Foreign Agricultural Service, United States Department of Agriculture

Guatemala Nuestra Cosecha Local Regional Procurement

Baseline Evaluation

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Nuestra Cosecha Baseline Evaluation Report

Project Concern International (PCI), in association with Save the Children International (SCI) and Catholic Relief Services (CRS) will implement the "Nuestra Cosecha" project with funding from the United States Department of Agriculture (USDA). The project will focus on the local procurement of foods to support the school feeding activities promoted by these organizations under their own Food For Education (FFE) McGovern-Dole (MGD) programs. This baseline evaluation will determine the situation, context and indicator values at the start of the project, so that changes over the life of the project can be measured during a final evaluation

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Evaluation Authored by: Julio de la Roca, EQSA, S.A.

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Acronym List

CNB	National Basic Curriculum
CRS	Catholic Relief Services
DIGEFOCE	General Directorate for Strengthening of the Educational Community
EDUCAMOS	Educación con Calidad y Alimentación Mejorada, Orientadas a la Sostenibilidad
FAO	United Nations Food and Agriculture Organization
FFE	Food for Education
INE	National Statistics Institute
INTECAP	Technical Training and Productivity Institute
LAE	School Feeding Law
MAGA	Ministry of Agriculture and Food
MGD	McGovern-Dole
MINEDUC	Ministry of Education
OPF	School Parent Organizations
PCI	Project Concern International
SAT	Tax Administration Superintendency
SCI	Save the Children International
SEGEPLAN	General Secretariat for Planning and Programming
SPSS	Statistical Package for the Social Sciences
USDA	United States Department of Agriculture

1. Executive Summary

1.1 Introduction

Project Concern International (PCI), in association with Save the Children International (SCI) and Catholic Relief Services (CRS) will implement the "Nuestra Cosecha" project with funding from the United States Department of Agriculture (USDA). The project will focus on the local procurement of foods to support the school feeding activities promoted by these organizations under their own Food For Education (FFE) McGovern-Dole (MGD) programs. The project area includes 50 schools, 15 of which are located in the Department of Huehuetenango under PCI's program (seven schools in the municipality of Santa Eulalia and eight schools in Barillas). SCI's project coverage includes the department of El Quiché, where 15 schools were selected (12 in the municipality of Nebaj and three in Chajul). CRS covers the largest number of schools, with 20 in the municipality of Momostenango, department of Totonicapán. This project will be implemented from September 2018 through September 2021.

The project's application of the National School Feeding Law (LAE) seeks to improve student nutrition by incorporating locally-produced fruits and vegetables in school menus, which will also help invigorate the local economy. The goal of Nuestra Cosecha is to improve the effectiveness of food assistance through the procurement of local and regional food products that are highly nutritious and culturally acceptable, in a cost-effective and timely fashion, using quality standards.
The project's four objectives are to:

a. Increase the capacity of municipalities, local producer groups, and schools to effectively and efficiently procure and deliver local, culturally acceptable food commodities to supplement school feeding programs in a timely and cost-effective way. This includes supporting local producer groups in registering with the Tax Administration Superintendency (SAT) and developing marketing actions.
b. Foster capacity development of stakeholders to strengthen the transition to a school feeding program based on local markets, in line with the government of Guatemala's national LAE.
c. Support School Parents Organizations (OPF) to strengthen their capacity in developing procurement plans, selecting commodities, soliciting bids, and procuring locally grown fresh foods.
d. Partner with key government stakeholders at national, departmental, and municipal levels in the operationalization of the LAE, using target schools as a model for the law's national implementation.

With achievement of the Nuestra Cosecha project objectives, the quality of student diets will improve significantly, resulting in an improved quality of education. Additionally, by promoting local productivity and economic impact, the project will help reduce the root causes of migration of parents and of entire families, who travel to other areas and internationally in search of livelihood opportunities. Thus, PCI, SCI, and CRS have the opportunity to generate a positive socio-economic impact for local families in the target areas, while improving the nutritional quality of school children's diets, along with a model to promote family farming, based on the mandates of the LAE, that could be scaled at the national level.

1.2 Methodology

a. Evaluators reviewed existing documentation and held meetings with PCI, CRS, and SCI staff to organize the field work. Three groups of schools were identified for this study, including: a) schools targeted by Nuestra Cosecha, b) schools benefiting only from the regular MGD, USDA program; and c) a control group of schools with resources provided only by the Ministry of Education (MINEDUC).
b. Training sessions on the Mobenzi data collection tools and system were conducted for field staff.
c. The study planned for an average of 25 students per school to be interviewed, including students from grades four, five, and six. Overall, 1,104 students were interviewed.
d. Focus groups were planned with OPF members from 45 schools, using the METAPLAN[1] technique, and a total of 44 school OPFs were interviewed. Members from one OPF in a control school (in Nimsituj, Momostenango) did not attend the focus group meeting because the principal did not invite them.
e. All OPF members who attended the focus group sessions were also interviewed by the evaluators, completing 156 individual interviews.
f. The field work was carried out by four teams, and each had a translator for the specific language of the area, including Q´anjob`al, Ixil and Quiché, to facilitate communication with the students and OPF members who did not speak Spanish. For the most part, OPF members did not require translation. Many of the students preferred to be interviewed in their native language, which facilitated the work.
g. In all schools visited, whether they were part of Nuestra Cosecha, the regular MGD program, or the control group, school principals, students, and OPF members willingly contributed to this evaluation.

1.3 Results

Below is a summary of the results obtained from measuring 11 target indicators (see Table 16, under Section 6.3 of this report). All contents of this report are based on the analysis of the data collected from 15 schools targeted by Nuestra Cosecha, 15 schools participating in the regular MGD program, (5 for each implementing organization), and 15 control schools not receiving USDA support.

1.3.1 Products prioritized in school menus

Evaluators identified the prices paid by local schools for foods on the list of 12 basic products (eggs, chicken, cheese, broccoli, tomatoes, potatoes, carrots, onions, apples, plantain, avocados, and oranges) using MINEDUC funds. Fruits included: oranges (five units per kilo), plantain (five units per kilo), and tomatoes (which is a fruit according to the technical definition). The projected average price of fruits in December 2019 will be US $1.15.

The projected average price of vegetables in December 2019 will be US $1.10. These include potatoes (technically a tuber, 2.2 units per kilo), onions (technically a bulb, 2.2 units per kilo), and carrots (a vegetable, four units per kilo). Finally, the average cost per kilo of fresh eggs (15 units per kilo) by December 2019 will be US $2.12.

[1] METAPLAN is a qualitative data collection methodology focused on “brainstorming.” It involves community leaders developing ideas, solutions, recommendations and action plans.

1.3.2 Average number of days per year that are needed to complete the entire improved procurement process.

Schools spend an average of 53.8 days per year on local food procurement activities (bids, tests, payment). In practice, evaluators identified that the averages should be calculated separately for perishables (74.78 days per year) and non-perishables (32.82 days per year), given that the schools do not have refrigeration equipment to store the perishable products with a short shelf life. In addition, the number of days of consumption covered for each purchase could not be calculated.

1.3.3 Percentage of schools serving school meals with an adequate dietary diversity, as a result of USDA assistance.

All schools in the study, including both the intervention and control groups, have adequate dietary diversity in school meals. One contributing factor to this result is the application of the LAE, which promotes varied menus that include fruits, vegetables, and meat by allocating four quetzals per student per day. In intervention schools, OPFs promote greater diversity and quality in the menus.

1.3.4 Percentage of students who state that they like the school meals, using a five-point facial hedonic scale

Of the students interviewed in Nuestra Cosecha schools, 91.9% liked the food they received, as did 94.1% in the regular MGD program and 84.4% in schools without a USDA intervention.

1.3.5 Percentage of schools using fresh fruit and/or vegetables in daily school meals, as a result of USDA assistance

The value for this indicator in Nuestra Cosecha is 100% because all schools surveyed include fresh fruits and/or vegetables in daily school meals. This is because of MINEDUC contributions or donations from the community. Additionally, 100% of control schools included fruits and vegetables with vitamin A, and 92.9% included other fruits and vegetables in the school meals as a result of MINEDUC support.

1.3.6 Percent of school-aged children receiving a minimum acceptable diet

The results showed that 67.7% of students in schools that will be targeted by Nuestra Cosecha received a minimum acceptable diet, while 74.7% of students in MGD schools received a minimum acceptable diet. Finally, 73.9% of students in schools that don't receive USDA support (only MINEDUC) received a minimum acceptable diet.

1.3.7 Percent of OPF members who demonstrate sufficient knowledge of the LAE and its regulation

This indicator was measured using a five-question test given to OPF members, where sufficient knowledge was indicated by answering at least four of the five questions correctly, for a score of 80% or higher. Of the OPF members interviewed, 43.6% obtained a score of 80% or higher. In Nuestra Cosecha schools, the percent was 34.3%, in regular MGD beneficiary schools, 52.2%, and in control schools, 48.8%. Women obtained the lowest average scores on these tests.

2. Introduction and Objectives

2.1 Background

A basic rule for countries trying to find the road to development is to build an educational system that responds to the knowledge gaps of the population, so that when they grow and there is a generational shift, they have the capacities needed to achieve substantial improvements. In Guatemala, the educational system has serious weaknesses that should be overcome, from the application of the National Base Curriculum (CNB) to the differentiation of the school cycle depending on location, customs, cultures, languages, and internal migrations linked to sugar cane or coffee harvests. To achieve these structural changes, public policies are aimed at children, who should be fed with a minimum acceptable diet to ensure they will become healthy, active people to be able to learn. When statistics were analyzed for populations vulnerable to food insecurity, the difficulty of breaking the cycle of hunger and poverty was noted. In the 2018 Report on the Food and Nutrition Security Panorama in Latin America and the Caribbean, it was noted that the undernutrition index has not decreased and has been stagnant for more than eight years in Guatemala.

For this reason, in addition to providing food, programs such as the MGD FFE program address a series of comprehensive activities that lead to community develop. These include health interventions through the promotion of a series of behavior patterns for personal hygiene in children, the production of fresh foods in school gardens, improvement of school infrastructure, improvement of educational quality through trainings for teachers and the provision of educational materials, the provision of literacy materials in Mayan languages, the formation of Women Empowered groups, which seek comprehensive empowerment of women, emphasizing economic, social and political aspects, and the diffusion of the LAE in different environments. Additionally, the Nuestra Cosecha project focuses on the local procurement of foods to support FFE school feeding projects to complement the interventions and directly impact students' health and nutrition.

The school feeding programs makes it possible for communities to unite and organize, which generated important, visible social capital. The OPF structure supports the school feeding commission, and the members understand that everyone should work together on a common objective: ensuring that children receive a daily school meal.

Decree number 16-2017, the LAE, is an important solution for the students' nutritional needs in Guatemala, with the allocation of four quetzals per student per day to schools and the expectation that this amount will increase to five quetzals by 2020. Additionally, the law is expected to reactivate and energize the local economy with a provision that promotes family farming (article 4 section 3 regulation), although given the challenges local families face in undertaking food production activities that generate a surplus, as well as a lack of water for irrigation, lack of capital, and the requirement to register with the SAT, this provision is not currently being implemented. Without an intervention to address these challenges, it will likely never be implemented. A possible solution is to develop a food production model at the community level based on collaboration and associativity, but it will take time to develop local capacities enough for schools to purchase from these associative entities, and thus the norm under this project will be to continue to buy from suppliers outside the targeted communities.

2.2. Project Background and Objectives

The Nuestra Cosecha project that will be implemented by PCI, SCI, and CRS will focus on achieving the following objectives:

a. Increase the capacity of municipalities, local producer groups, and schools for the efficient and effective procurement and delivery of local, culturally acceptable food products to complement the school feeding programs in a timely and cost-effective manner. This includes support for local producer groups in registering and marketing their business.
b. Promote capacity development of local actors to transition to a school feeding program based on local markets, in compliance with the LAE of Guatemala.
c. Support the OPF, strengthening their capacity to develop purchase plans, select food products, request bids, and procure fresh, locally produced foods.
d. Partner with government stakeholders at the national, departmental, and municipal levels to operationalize the LAE, using the target schools as models for implementation of the law at the national level.

The project will be implemented in 50 schools in three departments. PCI will work in the municipalities of Santa Eulalia and Barillas in the department of Huehuetenango, CRS will cover the municipality of Momostenango in the department of Totonicapán, and SCI will work in the municipalities of Nebaj and Chajul in the department of El Quiché. The project will strengthen local small and medium producers[2] in the family farming element promoted in the LAE, strengthen the OPFs, and promote food safety and quality. School feeding activities will directly benefit 11,528 primary school students in the targeted schools in these communities.

The identification of work areas was based on the criteria used to determine schools to work with in the MGD project: volume and variety of agriculture production, year-round accessibility, willingness on the part of the local government and educational community, high priority areas for the government of Guatemala, and adequate infrastructure for storing products.

2.3. Baseline Evaluation Objectives

The following objectives were established for this baseline study:

a. Determine the current situation of ownership, efficacy, and sustainability in Nuestra Cosecha schools and communities, based on the Results Framework and the main activities proposed in the project.
b. Analyze and compare the data obtained from the schools that will participate in Nuestra Cosecha with those obtained from schools with only MGD support and those without any USDA support.
c. Determine the baseline values for project indicators, including an analysis of the proposed targets.

[2] Producer families were defined as: 1) A family group organized as a productive unit that is mobilized daily; 2) Labor mainly comes from family, but without limiting the rights of its members, they could hire temporary labor for complementary activities; 3) The production unit is managed by a member of the family; 4) 75% of the household's income benefits the family unit; and 5) Small scale farming is carried out on rented land or on land that is owned but without legal security and with agricultural limitations.

In addition, the evaluation terms of reference specified the following learning questions that should be answered using results from the evaluation.

Relevance
- Determine potential problems or challenges across project beneficiaries to achieve progress towards results students,
- Determine how well project interventions align with stakeholder policies and priorities

Performance
- Determine baseline values for required project indicators
- Assess to what extent the indicator targets are realistic and appropriate
- Assess beneficiaries' knowledge and skills to refine capacity building and training activities
- Identify opportunities and threats to project implementation

Sustainability
- To what extent should local actors (private sector, community entities/associations, local government agencies, etc.) be engaged and committed to ensure sustainability?
- What specific institutional capacity needs (e.g., for key GoG, municipal, community and school level stakeholders) should the project address to foster greater engagement and accountability?

Effectiveness
- Determine to what extent the Results framework is realistic, appropriate and practical to implement, and identify if design, structure, logic or management need modifications to facilitate the achievement of desired outcomes and impact
- Generate baseline data for comparative analysis (using quasi-experimental design)
- Validate project strategies and assumptions

3. Context of the Target Area

Department of Huehuetenango

Huehuetenango is located in the northwestern area of the country at 15º19'14'' latitude and 91º28'13'' longitude. The department borders Mexico on the north and west, El Quiché to the east, and Totonicapán, Quetzaltenango, and San Marcos to the south.
It covers an area of 7,429.77 square kilometers and is the fifth largest department in the country. The departmental capital is the city of Huehuetenango, located 269 kilometers from the capital city. It has 33 municipalities, the youngest of which, Petatán, was approved by Congressional decree 6-2015 and was divided off of Concepción Huista.

The National Statistics Institute (INE), estimated that the population will reach 1,381,969 people in 2019. The census that was carried out in 2018 will not provide results until August 2019, and for that reason, INE's projected data was used. The municipalities that were studied were Santa Cruz Barillas, which is estimated to have a population of 193,625 and where six schools were studied and Santa Eulalia, with a population of 58,571 and where nine schools were studied.

Municipality of Santa Cruz Barillas

Santa Cruz Barillas covers 1,112 km^2. Its population are descendants of people who initially lived in the municipality of Santa Eulalia, and the primary language is Q´anjob´al. According to the General Secretariat of Planning and Programming (SEGEPLAN), the distance from the central park in the municipality of Huehuetenango to the urban center of Santa Cruz Barillas is 150 km. It is located in the northern part of the department, connected by a road in generally poor conditions. It is in the northwestern region of the country and the northern transversal strip and is part of the group of northern border municipalities. It is located 415 km. from Guatemala City at an altitude of 1,450 meters above sea level.

According to INE, the political and administrative make-up of the municipality consists of 10 villages, 140 *caseríos*, 38 *fincas,* and the town, giving a total of 189 registered populations. The projected population for 2020 is 201,954 inhabitants, of which 51% will be women and 49% men. The agricultural vocation depending on climate conditions is annual crops, livestock, and forestry activities.

Migration is common throughout the municipality. It is estimated that more than 85% of the population migrates temporarily to México to work in agricultural activities, especially from September to January. The families who do not go to México work in the coffee harvest in Huehuetenango, which takes place from November to May. Other employment activities when they migrate are masonry, metal work, bakeries, and cleaning services.

Municipality of Santa Eulalia

Santa Eulalia is located in the northern part of the department, in the Sierra of the Cuchumatanes. It covers 292 km^2, and its population generally speaks Q´anjob´al. According to SEGEPLAN, it is 88 km from the central part of the municipality of Huehuetenango to the urban center of Santa Eulalia, connected by a road in acceptable conditions. It is 355 km from the capital and is the coldest municipality in the department of Huehuetenango. The municipal seat is at 2,580 meters above sea level.

According to INE, the political and administrative division of the municipality consists of 13 villages (five are not legally registered in the National Geographical Institute), 56 *caseríos*, 13 *cantones*, one *finca*, and the town, which leads to a total of 84 registered populations. The projected population for 2020 is 60,229 inhabitants.

The land in the municipality is generally forest with high levels of rainfall. The land is not apt for agriculture, but it can be used for crops such as vegetables, flowers, annual agriculture, barley, wheat, and deciduous fruit trees.

Migration is common. It is estimated that 80% of the population, especially in the rural areas, migrates temporarily to México and the capital city of Guatemala to seek work in agriculture, informal labor, construction, masonry, cleaning, and security services (SEGEPLAN 2010b).

Department of Totonicapán

The department of Totonicapán is located in the southwestern region of Guatemala, at 14º 54' 45''N latitude and 91º 21' 36''O longitude. It borders Huehuetenango to the north, Sololá to the south, Quiché to the east, and Quetzaltenango to the west. It covers 1,061 km^2 with 601,837 inhabitants.

The study was carried out in the municipality of Momostenango, which has a total of 158,578 inhabitants. The study was carried out in 15 schools.

Municipality of Momostenango

Momostenango covers 305 km^2, and its inhabitants mainly speak Quiché. According to SEGEPLAN, it is 31 km from the central park of the municipality of Totonicapán to the urban center of Momostenango. It is located in the northern part of the department of Totonicapán, connected by a good road with several access points. It is located close to the CA-1 highway and the departmental seats of Quetzaltenango and Totonicapán and is 208 km from Guatemala City, at an altitude of 2,204 meters above sea level.

Its political/administrative division includes the municipal seat which is categorized as a town with four neighborhoods, 13 villages, 10 *caseríos*, and two *parajes*. By 2020 the population is projected at 162,941 inhabitants of which, 52.4% are women and 47.6%, men. The land can be used for agriculture with soil and forest management techniques. It has great tourism potential due to its weavings, cliffs, hot springs and trekking.

The people of Momostenango are travelers by nature. The main economic activity of the municipality is commerce, which they carry out throughout Guatemala and beyond its borders. In any market or sales arena, people from Momostenango are found selling products from their home area and from other sites. The small stores open in all city neighborhoods are one of their specialties.

Department of El Quiché

The department of El Quiché is located in the northwestern region at 15º 02' 14'' N latitude and 91º 09' O longitude. It borders México to the north, the departments of Sololá and Chimaltenango to the south, Alta and Baja Verapaz to the east, and Totonicapán and Huehuetenango to the west. It covers 8,378 square kilometers, and according to INE estimations, has a population of 1,237,939 inhabitants.

The study was carried out in the municipalities of Nebaj, (which has 110,034 inhabitants) in 11 schools, Cotzal, (which has 33,384 inhabitants) in one school, and Chajul, (which has a population of 70,660) in three schools. The population of these municipalities mainly speak the Ixil language group, although the municipality of Chajul also has a segment of the population whose mother tongue is Quiché.

Municipality of Nebaj

Nebaj covers 608 km^2, and the predominant language group is Ixil. It is located 87 km from the department seat in the northern part of the department of El Quiché, with good road connections and various access points. The municipality is more strongly developed, given that it is the economic center of the Ixil area. It is 251 km from Guatemala City and 2,001 meters above sea level.

The political-administrative composition includes the municipal seat that is categorized as a town, 68 villages, 19 *caseríos*, and 22 *cantones*. The population is projected to reach 113,902 inhabitants by 2020 (51% women and 49% men). Land is apt for agricultural purposes, particularly for basic grains, fruits, coffee, cardamom, pasture, and others. The Ixil area in general has important tourism potential given the beauty of its patrimony, and Nebaj benefits from this tourism as a large city with services such as hotels, restaurants, and tour guides.

Migration occurs in Nebaj, especially to the cane and coffee harvests in the plantations of Cobán and the Pacific coast, especially Escuintla and Suchitepéquez, from October to April, and to the capital city. There is also migration to the United States, and those migrants send home remittances. Because it is a center for economic activities, it has its own internal migration, where people from the rural Ixil populations migrate to seek better living conditions in the city.

Municipality of Chajul

Chajul covers 608 km^2, and the population speaks Ixil. It is 107 km from the department capital. It is located in the northwestern part of the department of El Quiché and on the western side of the Sierra of the Cuchumatanes, connected by good roads to the other two municipalities of the Ixil area - Nebaj and Cotzal. It is 273 km from Guatemala City at an altitude of 1,991 meters above sea level.
The political-administrative composition includes the municipal seat, which is divided int
o three *cantones*, 48 villages, seven *caseríos*, seven *fincas*, and one *colonia,* for a total of 63 communities. The projected population for 2020 is 73,454 inhabitants, of which 50% are women and 50% are men. The most important economic activity in Chajul is agriculture, especially the production of corn, beans, and coffee, which is the only one of these three products that is marketed and generates

earning opportunities during the harvest season. Livestock is raised freely in households and offers additional income to the families.

Chajul is one of the poorest municipalities in Guatemala, and because of that there is significant migration during the harvest season, especially for coffee crops. The United States is the destination of choice for those who can pay the cost of the trip. Family income from remittances helps subsistence level families survive.

4. Baseline Methodology

The baseline evaluation uses a quasi-experimental design and a mixed-methods approach to conduct an impact evaluation. This baseline will serve as an ex-ante comparison point for an ex-post final evaluation at the end of the project. To conduct an impact evaluation, PCI selected two different control groups to provide a counterfactual – schools within the project area that are part of the USDA-funded FFE programs but do not participate in the LRP program, and schools in the project area that do not participate in either the FFE or LRP programs. Quantitative data against 11 key performance indicators (KPI) was collected from intervention and control group school and will be analyzed at endline using a difference-in-difference methodology. Using this methodology, the evaluations will address the following research hypothesis: Nuestra Cosecha supported schools will demonstrate improved effectiveness of food assistance compared to schools not supported by USDA and schools supported only by Food for Education programming.

4.1 Secondary Data Review

PCI provided relevant documents for the new Nuestra Cosecha project, the indicators with explanations, and maps of the locations of the intervention schools to provide a geographic overview to develop and assign routes. The evaluation team used these documents to structure the work to be conducted per the terms of reference, and the routes for the teams were planned to cover the target number of schools in the stipulated timeframe.

