement in three areas: (a) use of government funds, centralized at mayors' offices, which prevents COMDE from making independent decisions and investing in textbooks and other teaching materials; (b) inconsistent strategies across municipalities to ensure mandatory school enrollment; and (c) inconsistent plans across municipalities related to sustainability, including how funds will be allocated to continue specific project activities after conclusion of MGD II. CRS should focus their advocacy efforts on these three areas to ensure governmental and community support for the sustainability of project activities over the long term.

3. *Increase the Focus on Meeting the Needs of Students with Learning and Other Disabilities*

The results of the midterm evaluation suggest that more needs to be done to support children with learning and other disabilities in the community. Over half of teachers (58.0%) reported having participated in trainings on students' learning and literacy problems, but 42.9% of teachers and 43.0% of principals said that teachers had insufficient, regular, or acceptable knowledge in identifying learning disabilities. Over half of principals (61.2%) reported offering trainings to help teachers address learning and literacy disabilities to students, but both principals and teachers need extra support in this area. In addition, most principals (74.3%) stated that their school building was not accessible for children with disabilities. CRS therefore should increase efforts in two areas: (a) providing more trainings on meeting children's special educational needs to both principals and teachers; and (b) conducting a special study on accessibility of school infrastructure and the numbers of children excluded from attending school because of a disability.

4. *Increase the Focus on Health and Hygiene in Relation to Infrastructure Improvements at Schools*

During school site visits, members of the research team (TC and JA) noted that toilet paper and soap were missing from latrines and sinks built during MGD Phase II. Results from surveys supported these observations, with 2/3rd of children reporting that toilet paper was never available or only sometimes available. Infrastructure observations revealed that only 10% of bathrooms had toilet paper and only 8% of schools had soap. In the case of the site visit mentioned above, antibacterial soap was present in a teacher's classroom but apparently unused and far away from the sink and latrines. CRS should continue their efforts on training parents on health and hygiene in food preparation, but should expand the focus of trainings to include the importance of handwashing and personal hygiene. MGD II should require that schools provide toilet paper in each latrine and soap at each sink.

5. *Develop a Training on Financial Decision-Making for Parents, and Rigorously Evaluate its Effectiveness*

Sustainability of MGD II project gains depends largely on the extent to which parents will prioritize education for their children. Parent focus groups revealed important patterns of financial decision-making that differed between men and women. Women in particular tended to prioritize food, health and education expenses whereas men tended to prioritize food, and land and asset acquisition. Both men and women also admitted that they spend on unnecessary items such as expensive cell phones, and particularly for men, alcohol, drugs, tobacco and gambling. CRS should develop a training for community members on basic financial health with the goal of increasing participants' ability to save money and spend wisely. Researchers could help CRS randomly assign the training so that the effectiveness of training activities could be rigorously assessed. This type of project activity and evaluation may be of interest to USDA as part of their Learning Agenda and researchers could work with CRS staff to develop a proposal to USDA to fund this project independently of current MGD activities.

6. *Conduct a Study to Examine the Reasons Behind Decreases in School Enrollment and Attendance, Especially for Girls*

Enrollment for boys rose slightly at midterm, but their attendance rates dropped. Enrollment for girls dropped at midterm, and their attendance dropped more steeply than their drop in enrollment and when compared to boys. These patterns suggest a gender disparity where an unknown factor seems to be preventing girls from attending school at a higher rate than would be expected based on their enrollment and on the experience of boys. A special study should be conducted to determine the causal factors behind (a) drops in enrollment for girls, (b) drops in attendance for boys and girls, and (c) why girls' attendance rates have decreased at a higher rate than for boys.