4.2 Inception and Coordination Sessions

PCI and the consultant group held virtual meetings via Skype as well as in person meetings in Huehuetenango and Quetzaltenango with the project teams. The instruments for data collection were prepared to collect data relating to the 11 indicators established in the terms of reference. PCI requested that the consultants use the Mobenzi system and opened an account to conduct the necessary tests. The team communicated with the staff of PCI, CRS, and SCI for coordination, planning, and establishing the dates for staff training and the preparation of the Mobenzi forms.

4.3 Sampling Strategy

The terms of reference for this baseline study required the inclusion of a treatment group of schools, students, parents, and producers that will participate in Nuestra Cosecha, as well as two control groups with schools that will not participate in the project, including schools participating in USDA MGD projects and schools without USDA support. In each department, five schools targeted by Nuestra Cosecha were included, as well as five from the regular MGD program implemented by each organization and five control schools not included in either of the two programs, for a total of 45 schools.

4.3.1 Treatment Schools

To calculate the number of schools in the target municipalities, a percentage weight was determined based on the number of students in each school. The results are presented in the table below.

Table 1. Number of Schools to Evaluate in the Nuestra Cosecha Baseline

Organization	Department	Municipality	No. Students	% Students	No. Schools
PCI	Huehuetenango	Santa Eulalia	2131	19	3
PCI	Huehuetenango	Barillas	1741	16	2
CRS	Totonicapán	Momostenango	3317	30	5
SCI	El Quiché	Nebaj	3157	29	4
SCI	El Quiché	Chajul	596	5	1
		Total	**10,942**	**100**	**15**

Prepared by consultant. Source: Annex IV of terms of reference

Subsequently, the list of all treatment schools was randomly numbered for each of the departments to obtain a randomized sample of schools and determine the 15 intervention schools to be targeted for this study.

4.3.2 Control Schools

The control schools were divided into two: a) Regular MGD program, and b) No USDA interventions. After identifying treatment schools, the evaluation team selected the two control groups, taking into consideration the schools with similar contexts as the treatment schools in terms of geographic location, language, access, number of students, Human Development Index, and degree of chronic malnutrition. These criteria were established in coordination with each organization during the general meeting organized by PCI in Huehuetenango. To reach five schools in Quiché, three were selected from Nebaj, one from Cotzal, and one from Chajul.

For comparison purposes, the same instruments were applied to a total of 45 schools. The characteristics of the intervention and control municipalities, as well as the number of schools per municipality, are presented in the table below.

Table 2. Classification of Intervention and Control Municipalities

No. of Schools	Type	Municipality	No. Inhabitants	HDI	Chronic Malnutrition	Main Language
3	Intervention	Santa Eulalia, Huehuetenango	55,194	0.482	71.5%	Q'anjob'al
3	Regular program					
3	Control					
2	Intervention	Santa Cruz Barillas, Huehuetenango	177,353	0.562	64.5%	Q'anjob'al
2	Regular program					
2	Control					
5	Intervention	Momostenango, Totonicapán	158,578	0.538	Data not available	Quiché
5	Regular program					
5	Control					
4	Intervention	Santa María Nebaj, El Quiché	110,034	0.4390	61.9%	Ixil
4	Regular program					
3	Control					
1	Intervention	Chajul, El Quiché	70,660	0.410	72%	Ixil
1	Regular program					
1	Control					
1	Control	San Juan Cotzal	33,384	0.410	69.1%	Ixil

Notes. Prepared by consultant, collected from documents in Ixil Foundation and Municipal Development Plans of SEGEPLAN. The source for data on chronic malnutrition is the IV National Student Census for 2015 - 6 to 9 years of age.

4.3.3 Interviews

a. Structure of the data collection team

The team included the following roles[3] and functions in the study.

i. **General Coordinator:** Carried out meetings with contact persons from PCI, CRS, and SCI to coordinate field work, structure the school entry methodology, and define the field work process. Internally, the teams were composed of hired translators for each for the Q´anjob´al, Quiché, and Ixil speaking areas. The coordinator applied qualitative instruments and participated 100% of the time in the three weeks of field work.

ii. **Supervisor**: Ensured that team activities flowed smoothly, obtained information on the quality of the data collected by means of supervision of questionnaires and periodic data checking.

iii. **Interviewers**: Collected data by means of the research instruments using mobile devices with the Mobenzi digital platform. The interviewers' role for maximizing data quality was adherence to the protocol and the supervisor's instructions. The interviewers were fluent in the local languages: for Santa Cruz Barillas and Santa Eulalia, Q´anjob´al; for Nebaj, Cotzal, and Chajul, Ixil; and for Momostenango, Quiché. Women were chosen to facilitate communication, especially with girls.

[3] The names of the evaluation team are presented in Annex IX.

b. Training of the field team

Data collection began with a field team that was appropriately trained to clearly understand the study objectives and for skills in compiling data.

The trainings were held as follows:

i. Ixil Group – held at the Hotel Shalom of Nebaj on March 6 and 7
ii. Q´anjob´al Group – held at PCI offices on March 8
iii. Quiché Group – held at EQSA offices in Quetzaltenango on March 12

Staff training covered technical and ethical aspects, and the team practiced the field exercises so the interviewers could practice their skills (procedures for approaching those being interviewed, application of informed consent, manner of carrying out interviews, and resolution of doubts) under direction by EQSA and PCI.

The training included three phases:

i. **Preparation:** Guaranteed timely organization of all materials and logistics, including supplies such as electronic devices for data collection for monitoring field work
ii. **Implementation:** The supervisors and person in charge of data quality control played the role of the participants so that all the interviewers practiced as if they were in a real interview situation. All the protocols, such as interview methods, were practiced.
iii. **Feedback:** Discussions were held on the training and practice with the field team, including a discussion of the various components of the questionnaire, feedback by interviewers on the use of the questionnaire, and feedback by supervisors and quality control staff. Comments were also shared by the PCI team about the instruments.

c. Field work

To establish the number of students needed in the study, the total reported in Annex IV of the terms of reference was used as a base for applying the statistical formula with a 95% confidence level, giving the result of 372 students needed from the intervention schools. A similar number was set for the control schools. Out of a target of 1,116 students, 1,104 (98.9%) were interviewed. The remaining 1.2% were not interviewed due to previously scheduled activities outside the school for those students.

The reason for selecting fourth to sixth grade students was because their age made them more likely to give objective answers about their satisfaction with the foods. For the indicator on minimum acceptable diet, the director of each school was interviewed, and all 45 provided information.

Out of the targeted 45 OPFs, the team interviewed 44 (97.78%). The control school of Nimsituj in Momostenango did not receive information about the interview, so the director, who was also the only teacher for the six grades, did not invite OPF members to participate.

The team expected four people from each OPF to attend, for a total of 180 people to be interviewed individually. A total of 156 people in 44 schools participated (due to the one school's OPF not participating), and the study achieved 86.67% of what was expected.

The director was interviewed in each school, for 100% participation.

Table 3. People Reached During the Study

Sample	Huehuetenango		El Quiché		Totonicapán		Total #	Total %
	Boys	Girls	Boys	Girls	Boys	Girls		
Students from 4th, 5th and 6th grade	186	193	190	172	173	190	1,104	98.9%
Directors	15		15		15		45	100.0%
OPF as a structure	15		15		14		44	97.8%
OPF individuals	56		49		51		156	86.7%

4.4 Instruments

The Minimum Acceptable Diet instrument was used with boys and girls from fourth to sixth grades in each of the intervention and control schools. On average, 25 students were interviewed in each school (see Annex I Minimum Acceptable Diet).

A tool was designed for the interviews with the directors of each school, and 100% of the 45 directors were interviewed and can be found in Annex II: Directors Survey.

The METAPLAN tool was used for the focus groups and is a technical visualization in which the ideas of the OPF members were collected one at a time in short words on Post It notes and placed on a poster which, depending on the space provided by directors, was placed on the wall, a window, the door, or blackboards when possible.

At the end of the workshop, interviews were held with each parent member of the OPF who was available to survey their knowledge of the LAE. This tool can be found in Annex IV: OPF Knowledge Survey.

In accordance with the terms of reference, three weeks were provided for data collection in the field. Depending on the location, the team worked with two to four schools per day, surveying 15 schools per week in the different modalities.

4.5 Process for Verifying Data Collection Quality

Measures to maintain a high quality of data to ensure the quantitative data was significant and accurate were taken during the entire study process: during the study design and planning, during data collection, and during the data analysis phase. The following activities were carried out:

a. Data processing

The objective of this activity was to verify that the data obtained had the required quality and were complete. The Statistical Package for the Social Sciences (SPSS) version 19 program was used to process the data and produce the corresponding products.

a. Data analysis

The following statistical techniques were used for data analysis:

Table 4. The Minimum Diet Instrument

ID	Variable	Statistical Procedure
A	Classification of school and interviewee (department, type of school, grade, sex)	Simple frequency
B	Incidence of meals and location	Simple frequency
A/B	Classification of school and interviewee / Incidence of meals and location	Cross tabulation
C	Groups of foods per meal	Simple frequency
D	Number of meals	Simple frequency
A/D	Classification of school and interviewee (department, type of school, grade, sex) / Number of meals	Cross frequency tables
E	Identification of students who have at least 3 meals and 4 food groups	Transformation, sum and recoding of variables
A / E	Classification of school and interviewee (department, type of school, grade, sex) / Identification of students who have at least 3 meals and 4 food groups	Cross frequency tables
F	Hedonic scale for school feeding	Simple frequency
A/F	Classification of school and interviewee (department, type of school, grade, sex) / Hedonic scale for school feeding	Cross frequency tables

Simple frequency: Number of times that a variable is repeated in a distribution of data.
Cross Tabulation: Table that shows the repetition of a variable in relation to another study variable.
Recoding of variables: Procedure from SPSS program where a variable is recoded in similar units for mathematic operation and subsequent grouping in categories.

Table 5. The LAE Knowledge Instrument

ID	Variable	Statistical procedure
A	Classification of school and interviewee (department, type of school, grade, sex)	Simple frequency
B	Five questions on basic LAE aspects	Simple frequency
A/B	Classification of school and interviewee/ 5 questions about basic aspects of the LAE	Cross frequency tables
C	Training incidence	Simple frequency
D	Institutions that provide training on LAE	Simple frequency
E	Identification of members of OPF who responded correctly to at least 4 of 5 questions	Transformation, sum and recoding of variables
A / E	Classification of school and interviewee (department, type of school, grade, sex) / Identification of members of OPF who responded correctly to 4 of 5 questions	Cross frequency tables

Additionally, analysis of two-tailed tests with a significance of 0.05 was carried out with both instruments to establish significant differences between variables.

b. Ethical aspects

To guarantee an ethical approach in data collection and to ensure confidentiality in the management of participants' data, study participants were informed of their following rights[4]:

i. **Right to choose:** Everyone who was approached has the right to decide if they want to participate or not in this study. Anyone can end their participation at any time (even after having given their consent) or refuse to respond to any specific question that makes them feel uncomfortable. If they decide not to participate, they will be told that that is fine and they will be assured that their decision will not bring adverse consequences.
ii. **Right to safety:** The participants have the right to protection from physical or psychological harm. If there is any question that causes stress for any participant in the study, they should not be pressured in any way to respond. This right also is relevant for the presentation of data, and no participant should be stigmatized for any of their answers.
iii. **Right to be informed:** Study participants have the right to be informed about all aspects of the study, its objectives, the time required for the survey, and what will be done with the data. This will enable each participant to make an informed choice about whether to participate in the study or not.
iv. **Right to privacy:** Everyone has the right to privacy in terms of personal information as well as all the responses given. This information will not be transmitted or revealed by any means to any other private or public organization. Benefits: The people interviewed in the survey did not receive any direct material benefit nor were they given any incentives in cash or in kind for their participation in the activity. The participants were told that their participation in the study could lead to benefits over time via the implementation of programs in their community.

Payment. Participants did not receive any payment for their participation in the study.

Informed Consent. All participants gave their informed consent before beginning the interview. The consent summarizes several aspects: objectives of the study, procedures, voluntary participation, and confidentiality. The informed consent process was carried out individually and verbally so that the participants could approve their participation in the study. The interviewer was responsible for ensuring that the participants understood well before beginning the activity.

4.6 Study Limitations

At the start of the study, PCI requested a kick-off meeting with EQSA and all of the partners. However, SCI was not able to attend that meeting which caused some delays in the planning of the baseline evaluation. There were challenges establishing the location of the control schools, mapping out the data collection route, and confirming days of data collection with control school directors.

One of the control schools near Nebaj (Vicampanavitz) was 3.5 hours drive from the center of the town and has very few similarities with the rest of the intervention school. The inclusion of this school could skew comparisons between control and intervention schools.

[4] Adapted from the rights of participants promoted by the Marketing Research Association, USA.

Enumerators were only able to collect data from 86% of the target OPF members due to challenges with school directors requesting the attendance of all OPF members. Therefore, results related to OPFs might be skewed due to the lack of respondents.

4. Results

This section presents the comparison of data collected in the field from schools targeted by Nuestra Cosecha, from schools that had a regular MGD program, and from schools without school feeding support from a USDA project that only received MINEDUC support. Analysis is focused on the 11 indicators for which this study established baseline values.

5.1 Improved Effectiveness of Food Assistance through Local and Regional Procurement (SO1)

5.1.1 Improved Cost-Effectiveness of Food Assistance (LRP1.1)

Indicator 1: Average USD cost per kilogram of fresh fruits, adjusted for inflation, procured and delivered to project schools

Fruit found in schools included: oranges (five units per kilo), with a price of $0.75[5] per kilo, bananas (five units per kilo), with a price of $1.42 per kilo, and tomatoes, (2.2 units per kilo), with a price of $1.27 per kilo. These prices were projected to estimate December 2019 prices using an expected inflation of 4.5%, based on data presented in the Banco de Guatemala's Economic Outlook report.

The average price for indicator 1 was: $1.15 per kilo (which is the projected price for December 2019).

Indicator 2: Average USD cost per kilogram of fresh vegetables, adjusted for inflation, procured and delivered to project schools

Vegetables found in schools and their projected price for December 2019 included: potatoes (2.2 units per kilo), with a price of $0.79 per kilo, onions (2.2 units per kilo), with a price of $1.45, and carrots (four per kilo), with a price of $1.05 per kilo.

Average price for indicator 2 was: $1.10 (which is the projected price for December 2019).

Indicator 3: Average USD cost per kilogram of fresh eggs, adjusted for inflation, procured and delivered to project schools.

Eggs (15 small eggs per kilo) ***will cost $2.12*** per kilo (by December 2019)

[5] The source used to calculate the exchange rate was the Banco de Guatemala, based on administrative resolution JM-126-2006 issued by the bank's Monetary Board and it uses the reference exhcange rate for April 7, 2019, which is 7.67 quetzals per one dollar.

To calculate these indicators, the evaluation used the inflation estimated by the Banco de Guatemala for December 2018, which is expected to be similar in December 2019, based on their publication "Survey on Economic Outlook with a Panel of Private Analysts EEE," subsection 1: "inflation".

The average price was obtained by reviewing the invoices in each school visited[6]. For example, eggs were bought in some places by the box with 360 eggs per box, but in other schools they were bought in regular cartons. Evaluators calculated the average price per unit of egg. This procedure was repeated with all the remaining targeted products. Some products were not bought in schools, although there were substitutes that can be used and are culturally appropriate for the schools' context; for example, broccoli can be replaced with cauliflower.

In the control schools of Chocsunil, in Santa Eulalia in Huehuetenango, Chicorral and Xoljoc in Momostenango, department of Totonicapán, and in Xolacul, in Nebaj, department of El Quiché, students received apples as part of the contributions from parents when they were in season. Normally, these were from parents who grow apples for self-consumption and sent some to school. The table below lists the average prices for agricultural food products included as part of Nuestra Cosecha project.

Table 6. Average price in kilograms for eggs, fresh fruit and fresh vegetables

Product	Average Price for April 2019	Expected inflation to Dec. 2019 [1]	Price for December 2019	Measurement	Units per kilo	Expected price per Kilo Q	Expected price per Kilo $
1. Eggs	Q 1.04	4.50%	Q 1.08	Unit	15	Q 16.27	$ 2.12
2. Chicken	Q 12.50	4.50%	Q 13.06	Pound	2.2	Q 28.74	$ 3.75
3. Cheese	Q 25.00	4.50%	Q 26.13	Pound	2.2	Q 57.48	$ 7.49
4. Broccoli	*Product not found in recorded school procurement*						
5. Tomatoes	Q 4.24	4.50%	Q 4.43	Pound	2.2	Q 9.74	$ 1.27
6. Potatoes	Q 2.63	4.50%	Q 2.74	Pound	2.2	Q 6.03	$ 0.79
7. Carrots	Q 1.93	4.50%	Q 2.02	Unit	4	Q 8.08	$ 1.05
8. Onions	Q 4.84	4.50%	Q 5.06	Pound	2.2	Q 11.12	$ 1.45
9. Apple	*Product not found in recorded school procurement*						
10. Plantain	Q 2.08	4.50%	Q 2.18	Unit	5	Q 10.88	$ 1.42
11. Avocado	*Product not found in recorded school procurement*						
12. Oranges	Q 1.10	4.50%	Q 1.15	Unit	5	Q 5.75	$ 0.75

Evaluators. Source: Invoices found in visited schools in the three departments

1: Source: Banco de Guatemala, economic outlook report. 2: Expected price uses the exchange rate of Q7.67 for $1.

OPF members who were asked about local producers and the barriers or limitations they face in marketing their products in schools indicated that there are local producers who grow products mainly for self-consumption. SAT registration was a limitation identified in all 44 focus groups. Other limitations included:

[6] Annex XIII presents the list of current suppliers for each department.

Table 7. Limitations for local producers to market their products in schools

Limitation	Percentage
Don't have invoice	64.4%
There is production but it is for self-consumption	22.2%
No adequate land for production	13.3%
Climate is not favorable	6.7%
Do not have technical assistance	15.6%
No water	10.8%

Source: Focus groups N=44. It does not add up to 100% because this is a multiple select response. The percentage was established based on the number of answers divided by the number of focus groups.

The main products identified in the focus groups are listed below:

Table 8. Main food products produced by department

Huehuetenango	Quiche	Totonicapán
Chard	Chard	Avocado
Avocado	Avocado	Annona
Domestic animals	Celery	Celery
Annona	Sweet peas	Peas
Peas	Chinese Peas	Chinese Peas
Pumpkin	Pumpkin	Pumpkin
Banana	Banana	Banana
Broccoli	Broccoli	Amaranth
Coffee	Coffee	Broccoli
Sugar Cane	Sugar Cane	Coffee
Cardamom	Onions	Sweet potatoes
Onions	Gourd	Sugar Cane
Sweet pepper	Chilly	Chilly pepper
Chilly pepper	Chipilín	Chinta
Chistan	Coriander	Coriander
Coriander	Plum	Plum
Coconut	Cauliflower	Cauliflower
Peach	Peach	Peach
Beans	Green Beans	Beans
Broilers	Beans	Fruit
Guava	Layers	Layers
Güisquil	Chickpea	Granadilla
Nightshade	Granadilla	Güicoy

Huehuetenango	Quiche	Totonicapán
Whitebrush	Güisquil	Güisquil
Vegetables	Broad beans	Broad beans
Eggs	Mint	Nightshade
Lime	Herbs	Mint
Lemon	Vegetables	Jocote
Maize	Lime	Lettuce
Malanga	Lemon	Limes
Tangerine	Maize	Lemon
Apples	Malanga	Maize
Turnips	Tangerine	Tangerine
Oranges	Apples	Apples
Nispero	Turnips	Cantaloupe
Pacaya	Oranges	Husk tomatoes
Potatoes	Pacaya	Oranges
Papayas	Potatoes	Nispero
Pineapple	Potatoes	Potatoes
Plantain	Papayas	Papayas
Güisquil tips	Plantain	Parsley
Radish	Quilete	Chicken
Beet	Radish	Radish
Cabbage	Beet	Beet
Tomatoes	Cabbage	Cabbage
Tamarillo	Tomatoes	Watermelon
Wheat	Carrots	Tomatoes
Yucca		Wheat
Carrots		Vegetables
Source: Focus groups N=44 **List of local suppliers per community - see annex VIII.**		Yucca

Of the twelve basic products, focus group participants identified those that were locally produced in the target communities: Avocado, Broccoli, Apples, Oranges, Potatoes, and Tomatoes. Products that were produced in two of the three target departments included: Onions (Huehuetenango and Quiché); Plantains (Huehuetenango and Quiché); Carrots (Huehuetenango and Quiché). Products that were available in only one of the three target departments included: Eggs (Huehuetenango); and, Chicken (Totonicapán). Cheese was not identified in any of the target departments.

5.1.2 Improved Timeliness of Food Assistance (LRP 1.2)

Indicator 4: Average number of days per year to complete entire process of improved procurement (bidding, testing, payments), delivery and distribution for locally procured commodities

All the schools targeted by this study had received supervision and technical support from MINEDUC's General Directorate for Strengthening of the Education Community (DIGEFOCE) at the time of the survey, which established the following process to complete food procurement by OPF and school feeding commission members:

1. Request quotes from suppliers
2. Purchase products (visit the winning supplier)
3. Delivery
4. Liquidation

For each school, DIGEFOCE performs four fund transfers or disbursements during the year, each covering 50 school days for a total of 180 effective school days, as established by MINEDUC. To receive a new disbursement, the school needs to first complete the procurement process for the prior disbursement with the respective liquidation at the corresponding DIGEFOCE office.

Additionally, two types of purchases are made based on the expiration date of procured products:

1. **Perishables**: Fresh fruits and vegetables (perishable products) are purchased every week. Six purchases are made for each disbursement, to cover a total of 50 school days.
2. **Non-perishables**: Grain and other non-perishables are purchased every 25 days, or two purchases for every disbursement: once after receiving the funds and the other 25 days later, so the school will have products in stock Monday through Friday, until the new disbursement.

To measure this indicator for the procurement process for perishable products, evaluators multiplied the number of times each activity is conducted in the procurement process by the average number of days that it takes that activity to be finalized, and the total was divided by the number of disbursements made throughout the year.

This was calculated based on the indicator calculation manual provided by PCI, which defines the numerator and denominator.

Table 9. Average number of days per distribution for the procurement of perishables

	Process			
Concept	**1. Quotes**	**2. Purchase**	**3. Delivery**	**4. Liquidation**
Average days	2.96	1.22	1.40	2.22

Source: Field research n=45

Table 10. Number of times per year each activity in the procurement process is conducted to purchase perishables

Concept	Annually			
	1.Quotes	2.Purchase	3. Delivery	4. Liquidation
Number of times	1	24	24	4

Source: Field research n=45

Table 11. Average number of days per year for the procurement of perishables

Concept	Process				Total Annual
	1.Quotes	2.Purchase	3.Delivery	4. Liquidation	
Average days	2.96	29.3	33.60	8.89	74.78

Source: Field research n=45

Therefore, it took schools an average of **74.78 days** per year to complete all activities under the improved procurement process for the purchase, delivery, and distribution of locally available perishables for school feeding. Per distribution, schools spent **18.69 days** (74.78 / 4) to complete the procurement activities to cover the 50 days.

For non-perishable products, this indicator was measured as follows:

Table 12. Average number of days per distribution for the procurement of non-perishable products

Concept	Process			
	1. Quotes	2. Purchase	3. Delivery	4. Liquidation
Average days	2.96	1.22	1.40	2.22

Source: Field research n=45

Table 13. Number of times per year each activity in the procurement process is conducted to purchase non-perishable products

Concept	Annually			
	1.Quotes	2.Purchase	3. Delivery	4. Liquidation
Number of times	1	8	8	4

Source: Field research n=45

Table 14 . Average number of days per year for the procurement of non-perishables

Concept	Process				Total annual
	1.Quotes	2.Purchase	3.Delivery	4. Liquidation	
Average days	2.96	9.78	11.20	8.89	32.82

Source: Field research n=45

Therefore, it took schools an average of **32.82** days per year to complete all activities under the improved procurement process for the purchase, delivery, and distribution of locally available non-perishables for school feeding. Per distribution, schools spent **8.21** days (32.82 / 4) to complete procurement activities to cover the 50 days.

When combining both perishables and non-perishables, the average number of days per year to complete the entire process of improved procurement (bidding, testing, payments, delivery, and

distribution) for locally procured commodities was **53.8.** However, separate calculations should be made for purchases of perishable (74.78 days per year) and non-perishable products (32.82 days per year), given that schools do not have the necessary refrigeration equipment to store perishable products for long enough to match the non-perishables procurement time frame.

5.1.3 Improved Utilization of Nutritious and Culturally Acceptable Food that Meet Quality Standards (LRP 1.3)

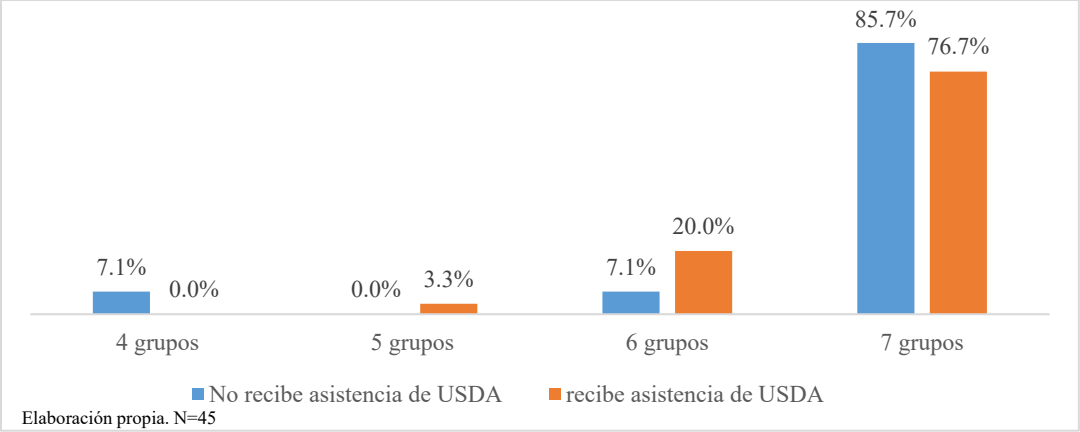
Indicator 5: Percentage of schools serving school meals with an adequate dietary diversity, as a result of USDA assistance

Dietary diversity, according to the United Nations' Food and Agriculture Organization (FAO) involves the consumption of seven food groups: 1. grains, roots, and tubers, 2. legumes and nuts, 3. dairy products, 4 meats, 5. eggs, 6. vitamin A foods (vegetable oil, fruits, and vegetables), and 7. other fruits and vegetables.

All of the schools (100%) receiving USDA assistance offered their students five or more of the dietary diversity food groups, and 76.7% offered all seven recommended food groups every day. USDA-donated commodities included corn-soy blend (CSB), beans, and fortified vegetable oil, covering food groups one, two, and six, respectively. All of the control schools not receiving USDA donated commodities also provided school meals with an adequate dietary diversity, as a result of the LAE's promotion of the addition of fruits and vegetables to the school meals.

The graph below illustrates the number of food groups served in school meals.

Graph 1. Number of food groups served with USDA assistance



Elaboración propia. N=45

5.1.3.1 Improved Access to Culturally Acceptable Foods

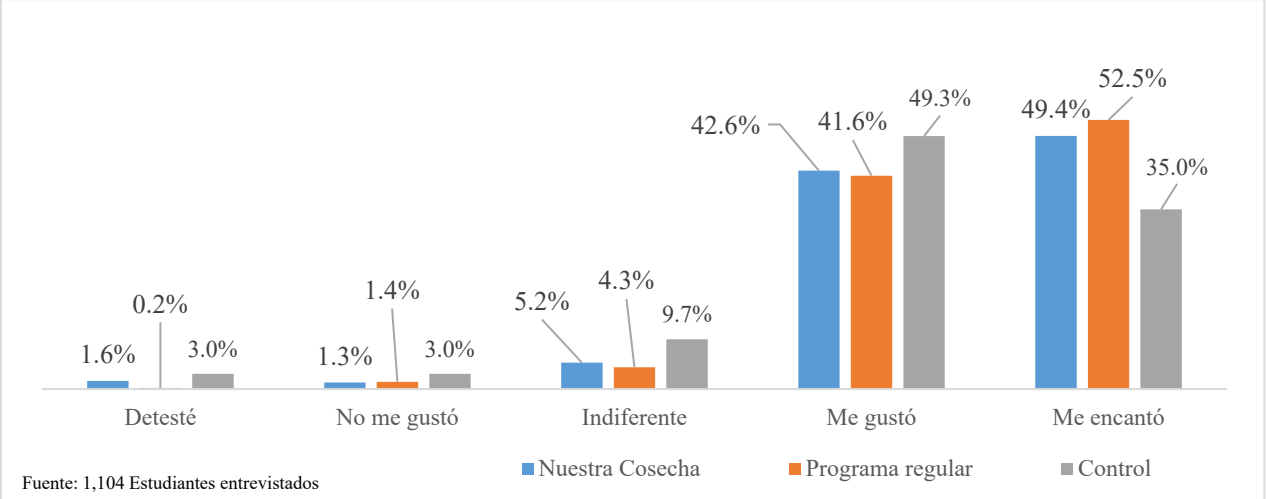
Indicator 6: Percent of students who report that they like school meals, using the 5-point facial hedonic scale, by sex.

The five-point facial hedonic scale uses five facial expressions to classify mean acceptance or rejection, from one (hated it) to five (loved it) (see Annex V). Students are asked about what they eat

for a typical school meal then shown a series of five facial expressions that are associated with five levels of food acceptance. The student is asked to identify the face that most closely associates with their opinion about the typical school meal.

Evaluators approached students after they received their meals in school. Results were as follows, per type of school:

Graph 2. How do you rate the food received?



Fuente: 1,104 Estudiantes entrevistados

Most students liked or loved the food served in school. Control schools showed a lower percentage of students who said they "loved it" when compared to schools in the regular program and those targeted by Nuestra Cosecha, but a higher percentage of students that "liked it.".

To measure this indicator, evaluators added the number of students who liked the food and scored it a four (I liked it) or five (I loved it) in relation to the total number of students interviewed.

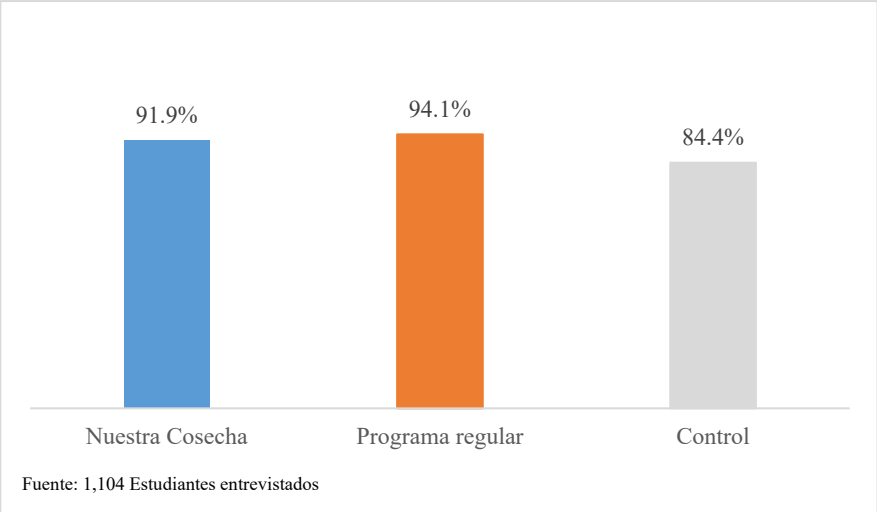
Statistically significant differences were observed in category five (I loved it) between the schools with the regular program's intervention and Nuestra Cosecha schools when compared to schools without USDA assistance. See annex VII for statistical significance.

Schools targeted by Nuestra Cosecha already received USDA-donated commodities under the MGD project (EDUCAMOS), and Nuestra Cosecha will complement those commodities with fresh, unprocessed products grown locally by farming families.

Graph 3. Students who like school meals by type of school

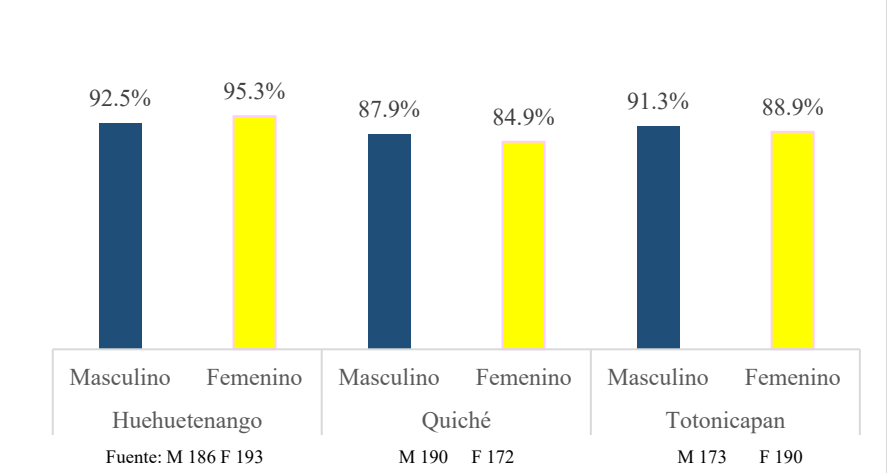
Schools targeted by the regular program had a higher percentage of students who liked the food received (94.1%) in comparison to schools without USDA support (84.4%).

One of the reasons for this result was the monitoring and training activities conducted with OPF and the mothers in charge of preparing school meals.



Graph 4. Students who liked school meals by sex and department

When cross tabulating the results by sex and department, the evaluation found that Quiché had the lowest percentage of students that reported liking the food they eat at school, a result that was consistent between boys and girls. Schools in Huehuetenango had the highest percentage of students who liked the food they eat at school.



5.1.3.2 Increased Value Added to Post-Production Agricultural Products

Indicator 7: Value of annual sales by USDA project beneficiaries (LRP3)

The indicator definition states that the value is based on sales through the LRP program. As a result, the baseline value is zero.

5.1.3.3 Increased Access to Markets to Sell Agricultural Products

Indicator 8: Volume (MT) of commodities sold by project beneficiaries (LRP 4)

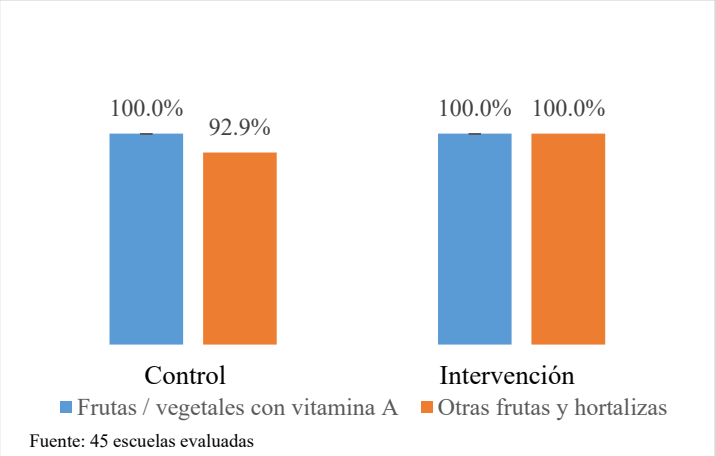
The indicator definition states that the value is based on sales through the LRP program. As a result, the baseline value is zero.

5.1.3.4 Improved Access to Nutritious Foods

Indicator 9: Percentage of schools using fresh fruit and/or vegetables in daily school meals, as a result of USDA assistance

Graph 5. Fresh Fruits and/or Vegetables

All of the surveyed schools (100%) said they add fresh fruits and vegetables to the daily school meals, including the control schools. Fresh products are typically purchased with MINEDUC funds or are donated by the local community. . In Educamos schools, PCI has provide training on school menus, training on the preparation of fruits and vegetables and guidance on food purchasing plans that include fresh products.



Fuente: 45 escuelas evaluadas

All visited schools had a registered OPF and received the daily monetary allowance of four quetzals per student for school feedings. OPFs used the menus established by the DIGEFOCE, which contained products from the food groups mentioned above, including fruits and vegetables.

Indicator 10: Percent of school-age children receiving a minimum acceptable diet

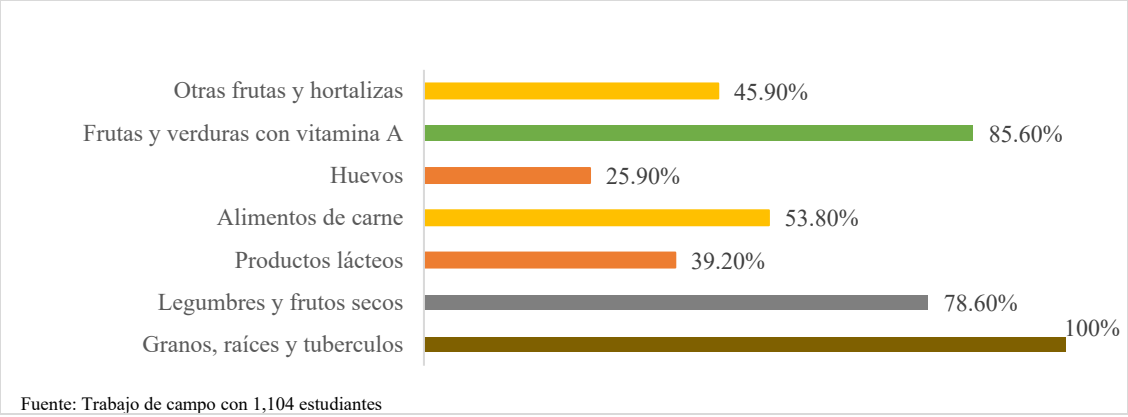
The criteria for this indicator measures both the minimum feeding frequency and minimum dietary diversity, based on FAO guidelines for measuring dietary diversity in households and individuals.

Minimum dietary diversity for children is defined as consuming four or more food groups out of the following seven per day: 1. grains, roots and tubers, 2. legumes and nuts, 3. dairy products (milk, yogurt, cheese), 4. meats (beef, fish, chicken, and liver/organs), 5. eggs, 6. vitamin A enriched foods, including vegetable oil, fruits, and vegetables; and 7. other fruits and vegetables.

The minimum meal frequency for children is defined as three or more feedings of solid, semi-solid, or soft food per day.

When evaluating dietary diversity by food groups consumed the day before the survey, students indicated they consumed:

Graph 6. Food groups consumed the previous day



Fuente: Trabajo de campo con 1,104 estudiantes

Grains, roots, and tubers were available in all the schools, as they are considered staples in the target communities and as a result of USDA-supported school feeding activities. Fruits and vegetables with vitamin A were consumed the day before by 85.6% of the students, while legumes and nuts were consumed by 78.6% of the students. The rest of the food groups had lower consumption rates. There were very few differences by department in terms of the foods consumed by students:

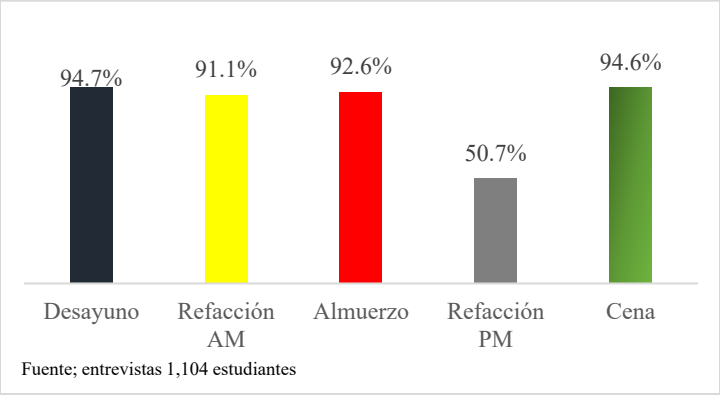
Table 15. Food groups consumed the previous day by Department

Food Group	Huehuetenango (n=379)	Quiche (n=362)	Totonicapán (n=363)
Grains, roots and tubers	100%	100%	100%
Legumes and nuts	78.6%	80.9%	76.1%
Dairy products	33.8%	48.3%	35.7%
Meats	52.5%	49.2%	59.9%
Eggs	22.2%	23.8%	31.9%
Fruits and vegetables with vitamin A	81.5%	91.2%	84.3%
Other fruits and vegetables	54.9%	54.7%	27.7%

Source: Field research

Statistically significant differences in relation to the total number of food groups present in students' diet were only found in the department of Quiché vs Totonicapán: Quiché showed that 5.8% of students received all seven food groups, and Totonicapán showed that only 1.9% of students did.

Graph 7. Meals consumed the previous day



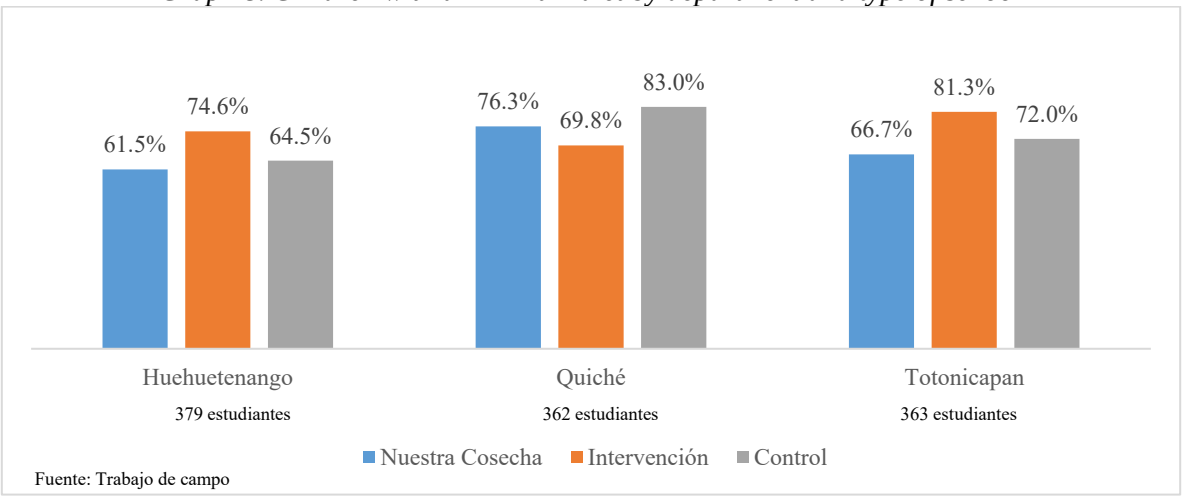
Fuente; entrevistas 1,104 estudiantes

With regards to the number of meals consumed during the day, this study found that afternoon snacks were the least consumed meal of the day by students, with only 50.7% of the students eating an afternoon snack. On the other hand, 91.1% of students said they have a morning snack at school, demonstrating the impact of the school feeding program.

Statistically significant differences were found in the number of meals consumed by students by sex: while 36.4% of boys have five meals per day, 42.3% of girls have the same number of meals. This result indicates a possible paradigm shift, as boys, especially the older boys, have historically been given preference over girls in terms of nutrition.

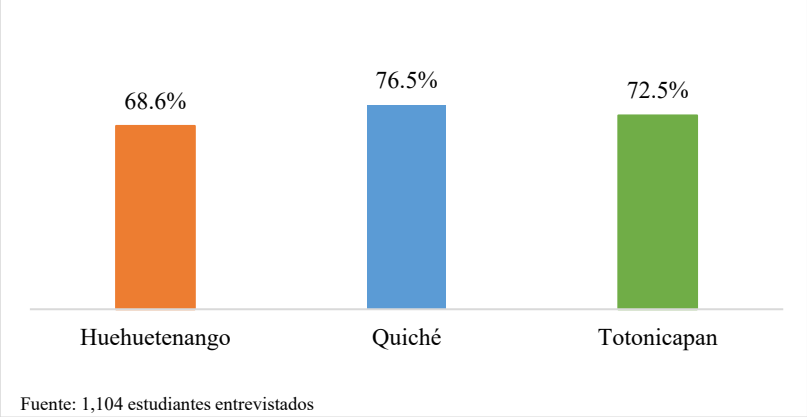
The percentage of school-aged children who received a minimum acceptable diet according to the criteria established for this indicator was similar across departments and type of school, though schools targeted by Nuestra Cosecha in Huehuetenango showed the lowest percentage. The significance for minimum diet can be found in Annex V.

Graph 8. Children with a minimum diet by department and type of school



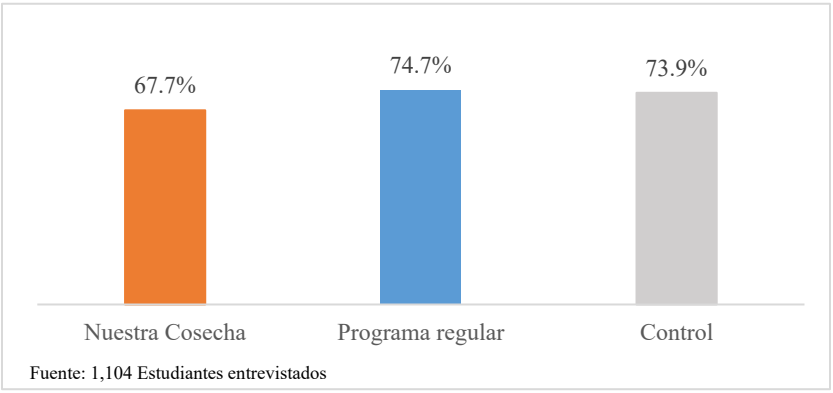
Fuente: Trabajo de campo

Graph 9. Children with a minimum diet by department



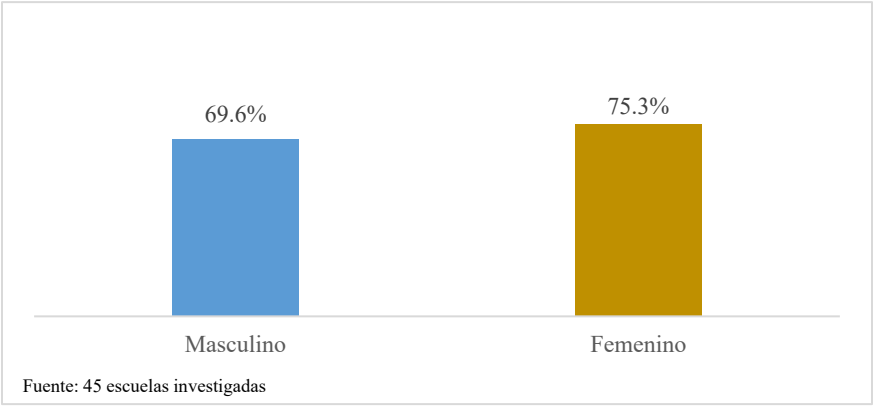
Results by department indicated that Quiché had the highest percentage of students with a minimum acceptable diet with 76.5%; Totonicapán had 72.5%, and Huehuetenango had the lowest percentage with 68.6%, creating statistically significant difference between Quiché and Huehuetenango. One factor that played a role was food availability at home. Huehuetenango is characterized by higher levels of poverty and extreme poverty, which are analyzed separately given their different definitions.