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APPENDIX A: MGD Phase II Midterm Evaluation Indicators

	Language from Attachment E - *verbatim*	Target	Baseline	Midterm
Result 1	**Improved Literacy of School-Age Children**			
Result Indicator 1.1	Number of individuals benefiting directly from USDA-funded interventions	73,076	0	**71,838**
Result Indicator 1.1.b	female	35,609	0	**38,465**
Result Indicator 1.1.c	male	31,900	0	**33,373**
Result Indicator 1.2	Number of individuals benefiting indirectly from USDA-funded interventions	72,874	0	**163,791**
Result Indicator 1.3	Percent of students who, by the end of two grades of primary schooling, demonstrate that they can read and understand the meaning of grade level text (GRADE 2 ONLY)	72.0%	59.7%	**67.1%**
Result Indicator 1.3.a	Female (GRADE 2 ONLY)	72.0%	61.0%	**66.6%**
Result Indicator 1.3.b	Male (GRADE 2 ONLY)	72.0%	58.4%	**67.7%**
Result 2	**Increased Government Support**			
Result Indicator 2.1	Value of public and private sector investments leveraged as a result of USDA assistance (Other Public)	95,001	0	**77,637**
Result Indicator 2.2	Value of public and private sector investments leveraged as a result of USDA assistance	335,000	0	**644,693**
Result Indicator 2.3	Value of public and private sector investments leveraged as a result of USDA assistance (Host Government)	239,999	0	**560,101**

Result 3	**Increased Engagement of Local Organizations and Community Groups**			
Result Indicator 3.1	Number of Parent-Teacher Associations (PTAs) or similar "school" governance structures supported as a result of USDA assistance	509	0	**574**
Result Indicator 3.2	Number of public-private partnerships formed as a result of USDA assistance	10	0	**2**
Result Indicator 3.3	Number of public-private partnerships formed as a result of USDA assistance (Multi-focus)	5	0	**2**
Result Indicator 3.4	Number of public-private partnerships formed as a result of USDA assistance (Education)	5	0	**0**
Result 4	**Increased Capacity of Government Institutions**			
Result Indicator 4.1	Number of Honduran government authorities that have been trained to implement activities in accordance with their roles.	40	0	**134**
Result 5	**Improved Policy and Regulatory Framework**			
Result Indicator 5.1	Number of educational policies, regulations or administrative procedures in each of the following stages of development as a result of USDA assistance (stage 1)	3	0	**3**
Result Indicator 5.2	Number of educational policies, regulations or administrative procedures in each of the following stages of development as a result of USDA assistance (stage 2)	3	0	**3**
Result Indicator 5.3	Number of educational policies, regulations or administrative procedures in each of the following	3	0	**0**

	stages of development as a result of USDA assistance (stage 3)			
Result Indicator 5.4	Number of educational policies, regulations or administrative procedures in each of the following stages of development as a result of USDA assistance (stage 4)	3	0	**0**
Result Indicator 5.5	Number of educational policies, regulations or administrative procedures in each of the following stages of development as a result of USDA assistance (stage 5)	3	0	**0**
Result 6	**More Consistent Teacher Attendance**			
Result Indicator 6.1	Percent of teachers in target schools who attend and teach school at least 90% of scheduled school days per school year	80%	0%	**96.2%**
Result 7	**Better Access to School Supplies and Materials**			
Result Indicator 7.1	Number of textbooks and other teaching and learning materials provided as a result of USDA assistance	3,200	0	**5,317**
Result 8	**Improved Literacy of Instructional Materials**			
Result Indicator 8.1	Number of schools receiving literacy instruction materials (materials from the Basic National Curriculum Design - DCNB) and/or unpublished texts produced by school children	1,040	0	**936**