Graph 10. Children with a minimum diet by type of school



The evaluation identified that even though the percentages are similar, schools targeted by Nuestra Cosecha had the lowest percentage of students with a minimum acceptable diet. Control schools had 73.9%, which demonstrates the positive results of the government's school feeding program to promote varied school menus. Schools that received USDA support through the regular MGD program had the largest percentage of children with a minimum acceptable diet, which can be attributed to the fact that their activities were implemented for longer, including accompaniment and training for participants.

Graph 11. Students with minimum diet by sex



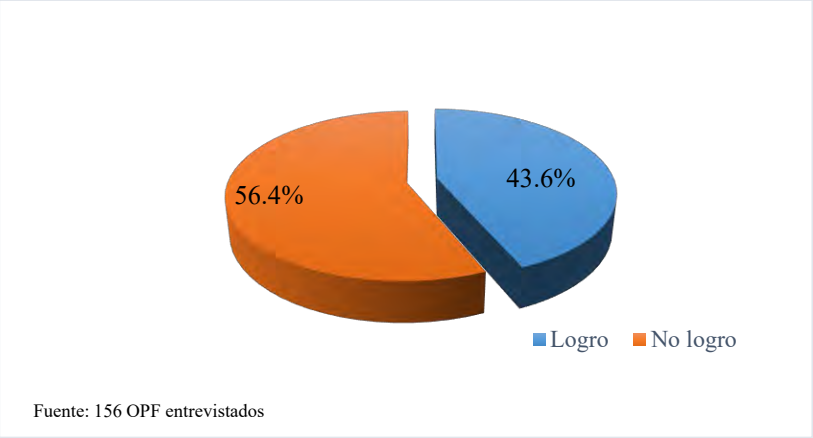
In relation to the percentage of boys and girls who received a minimum diet, the evaluation found that 75.3% of girls received a minimum diet, compared to 69.6% of boys in the 45 schools interviewed. This represents a statistically significant difference.

5.1.4 Improved Capacity of Relevant Organizations (LRP 1.4.3)

Indicator 11: Percent of OPF members who demonstrate sufficient knowledge of the LAE and its regulation.

Graph 12. Basic knowledge about the LAE

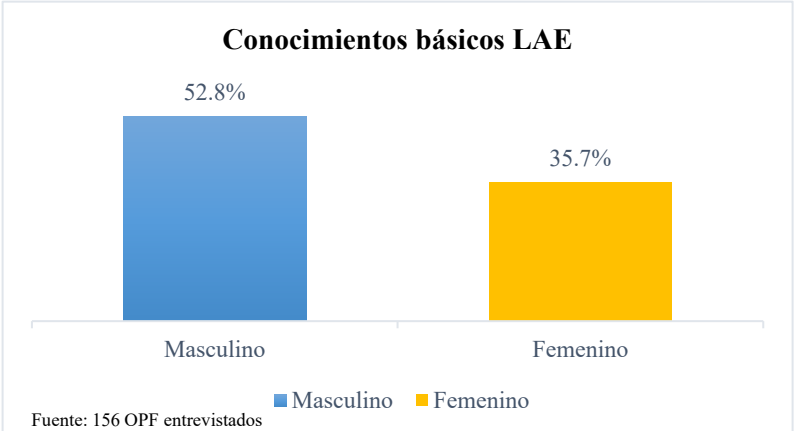
The criteria for determining sufficient knowledge about the LAE by OPF members was a score of 80% or above in a five-question questionnaire designed for this purpose. Almost half (43.6%) of OPF members obtained a score of 80% or higher.



Fuente: 156 OPF entrevistados

Graph 13. Basic knowledge about the LAE by sex

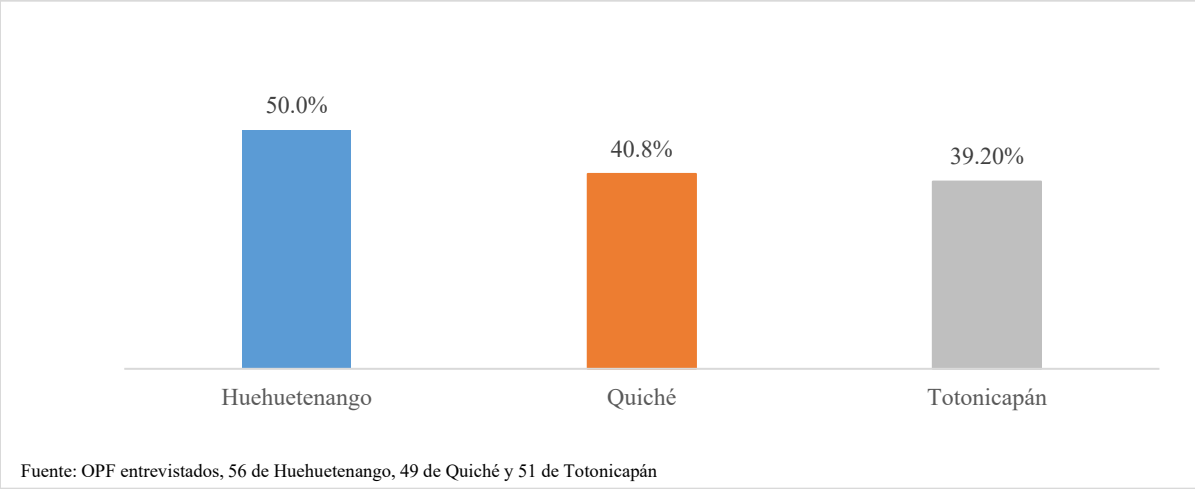
Overall, 156 OPF members were interviewed, of which 72 were men and 84 women. When comparing scores by sex, the evaluation found that a greater percentage of men showed basic knowledge about the LAE than women. Results showed that 35.7% of women and 52.8% of men had basic knowledge about the LAE. See Annex VI for statistical significance testing.



Fuente: 156 OPF entrevistados

Results showed that Huehuetenango had the highest percentage of OPF members with basic knowledge about the LAE with 50.0%, while Quiché had 40.8% and Totonicapán 39.2%.

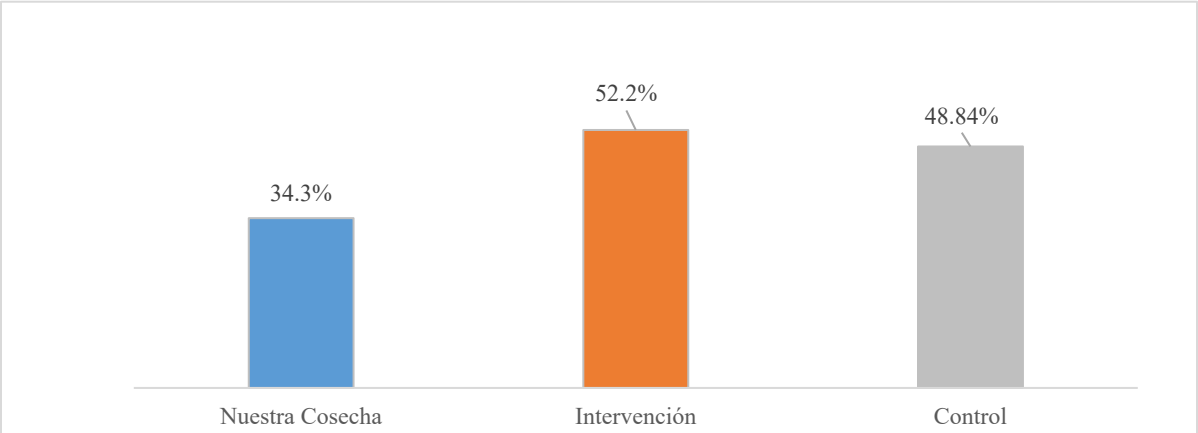
Graph 14. Basic knowledge about the LAE by department and by group of schools (Nuestra Cosecha, Intervention and Control)



Fuente: OPF entrevistados, 56 de Huehuetenango, 49 de Quiché y 51 de Totonicapán

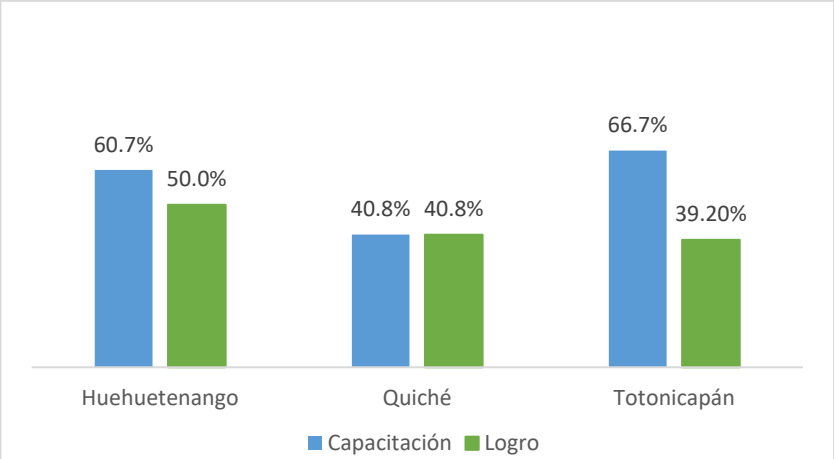
When comparing results by type of school, the evaluation found that schools that will participate in Nuestra Cosecha had the lowest percentage of OPF members with basic knowledge about the LAE, with 34.3%. Schools that participated in the regular USDA-funded project had 52.2%, and those without support from USDA had 48.84%.

Graph 15.Basic knowledge on the LAE by school group



Fuente: OPF entrevistados, 56 de Huehuetenango, 49 de Quiché y 51 de Totonicapán

Graph 16. Training / Achievement



Fuente: OPF entrevistados, 56 de Huehuetenango, 49 de Quiché y 51 de Totonicapán

Additionally, the evaluation asked OPF members if they received any type of training on the LAE, and the results were compared with the percentage of members who had basic knowledge about the Law. OPF members in schools in Quiché demonstrated a corresponding match between the training received and the knowledge demonstrated, with the biggest differences between training and knowledge found in Momostenango in Totonicapan, where 66.7% of OPF members said they received training but only 39.2% scored above 80% in the interview. In Huehuetenango, there was a 10.7 percentage point difference between the percentage who said they received training and the percentage who scored 80% or higher in the interview. This result shows the need to strengthen OPF training activities.

5.2 Indicator Table

Table 16. Summary of Results

No.	Result	Indicator	Nuestra Cosecha	MGD EDUCAMOS	Control	Source
1	LRP 1.1	Average USD cost per kilogram of fresh fruits, adjusted for inflation, procured and delivered to project schools	1.15	1.11	1.16	School procurement invoices
2		Average USD cost per kilogram of fresh vegetables, adjusted for inflation, procured and delivered to project schools	1.10	1.14	1.12	School procurement invoices
3		Average USD cost per kilogram of fresh eggs, adjusted for inflation, procured and delivered to project schools	2.12	2.26	2.13	School procurement invoices
4		Average number of days per year to complete entire process of improved procurement (bidding, testing, payments), delivery and distribution for locally procured commodities	74.78 *	72.60	77.62	Principals / OPF
5	LRP 1.3	Percentage of schools which serve school meals with adequate dietary diversity, as a result of USDA assistance	100%	100%	N/A	Principals
6		Percent of students who report that they like school meals, using the 5-point facial hedonic scale, by sex.	91.9%	94.1%	84.4%	Students
7	LRP 3	Value of annual sales of farms and firms receiving USDA assistance (USD)	0	0	0	Producers
8	LRP 4	Volume of commodities sold by farms and businesses receiving USDA assistance	0	0	0	Producers
9		Percentage of schools using fresh fruit and/or vegetables in daily school meals, as a result of USDA assistance	100%	100%	N/A	Principals
10		Percent of school-age children receiving a minimum acceptable diet	67.7%	74.7%	73.9%	Students

No.	Result	Indicator	Nuestra Cosecha	MGD EDUCAMOS	Control	Source
11	LRP 1.4.3	Percent of School Parent Organization members who demonstrate sufficient knowledge of School Feeding law and its regulation	34.3%	52.2%	48.84%	OPF Members

Developed by evaluator. Source: PCI indicator table

*Evaluator recommends include the indicator: average number of days per year dedicated to procurement of perishable products (74.78 days) because Nuestra Cosecha will work these products.

5.3 Qualitative analysis of key evaluation questions

The terms of reference for the Nuestra Cosecha baseline required evaluators to answer key evaluation questions to improve project implementation. Based on the analysis of the interviews conducted with school principals in 45 schools and OPF members in 44 schools (evaluators were not able to interview OPF members in a school in Momostenango) in three departments, the evaluation team presented the analysis below to answer questions about the project's relevance, performance, sustainability, and effectiveness, including recommendations to improve the project's approach and strategies, whenever appropriate.

5.3.1 Relevance

a. Determine the potential problems or challenges for project beneficiaries in making progress towards achieving project results.

- Potential agricultural food producers near schools experience uncertainty and feel distrust in registering with the SAT. To address this challenge, awareness raising activities should be implemented to promote regularization and a culture of fiscal responsibility and information.
- Local producers do not have extensive land available for production, so the project should promote crop production among farmer groups in the communities. Although associativity promotion requires additional processes, this initiative does have the potential to work in this area, given that the market for their products will be ensured and any surplus may be sold in local communities or destined for self-consumption.
- Overall, local producers do not have the skills required to produce the crops selected by the project. To address this, the project should establish a training and agricultural technology transfer program in collaboration with government institutions, particularly the Ministry of Agriculture and Food (MAGA), the Technical Training and Productivity Institute (INTECAP), technical agriculture schools, and other existing actors, including cooperatives or agricultural associations.
- OPF members lack knowledge about the LAE, which is the foundation for developing the transparent procurement processes at the school level that will benefit community members by allowing them to become suppliers. Therefore, an extensive training process should be carried out with OPF members that goes beyond the general information to learn about the operational aspects of the law where there are knowledge gaps.
- School principals and school feeding commissions are currently the ones who, for the most part, analyze school menus, make decisions about the purchase of perishable and non-

perishable products, and lead the food procurement process. This represents a challenge because these activities should be the responsibility of OPFs, whose members generally avoid taking them on given their low schooling level, lack of time, or lack of interest in the procurement activities. OPF involvement and responsibility over these processes should be even greater if schools will be involved in weekly purchases of perishable products. Therefore, they should receive trainings on their role in the process to raise their awareness about the direct benefit these activities will generate for their children, as well as for their income by becoming school suppliers.

- Because school principals already have close links with their current suppliers, changing the procurement strategy to purchase from many local farmers in the community could generate resistance. Schools will presumably prefer to deal with only one supplier to reduce administrative burden, and they likely have personal interests in purchasing from specific suppliers. The process needs to be made transparent by involving OPFs and establishing greater accountability to the community, while integrating local producers to ensure their quality products are consumed by schoolchildren. The vehicle to improve transparency in the process will be to empower communities to ensure the benefits from these activities directly impact the community itself, both in terms of improved school feedings and income generation for local farming families.
- The LAE established a menu variation that includes agricultural products, which are already being distributed to some extent in local schools. However, it is also necessary for all actors to work together to ensure the menus contain not only the menus from Nuestra Cosecha, but other nutritious food products to improve the students' diet quality.
- Some products selected for Nuestra Cosecha are not currently purchased in local schools, so the project should analyze if those products need to be replaced by other products or if additional products that are currently available in target communities should be included.

b. Determine how aligned project interventions are with the other stakeholder policies and priorities.

- Given the recent passing of the LAE, government stakeholders, OPFs, and school directors do not have full knowledge or clarity about the specific roles everyone plays under the law. Therefore, Nuestra Cosecha activities align with LAE by promoting increased knowledge of the law, providing information about every stakeholder's responsibility under the law, including at the governmental, school, and community levels, and disseminating knowledge about the opportunity to sell locally available products to schools. OPF training is a crucial element to help schools properly implement the mechanisms of the law. The private sector will become involved when they see the potential economic benefits or the opportunity to support school feedings.
- The coordination and work dynamics between governmental and municipal institutions is erratic, mainly due to staff turnover related to budget constraints or political interests, so these institutions' involvement will depend on the commitment and political will of these authorities to fully implement the law. This situation is expected to improve after the finalization of the electoral process in Guatemala, which will identify the next round of authorities at the municipal and national government levels. Meanwhile, extensive and clear negotiations are needed with all stakeholders.

5.3.2 Performance

1. **Determine the baseline values for the required project indicators**

- This report presents the baseline values, which will allow the implementing team to analyze these results and determine the best processes, activities, and strategies to improve upon those values and generate impact during the life of the project.

2. **Assess to what extent the indicator targets are realistic and appropriate**

- The Nuestra Cosecha implementing team should make this determination. These baseline results provide the data needed to analyze if the current staffing and resources available will be sufficient to achieve the targets proposed to USDA. In any case, the team should negotiate with the donor agency to lower the targets, based on the baseline values that were identified through direct field measurements.

1. **Evaluate beneficiaries' knowledge and skills to refine capacity building activities**

- The result of the indicator that measured OPF members' knowledge about the LAE indicated that the project will improve their knowledge, which will enable them to use their purchasing power to encourage and improve the food production of local farmers in the communities, thus promoting the economic development of local families.
- The project should undertake a strategy to train the mothers, whether volunteers or paid, involved in meal preparation at schools to adopt the MINEDUC school meal menus established by the LAE and make sure the meals include the agricultural products prioritized by Nuestra Cosecha.
- OPF members, school principals, and school feeding committee members should improve their skills to more efficiently carry out procurement processes, including asking for quotes and presenting the necessary documents to receive disbursements and pay suppliers on time.

2. **Identify opportunities and threats to project implementation**

Opportunities:

- Nuestra Cosecha has the important opportunity to create a model for local purchases and the promotion of family farming that can be replicated at national level. The evaluation team did not find any similar project in Guatemala, even with the implementation of pilot projects in schools due to the LAE to generate knowledge and experiences related to local food production. This could be a successful project that could be adopted by the MINEDUC and other governmental organizations and scaled to other regions of the country.
- PCI, CRS, and SCI will become an example at the national level in terms of the successful implementation of a local purchase model, which will boost the local economy in targeted communities, reduce migration, provide economic alternatives to local families traditionally dedicated to subsistence farming, and increase the availability of healthy food products for schoolchildren. Without a safe and secured food supply chain, schools currently do not know the source, quality, or safety of the food being distributed through school meals.
- This opportunity to create the first large-scale production and marketing experiences at the local level will motivate schools in the surrounding communities but not targeted by Nuestra

Cosecha to undertake similar procurement processes, which would be an unexpected result of the project, generating an impact at the municipal, departmental, and national levels.

Threats:

- Schools could leave the project because of its effect on the personal interests of school principals, teachers, and/or OPF members.
- The effects of climate change in the region could produce floods, droughts, frosts, or pests that could lead to a loss of crops for local farmers.
- If the schools begin to buy only non-perishables from their current vendors, the vendors could pressure schools to continue their existing contracts by not selling any products to the schools or by increasing prices.
- Given the expectation generated by the investment of USDA funds in the procurement process, the price of food products could increase at the community and municipal levels.

5.3.3 Sustainability

a. To what extent should local actors (private sector, community entities/associations, local government agencies, etc.) be engaged and committed to ensure sustainability?

To ensure the involvement and commitment of local stakeholders for project sustainability, the project should ensure the following components are included:

1. Proper implementation, by Nuestra Cosecha staff, of the strategies and activities that were included the project's Results Framework.
2. An appropriate mechanism to disseminate project knowledge and learning with key government and municipal actors to encourage their participation in the project and help them understand their specific roles.
3. Awareness raising and the empowerment of key school actors, such as OPF members and administrators, so they can guide the procurement process with transparency and adopt mechanisms for accountability with the MINEDUC and the community.
4. The provision of clear tools and procedures to guide current suppliers, as well as local producers who can become suppliers, during and beyond the project. Sustainability will be measured not only in target schools but also in schools that decide to replicate the model.
5. The enabling of all other stakeholders, including public, private, and non-governmental organizations, by the MINEDUC leadership to become proactively involved in implementing and complying with the LAE, which mandates the promotion of local economic development.

b. What specific institutional capacity needs (e.g., for key government of Guatemala, municipal, community, and school level stakeholders) should the project address to foster greater engagement and accountability?

1. The training of all stakeholders at all levels, including departmental, municipal, and community, on the LAE and its regulations, so everyone involved understands their responsibilities and specific roles. Female OPF members should be specifically

targeted because even though they constitute the majority of OPF members, they were the least knowledgeable about the law.
2. Training on agricultural techniques and technification, including building linkages with other institutions, particularly the MAGA and INTECAP.
3. Engagement with and training for existing agricultural producer associations to improve their productive capacities and integrate new smallholder farmers, who will face difficulties in becoming formal food suppliers for the schools.

5.3.4 Effectiveness

a. Determine to what extent the Results Framework is realistic, appropriate, and practical to implement and identify if design, structure, logic, or management needs modifications to facilitate the achievement of desired outcomes and impact.

1. Nuestra Cosecha includes a results framework containing the basic elements for a local and regional food procurement project that aims to improve cost-effectiveness, reduce the number of days for procurement processes to supply schools, utilize culturally acceptable nutritious foods, and engage key stakeholders (government, private sector, OPF, etc.).
2. Success will depend on the development of strategies and activities to meet the results framework, including an active accompaniment by the MINEDUC, involvement by related government institutions, including municipal councils, OPF commitment, capacity strengthening, private sector engagement, procurement process transparency in school feedings, and effective coordination by PCI, CRS, and SCI to implement a unified and coordinated project in the departments of Huehuetenango, Totonicapán, and El Quiché.

6. Conclusions

a. General Aspects

1. With the contributions guaranteed by the LAE (decree number 16-2017), which consists of four quetzals per student per day, schools under all three groups selected for this study already helped students achieve an acceptable minimum diet due to the allocated budget allowing schools to buy products based on the MINEDUC menus.

2. Additionally, local communities will likely experience an economic revitalization based on the LAE's article 15, paragraph two, which states: "of the total financial resources assigned to each school, at least fifty percent (50%) must be used to purchase food products grown by family farmers, as long as the necessary supply exists in the local market." While this is an assumption that will be tested during the final evaluation, it should be noted that the market study conducted by PCI during project start-up collected data from schools, all of which procure fresh products from wholesalers or small retailers who source their products from outside of the municipality. So it is logical to conclude that increase local purchases from from near 0% to 50% will increase household incomes and improve local economies. To this end, efforts to increase local food production, ensure producers are in compliance with local laws, and enforce the school feeding laws are key to local food procurement functioning as an economic lever.

3. Menus facilitated by the MINEDUC and implementing organizations (PCI, CRS, and SCI), along with the commitment of school principals, the training of mothers who prepare school meals, and the increased awareness of OPF members on the importance of varying the menus, were all factors that contributed to a high level of satisfaction among students in the food they consume at school.

4. Although the LAE provides resources for school feedings, intensive work will be required in schools to strengthen the capacities of mothers who prepare the meals and of OPF members to select the products with the required quantity and quality and efficiently assume their role as managers of school procurement processes. Therefore, the activities currently implemented by USDA-funded organizations are crucial for achieving an integrated and quality diet for schoolchildren, in close collaboration with MINEDUC.

5. Most schools have between six and ten school meal menus and use one each day to ensure that no meals are repeated during the week.

6. According to the results of 44 focus groups conducted under this study, parents overwhelmingly believed that the new school feeding system motivated children to not miss school.

7. The three implementing organizations (PCI, CRS, and SCI) received special recognition in the intervention schools where they implemented their respective programs, both with school principals and OPF members, who expressed great appreciation for the contributions, the work, and the accompaniment provided.

8. The modality in which school meals are served supports family finances in local communities because children receive a formal meal at school, either breakfast or lunch, which helps families save money. Formal meals include the staple food groups, and non-formal meals generally include a cup of coffee and sometimes a tortilla, which is what students often consume at home.

9. Some products selected for Nuestra Cosecha are not currently purchased in local schools, so the project should analyze if those products should be replaced by other products or included with additional products that are available in target communities.

10. In the schools that were visited, the school principal was generally the person who decides where to buy the food. This was related to the fact that the school principal is seen as the most knowledgeable person in the community and the one with contacts and greater mobility, which resulted in the majority of schools having a single supplier.

11. The need to improve the quality of drinking water was mentioned in all 44 focus groups conducted with OPFs. In Huehuetenango, the main concern was the need for clean drinking water, and in some cases, the long distance to take the water home or to the production areas to grow fresh food. In Totonicapán, particularly in Momostenango, participants expressed interest in trainings on rainwater collection, given the scarcity in some of their communities, and the need to improve water containers in schools. In Quiche, OPFs expressed the need to improve the quality of drinking water.

12. In the schools visited during this baseline evaluation, the LAE did not fulfill its promise to boost local economies yet. Food was not purchased from community farmers because most local producers were subsistence farmers and did not generate surplus food to sell to the schools, or they did not have the right conditions in terms of soil characteristics, sloped terrains, and a lack of water for irrigation.

13. Based on data collected during the 44 focus groups conducted during the study, participants said there was no surplus production in most of these communities. The little they had that they could sell, they did not sell to the schools because they were not registered with the SAT, which was seen as an unsurmountable challenge for the time being.

14. Most schools had a single supplier, from which schools buy their products and take them to the school themselves, or the products are delivered by the supplier. Participants saw a single supplier as a benefit because they can buy everything they need in one place, and that place provides a formal invoice and facilitates compliance during the procurement process, which helps to avoid any future difficulties.

15. For the most part, students were satisfied and motivated with the food they received. They showed satisfaction for the varied menus, which ensured a different meal every day of the week, and they had a favorite day based on the meal served that day.

16. In control schools, there was a small difference in student satisfaction with the food received, although the students were still generally satisfied.

17. Regardless of the type of school they were in, students overwhelmingly demonstrated a high level of satisfaction with the food received in school, as a result of the new allocation of four quetzals per student per day by the MINEDUC to provide a varied menu for school feedings. This allowed schools to provide different meals.

18. The root grains and tubers food group was consumed by all students. Yucca was the most frequently consumed root, while maize and beans were the most frequently consumed grains, and potatoes and carrots were the most commonly consumed tubers.

19. The afternoon snack was the least frequently consumed meal of the day.

20. Schools in Huehuetenango had the lowest percentage of students consuming the minimum acceptable diet. Poverty and extreme poverty were the main reason, as families lacks the economic resources to buy food for lunch, afternoon snack, or dinner.

21. OPF members lacked knowledge about the LAE, which is the foundation for developing transparent procurement processes in schools, which will benefit community members by becoming suppliers.

22. Fewer female respondents and fewer respondents at schools participating in the LRP program demonstrated a basic understanding of the LAE. Among those who said they have received training on the LAE, respondents in Momostenango had the lowest percentage of respondents who demonstrated basic knowledge of the LAE.

b. Final conclusion

Compliance with the LAE will elevate the quality of schoolchildren's nutrition and serve as both an incentive for children to attend school and a deterrent from dropping out of school. The law should be supported and refined to not only provide a quality and varied diet, but to also emphasize and boost the local economy and become a vehicle for change for the new generation of children in the country.

7. Recommendations

1. It is important to identify the relevance and complementarity of the different products contributed by the project with the types of food students do not receive at home and which they like to maintain the motivation and desire to go to school, study, learn, and eat a nutritious and tasty meal.

2. OPF capacities should be strengthened to allow them to gradually assume greater decision-making within the product selection and procurement processes for school feedings.

3. An awareness-raising and pedagogical intermediation program should be undertaken to reduce apprehension about registering with the SAT and allow local farmers to formally engage with schools as direct suppliers of fresh products for school feeding.

4. The experiences of existing successful production systems should be systematized and scaled to other schools. For example, lessons should be shared from the successes of producers who sold their surplus production to the schools, or investments by the program to develop production activities, such as the case of the poultry farms to supply eggs in Jolomtaj, Barillas, in the farm of local community member Robinson Ávila.

5. Overall, local producers do not have the skills and technification required to produce the crops selected by the project. To address this, the project should establish a training and agricultural technology transfer program in collaboration with government institutions, particularly the MAGA, the INTECAP, technical agriculture schools, and other existing actors, including cooperatives or agricultural associations.

6. The program should promote an associative production system that includes a mechanism to collect the products from many different smallholder farmers, negotiate with schools, and pay taxes, which would be a model that can be replicated to take advantage of the opportunities provided by LAE as the vehicle for boosting the local economy in the target communities and municipalities.

7. An extensive training process should be carried out with OPF members to provide additional knowledge about the LAE beyond the general information and to teach them about the operational aspects of the law where there are knowledge gaps.

8. The project should identify different ways to streamline administrative and control paperwork in schools to allow teachers to spend less time on these issues and have more time to teach students.

9. The project should identify ways to reduce any existing, unnecessary bureaucratic procedures and facilitate quick error and problem solving mechanisms to save OPF members the time and resources they put into liquidation meetings with technical administrative staff and to avoid the need for them to make multiple trips to their communities, which sometimes take a full day of travel due to road condition and lack of public transport.

10. Special attention should be paid to the recommendations in the chapter "Analysis of key evaluation questions," in section 6.3 of this document, which presents the evaluation team's experience in the field based on the qualitative analysis conducted with members of the education community and the respective LAE beneficiaries.

Final recommendation

The existing school feeding program should be strengthened by improving the capacities of school parents to work with teachers to select quality, nutritious food for their children's school meals. It is also crucial to initiate local procurement processes through the development of associative production systems, which can provide a significant and attractive volume of fresh food for the schools, allowing local farmers to become suppliers for groups of schools and serving as an economic boost for the local economy in the target communities and municipalities.

LB Dieta Mínima

Last Modified by: Jose Mena **on** 25 Mar 2019 14:41:59 **Revision number:** 166 **Field Count:** 58

Section 1. Clasificación

1.1 instrucciones

Instrucciones: (Lea al entrevistado/a) PCI en asocio con CRS y Save the Children está implementando un proyecto actualmente en los departamentos de Huehuetenango, Totonicapán y Quiché denominado Nuestra Cosecha, por lo que te queremos preguntar sobre los alimentos que tomaste el día de ayer

1.2 Sexo

Sexo del entrevistado

Expects a single option response (**required**)

- Masculino [1]
- Femenino [2]

1.3 Municipio

Municipio

Expects a single option response (**required**)

- Santa Eulalia [1]
- Barillas [2]
- Momostenango [3]
- Nebaj [4]
- Chajul [5]

1.4 Tipo de escuela

Tipo de escuela

Expects a single option response (**required**)

- Nuestra Cosecha [1]
- FFE [2]
- Control [3]

1.5 Comunidad

Comunidad

Expects a single option response (**required**)

- Paraje La Cumbre [12]
- Aldea Xequemeya [13]
- Caserio Canquixaja [14]
- Barrio Santa Ana [15]
- Paraje Paxaq [16]
- Paraje Sicalbe [17]
- Paraje San Rafael Racana [18]
- Caserio Rachoquel [19]
- Paraje Chacalte [20]
- Caserio Chonimatux [21]
- Paraje Chicorral [22]
- Xoljoc [23]
- Nimsituj [24]
- Centro Dos [25]
- Aldea Pitzal [26]
- Ixtenam [1]
- Bololac [2]
- Yulconop [3]
- Miramar [4]
- Temux Chiquito [5]
- Yulxac [6]
- Santa Rosa [7]
- Canton B las Brisas [8]
- Nueva Reforma [9]
- Chocsunil [10]
- Altamiranda [11]
- Xepiun [27]
- Saquil Grande [28]
- Acul [29]
- Cambalam [30]
- Pelax grande [31]
- Tucoral [32]
- Vicampanavitz [33]
- Xachkoral [34]
- Xolcuay [35]
- Cocup [36]
- Sajbuta [37]
- Xepucxuc [38]
- Xolacul [39]
- Xevitz [40]
- Vicotz [41]

1.6 Escuela

Nombre de la escuela

Expects a single line text response (optional)

1.7 Consentimiento informado

Entiendo que la información que estoy dando es confidencial y para usos del presente estudio, entiendo mis derechos y deseo participar el el presente estudio

Expects a single option response (**required**), Default: Si

- [ ] Si [1]
- [ ] No [2]

Branches

If response **Equals 'No [2]'** then skip to ***finalizar (7.3)***

Section 2. Desayuno

2.1 Tomo desayuno

Tomó su desayuno el día de ayer?

Expects a single option response (**required**)

- Si [1]
- No [2]

Branches

If response **Equals 'No [2]'** then skip to ***Tomo Refa am (3.1)***

2.2 donde desayuno

Dónde tomó su desayuno?

Expects a single option response (**required**)

- En la escuela [1]
- En Casa [2]

2.3 Grupo 11

Granos, raíces y tubérculos

Expects multiple selected options (**required**)

- Cereal [1]
- Tortillas [2]
- Tamal, Chuchito, pache, etc [3]
- Arroz [4]
- Pan [5]
- Fideos, coditos u otras pastas [6]
- Avena / Mosh [7]
- Yuca [8]
- Papa [9]
- Atoles, CSB, incaparina [10]
- Platano, Ixintal [11]
- Ninguno [0]

2.4 grupo 12

Legumbres y frutos secos

Expects multiple selected options (**required**)

- Frijol [1]
- Ejote [2]
- Manía [3]
- Nueces [4]
- Ninguno [0]

Branches

If response **Includes 'Ninguno [0]'** then skip to ***grupo 13 (2.5)***

2.5 grupo 13

Productos lácteos

Expects multiple selected options (**required**)

- Leche [1]
- Crema [2]
- Queso [3]
- Ninguno [0]

2.6 grupo 14

Alimentos de Carne

Expects multiple selected options (**required**)

- ☐ Pollo [1]
- ☐ Res [2]
- ☐ Cerdo [3]
- ☐ Ninguno [0]

2.7 grupo 15

Huevos

Expects multiple selected options (**required**)

- ☐ Si [1]
- ☐ No [2]

2.8 grupo 16

Alimentos con vitamina A

Expects multiple selected options (**required**)

- ☐ Zanahoría [1]
- ☐ Brocolí [2]
- ☐ Berro [6]
- ☐ Acelga [7]
- ☐ Espinaca [3]
- ☐ Hierbas [10]
- ☐ Chile Pimiento [9]
- ☐ Tomate [8]
- ☐ Guicoy [11]
- ☐ Melón [4]
- ☐ Mango [5]
- ☐ Papaya [12]
- ☐ Naranja [13]
- ☐ Piña [14]
- ☐ Ninguno [0]

2.9 grupo 17

Otras frutas y hortalizas

Expects multiple selected options (**required**)

- ☐ Mandarina [2]
- ☐ Banano [Banano]
- ☐ Otra fruta: [4]
- ☐ Rábano [5]
- ☐ Lechuga [6]
- ☐ Pepino [7]
- ☐ Coliflor [8]
- ☐ Remolacha [9]
- ☐ Ninguno [0]

Branches

If response **Includes 'Otra fruta: [4]'** then skip to ***Otra fruta (2.10)***

If response **Excludes 'Otra fruta: [4]'** then skip to ***Tomo Refa am (3.1)***

2.10 Otra fruta

Qué otra fruta?

Expects a single line text response (**required**)

Section 3. Refaccion am

3.1 Tomo Refa am

Tomó refacción en la mañana el día de ayer?

Expects a single option response (**required**)

- Si [1]
- No [2]

Branches

If response **Equals 'No [2]'** then skip to ***Tomo Almuerzo (4.1)***

3.2 donde refacciono

Dónde refaccionó ayer en la mañana?

Expects a single option response (**required**)

- En la escuela [1]
- En Casa [2]

3.3 Grupo 11 Refa am

Granos, raíces y tubérculos

Expects multiple selected options (**required**)

- Cereal [1]
- Tortillas [2]
- Tamal, Chuchito, pache, etc [3]
- Arroz [4]
- Pan [5]
- Fideos, coditos u otras pastas [6]
- Avena / Mosh [7]
- Yuca [8]
- Papa [9]
- Atoles, CSB, incaparina [10]
- Platano, Ixintal [11]
- Ninguno [0]

3.4 grupo 12 Refa am

Legumbres y frutos secos

Expects multiple selected options (**required**)

- Frijol [1]
- Ejote [2]
- Manía [3]
- Nueces [4]
- Ninguno [0]

3.5 grupo 13 Refa am

Productos lácteos

Expects multiple selected options (**required**)

- Leche [1]
- Crema [2]
- Queso [3]
- Ninguno [0]

3.6 grupo 14 Refa am

Alimentos de Carne

Expects multiple selected options (**required**)

- [ ] Pollo [1]
- [ ] Res [2]
- [ ] Cerdo [3]
- [ ] Ninguno [0]

3.7 grupo 15 Refa am

Huevos

Expects multiple selected options (**required**)

- [ ] Si [1]
- [ ] No [2]

3.8 grupo 16 Refa am

Alimentos con vitamina A

Expects multiple selected options (**required**)

- [ ] Ninguno [0]
- [ ] Zanahoría [1]
- [ ] Brocolí [2]
- [ ] Berro [6]
- [ ] Acelga [7]
- [ ] Espinaca [3]
- [ ] Hierbas [10]
- [ ] Chile Pimiento [9]
- [ ] Tomate [8]
- [ ] Guicoy [11]
- [ ] Melón [4]
- [ ] Mango [5]
- [ ] Papaya [12]
- [ ] Naranja [13]
- [ ] Piña [14]

3.9 grupo 17 Refa am

Otras frutas y hortalizas

Expects multiple selected options (**required**)

- [ ] Mandarina [2]
- [ ] Banano [Banano]
- [ ] Otra fruta: [4]
- [ ] Rábano [5]
- [ ] Lechuga [6]
- [ ] Pepino [7]
- [ ] Coliflor [8]
- [ ] Remolacha [9]
- [ ] Ninguno [0]

Branches

If response **Includes 'Otra fruta: [4]'** then skip to ***Otra fruta Refa am (3.10)***

If response **Excludes 'Otra fruta: [4]'** then skip to ***Tomo Almuerzo (4.1)***

3.10 Otra fruta Refa am

Qué otra fruta?

Expects a single line text response (**required**)

Section 4. Almuerzo

4.1 Tomo Almuerzo

Almorzo el día de ayer?

Expects a single option response (**required**)

- [ ] Si [1]
- [ ] No [2]

Branches

If response **Equals 'No [2]'** then skip to ***Tomo Refa pm (5.1)***

4.2 Grupo 11 Almuerzo

Granos, raíces y tubérculos

Expects multiple selected options (**required**)

- [ ] Cereal [1]
- [ ] Tortillas [2]
- [ ] Tamal, Chuchito, pache, etc [3]
- [ ] Arroz [4]
- [ ] Pan [5]
- [ ] Fideos, coditos u otras pastas [6]
- [ ] Avena / Mosh [7]
- [ ] Yuca [8]
- [ ] Papa [9]
- [ ] Atoles, CSB, incaparina [10]
- [ ] Platano, Ixintal [11]
- [ ] Ninguno [0]

4.3 grupo 12 Almuerzo

Legumbres y frutos secos

Expects multiple selected options (**required**)

- [ ] Frijol [1]
- [ ] Ejote [2]
- [ ] Manía [3]
- [ ] Nueces [4]
- [ ] Ninguno [0]

4.4 grupo 13 Almuerzo

Productos lácteos

Expects multiple selected options (**required**)

- [ ] Leche [1]
- [ ] Crema [2]
- [ ] Queso [3]
- [ ] Ninguno [0]

4.5 grupo 14 Almuerzo

Alimentos de Carne

Expects multiple selected options (**required**)

- [ ] Pollo [1]
- [ ] Res [2]
- [ ] Cerdo [3]
- [ ] Ninguno [0]

4.6 grupo 15 Almuerzo

Huevos

Expects multiple selected options (**required**)

- [ ] Si [1]
- [ ] No [2]

4.7 grupo 16 Almuerzo

Alimentos con vitamina A

Expects multiple selected options (**required**)

- [ ] Zanahoría [1]
- [ ] Brocolí [2]
- [ ] Berro [6]
- [ ] Acelga [7]
- [ ] Espinaca [3]
- [ ] Hierbas [10]
- [ ] Chile Pimiento [9]
- [ ] Tomate [8]
- [ ] Guicoy [11]
- [ ] Melón [4]
- [ ] Mango [5]
- [ ] Papaya [12]
- [ ] Naranja [13]
- [ ] Piña [14]
- [ ] Ninguno [0]

4.8 grupo 17 Almuerzo

Otras frutas y hortalizas

Expects multiple selected options (**required**)

- [ ] Mandarina [2]
- [ ] Banano [Banano]
- [ ] Otra fruta: [4]
- [ ] Rábano [5]
- [ ] Lechuga [6]
- [ ] Pepino [7]
- [ ] Coliflor [8]
- [ ] Remolacha [9]
- [ ] Ninguno [0]

Branches

If response **Includes 'Otra fruta: [4]'** then skip to ***Otra fruta Almuerzo (4.9)***

If response **Excludes 'Otra fruta: [4]'** then skip to ***Tomo Refa pm (5.1)***

4.9 Otra fruta Almuerzo

Qué otra fruta?

Expects a single line text response (**required**)

Section 5. Refaccion PM

5.1 Tomo Refa pm

Tomó refacción en la tarde de ayer?

Expects a single option response (**required**)

- [ ] Si [1]
- [ ] No [2]

Branches

If response **Equals 'No [2]'** then skip to ***Tomo Cena (6.1)***

5.2 Grupo 11 Refa pm

Granos, raíces y tubérculos

Expects multiple selected options (**required**)

- [ ] Cereal [1]
- [ ] Tortillas [2]
- [ ] Tamal, Chuchito, pache, etc [3]
- [ ] Arroz [4]
- [ ] Pan [5]
- [ ] Fideos, coditos u otras pastas [6]
- [ ] Avena / Mosh [7]
- [ ] Yuca [8]
- [ ] Papa [9]
- [ ] Atoles, CSB, incaparina [10]
- [ ] Platano, Ixintal [11]
- [ ] Ninguno [0]

5.3 grupo 12 Refa pm

Legumbres y frutos secos

Expects multiple selected options (**required**)

- [ ] Frijol [1]
- [ ] Ejote [2]
- [ ] Manía [3]
- [ ] Nueces [4]
- [ ] Ninguno [0]

5.4 grupo 13 Refa pm

Productos lácteos

Expects multiple selected options (**required**)

- [ ] Leche [1]
- [ ] Crema [2]
- [ ] Queso [3]
- [ ] Ninguno [0]

5.5 grupo 14 Refa pm

Alimentos de Carne

Expects multiple selected options (**required**)

- [ ] Pollo [1]
- [ ] Res [2]
- [ ] Cerdo [3]
- [ ] Ninguno [0]

5.6 grupo 15 Refa pm

Huevos

Expects multiple selected options (**required**)

- [ ] Si [1]
- [ ] No [2]

5.7 grupo 16 Refa pm

Alimentos con vitamina A

Expects multiple selected options (**required**)

- [ ] Zanahoría [1]
- [ ] Brocolí [2]
- [ ] Berro [6]
- [ ] Acelga [7]
- [ ] Espinaca [3]
- [ ] Hierbas [10]
- [ ] Chile Pimiento [9]
- [ ] Tomate [8]
- [ ] Guicoy [11]
- [ ] Melón [4]
- [ ] Mango [5]
- [ ] Papaya [12]
- [ ] Naranja [13]
- [ ] Piña [14]
- [ ] Ninguno [0]

5.8 grupo 17 Refa pm

Otras frutas y hortalizas

Expects multiple selected options (**required**)

- [ ] Mandarina [2]
- [ ] Banano [Banano]
- [ ] Otra fruta: [4]
- [ ] Rábano [5]
- [ ] Lechuga [6]
- [ ] Pepino [7]
- [ ] Coliflor [8]
- [ ] Remolacha [9]
- [ ] Ninguno [0]

Branches

If response **Includes 'Otra fruta: [4]'** then skip to ***Otra fruta Refa pm (5.9)***

If response **Excludes 'Otra fruta: [4]'** then skip to ***Tomo Cena (6.1)***

5.9 Otra fruta Refa pm

Qué otra fruta?

Expects a single line text response (**required**)

Section 6. Cena

6.1 Tomo Cena

Ceno el día de ayer?

Expects a single option response (**required**)

- [ ] Si [1]
- [ ] No [2]

Branches

If response **Equals 'No [2]'** then skip to ***alimentacion escolar (7.1)***

6.2 donde desayuno Cena

Dónde tomó su cena?

Expects a single option response (**required**)

- [ ] En la escuela [1]
- [ ] En Casa [2]

6.3 Grupo 11 Cena

Granos, raíces y tubérculos

Expects multiple selected options (**required**)

- [ ] Cereal [1]
- [ ] Tortillas [2]
- [ ] Tamal, Chuchito, pache, etc [3]
- [ ] Arroz [4]
- [ ] Pan [5]
- [ ] Fideos, coditos u otras pastas [6]
- [ ] Avena / Mosh [7]
- [ ] Yuca [8]
- [ ] Papa [9]
- [ ] Atoles, CSB, incaparina [10]
- [ ] Platano, Ixintal [11]
- [ ] Ninguno [0]

6.4 grupo 12 Cena

Legumbres y frutos secos

Expects multiple selected options (**required**)

- [ ] Frijol [1]
- [ ] Ejote [2]
- [ ] Manía [3]
- [ ] Nueces [4]
- [ ] Ninguno [0]

6.5 grupo 13 Cena

Productos lácteos

Expects multiple selected options (**required**)

- [ ] Leche [1]
- [ ] Crema [2]
- [ ] Queso [3]
- [ ] Ninguno [0]

6.6 grupo 14 Cena

Alimentos de Carne

Expects multiple selected options (**required**)

- ☐ Pollo [1]
- ☐ Res [2]
- ☐ Cerdo [3]
- ☐ Ninguno [0]

6.7 grupo 15 Cena

Huevos

Expects multiple selected options (**required**)

- ☐ Si [1]
- ☐ No [2]

6.8 grupo 16 Cena

Alimentos con vitamina A

Expects multiple selected options (**required**)

- ☐ Ninguno [0]
- ☐ Zanahoría [1]
- ☐ Brocolí [2]
- ☐ Berro [6]
- ☐ Acelga [7]
- ☐ Espinaca [3]
- ☐ Hierbas [10]
- ☐ Chile Pimiento [9]
- ☐ Tomate [8]
- ☐ Guicoy [11]
- ☐ Melón [4]
- ☐ Mango [5]
- ☐ Papaya [12]
- ☐ Naranja [13]
- ☐ Piña [14]

6.9 grupo 17 Cena

Otras frutas y hortalizas

Expects multiple selected options (**required**)

- ☐ Mandarina [2]
- ☐ Banano [Banano]
- ☐ Otra fruta: [4]
- ☐ Rábano [5]
- ☐ Lechuga [6]
- ☐ Pepino [7]
- ☐ Coliflor [8]
- ☐ Remolacha [9]
- ☐ Ninguno [0]

Branches

If response **Includes 'Otra fruta: [4]'** then skip to ***Otra fruta Cena (6.10)***

If response **Excludes 'Otra fruta: [4]'** then skip to ***alimentacion escolar (7.1)***

6.10 Otra fruta Cena

Qué otra fruta?