Result 9	**Increased Skills and Knowledge of Teachers**			
Result Indicator 9.1	Number of teachers/educators/teaching assistants in target schools who demonstrate use of new and quality teaching techniques or tools as a result of USDA assistance	1,509	0	**807**
Result Indicator 9.2	Number of teachers/educators/teaching assistants trained or certified as a result of USDA assistance	400	0	**1,214**
Result 10	**Increased Skills and Knowledge of School Administrators**			
Result Indicator 10.1	Number of school administrators and officials in target schools who demonstrate use of new techniques or tools as a result of USDA assistance	637	0	**315**
Result Indicator 10.2	Number of school administrators and officials trained or certified as a result of USDA assistance	703	0	**790**
Result 11	**Increased Access to Food (School Feeding)**			
Result Indicator 11.1	Number of school-aged children receiving daily school meals (breakfast, snack, lunch) as a result of USDA assistance	55,035	0	**54,627**
Result Indicator 11.4	female	26,814	0	**26,073**
Result Indicator 11.5	male	28,221	0	**28,554**
Result Indicator 11.6	Number of daily school meals (breakfast, snack, lunch) provided to school-age children as a result of USDA assistance	47,000,000	0	**25,835,531**

Result Indicator 11.7	Number of individuals receiving take-home rations as a result of USDA assistance	17,866	0	**17,211**
Result Indicator 11.11	Number of individuals trained in child health and nutrition as a result of USDA assistance	1,040	0	**13,311**
Result Indicator 11.12	female	724	0	**11,969**
Result Indicator 11.13	male	316	0	**1,342**
Result Indicator 11.14	Number of social assistance beneficiaries participating in productive safety nets as a result of USDA assistance			**71,838**
Result Indicator 11.16	female	35,609	0	**77,259**
Result Indicator 11.17	male	31,990	0	**67,064**
Result Indicator 11.19	Number of take-home rations provided as a result of USDA assistance	168,056	0	**68,933**
Result 12	**Improved Student Attendance**			
Result Indicator 12.1	Number of students regularly (80%) attending USDA supported classrooms/schools	53,384	52,760	**50,165**
Result Indicator 12.2	female	26,010	25,962	**23,988**
Result Indicator 12.3	male	27,374	26,798	**26,177**
Result 13	**Increased Economic and Cultural Incentives (Or Decreased Disincentives)**			
Result Indicator 13.1	Number of students receiving transportation to schools as a result of USDA assistance	3,000	0	**3,517**

Result 14	**Improved School Infrastructure**			
Result Indicator 14.1	Number of educational facilities (i.e. school buildings, classroom, latrines) rehabilitated/constructed as a result of USDA assistance	325	0	**333**
Result Indicator 14.2	Number of educational facilities (i.e. school buildings, classroom, latrines) rehabilitated/constructed as a result of USDA assistance (Kitchens, cook areas)	72	0	**44**
Result Indicator 14.3	Number of educational facilities (i.e. school buildings, classroom, latrines) rehabilitated/constructed as a result of USDA assistance (Latrines)	181	0	**199**
Result Indicator 14.4	Number of educational facilities (i.e. school buildings, classroom, latrines) rehabilitated/constructed as a result of USDA assistance (Wells and water stations/systems)	72	0	**44**
Result Indicator 14.5	Number of schools using an improved water source	72	0	**44**
Result Indicator 14.6	Number of schools with improved sanitary facilities	72	0	**46**
Result 15	**Increased Student Enrollment**			
Result Indicator 15.1	Number of students enrolled in school receiving USDA assistance	55,035	54,195	**53,678**
Result Indicator 15.2	female	26,814	26,405	**25,723**
Result Indicator 15.3	male	28,221	27,790	**27,955**
Result 16	**Increased Community Understanding of Benefits of Education**			
Result Indicator 16.1	Percent of parents in target communities who can name at least three benefits of primary education (collected through a survey)	45.0%	20.8%	**72.6%**

APPENDIX B: Means of Verifying CRS MEAL Results Indicators

As part of the midterm evaluation of the MGD program, on August 22, 23 and 24, the selection and review of a sample of means of verification of some project indicators was carried out. The review was carried out in the offices of COCEPRADII and Caritas, with the support of the MEAL staff of both organizations and of the person responsible for the MEAL program in CRS. The sample was selected from the databases of means of verification. The table inserted in the annexes shows the means of verification by indicator, as well as the quantities of documents selected and the comments related to the search process.

Once the documents were identified, they were scanned and organized into folders, by organization and indicator.

From the review of the mentioned media, it is concluded that the printed media are very well organized by folder and by activity, which facilitates its location. It was also noted that verification means are available for the different indicators, except in those cases in which the activity is in process. For example, in indicator 2.1., relating to school infrastructure works; in 2018 not all the works are finished. For this reason, it was decided to complete the requested documentation with documents of the works carried out in 2016. Another example is indicator 12.1, which has as a means of verification the attendance lists of the students. Since these are obtained from schools, those of 2018 are not yet available.

As far as possible, in the review and selection of documents, an attempt was made to achieve geographical representation, so that there was no concentration of means of verification of a single municipality.

ANNEXES:

MEANS OF VERIFICATION TABLE (see attached)
DIGITAL COPY OF DOCUMENTS BY INDICATOR (see attached)

APPENDIX C: Income, Expenses, and Decision-Making Among Parents

Background

In the framework of the CRS strategic plan (2014-2018), CRS Honduras designed its learning agenda since 2015 in two key sectors of its programming, one of which is Education and Youth. For this sector, CRS Honduras has prepared the following learning question: What are the factors that influence the economic and participatory investment priorities of families and local authorities in marginal urban and rural areas of Honduras with a focus on the rights of NNJA? The answer to that question will help CRS design projects that are more focused on the factors that determine the spending priorities of families, to ensure that those priorities align with the rights of children and youth. It will also facilitate effective advocacy on international cooperation organizations, partners, local and central government; In addition, it will contribute to making adjustments to ongoing projects.

As part of the midterm evaluation of the MGD program, the evaluation team collected information from July 26 to August 17. During this period, it was decided that six focus groups with representatives of rural communities, 3 of men and 3 of women, were to respond, in part, that learning question, but targeting only the determinants of expenditure of families participating in the program, especially those destined to the rights of children, related to food, education and health. In total, 32 women and 31 parents participated.

Three of the focus groups were organized in the municipalities of REDACTED whose territory is mostly located on the La Esperanza plateau, which has an approximate height of 1700 meters above sea level. According to the interviewees' statements, the quality of the land varies along the plateau; however, it allows the cultivation of corn, which is intended for subsistence; also, products destined for the market, such as coffee, potatoes and vegetables, are grown. Two groups were organized in municipalities whose territory is characterized, mainly, by its hot climate, which is why corn and beans are grown for subsistence. One of them, REDACTED, is located in the south of the department. The other is REDACTED, located in the north of the department, with an important commercial and agricultural development and one of the main urban centers of the department. The last group was organized with women from REDACTED, the poorest municipality in the department, whose territory is mountainous. The municipalities of REDACTED have an important Lenca population.

The organization of groups of men and women separately was carried out to capture more clearly information about the effect that male-female power relations have on spending decisions and the variations in the priorities that men and women have. In addition, to improve the quality of the information, the groups were divided into two days. The first day was dedicated to a focus group, which served as a kind of pilot experience. The second one was dedicated to carry out the five remaining focus groups.

The focus groups included, in addition to the questions on income and expenses, the following exercises:

1. Elaboration of an annual timeline of the income and expenses of the families.
2. Prioritization of family spending, identifying the priorities of men and women.
3. Identification of inappropriate expenses or misspending, from the perspective of men and women.

When designing the questions for the focus groups, it was decided to talk about spending, instead of investment since this is a specific type of expense in the maintenance or development of the productive capacity of a person or a company. Meanwhile, income is equal to all inflows of money or goods and services. For example, a food donation is part of the income. The expense, on the other hand, is equal to all the outflows of money. Consumption is equal to all expenditures on goods and services. What remains of the income after deducting the consumption is the saving, which does not necessarily have to be transformed into monetary savings.

Results

Variations of income and expenses in the family throughout the year: Changes in spending between times of crisis and times of relative abundance.