Expects a single line text response (**required**)

Section 7. Alimentación escolar

7.1 alimentacion escolar

Observa la siguiente gráfica y en base a ella dime como te sientes con respecto a la comida que te dieron en la escuela el día de hoy

7.2 escala

Señala la carita que más te parece que representa la comida de la escuela

Expects a single option response (**required**)

- 1. Odie [1]
- 2. No me gusto [2]
- 3. Indiferente [3]
- 4. Me gusto [4]
- 5. Me encanto [5]

7.3 finalizar

Si desea terminar y enviar cuestionario presionar en siguiente

LB directores

Last Modified by: Jose Mena **on** 25 Mar 2019 14:47:28 **Revision number:** 28 **Field Count:** 19

Section 1. Clasificación

1.1 instrucciones

Instrucciones: (Lea al entrevistado/a) PCI en asocio con CRS y Save the Children está implementando un proyecto actualmente en los departamentos de Huehuetenango, Totonicapán y Quiché denominado Nuestra Cosecha, por lo que nos interesa conocer su valiosa opinión sobre algunos temas, gracias

1.2 1Sexo

Sexo del entrevistado

Expects a single option response (**required**)

- Masculino [1]
- Femenino [2]

1.3 1Municipio

Municipio

Expects a single option response (**required**)

- Santa Eulalia [1]
- Barillas [2]
- Momostenango [3]
- Nebaj [4]
- Chajul [5]

1.4 1Tipo de escuela

Tipo de escuela

Expects a single option response (**required**)

- Nuestra Cosecha [1]
- FFE [2]
- Control [3]

1.5 Comunidad

Comunidad

Expects a single option response (**required**)

- [ ] Ixtenam [1]
- [ ] Bololac [2]
- [ ] Yulconop [3]
- [ ] Miramar [4]
- [ ] Temux Chiquito [5]
- [ ] Yulxac [6]
- [ ] Santa Rosa [7]
- [ ] Canton B las Brisas [8]
- [ ] Nueva Reforma [9]
- [ ] Chocsunil [10]
- [ ] Altamiranda [11]
- [ ] Paraje La Cumbre [12]
- [ ] Aldea Xequemeya [13]
- [ ] Caserio Canquixaja [14]
- [ ] Barrio Santa Ana [15]
- [ ] Paraje Paxaq [16]
- [ ] Paraje Sicalbe [17]
- [ ] Paraje San Rafael Racana [18]
- [ ] Caserio Rachoquel [19]
- [ ] Paraje Chacalte [20]
- [ ] Caserio Chonimatux [21]
- [ ] araje Chicorral [22]
- [ ] Xoljoc. [23]
- [ ] Nimsituj [24]
- [ ] Centro Dos [25]
- [ ] Aldea Pitzal [26]
- [ ] Xepiun [27]
- [ ] Saquil grande [28]
- [ ] Acul [29]
- [ ] Cambalam [30]
- [ ] Pexlaj grande [31]
- [ ] Tucoral [32]
- [ ] Vicampanavitz [33]
- [ ] Xachkoral [34]
- [ ] Xolcuay [35]
- [ ] Cocop [36]
- [ ] Sajbuta [37]
- [ ] Xepucxuc [38]
- [ ] Xolacul [39]
- [ ] Xevitz [40]
- [ ] Vicotz [41]

1.6 Nombre

Nombre de la escuela

Expects a single line text response (**required**)

1.7 total de alumnos

Total de alumnos de la escuela

Expects a single line text response (**required**)

1.8 Consentimiento informado

Entiendo que la información que estoy dando es confidencial y para usos del presente estudio, entiendo mis derechos y deseo participar el el presente estudio

Expects a single option response (**required**), Default: Si

- Si [1]
- No [2]

Section 2. Diversidad dietetica

2.1 Sirven alimentacion

Se sirve alimentación escolar en esta escuela?

Expects a single option response (**required**)

- Si [1]
- No [2]

Branches

If response **Equals 'Si [1]'** then skip to ***grupos (2.2)***

If response **Equals 'No [2]'** then skip to ***finalizar (2.11)***

2.2 grupos

Mencione que alimentos se sirven en esta escuela como parte del programa de alimentación escolar

---

2.3 Grupo 11

Granos, raíces y tubérculos

Expects multiple selected options (**required**)

- Cereal [1]
- Tortillas [2]
- Tamal, Chuchito, pache, etc [3]
- Arroz [4]
- Pan [5]
- Fideos, coditos u otras pastas [6]
- Avena / Mosh [7]
- Yuca [8]
- Papa [9]
- Atoles, CSB, incaparina [10]
- Platano, Ixintal [11]
- Ninguno [0]

2.4 grupo 12

Legumbres y frutos secos

Expects multiple selected options (**required**)

- Frijol [1]
- Ejote [2]
- Manía [3]
- Nueces [4]
- Ninguno [0]

2.5 grupo 13

Productos lácteos

Expects multiple selected options (**required**)

- Leche [1]
- Crema [2]
- Queso [3]
- Ninguno [0]

2.6 grupo 14

Alimentos de Carne

Expects multiple selected options (**required**)

- ☐ Pollo [1]
- ☐ Res [2]
- ☐ Cerdo [3]
- ☐ Ninguno [0]

2.7 grupo 15

Huevos

Expects multiple selected options (**required**)

- ☐ Si [1]
- ☐ No [2]

2.8 grupo 16

Alimentos con vitamina A

Expects multiple selected options (**required**)

- ☐ Zanahoría [1]
- ☐ Brocolí [2]
- ☐ Berro [6]
- ☐ Acelga [7]
- ☐ Espinaca [3]
- ☐ Hierbas [10]
- ☐ Chile Pimiento [9]
- ☐ Tomate [8]
- ☐ Guicoy [11]
- ☐ Melón [4]
- ☐ Mango [5]
- ☐ Papaya [12]
- ☐ Naranja [13]
- ☐ Piña [14]
- ☐ Ninguno [0]

2.9 grupo 17

Otras frutas y hortalizas

Expects multiple selected options (**required**)

- ☐ Mandarina [2]
- ☐ Banano [Banano]
- ☐ Otra fruta: [4]
- ☐ Rábano [5]
- ☐ Lechuga [6]
- ☐ Pepino [7]
- ☐ Coliflor [8]
- ☐ Remolacha [9]
- ☐ Ninguno [0]

Branches

If response **Includes 'Otra fruta: [4]'** then skip to ***Otra fruta (2.10)***

If response **Excludes 'Otra fruta: [4]'** then skip to ***finalizar (2.11)***

2.10 Otra fruta

Qué otra fruta?

Expects a single line text response (**required**)

2.11 finalizar

Para salir y guardar dar clic en siguiente

LB OPF

Last Modified by: Jose Mena **on** 25 Mar 2019 14:52:25 **Revision number:** 56 **Field Count:** 20

Section 1. Clasificación

1.1 instrucciones

Instrucciones: (Lea al entrevistado/a) PCI en asocio con CRS y Save the Children está implementando un proyecto actualmente en los departamentos de Huehuetenango, Totonicapán y Quiché denominado Nuestra Cosecha, por lo que nos interesa conocer su valiosa opinión sobre algunos temas, gracias

1.2 1Sexo

Sexo del entrevistado

Expects a single option response (**required**)

- Masculino [1]
- Femenino [2]

1.3 1Municipio

Municipio

Expects a single option response (**required**)

- Santa Eulalia [1]
- Barillas [2]
- Momostenango [3]
- Nebaj [4]
- Chajul [5]

1.4 1Tipo de escuela

Tipo de escuela

Expects a single option response (**required**)

- Nuestra Cosecha [1]
- FFE [2]
- Control [3]

1.5 Comunidad

Comunidad

Expects a single option response (**required**)

- Ixtenam [1]
- Bololac [2]
- Yulconop [3]
- Miramar [4]
- Temux Chiquito [5]
- Yulxac [6]
- Santa Rosa [7]
- Canton B las Brisas [8]
- Nueva Reforma [9]
- Chocsunil [10]
- Altamiranda [11]
- Paraje La Cumbre [12]
- Aldea Xequemeya [13]
- Canquixaja [14]
- Barrio Santa Ana [15]
- Paraje Paxaq [16]
- Paraje Sicalbe [17]
- Paraje San Rafael Racana [18]
- Caserio Rachoquel [19]
- Paraje Chacalte [20]
- Caserio Chonimatux [21]
- Paraje Chicorral [22]
- Xoljoc [23]
- Nimsituj [24]
- Centro Dos [25]
- Aldea Pitzal [26]
- Xepiun [27]
- Saquil grande [28]
- Acul [29]
- Cambalam [30]
- Pelax Grande [31]
- Tucoral [32]
- Vicampanavitz [33]
- Xachkoral [34]
- Xolcuay [35]
- Cocop [36]
- Sajbuta [37]
- Xepucxuc [38]
- Xolacul [39]
- Xevitz [40]
- Vicotz [41]

1.6 Consentimiento informado

Entiendo que la información que estoy dando es confidencial y para usos del presente estudio, entiendo mis derechos y deseo participar el el presente estudio

Expects a single option response (**required**), Default: Si

- Si [1]
- No [2]

Section 2. Conocimientos ley alimentacion escolar

2.1 conoce lae

Conoce usted la ley de alimentación escolar?

Expects a single option response (**required**)

- [ ] Si [1]
- [ ] No [2]

Branches

If response **Equals 'No [2]'** then skip to ***proceso de compras (2.4)***

If response **Equals 'Si [1]'** then skip to ***alimentos lae (2.2)***

2.2 alimentos lae

Sabe que alimentos se debe adquirir para incluir en los menus escolares?

Expects a single option response (**required**)

- [ ] Si [1]
- [ ] No [2]

Branches

If response **Equals 'Si [1]'** then skip to ***cuales alimentos (2.3)***

If response **Equals 'No [2]'** then skip to ***proceso de compras (2.4)***

2.3 cuales alimentos

Puede mencionar algunos alimentos que deben incluir los menus?

Expects a single line text response (**required**)

2.4 proceso de compras

Sabe cuál es el proceso que debe seguir la OPF para realizar la compra de alimentos?

Expects a single option response (**required**)

- [ ] Si [1]
- [ ] No [2]

Branches

If response **Equals 'Si [1]'** then skip to ***verificacion proceso (2.5)***

If response **Equals 'No [2]'** then skip to ***Registros (2.6)***

2.5 verificacion proceso

Puede mencionar algunos pasos del proceso a seguir?

Expects a single line text response (**required**)

2.6 Registros

Conoce la forma en la que deben llevarse los registro de alimentos en la escuela?

Expects a single option response (**required**)

- [ ] Si [1]
- [ ] No [2]

Branches

If response **Equals 'Si [1]'** then skip to ***formas registro (2.7)***

If response **Equals 'No [2]'** then skip to ***SAT (2.8)***

2.7 formas registro

Qué formas de registro conoce?

Expects a single line text response (**required**)

2.8 SAT

El proveedor de alimentos a las escuelas debe estar inscrito en la SAT para poder vender a las escuelas?

Expects a single option response (**required**)

- [ ] Si [1]
- [ ] No [2]
- [ ] No se [3]

2.9 MAGA

El proveedor de alimentos a las escuelas debe estar inscrito en el ministerio de Agricultura, ganaderia y alimentación (MAGA) para poder vender a las escuelas?

Expects a single option response (**required**)

- [ ] Si [1]
- [ ] No [2]
- [ ] No se [3]

2.10 Capacitacion

Ha recibido alguna capacitación sobre la Ley de Alimentación escolar?

Expects a single option response (**required**)

- [ ] Si [1]
- [ ] No [2]

Branches

If response **Equals 'Si [1]'** then skip to ***Institucion (2.11)***

If response **Equals 'No [2]'** then skip to ***guardar (2.14)***

2.11 Institucion

Qué institución le brindo la capacitación?

Expects multiple selected options (**required**)

- [ ] Mineduc [1]
- [ ] PCI [2]
- [ ] Catholic Relief Services [3]
- [ ] Save the Children [4]
- [ ] Otra [5]

Branches

If response **Includes 'Otra [5]'** then skip to ***Otra institucion (2.12)***

If response **Excludes 'Otra [5]'** then skip to ***aspectos (2.13)***

2.12 Otra institucion

Qué otra institución?

Expects a single line text response (**required**)

2.13 aspectos

Sobre que temas se trato la capacitación?

Expects a single line text response (**required**)

2.14 guardar

Para finalizar y guardar el cuestionario dar click en siguiente

Anexo V. Instrumento para medición de satisfacción de comidas (escala hedónica)

Odié	No me gustó	Indiferente	Me gustó	Me encantó
1	2	3	4	5

		Sexo			
		Masculino		Femenino	
		% del N de la columna	Recuento	% del N de la columna	Recuento
3 tiempos 4 grupos	No	30.4%	167	24.7%	137
	Si	69.6%	382	75.3%	418
	Total	100.0%	549	100.0%	555

		Sexo		Tipo de escuela	
		Total		Nuestra Cosecha	
		% del N de la columna	Recuento	% del N de la columna	Recuento
3 tiempos 4 grupos	No	27.5%	304	32.3%	100
	Si	72.5%	800	67.7%	210
	Total	100.0%	1104	100.0%	310

		Tipo de escuela			
		Intervención		Control	
		% del N de la columna	Recuento	% del N de la columna	Recuento
3 tiempos 4 grupos	No	25.3%	107	26.1%	97
	Si	74.7%	316	73.9%	274
	Total	100.0%	423	100.0%	371

		Tipo de escuela		Departamento	
		Total		Huehuetenango	
		% del N de la columna	Recuento	% del N de la columna	Recuento
3 tiempos 4 grupos	No	27.5%	304	31.4%	119
	Si	72.5%	800	68.6%	260
	Total	100.0%	1104	100.0%	379

		Departamento			
		Quiché		Totonicapan	
		% del N de la columna	Recuento	% del N de la columna	Recuento

3 tiempos 4 grupos	No	23.5%	85	27.5%	100
	Si	76.5%	277	72.5%	264
	Total	100.0%	362	100.0%	364

		Departamento	
		Total	
		% del N de la columna	Recuento
3 tiempos 4 grupos	No	27.5%	304
	Si	72.5%	801
	Total	100.0%	1105

Comparaciones de proporciones de columnas[a]

		Sexo		Tipo de escuela		
		Masculino	Femenino	Nuestra Cosecha	Intervención	Control
		(A)	(B)	(A)	(B)	(C)
3 tiempos 4 grupos	No	B				
	Si		A			

Los resultados se basan en pruebas bilaterales con un nivel de significación 0.05. Para cada par significativo, la clave de la categoría con la proporción de columna menor aparece debajo de la categoría con mayor proporción de columna.

a. Utilizando la corrección de Bonferroni, se han ajustado las pruebas para todas las comparaciones por pares dentro de una fila para cada subtabla situada más al interior.

Comparaciones de proporciones de columnas[a]

		Departamento		
		Huehuetenango	Quiché	Totonicapan
		(A)	(B)	(C)
3 tiempos 4 grupos	No	B		
	Si		A	

Los resultados se basan en pruebas bilaterales con un nivel de significación 0.05. Para cada par significativo, la clave de la categoría con la proporción de columna menor aparece debajo de la categoría con mayor proporción de columna.

Comparaciones de proporciones de columnas[a]

		Departamento		
		Huehuetenango	Quiché	Totonicapan
		(A)	(B)	(C)
3 tiempos 4 grupos	No	B		
	Si		A	

Los resultados se basan en pruebas bilaterales con un nivel de significación 0.05. Para cada par significativo, la clave de la categoría con la proporción de columna menor aparece debajo de la categoría con mayor proporción de columna.

a. Utilizando la corrección de Bonferroni, se han ajustado las pruebas para todas las comparaciones por pares dentro de una fila para cada subtabla situada más al interior.

Tabla personalizada 1

		Sexo			
		Masculino		Femenino	
		% del N de la columna	Recuento	% del N de la columna	Recuento
Alguna vez en el día grupo 11	No	.0%	0	.0%	0
	Si	100.0%	549	100.0%	555

		Sexo		Tipo de escuela	
		Total		Nuestra Cosecha	
		% del N de la columna	Recuento	% del N de la columna	Recuento
Alguna vez en el día grupo 11	No	.0%	0	.0%	0
	Si	100.0%	1104	100.0%	310

	Tipo de escuela			
	Intervención		Control	
	% del N de la columna	Recuento	% del N de la columna	Recuento

Alguna vez en el día grupo 11	No	.0%	0	.0%	0
	Si	100.0%	423	100.0%	371

		Tipo de escuela		Departamento	
		Total		Huehuetenango	
		% del N de la columna	Recuento	% del N de la columna	Recuento
Alguna vez en el día grupo 11	No	.0%	0	.0%	0
	Si	100.0%	1104	100.0%	379

		Departamento			
		Quiché		Totonicapan	
		% del N de la columna	Recuento	% del N de la columna	Recuento
Alguna vez en el día grupo 11	No	.0%	0	.0%	0
	Si	100.0%	362	100.0%	364

		Departamento	
		Total	
		% del N de la columna	Recuento
Alguna vez en el día grupo 11	No	.0%	0
	Si	100.0%	1105

Comparaciones de proporciones de columnas[b]

		Sexo		Tipo de escuela		
		Masculino	Femenino	Nuestra Cosecha	Intervención	Control
		(A)	(B)	(A)	(B)	(C)
Alguna vez en el día grupo 11	No	.[a]	.[a]	.[a]	.[a]	.[a]
	Si	.[a]	.[a]	.[a]	.[a]	.[a]

Los resultados se basan en pruebas bilaterales con un nivel de significación 0.05. Para cada par significativo, la clave de la categoría con la proporción de columna menor aparece debajo de la categoría con mayor proporción de columna.

a. Esta categoría no se utiliza en las comparaciones porque su proporción de columna es igual a cero o uno.

Comparaciones de proporciones de columnas[b]

		Sexo		Tipo de escuela		
		Masculino	Femenino	Nuestra Cosecha	Intervención	Control
		(A)	(B)	(A)	(B)	(C)
Alguna vez en el día grupo 11	No	.[a]	.[a]	.[a]	.[a]	.[a]
	Si	.[a]	.[a]	.[a]	.[a]	.[a]

Los resultados se basan en pruebas bilaterales con un nivel de significación 0.05. Para cada par significativo, la clave de la categoría con la proporción de columna menor aparece debajo de la categoría con mayor proporción de columna.

a. Esta categoría no se utiliza en las comparaciones porque su proporción de columna es igual a cero o uno.

b. Utilizando la corrección de Bonferroni, se han ajustado las pruebas para todas las comparaciones por pares dentro de una fila para cada subtabla situada más al interior.

Comparaciones de proporciones de columnas[b]

		Departamento		
		Huehuetenango	Quiché	Totonicapan
		(A)	(B)	(C)
Alguna vez en el día grupo 11	No	.[a]	.[a]	.[a]
	Si	.[a]	.[a]	.[a]

Los resultados se basan en pruebas bilaterales con un nivel de significación 0.05. Para cada par significativo, la clave de la categoría con la proporción de columna menor aparece debajo de la categoría con mayor proporción de columna.

a. Esta categoría no se utiliza en las comparaciones porque su proporción de columna es igual a cero o uno.

b. Utilizando la corrección de Bonferroni, se han ajustado las pruebas para todas las comparaciones por pares dentro de una fila para cada subtabla situada más al interior.

Tabla personalizada 1

	Sexo			
	Masculino		Femenino	
	% del N de la columna	Recuento	% del N de la columna	Recuento

Alguna vez en el día grupo 12	No	20.8%	114	22.2%	123
	Si	79.2%	435	77.8%	432
	Total	100.0%	549	100.0%	555

		Sexo		Tipo de escuela	
		Total		Nuestra Cosecha	
		% del N de la columna	Recuento	% del N de la columna	Recuento
Alguna vez en el día grupo 12	No	21.5%	237	23.2%	72
	Si	78.5%	867	76.8%	238
	Total	100.0%	1104	100.0%	310

		Tipo de escuela			
		Intervención		Control	
		% del N de la columna	Recuento	% del N de la columna	Recuento
Alguna vez en el día grupo 12	No	16.5%	70	25.6%	95
	Si	83.5%	353	74.4%	276
	Total	100.0%	423	100.0%	371

		Tipo de escuela		Departamento	
		Total		Huehuetenango	
		% del N de la columna	Recuento	% del N de la columna	Recuento
Alguna vez en el día grupo 12	No	21.5%	237	21.4%	81
	Si	78.5%	867	78.6%	298
	Total	100.0%	1104	100.0%	379

		Departamento			
		Quiché		Totonicapan	
		% del N de la columna	Recuento	% del N de la columna	Recuento
Alguna vez en el día grupo 12	No	19.1%	69	23.9%	87
	Si	80.9%	293	76.1%	277
	Total	100.0%	362	100.0%	364

	Departamento

		Total	
		% del N de la columna	Recuento
Alguna vez en el día grupo 12	No	21.4%	237
	Si	78.6%	868
	Total	100.0%	1105

Comparaciones de proporciones de columnas[a]

		Sexo		Tipo de escuela		
		Masculino	Femenino	Nuestra Cosecha	Intervención	Control
		(A)	(B)	(A)	(B)	(C)
Alguna vez en el día grupo 12	No					B
	Si				C	

Los resultados se basan en pruebas bilaterales con un nivel de significación 0.05. Para cada par significativo, la clave de la categoría con la proporción de columna menor aparece debajo de la categoría con mayor proporción de columna.

a. Utilizando la corrección de Bonferroni, se han ajustado las pruebas para todas las comparaciones por pares dentro de una fila para cada subtabla situada más al interior.

Comparaciones de proporciones de columnas[a]

		Departamento		
		Huehuetenango	Quiché	Totonicapan
		(A)	(B)	(C)
Alguna vez en el día grupo 12	No			
	Si			

Los resultados se basan en pruebas bilaterales con un nivel de significación 0.05. Para cada par significativo, la clave de la categoría con la proporción de columna menor aparece debajo de la categoría con mayor proporción de columna.

a. Utilizando la corrección de Bonferroni, se han ajustado las pruebas para todas las comparaciones por pares dentro de una fila para cada subtabla situada más al interior.