The origin of the income

In the communities of origin of the interviewees, the income varies throughout the year, given that most of the members of the economically active population do not have a permanent job, which generates periods of relative stability and periods of income crisis. The most difficult months, from the economic point of view, are June, July and August, known in Honduras as "the Junes". In these months, the monetary income tends to be diminished and, in addition, the corn harvest is still not available. To this, it must be added that if the *canicula* is prolonged, the corn plants are dried, which causes the food of the next months to be lost, as well as the seeds sown. The situation is particularly serious for communities that are dedicated exclusively to subsistence crops. In communities dedicated to crops destined for the market, income can be more sustainable throughout the year, although it depends on access to irrigation. If this is not available, crops can only be cultivated during the rainy season.

October, November, December, January, February and March are the months in which there is more monetary income for those families who have their coffee plot or, in most cases, who move to cut coffee on the farms of the municipalities of the department of Intibucá. All members of the family, including children, participate in this activity, which implies that some may leave the school before the end of the school year or arrive late at the start of the next school year. One of the municipalities from which more workers come is REDACTED, particularly for coffee cutting: "*Parents and children who are already 14, 15, 16, 17 and 18 years old. Given that classes end in November, in December they leave for REDACTED because the coffee cutting season begins*" (GF women, REDACTED, 2018).

Another source of income is wage employment in other farmers' crops in the community or nearby communities, which tends to be very precarious because it is short-lived and extremely low salary, since it ranges from $ 3.33 to $ 6.25 per day. Working for wages in agriculture in the area is not exclusive to men, since women also work, especially those who are heads of households. Additionally, a source of income is masonry in urban centers close to the communities of origin of the interviewees. They get jobs as masonry helpers, especially during the months of February and

March. In addition, they can work in other months, as long as they do not coincide with the periods of cultivation or harvest of their agricultural products. This is generally an activity for young people.

Eventually, men who have learned skills as a bricklayer or carpenter can also earn income through casual jobs in communities or in nearby urban centers. Women, too, can obtain eventual income by practicing trades like seamstress. Women can also obtain more sustained income from activities as domestic workers in urban centers close to their communities. In addition, they can earn income by selling products such as bread or *tamales* in their communities. Another source of income for women is the harvest of some fruits, which are sold in the market of neighboring communities or municipalities. These sources are added to the occasional sale of food, handicrafts and raising domestic animals.

Expenses throughout the year

The priority expenses in families are food, education, health and those required for production. However, the main expense during the year is in food, which represents the most important item. Banerjee and Duflo (2007, p. 143), in one study of various countries, affirm that the poor population that lives with less than a dollar a day in rural areas of 13 countries, spend between 56 and 78% of their income on food purchases, while in Mexico the rural poor spend 49.6%.

Spending on education has a high level of priority, but mainly in the months of January and February when the school year is beginning. The fathers and the mothers indicate that the main expenses are made in the purchase of school materials, notebooks and school uniforms. Another important month for school spending is September, the so-called month of the country, when families must buy uniforms so that children can participate in the parades held by the schools.

Crops represent an important expense in family budget. In the months of March, April and May there is an expense to prepare the land for sowing, purchase of inputs such as fertilizer, seed and "poison" (insecticide, fungicide, etc.). In June and July, there is also an expense for cleaning cornfield, and the purchase of fertilizer. In addition, in the high zones there are some expenses on inputs for coffee, but in the months of July, August, September and October.

In the month of December, there is an increase in spending on food and clothing, and other items related to the Christmas and end of the year party. Health expenditures are intermittent throughout the year, although the mothers of REDACTED stated that in the months of April, May, June, and July and August, more is spent on medicines, since children get sick more frequently because of the change of climate. Transportation costs are important for those who move to work or sell products to cities, so the amount depends on the frequency of use of means of transport.

Expenses, crisis, indebtedness and sale of assets

Crises can be at the level of the family or more generalized, for example, when droughts occur. At the family level, a severe illness can occur, which requires more spending. In these cases, families must resort to the sale of assets, for example, animals. They may also be forced to apply for loans. Other situations that can occur frequently can be the need to pay a loan when the available funds are insufficient to pay it: "*If I have raised pigs, I sell a pig to pay interest and the loan*" (Special

group with women, REDACTED, 2018). Other situation that is common to families is seeking medical care for a health problem of one of the family members.

Loans can also be obtained to invest in crops or buy an asset, such as a piece of land or an animal. Household debt is something that happens with a certain frequency and causes vary. If the woman acquires the indebtedness, she is indebted mainly for food or, cases of emergency, for illness of a family member and, in certain occasions, to start a business. In most cases, the debt is informal since the loan is obtained from relatives or neighbors; only in the case of a business, the debt is obtained from banks or cooperatives. The man acquires debts for investment in agriculture, purchase of land or animals. The man has more access to cooperatives, banks or microfinance.

An increase in health expenses can also lead to the sale of assets or the request for loans: "*Sometimes that happens, that one in the worst need, will ask for a loan from a neighbor, but he does not get it, then, one has to sell some possession. I have had to sell my assets when my children have become ill* "(GF Special with Women in REDACTED 17-08-18). In addition, it may happen that there is not enough food in the house or that it is necessary to pay for public services.

Gender and spending

The analysis of the relationship between gender, income and expenditure in the home is very important, since the asymmetry in power relations between men and women allows men to have a greater capacity for decision-making. In addition, the perspectives of men and women may differ on the priority of expenditures, as noted by Björkman, Nyqvist & Jayachandran (2017, p. 496), who suggest that fathers have more power to decide, although mothers are more focused on the well-being of children.

The spending priorities vary between men and women, since women tend to focus more on food, health and education. Men, meanwhile, focus on food, agriculture production, and land acquisition, purchase of animals, and finally health and education. This is probably a reflection of the division of labor between men and women, which, in turn, is a result of the existing gender gaps in the communities. These differences in priorities imply that women are more committed to the exercise of children's rights to food, health and education. However, according to Monsoon, Jungle and Soar (2011, p. 48), the transformation of these priorities into expenditure depends on the bargaining power of women, which can influence the effect of the increase in women's income on the well-being of children. That power relies on the control of resources in the home.

When analyzing the ownership of the main resources of the family, through the statements of the people interviewed, a significant gap between men and women emerges. Men, generally, own the house, animals and land, as well as other valuables such as tools. Meanwhile, women have assets of lower value, such as hens and pigs. This does not mean, according to these statements, that in the decision to purchase important assets, women are not consulted. According to a group of women from the municipality of REDACTED "*To buy an animal you have to agree, because if there is no money I can help you*" (Special group with women, REDACTED, 2018).

The only cases in which women have the power to decide is when they are heads of the household. Naturally, they are forced to work more, which may involve doing some activities that men do, such as jobs in agriculture. Other ways to earn income are informal business activities such as collecting and selling fruits, or working in urban households. "*She works cutting*

strawberries. She works like a man. She works from seven to two in the afternoon. Nevertheless, the child does not lack anything. In the house, she is the one who contributes the most. I tell her that she is an example for single mothers" (Special group with women, REDACTED, 2018).

Income of children and expenditure

The children work inside and outside the home. Coffee cutting is one of the income generating activities in which children participate directly. These incomes are administered, in the great majority of cases, by the parents, who consider them as family income and not as individual income of the children: "*Sometimes the parents decide because a child does not know what is needed in the kitchen to eat*" (GF Special with Women, REDACTED, 2018). However, there are other mothers who argue that parents are merely counselors for children when they have income: "*It is that one also has to teach their children what to spend it on. My son, during a week of holidays worked. He told me that in that occasion he was not going to give me anything because he was going to buy a pair of shoes. You have to teach them how to spend it*" (Special group with women, REDACTED, 2018).