Tabla personalizada 1

		Sexo			
		Masculino		Femenino	
		% del N de la columna	Recuento	% del N de la columna	Recuento
Alguna vez en el día grupo 13	No	64.8%	356	56.9%	316
	Si	35.2%	193	43.1%	239
	Total	100.0%	549	100.0%	555

		Sexo		Tipo de escuela	
		Total		Nuestra Cosecha	
		% del N de la columna	Recuento	% del N de la columna	Recuento
Alguna vez en el día grupo 13	No	60.9%	672	62.6%	194
	Si	39.1%	432	37.4%	116
	Total	100.0%	1104	100.0%	310

		Tipo de escuela			
		Intervención		Control	
		% del N de la columna	Recuento	% del N de la columna	Recuento
Alguna vez en el día grupo 13	No	67.6%	286	51.8%	192
	Si	32.4%	137	48.2%	179
	Total	100.0%	423	100.0%	371

		Tipo de escuela		Departamento	
		Total		Huehuetenango	
		% del N de la columna	Recuento	% del N de la columna	Recuento
Alguna vez en el día grupo 13	No	60.9%	672	66.2%	251
	Si	39.1%	432	33.8%	128
	Total	100.0%	1104	100.0%	379

	Departamento	
	Quiché	Totonicapan

		% del N de la columna	Recuento	% del N de la columna	Recuento
Alguna vez en el día grupo 13	No	51.7%	187	64.3%	234
	Si	48.3%	175	35.7%	130
	Total	100.0%	362	100.0%	364

		Departamento	
		Total	
		% del N de la columna	Recuento
Alguna vez en el día grupo 13	No	60.8%	672
	Si	39.2%	433
	Total	100.0%	1105

Comparaciones de proporciones de columnas[a]

		Sexo		Tipo de escuela		
		Masculino	Femenino	Nuestra Cosecha	Intervención	Control
		(A)	(B)	(A)	(B)	(C)
Alguna vez en el día grupo 13	No	B		C	C	
	Si		A			A B

Los resultados se basan en pruebas bilaterales con un nivel de significación 0.05. Para cada par significativo, la clave de la categoría con la proporción de columna menor aparece debajo de la categoría con mayor proporción de columna.

a. Utilizando la corrección de Bonferroni, se han ajustado las pruebas para todas las comparaciones por pares dentro de una fila para cada subtabla situada más al interior.

Comparaciones de proporciones de columnas[a]

		Departamento		
		Huehuetenango	Quiché	Totonicapan
		(A)	(B)	(C)
Alguna vez en el día grupo 13	No	B		B
	Si		A C	

Los resultados se basan en pruebas bilaterales con un nivel de significación 0.05. Para cada par significativo, la clave de la categoría con la proporción de columna menor aparece debajo de la categoría con mayor proporción de columna.

Comparaciones de proporciones de columnas[a]

		Departamento		
		Huehuetenango	Quiché	Totonicapan
		(A)	(B)	(C)
Alguna vez en el día grupo 13	No	B		B
	Si		A C	

Los resultados se basan en pruebas bilaterales con un nivel de significación 0.05. Para cada par significativo, la clave de la categoría con la proporción de columna menor aparece debajo de la categoría con mayor proporción de columna.

a. Utilizando la corrección de Bonferroni, se han ajustado las pruebas para todas las comparaciones por pares dentro de una fila para cada subtabla situada más al interior.

Tabla personalizada 1

		Sexo			
		Masculino		Femenino	
		% del N de la columna	Recuento	% del N de la columna	Recuento
Alguna vez en el día grupo 14	No	47.0%	258	45.4%	252
	Si	53.0%	291	54.6%	303
	Total	100.0%	549	100.0%	555

		Sexo		Tipo de escuela	
		Total		Nuestra Cosecha	
		% del N de la columna	Recuento	% del N de la columna	Recuento
Alguna vez en el día grupo 14	No	46.2%	510	51.0%	158
	Si	53.8%	594	49.0%	152
	Total	100.0%	1104	100.0%	310

	Tipo de escuela	
	Intervención	Control

		% del N de la columna	Recuento	% del N de la columna	Recuento
Alguna vez en el día grupo 14	No	44.7%	189	43.9%	163
	Si	55.3%	234	56.1%	208
	Total	100.0%	423	100.0%	371

		Tipo de escuela		Departamento	
		Total		Huehuetenango	
		% del N de la columna	Recuento	% del N de la columna	Recuento
Alguna vez en el día grupo 14	No	46.2%	510	47.5%	180
	Si	53.8%	594	52.5%	199
	Total	100.0%	1104	100.0%	379

		Departamento			
		Quiché		Totonicapan	
		% del N de la columna	Recuento	% del N de la columna	Recuento
Alguna vez en el día grupo 14	No	50.8%	184	40.1%	146
	Si	49.2%	178	59.9%	218
	Total	100.0%	362	100.0%	364

		Departamento	
		Total	
		% del N de la columna	Recuento
Alguna vez en el día grupo 14	No	46.2%	510
	Si	53.8%	595
	Total	100.0%	1105

Comparaciones de proporciones de columnas[a]

		Sexo		Tipo de escuela		
		Masculino	Femenino	Nuestra Cosecha	Intervención	Control
		(A)	(B)	(A)	(B)	(C)
Alguna vez en el día grupo	No					

14	Si					

Los resultados se basan en pruebas bilaterales con un nivel de significación 0.05. Para cada par significativo, la clave de la categoría con la proporción de columna menor aparece debajo de la categoría con mayor proporción de columna.

a. Utilizando la corrección de Bonferroni, se han ajustado las pruebas para todas las comparaciones por pares dentro de una fila para cada subtabla situada más al interior.

Comparaciones de proporciones de columnas[a]

		Departamento		
		Huehuetenango	Quiché	Totonicapan
		(A)	(B)	(C)
Alguna vez en el día grupo 14	No		C	
	Si			B

Los resultados se basan en pruebas bilaterales con un nivel de significación 0.05. Para cada par significativo, la clave de la categoría con la proporción de columna menor aparece debajo de la categoría con mayor proporción de columna.

a. Utilizando la corrección de Bonferroni, se han ajustado las pruebas para todas las comparaciones por pares dentro de una fila para cada subtabla situada más al interior.

Tabla personalizada 1

		Sexo			
		Masculino		Femenino	
		% del N de la columna	Recuento	% del N de la columna	Recuento
Alguna vez en el día grupo 15	No	75.7%	415	72.6%	402
	1	24.3%	133	27.4%	152
	Total	100.0%	548	100.0%	554

		Sexo		Tipo de escuela	
		Total		Nuestra Cosecha	
		% del N de la columna	Recuento	% del N de la columna	Recuento
Alguna vez en el día grupo	No	74.1%	817	71.3%	221

15	1	25.9%	285	28.7%	89
	Total	100.0%	1102	100.0%	310

		Tipo de escuela			
		Intervención		Control	
		% del N de la columna	Recuento	% del N de la columna	Recuento
Alguna vez en el día grupo 15	No	78.4%	331	71.6%	265
	1	21.6%	91	28.4%	105
	Total	100.0%	422	100.0%	370

		Tipo de escuela		Departamento	
		Total		Huehuetenango	
		% del N de la columna	Recuento	% del N de la columna	Recuento
Alguna vez en el día grupo 15	No	74.1%	817	77.8%	294
	1	25.9%	285	22.2%	84
	Total	100.0%	1102	100.0%	378

		Departamento			
		Quiché		Totonicapan	
		% del N de la columna	Recuento	% del N de la columna	Recuento
Alguna vez en el día grupo 15	No	76.2%	276	68.0%	247
	1	23.8%	86	32.0%	116
	Total	100.0%	362	100.0%	363

		Departamento	
		Total	
		% del N de la columna	Recuento
Alguna vez en el día grupo 15	No	74.1%	817
	1	25.9%	286
	Total	100.0%	1103

Comparaciones de proporciones de columnas[a]

		Sexo		Tipo de escuela		
		Masculino	Femenino	Nuestra Cosecha	Intervención	Control
		(A)	(B)	(A)	(B)	(C)
Alguna vez en el día grupo 15	No					
	1					

Los resultados se basan en pruebas bilaterales con un nivel de significación 0.05. Para cada par significativo, la clave de la categoría con la proporción de columna menor aparece debajo de la categoría con mayor proporción de columna.

a. Utilizando la corrección de Bonferroni, se han ajustado las pruebas para todas las comparaciones por pares dentro de una fila para cada subtabla situada más al interior.

Comparaciones de proporciones de columnas[a]

		Departamento		
		Huehuetenango	Quiché	Totonicapan
		(A)	(B)	(C)
Alguna vez en el día grupo 15	No	C	C	
	1			A B

Los resultados se basan en pruebas bilaterales con un nivel de significación 0.05. Para cada par significativo, la clave de la categoría con la proporción de columna menor aparece debajo de la categoría con mayor proporción de columna.

a. Utilizando la corrección de Bonferroni, se han ajustado las pruebas para todas las comparaciones por pares dentro de una fila para cada subtabla situada más al interior.

Tabla personalizada 1

		Sexo			
		Masculino		Femenino	
		% del N de la columna	Recuento	% del N de la columna	Recuento
Alguna vez en el día grupo 16	0	14.8%	81	14.1%	78
	1	85.2%	468	85.9%	477
	Total	100.0%	549	100.0%	555

		Sexo		Tipo de escuela	
		Total		Nuestra Cosecha	
		% del N de la columna	Recuento	% del N de la columna	Recuento
Alguna vez en el día grupo 16	0	14.4%	159	20.3%	63
	1	85.6%	945	79.7%	247
	Total	100.0%	1104	100.0%	310

		Tipo de escuela			
		Intervención		Control	
		% del N de la columna	Recuento	% del N de la columna	Recuento
Alguna vez en el día grupo 16	0	7.6%	32	17.3%	64
	1	92.4%	391	82.7%	307
	Total	100.0%	423	100.0%	371

		Tipo de escuela		Departamento	
		Total		Huehuetenango	
		% del N de la columna	Recuento	% del N de la columna	Recuento
Alguna vez en el día grupo 16	0	14.4%	159	18.5%	70
	1	85.6%	945	81.5%	309
	Total	100.0%	1104	100.0%	379

		Departamento			
		Quiché		Totonicapan	
		% del N de la columna	Recuento	% del N de la columna	Recuento
Alguna vez en el día grupo 16	0	8.8%	32	15.7%	57
	1	91.2%	330	84.3%	307
	Total	100.0%	362	100.0%	364

		Departamento	
		Total	
		% del N de la columna	Recuento
Alguna vez en el día grupo	0	14.4%	159

16	1	85.6%	946
	Total	100.0%	1105

Comparaciones de proporciones de columnas[a]

		Sexo		Tipo de escuela		
		Masculino	Femenino	Nuestra Cosecha	Intervención	Control
		(A)	(B)	(A)	(B)	(C)
Alguna vez en el día grupo 16	0			B		B
	1				A C	

Los resultados se basan en pruebas bilaterales con un nivel de significación 0.05. Para cada par significativo, la clave de la categoría con la proporción de columna menor aparece debajo de la categoría con mayor proporción de columna.

a. Utilizando la corrección de Bonferroni, se han ajustado las pruebas para todas las comparaciones por pares dentro de una fila para cada subtabla situada más al interior.

Comparaciones de proporciones de columnas[a]

		Departamento		
		Huehuetenango	Quiché	Totonicapan
		(A)	(B)	(C)
Alguna vez en el día grupo 16	0	B		B
	1		A C	

Los resultados se basan en pruebas bilaterales con un nivel de significación 0.05. Para cada par significativo, la clave de la categoría con la proporción de columna menor aparece debajo de la categoría con mayor proporción de columna.

a. Utilizando la corrección de Bonferroni, se han ajustado las pruebas para todas las comparaciones por pares dentro de una fila para cada subtabla situada más al interior.

Tabla personalizada 1

	Sexo	
	Masculino	Femenino

		% del N de la columna	Recuento	% del N de la columna	Recuento
Alguna vez en el día grupo 17	0	56.3%	309	51.9%	288
	1	43.7%	240	48.1%	267
	Total	100.0%	549	100.0%	555

		Sexo		Tipo de escuela	
		Total		Nuestra Cosecha	
		% del N de la columna	Recuento	% del N de la columna	Recuento
Alguna vez en el día grupo 17	0	54.1%	597	66.8%	207
	1	45.9%	507	33.2%	103
	Total	100.0%	1104	100.0%	310

		Tipo de escuela			
		Intervención		Control	
		% del N de la columna	Recuento	% del N de la columna	Recuento
Alguna vez en el día grupo 17	0	46.1%	195	52.6%	195
	1	53.9%	228	47.4%	176
	Total	100.0%	423	100.0%	371

		Tipo de escuela		Departamento	
		Total		Huehuetenango	
		% del N de la columna	Recuento	% del N de la columna	Recuento
Alguna vez en el día grupo 17	0	54.1%	597	45.1%	171
	1	45.9%	507	54.9%	208
	Total	100.0%	1104	100.0%	379

		Departamento			
		Quiché		Totonicapan	
		% del N de la columna	Recuento	% del N de la columna	Recuento
Alguna vez en el día grupo 17	0	45.3%	164	72.3%	263
	1	54.7%	198	27.7%	101
	Total	100.0%	362	100.0%	364

		Departamento	
		Total	
		% del N de la columna	Recuento
Alguna vez en el día grupo 17	0	54.1%	598
	1	45.9%	507
	Total	100.0%	1105

Comparaciones de proporciones de columnas[a]

		Sexo		Tipo de escuela		
		Masculino	Femenino	Nuestra Cosecha	Intervención	Control
		(A)	(B)	(A)	(B)	(C)
Alguna vez en el día grupo 17	0			B C		
	1				A	A

Los resultados se basan en pruebas bilaterales con un nivel de significación 0.05. Para cada par significativo, la clave de la categoría con la proporción de columna menor aparece debajo de la categoría con mayor proporción de columna.

a. Utilizando la corrección de Bonferroni, se han ajustado las pruebas para todas las comparaciones por pares dentro de una fila para cada subtabla situada más al interior.

Comparaciones de proporciones de columnas[a]

		Departamento		
		Huehuetenango	Quiché	Totonicapan
		(A)	(B)	(C)
Alguna vez en el día grupo 17	0			A B
	1	C	C	

Los resultados se basan en pruebas bilaterales con un nivel de significación 0.05. Para cada par significativo, la clave de la categoría con la proporción de columna menor aparece debajo de la categoría con mayor proporción de columna.

a. Utilizando la corrección de Bonferroni, se han ajustado las pruebas para todas las comparaciones por pares dentro de una fila para cada subtabla situada más al interior.

Tabla personalizada 1

		Sexo			
		Masculino		Femenino	
		% del N de la columna	Recuento	% del N de la columna	Recuento
Total grupos diarios	1	.9%	5	.5%	3
	2	7.1%	39	5.4%	30
	3	22.0%	121	18.4%	102
	4	29.7%	163	30.8%	171
	5	24.0%	132	26.3%	146
	6	13.1%	72	14.2%	79
	7	3.1%	17	4.3%	24
	Total	100.0%	549	100.0%	555

		Sexo		Tipo de escuela	
		Total		Nuestra Cosecha	
		% del N de la columna	Recuento	% del N de la columna	Recuento
Total grupos diarios	1	.7%	8	1.6%	5
	2	6.3%	69	9.0%	28
	3	20.2%	223	20.6%	64
	4	30.3%	334	34.5%	107
	5	25.2%	278	21.6%	67
	6	13.7%	151	11.0%	34
	7	3.7%	41	1.6%	5
	Total	100.0%	1104	100.0%	310

		Tipo de escuela			
		Intervención		Control	
		% del N de la columna	Recuento	% del N de la columna	Recuento
Total grupos diarios	1	.2%	1	.5%	2
	2	4.7%	20	5.7%	21
	3	20.1%	85	19.9%	74

	4	30.7%	130	26.1%	97
	5	23.6%	100	29.9%	111
	6	16.1%	68	13.2%	49
	7	4.5%	19	4.6%	17
	Total	100.0%	423	100.0%	371

		Tipo de escuela		Departamento	
		Total		Huehuetenango	
		% del N de la columna	Recuento	% del N de la columna	Recuento
Total grupos diarios	1	.7%	8	.5%	2
	2	6.3%	69	7.9%	30
	3	20.2%	223	22.4%	85
	4	30.3%	334	26.1%	99
	5	25.2%	278	26.1%	99
	6	13.7%	151	13.5%	51
	7	3.7%	41	3.4%	13
	Total	100.0%	1104	100.0%	379

		Departamento			
		Quiché		Totonicapan	
		% del N de la columna	Recuento	% del N de la columna	Recuento
Total grupos diarios	1	.0%	0	1.6%	6
	2	3.9%	14	6.9%	25
	3	19.3%	70	18.7%	68
	4	28.7%	104	36.0%	131
	5	26.8%	97	22.5%	82
	6	15.5%	56	12.4%	45
	7	5.8%	21	1.9%	7
	Total	100.0%	362	100.0%	364

		Departamento	
		Total	
		% del N de la columna	Recuento
Total grupos diarios	1	.7%	8

	2	6.2%	69
	3	20.2%	223
	4	30.2%	334
	5	25.2%	278
	6	13.8%	152
	7	3.7%	41
	Total	100.0%	1105

Comparaciones de proporciones de columnas[b]

		Sexo		Tipo de escuela		
		Masculino	Femenino	Nuestra Cosecha	Intervención	Control
		(A)	(B)	(A)	(B)	(C)
Total grupos diarios	1					
	2					
	3					
	4					
	5					A
	6					
	7					

Los resultados se basan en pruebas bilaterales con un nivel de significación 0.05. Para cada par significativo, la clave de la categoría con la proporción de columna menor aparece debajo de la categoría con mayor proporción de columna.

b. Utilizando la corrección de Bonferroni, se han ajustado las pruebas para todas las comparaciones por pares dentro de una fila para cada subtabla situada más al interior.

Comparaciones de proporciones de columnas[b]

		Departamento		
		Huehuetenango	Quiché	Totonicapan
		(A)	(B)	(C)
Total grupos diarios	1		.[a]	
	2			
	3			
	4			A

	5		
	6		
	7	C	

Los resultados se basan en pruebas bilaterales con un nivel de significación 0.05. Para cada par significativo, la clave de la categoría con la proporción de columna menor aparece debajo de la categoría con mayor proporción de columna.

a. Esta categoría no se utiliza en las comparaciones porque su proporción de columna es igual a cero o uno.

b. Utilizando la corrección de Bonferroni, se han ajustado las pruebas para todas las comparaciones por pares dentro de una fila para cada subtabla situada más al interior.

		Sexo			
		Masculino		Femenino	
		% del N de la columna	Recuento	% del N de la columna	Recuento
Tiempos de comida diarios	1	.2%	1	.0%	0
	2	1.1%	6	1.3%	7
	3	13.7%	75	11.9%	66
	4	48.6%	267	44.5%	247
	5	36.4%	200	42.3%	235
	Total	100.0%	549	100.0%	555

		Sexo		Tipo de escuela	
		Total		Nuestra Cosecha	
		% del N de la columna	Recuento	% del N de la columna	Recuento
Tiempos de comida diarios	1	.1%	1	.3%	1
	2	1.2%	13	1.3%	4
	3	12.8%	141	11.3%	35
	4	46.6%	514	41.6%	129
	5	39.4%	435	45.5%	141
	Total	100.0%	1104	100.0%	310

	Tipo de escuela

		Intervención		Control	
		% del N de la columna	Recuento	% del N de la columna	Recuento
Tiempos de comida diarios	1	.0%	0	.0%	0
	2	1.4%	6	.8%	3
	3	11.1%	47	15.9%	59
	4	53.7%	227	42.6%	158
	5	33.8%	143	40.7%	151
	Total	100.0%	423	100.0%	371

		Tipo de escuela		Departamento	
		Total		Huehuetenango	
		% del N de la columna	Recuento	% del N de la columna	Recuento
Tiempos de comida diarios	1	.1%	1	.3%	1
	2	1.2%	13	1.6%	6
	3	12.8%	141	14.0%	53
	4	46.6%	514	48.3%	183
	5	39.4%	435	35.9%	136
	Total	100.0%	1104	100.0%	379

		Departamento			
		Quiché		Totonicapan	
		% del N de la columna	Recuento	% del N de la columna	Recuento
Tiempos de comida diarios	1	.0%	0	.0%	0
	2	1.1%	4	.8%	3
	3	13.8%	50	10.4%	38
	4	51.1%	185	40.1%	146
	5	34.0%	123	48.6%	177
	Total	100.0%	362	100.0%	364

		Departamento	
		Total	
		% del N de la columna	Recuento
Tiempos de comida diarios	1	.1%	1

	2	1.2%	13
	3	12.8%	141
	4	46.5%	514
	5	39.5%	436
	Total	100.0%	1105

Comparaciones de proporciones de columnas[b]

		Sexo		Tipo de escuela		
		Masculino	Femenino	Nuestra Cosecha	Intervención	Control
		(A)	(B)	(A)	(B)	(C)
Tiempos de comida diarios	1		.[a]		.[a]	.[a]
	2					
	3					
	4				A C	
	5		A	B		

Los resultados se basan en pruebas bilaterales con un nivel de significación 0.05. Para cada par significativo, la clave de la categoría con la proporción de columna menor aparece debajo de la categoría con mayor proporción de columna.

a. Esta categoría no se utiliza en las comparaciones porque su proporción de columna es igual a cero o uno.

b. Utilizando la corrección de Bonferroni, se han ajustado las pruebas para todas las comparaciones por pares dentro de una fila para cada subtabla situada más al interior.

Comparaciones de proporciones de columnas[b]

		Departamento		
		Huehuetenango	Quiché	Totonicapan
		(A)	(B)	(C)
Tiempos de comida diarios	1		.[a]	.[a]
	2			
	3			
	4		C	
	5			A B

Los resultados se basan en pruebas bilaterales con un nivel de significación 0.05. Para cada par significativo, la clave de la categoría con la proporción de columna menor aparece debajo de la categoría con mayor proporción de columna.

a. Esta categoría no se utiliza en las comparaciones porque su proporción de columna es igual a cero o uno.
b. Utilizando la corrección de Bonferroni, se han ajustado las pruebas para todas las comparaciones por pares dentro de una fila para cada subtabla situada más al interior.

Prueba de significancia 80% concoimiento opf sobre LAE

		1Sexo			
		Masculino		Femenino	
		% del N de la columna	Recuento	% del N de la columna	Recuento
80% conocimiento lae	No	47.2%	34	64.3%	54
	Si	52.8%	38	35.7%	30
	Total	100.0%	72	100.0%	84

		1Sexo		1Tipo de escuela	
		Total		Nuestra cosecha	
		% del N de la columna	Recuento	% del N de la columna	Recuento
80% conocimiento lae	No	56.4%	88	65.7%	44
	Si	43.6%	68	34.3%	23
	Total	100.0%	156	100.0%	67

		1Tipo de escuela			
		Intervención		Control	
		% del N de la columna	Recuento	% del N de la columna	Recuento
80% conocimiento lae	No	47.8%	22	51.2%	22
	Si	52.2%	24	48.8%	21
	Total	100.0%	46	100.0%	43

		1Tipo de escuela		Departamento	
		Total		Huehuetenango	
		% del N de la columna	Recuento	% del N de la columna	Recuento
80% conocimiento lae	No	56.4%	88	50.0%	28
	Si	43.6%	68	50.0%	28
	Total	100.0%	156	100.0%	56

	Departamento

		Quiché		Totonicapan	
		% del N de la columna	Recuento	% del N de la columna	Recuento
80% conocimiento lae	No	59.2%	29	60.8%	31
	Si	40.8%	20	39.2%	20
	Total	100.0%	49	100.0%	51

		Departamento	
		Total	
		% del N de la columna	Recuento
80% conocimiento lae	No	56.4%	88
	Si	43.6%	68
	Total	100.0%	156

Comparaciones de proporciones de columnas[a]

		1Sexo		1Tipo de escuela		
		Masculino	Femenino	Nuestra cosecha	Intervención	Control
		(A)	(B)	(A)	(B)	(C)
80% conocimiento lae	No		A			
	Si	B				

Los resultados se basan en pruebas bilaterales con un nivel de significación 0.05. Para cada par significativo, la clave de la categoría con la proporción de columna menor aparece debajo de la categoría con mayor proporción de columna.

a. Utilizando la corrección de Bonferroni, se han ajustado las pruebas para todas las comparaciones por pares dentro de una fila para cada subtabla situada más al interior.