Unnecessary expenses

In the analysis of misspending, it is necessary to distinguish categories. On the one hand, there are those expenses that in a context of poverty people consider as a luxury (e.g. a cellular phone of higher quality). In addition, this depends on the perspective, male or female. A second category is that of expenses that, although harmful to health, are socially accepted, such as alcohol or tobacco. Finally, there are those that are subject to greater social sanctions such as drug consumption.

Beyond the cultural perspective on these issues, it is obvious that investment in these areas reduces the availability of income for essential expenses, in addition to the risks they represent for health. Traditionally, the consumption of alcohol and tobacco has been considered a problem that is more important in men than women, but there is a conviction among women of the increase in female consumption of these substances.

The six focus groups reported spending money on items that are not important for the household, although as noted above, gender mediates the perception of misspending. In the case of women, mainly, the purchase of items to improve their personal appearance, such as makeup, clothing, footwear and cell phones with better quality than those worn by men are considered like misspending. They also stated that the number of women in rural areas who spend money on alcohol and tobacco consumption has increased. "*There are women who smoke and drink. In our community, there is always one or another that gets drunk*" (Special Group with women, REDACTED, 2018). In the case of men, the purchase of cell phones and recharges for their use, gambling, alcoholic beverages and smoking are considered wasteful spending. In addition, the groups mentioned an increase in drug spending, especially by men.

The spending of money in poor households in the purchase of alcohol and tobacco has been documented in research in other countries, although there are important variations in the percentages of income devoted to these items:

> Of course, these people could be spending the rest of their money on other commodities they greatly need. Yet among the nonfood items that the poor spend significant amounts of money on, alcohol and tobacco show up prominently. The extremely poor in rural areas spent 4.1 percent of their budget on tobacco and alcohol in Papua New Guinea; 5.0 percent in Udaipur, India; 6.0 percent in Indonesia; and 8.1 percent in Mexico. However, in Guatemala, Nicaragua, and Peru, no more than 1 percent of the budget gets spent on these goods (possibly, because the poor in these countries prefer other intoxicants) (Banerjee & Duflo, 2007, p. 143).

Conclusion

The main determining factors for the prioritization of the family expenses, who live in poverty and extreme poverty, are:

1. Satisfaction of their basic needs: food, health and education of children.
2. Investment for production: both for subsistence and for the market.

The interviews show that families prioritize expenses related to children's rights. However, the prioritization of spending on food is not exclusively for children, but for all members of the family. Something similar happens with health expenditures, although in a focus group a mother reported that during some months of the year, expenses in the care of children's illnesses are important. The only prioritized expense that is exclusive for children is education. Another important prioritized expense is that necessary for the realization of crops, which are relevant for food and for the generation of monetary income.

The gender gaps in the communities mediate the level of priority that expenditures relative to children's rights have. These are reflected in the unequal distribution of ownership of resources between men and women, which reduces the bargaining power of women, who are more inclined to prioritize spending on goods to enforce the rights of children.

The portion of the family income that is destined to the purchase of goods considered "luxury" in the communities, affects the availability of monetary income for the purchase of essential goods, reducing the possibility of satisfaction of basic needs. The spending on alcohol, drugs, tobacco and gambling, expenses that is mainly for men, also, affects the availability of money to spend on education, food, and health.

Given that the research for this document is based on a small group of interviews and, furthermore, considering the complexity of the decision processes that lead to the prioritization of expenditures, which are determined by economic and cultural factors, it can be very useful for CRS to carry out a deeper investigation to better understand these decision processes. In such an investigation, the weight of spending on alcohol and drug consumption in the department should be explored, since it not only reduces the disposable income for the satisfaction of basic needs, but also increases the insecurity of children and girls on the way to school.

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APPENDIX D: Measurement Instruments Used in the Midterm Evaluation

See attached.

APPENDIX E: Terms of Reference, MGD II Baseline Evaluation – USDA

See attached.

APPENDIX F: Datasets from Midterm Evaluation

See attached.2