Comparaciones de proporciones de columnas[a]

		Departamento		
		Huehuetenango	Quiché	Totonicapan
		(A)	(B)	(C)
80% conocimiento lae	No			
	Si			

Los resultados se basan en pruebas bilaterales con un nivel de significación 0.05.
Para cada par significativo, la clave de la categoría con la proporción de columna menor aparece debajo de la categoría con mayor proporción de columna.
a. Utilizando la corrección de Bonferroni, se han ajustado las pruebas para todas las comparaciones por pares dentro de una fila para cada subtabla situada más al interior.

Prueba significancia escala hedonica estudiantes

		Sexo					
		Masculino		Femenino		Total	
		% del N de la columna	Recuento	% del N de la columna	Recuento	% del N de la columna	Recuento
escala	1	1.6%	9	1.4%	8	1.5%	17
	2	1.3%	7	2.5%	14	1.9%	21
	3	6.6%	36	6.1%	34	6.3%	70
	4	47.2%	259	41.8%	232	44.5%	491
	5	43.4%	238	48.1%	267	45.7%	505
	Total	100.0%	549	100.0%	555	100.0%	1104

		Tipo de escuela					
		Nuestra Cosecha		Intervención		Control	
		% del N de la columna	Recuento	% del N de la columna	Recuento	% del N de la columna	Recuento
escala	1	1.6%	5	.2%	1	3.0%	11
	2	1.3%	4	1.4%	6	3.0%	11
	3	5.2%	16	4.3%	18	9.7%	36
	4	42.6%	132	41.6%	176	49.3%	183
	5	49.4%	153	52.5%	222	35.0%	130
	Total	100.0%	310	100.0%	423	100.0%	371

		Tipo de escuela		Departamento			
		Total		Huehuetenango		Quiché	
		% del N de la columna	Recuento	% del N de la columna	Recuento	% del N de la columna	Recuento
escala	1	1.5%	17	.8%	3	3.3%	12
	2	1.9%	21	1.1%	4	3.6%	13
	3	6.3%	70	4.2%	16	6.6%	24
	4	44.5%	491	43.3%	164	40.1%	145
	5	45.7%	505	50.7%	192	46.4%	168
	Total	100.0%	1104	100.0%	379	100.0%	362

		Departamento			
		Totonicapan		Total	
		% del N de la columna	Recuento	% del N de la columna	Recuento
escala	1	.5%	2	1.5%	17
	2	1.1%	4	1.9%	21
	3	8.2%	30	6.3%	70
	4	50.3%	183	44.5%	492
	5	39.8%	145	45.7%	505
	Total	100.0%	364	100.0%	1105

Comparaciones de proporciones de columnas[a]

		Sexo		Tipo de escuela		
		Masculino	Femenino	Nuestra Cosecha	Intervención	Control
		(A)	(B)	(A)	(B)	(C)
escala	1					B
	2					
	3					B
	4					
	5			C	C	

Los resultados se basan en pruebas bilaterales con un nivel de significación 0.05. Para cada par significativo, la clave de la categoría con la proporción de columna menor aparece debajo de la categoría con mayor proporción de columna.

a. Utilizando la corrección de Bonferroni, se han ajustado las pruebas para todas las comparaciones por pares dentro de una fila para cada subtabla situada más al interior.

Comparaciones de proporciones de columnas[a]

		Departamento		
		Huehuetenango	Quiché	Totonicapan
		(A)	(B)	(C)
escala	1		A C	
	2			
	3			
	4			B

5	C		

Los resultados se basan en pruebas bilaterales con un nivel de significación 0.05. Para cada par significativo, la clave de la categoría con la proporción de columna menor aparece debajo de la categoría con mayor proporción de columna.

a. Utilizando la corrección de Bonferroni, se han ajustado las pruebas para todas las comparaciones por pares dentro de una fila para cada subtabla situada más al interior.

TERMS OF REFERENCE (TOR)

FOR REQUEST FOR PROPOSALS (RFP)

For *Nuestra Cosecha* Local Regional Procurement (LRP) Project Baseline Assessment Consultant Services

RFP Issuance Date: TBD
RFP Closing Date: TBD

Delivery Address:

20 Avenida "A" 3-25, Zona 15, Vista Hermosa I, Guatemala
Email: pwagner@pciglobal.org

I. INTRODUCTION

Project Concern International (PCI) in partnership with Save the Children (StC) and Catholic Relief Services (CRS) will implement a local procurement project to support its ongoing school feeding project in Guatemala focused on achieving the following objectives:

- Increase the capacity of municipalities, local producer groups, and schools to effectively and efficiently procure and deliver local, culturally acceptable food commodities to supplement school feeding programs in a timely and cost-effective way. This includes the support the registration and commercialization of local producer groups.
- Foster capacity development of stakeholders to strengthen the transition to a school feeding program based on local markets in line with the Government of Guatemala's (GoG) National School Feeding Law.
- Support School Parent Organizations (OPFs) to strengthen their capacity in developing procurement plans, selecting commodities, soliciting bids, and procuring locally grown fresh foods.
- Partner with key government stakeholders at national, departmental, and municipal levels in the operationalization of the National School Feeding Law, using target schools as a model for the law's national implementation.

The project will be implemented in 50 schools from Santa Eulalia and Barillas municipalities in Huehuetenango department, Momostenango municipality in Totonicapan department, and Nebaj and Chajul municipalities in Quiche department.

PCI is soliciting an external evaluation consultant to conduct a baseline evaluation of the Nuestra Cosecha project.

Beneficiaries:

PCI will implement program activities directly benefitting 468 small and medium sized local producers[1] linked with 50 public primary schools in Santa Eulalia and Barillas municipalities in Huehuetenango department, Momostenango municipality in Totonicapan department, and Nebaj and Chajul municipalities in Quiche department. Local producers will benefit as part of the Family Agriculture component promoted in the Guatemalan Law on School Feed, Decree 16-2017. Further, school meal activities will directly benefit 11,456 primary students who participate in the

[1] Family Farmers are defined as: 1) A family group organized as a productive unit that allows it to mobilize every day; 2) The labor force is predominantly family, without limiting the exercise of the rights of its members, being able to contract labor temporarily for complementary activities; 3) The productice unit is managed by a family members; 4) 75% of the household income comes from the family unit; and, 5) Small scale agriculture is practiced on leased lands, or owned without legal certainty and with agricultural limitations.

program at the school level within these communities. Additionally, through a focus on local capacity strengthening, 250 OPF members, and national and municipal governments agencies will benefit from project activities.

Interventions and Strategies:

PCI's strategic approach is grounded in its Project-Level Results Framework. Based on a clear understanding of international and national donor and government involvement in targeted communities, ***Nuestra Cosecha*** will focus on achieving desired results under three key intermediate results (IRs): Improved Cost-Effectiveness of Food Assistance; Improved Timeliness of Food Assistance; Improved Utilization of Nutritious and Culturally Acceptable Food that Meet Quality Standards, and a series of cross-cutting Foundational Results. Activities and objectives to be achieved during the project are detailed in the Project-Level Results at the end of this document.

PCI's vision for the program centers on strengthening existing structures at national, departmental and municipal government levels, as well as school and local producer and value chain levels, to be able to effectively operationalize the local procurement component of the GoG's school feeding law, while providing culturally acceptable and nutritious school meals and supporting the local economy and producers. PCI's work will therefore be grounded in four foundational results: Increased Capacity of Government Institutions; Improved Policy and Regulatory Framework; Improved Capacity of Relevant Organizations; and Increased Leverage of Private-Sector Resources.

II. EVALUATION APPROACH & METHODOLOGY

The consultant will be responsible for finalizing the methodology for a quasi-experimental evaluation design, consistent with the USDA approved project Evaluation Plan that allows for rigorous impact and attribution analysis and accounts for any confounding factors. The design must also utilize a mixed-method, cross-sectional design that includes quantitative and qualitative (e.g., focus groups, in-depth interviews and observations) methods. The quantitative data collected through representative surveys will provide or confirm baseline values for all required project indicators (see section *Required Indicators* below). Qualitative methods will involve a broader selection of stakeholders and provide additional information to understand the program's operating context, triangulate quantitative findings, strengthen credibility and validity and provide a greater level of detail and contextualization of findings.

The baseline study must include a treatment group of schools, students, parents and producers participating in Nuestra Cosecha, and two control groups not participating in the project – schools and students that are part of the Food for Education projects, and schools and students not participating in any USDA supported projects. The consultant shall identify a well-defined group of comparison producers and schools matched on key characteristics. Counterfactual data from these schools and groups will measure attribution of program effects through the final evaluation.

Key Evaluation Questions:

Relevance

- Determine potential problems or challenges across project beneficiaries to achieve progress towards results students,
- Determine how well project interventions align with stakeholder policies and priorities

Performance

- Determine baseline values for required project indicators
- Assess to what extent the indicator targets are realistic and appropriate
- Assess beneficiaries' knowledge and skills to refine capacity building and training activities
- Identify opportunities and threats to project implementation

Sustainability

- To what extent should local actors (private sector, community entities/associations, local government agencies, etc.) be engaged and committed to ensure sustainability?
- What specific institutional capacity needs (e.g., for key GoG, municipal, community and school level stakeholders) should the project address to foster greater engagement and accountability?

Effectiveness

- Determine to what extent the Results framework is realistic, appropriate and practical to implement, and identify if design, structure, logic or management need modifications to facilitate the achievement of desired outcomes and impact
- Generate baseline data for comparative analysis (using quasi-experimental design)
- Validate project strategies and assumptions

Sampling Strategy

It is expected that the consultant will design and verify the sampling strategy in consultation PCI. Sample sizes of students, parents and producers for quantitative indicators should allow the detection of statistically significant changes (at the 95% confidence level, 5% confidence interval) over the life of the project. The consultant should consider using strategies such as cluster sampling to minimize the cost and logistical complexity of the sample. The final sample size will have to consider cost and complexity as well as statistical significance. A list of schools by location with the number of students is included in Annex IV of this document.

Required Indicators

The consultant will be responsible for collecting and reporting on the following required project indicators as part of the baseline study. The proposed evaluation design should provide data collection and analysis methodology that allows reporting on these indicators at project baseline and endline. Baseline values will be reported using data from the treatment group. However, to demonstrate impact results will be compared between control and treatment groups. A list of required baseline indicators and their data sources is listed in the table below.

No.	Indicator	Source
1	Average USD cost per kilogram of fresh fruits, adjusted for inflation, procured and delivered to project schools	Producers
2	Average USD cost per kilogram of fresh vegetables, adjusted for inflation, procured and delivered to project schools	Producers
3	Average USD cost per kilogram of eggs, adjusted for inflation, procured and delivered to project schools	Producers
4	Average number of days per year to complete entire process of improved procurement (bidding, testing, payments), delivery and distribution for locally procured commodities	Producers
5	Percentage of schools which serve school meals with adequate dietary diversity, as a result of USDA assistance	School Directors

6	Percent of students who report that they like school meals, using the 5-point facial hedonic scale, by sex.	Students
7	Value of annual sales of farms and firms receiving USDA assistance (USD)	Producers
8	Volume of commodities sold by farms and firms receiving USDA assistance	Producers
9	Percentage of schools using fresh fruit and/or vegetables in daily school meals, as a result of USDA assistance	School Directors
10	Percent of school-age children receiving a minimum acceptable diet	Students
11	Percent of School Parent Organization members who demonstrate sufficient knowledge of School Feeding law and regulations	Parents

Qualitative Data Collection Requirements:
Additional qualitative data will be collected from key respondent groups and stakeholders to triangulate and contextualize the quantitative findings and to help answer the key baseline study questions outlined above. The beneficiary groups who should be interviewed and/or engaged during the baseline study, and proposed data collection methodologies, are listed in Table 4 below.

III. KEY TASKS OF CONSULTANCY

- **Review project documentation and meet with project staff**
  - Understand the project design and contextual framework
  - Understand full context of the project activities, types of beneficiaries, expected outcomes, and monitoring and evaluation strategies

- **Design and develop an Inception Report** that addresses the baseline questions outlined above and fits a quasi-experimental evaluation design that can be applied to the final evaluation. The Inception Report should include, at minimum:
  - A mixed-methods study design (framework, methodology, etc.) that follows the guidelines listed below
  - Sampling strategy
  - Data collection plan to report on all required indicators and disaggregations
  - Identify data collection tools available or needed to collect all required data
  - A Quality Assurance Plan
  - An analysis plan detailing methodologies for analyzing data, presenting and visualizing results and conducting tests for statistical significance
  - An updated timeline for consultancy completion

- **Meet with USDA** as needed to review design

- **Develop baseline data collection tools and protocols in collaboration with PCI staff**
  - Review and refine tools and protocols as appropriate
  - Use mobile devices to collect data
  - Hire and train enumerators, team leaders/supervisors
  - Field test all instruments

- **Conduct data collection**
  - Manage and secure all data sets
  - Clean data
  - Ensure data quality through an established data quality assurance protocol

- Deliver all complete, cleaned, translated datasets to PCI (including transcripts from interviews and focus groups)

- **Conduct baseline data analysis**
  - The consultant will be responsible for consolidating quantitative and qualitative findings from the analyses into a comprehensive final report

- **Produce the comprehensive baseline study report**
  - Follow PCI report guidelines
  - Provide PCI and stakeholders appropriate time for review and feedback of draft reports
  - Incorporate the feedback of PCI and other stakeholders and submit the final report

- **Provide a summary presentation**
  - Conduct a presentation of key findings for project staff and other stakeholders in Guatemala

IV. DELIVERABLES

The consultant shall deliver the following products:

1. An evaluation design that includes the sampling strategy and approach to qualitative data collection, data collection methods and tools and a plan for data analysis
2. A work plan and timetable outlining key evaluation activities and products
3. A final report outline approved by PCI
4. A draft final baseline evaluation report
5. Cleaned complete dataset(s) of all quantitative data
6. A data dictionary/code book for the quantitative dataset, using a template provided by PCI
7. Output of statistical analysis of quantitative results in MS Word
8. Complete transcripts of all qualitative data collected
9. Content analysis or other analytical output of the qualitative data, including key themes identified and frequencies of those themes
10. Documentation of the qualitative topics analyzed and frequency analysis.

V. RESPONSIBILITIES

Consultant Responsibilities

- Submit technical and financial proposal with clear statement of the proposed methodologies
- Lead consultations with all informants of the evaluation
- Hire, train and manage enumerators for quantitative data collection
- Administer data collection, data entry and analysis of quantitative surveys
- Conduct qualitative data collection with experienced qualitative facilitators
- Review of relevant documents and literature
- Analyze qualitative and quantitative data
- Provide deliverables as per the pre-agreed timeframe of the evaluation
- Develop survey tools in Mobenzi and train consultant on usage

PCI Responsibilities

- Ensure involvement of government and other relevant stakeholders
- Facilitate consultations with the relevant stakeholders
- Ensure contacts in areas of the study

- Review the draft report and provide feedback to the consultant
- Approve all final deliverables
- Disburse payment of the service as per the contract agreement.
- Participate on the training of quantitative data collection to enumerators

VI. ESTIMATED TIMELINE

The consultancy is expected to begin on the first week of January 2019 and conclude by March 31, 2019, with an estimate of **40 days level of effort (LOE)** to execute the responsibilities of the consultancy, distributed in the following manner:

Activity	Expected Timeframe	Expected Days LOE
Desk review of project documentation	January 2019	3
Create implementation workplan, finalize technical design (sampling strategy, analysis plan, data collection tools), submit inception report	January 2019	4
Train data collection team and finalize logistics	January 2019	4
Data collection	February 2019	15
Data analysis, review and preparation of first report draft	February 2019	10
Incorporate PCI feedback and draft final report	March 2019	3
Submit all final deliverables	March 2019	2

VII. REVIEW COORDINATION

Technical management of the evaluation report review process will be coordinated by the PCI Guatemala Nuestra Cosesha team, comprised of the Chief of Party, Project Director and M&E technical officer, in close collaboration with PCI's headquarters MERL Technical Advisor and implementation partners (Save the Children, CRS). The primary point of contact will be the Nuestra Cosecha M&E technical officer.

VIII. QUALIFICATIONS

The applicant or team should meet the following minimum requirements:

- Academic background in social / health sciences or related field; minimum of Master's Degree
- Extensive experience in leading project evaluations using a range of quantitative and qualitative data collection, analysis and sampling methods **for quasi-experimental designs**
- Experience in leading evaluations in the areas of international development/public health; experience in **evaluating school feeding programs** strongly preferred
- Experience in the evaluation of projects funded by U.S. government/USDA strongly preferred
- Knowledge of Guatemalan national legislation relating to school feeding
- Demonstrable capacity to deliver high quality outputs within the proposed timeframe
- Verbal and written proficiency in English preferred
- Professional experience leading evaluations in the project areas

IX. PREPARATION OF PROPOSAL

Applicants are requested to submit a proposal for these services by submitting separate ***Technical and Financial Proposals*** as detailed below. The standard forms in this proposal document may be retyped for completion but the applicant is responsible for their accurate reproduction. Required formats are hereby attached:

- *Appendix I (Technical Proposal)*
- *Appendix II (Financial Proposal)*

1. Preparation of Technical Proposal

The Technical Proposal shall be submitted in the format provided in Appendix I and describe the approach and plans for accomplishing the work outlined in this TdR. The Technical Proposal should be limited to ten (10) pages and must contain the following:

A. Technical Proposal Cover Sheet (***does not*** count towards the 10-page limit)
B. A minimum of two references from organizations with which they have previously conducted evaluation consultancy work ***or*** a list of three references with contact information (***does not*** count towards the 5-page limit)
C. A description of the applicant's direct prior relevant experience including summary of evaluations previously conducted
D. Description of Methodology
   E. Explain how the evaluation design addresses the research questions
   - Sampling strategy
   - Approach to primary data collection
   - Plan for data analysis

F. Timeline for Activity
   G. Include a timeline of activities and level of effort required for each activity
H. Team Composition and Roles, including:
   - Key Team Member List and Core Qualifications
   - CVs of Key Team Members (does not count toward the 10-page limit)

I. One example of evaluation reports that have been produced by the applicant (***does not*** count towards the 5-page limit)

2. Preparation of Financial Proposal

The Financial Proposal shall be submitted in the format provided in Appendix II and establish a breakdown of consultancy price according to the table provided.

Applicants are solely responsible for their own costs in preparing the applications.

X. ADDITIONAL INFORMATION

If the applicant is an agency, include certified copies of:

- Organizational profile
- Relevant registration certificates

Applicants may provide any other information which may be relevant to this proposal.

XI. MODIFICATION OF TERMS

PCI reserves the right to add, modify or omit certain portions of the RFP at any time at its sole discretion. This includes the right to cancel at any time prior to entering into a contract with the successful applicant.

XII. APPLICATION PROCESS

1. Interested candidates should Request a copy of the RFP by writing an email to the PCI Director of Operations, Hugo Diaz (HDiaz@pciglobal.org), indicating in the title "Soliting RFP for Nuestra Cosecha Baseline Evaluation Consultant). Due date - XXX
2. For any question regarding this Request for Letters of Interest and Proposals, contact: Jason Rubin (jrubin@pciglobal.org) and Yeison Cobón (ycobon@pciglobal.org). Due date – XXX
3. Technical and financial proposals should be sent to Pascale Wagner (pwagner@pciglobal.org) and Hugo Diaz (hdiaz@pciglobal.org) with the subject line "Proposal Submission for Nuestra Cosecha Baseline" by XXX

XIII. PROPOSAL CONDITIONS

1. Applicants must expressly respond to specifications as stipulated in the Request for Proposals and failure to do so may result in disqualification of proposals.
2. Applicants must clearly indicate:
    A. Consultancy Period (include details of availability)
    B. Validity Period of Proposal
3. Quoted prices shall remain valid for a period of not less than one month after the deadline for submission.
4. The rates quoted by the Applicant shall be fixed for the duration of the contract and shall not be subject to adjustment on any account except through mutual agreement and amended in writing.
5. Prices should be quoted in US Dollars.
6. PCI will not return any documents submitted.
7. PCI may contact candidates who are short-listed for interviews.
8. The successful applicant will be notified for the award of contract by PCI prior to expiration of the quotation validity period.
9. Notwithstanding the above, PCI reserves the right to accept any proposals and reject any or all proposals at any time prior to the award of contract.

XIV. AWARD CRITERIA & EVALUATION OF BIDS

1. Eligibility Criteria:

Applicants are required to meet the following criteria to be eligible to participate in this consultancy:

A. Possess the ability to perform successfully under the terms and conditions of the proposed procurement;
B. Be legally authorized to carry out such services in Guatemala;
C. Not be insolvent, in receivership, bankrupt or being wound up, not have had business activities suspended and not be the subject of legal proceedings for any of the foregoing;
D. Have fulfilled all obligations to pay taxes according to the tax laws of Guatemala;
E. Are not suspended or excluded from participation in any procurement exercise be in public or private sector in Guatemala;
F. Are not suspended, debarred, or excluded from receiving US government funds under US Government regulations;
G. Have not been convicted, or any directors or officers been convicted, of any criminal offence relating to obtaining or attempting to obtain a contract or sub-contract;
H. Not have any current or past corporate, personal, or other interests that may, in PCI's opinion, give rise to a conflict of interest.

2. Qualification Criteria:

Eligible proposals will be initially evaluated by reference to the following qualification criteria:

A. Completeness of documentation as specified;
B. Stated ability of the applicant to meet all the minimum requirements specified in this document.

3. Award Criteria:

The contract will be awarded from eligible and qualifying bids on the basis of the highest quality and best value to PCI, based on the following criteria:

A. Technical knowledge in the area of the required focus;
B. Proof of relevant experience and record of past performance;
C. Financial and technical resources or accessibility to other necessary resources to carry out the Required Services;
D. Qualifications and skills composition of the Team who will undertake the exercise; (including qualifications under section VIII)
E. Cost of undertaking exercise.

NOTE: It is understood that PCI is not bound to necessarily accept the lowest price, or any bid offered.

XV. CONFLICT OF INTEREST

PCI requires that Services Providers provide professional, objective, and impartial advice and at all times hold PCI's interests paramount, strictly avoid conflicts with other assignments or their own corporate interests and act without any consideration for future work. Without limitation on the generality of the foregoing, the consultant and any of their affiliates, shall be considered to have a conflict of interest and shall not be recruited, under any of the circumstances set forth below:

1. A Service Provider (including its Personnel) that has a business or family relationship with a member of staff of PCI who is directly or indirectly involved in any part of (i) the preparation of the Terms of Reference of the assignment, (ii) the selection process for such assignment, or (iii) supervision of the Contract, may not be awarded a Contract, unless the conflict stemming from this relationship has

been resolved in a manner acceptable to PCI throughout the procurement process and the execution of the Contract.

2. Service Provider has an obligation to disclose any situation of actual or potential conflict that impacts their capacity to serve the best interest of PCI, or that may reasonably be perceived as having this effect. Failure to disclose said situations may lead to the disqualification of the Service Provider or the termination of its Contract.

3. If a short-listed applicant could derive a competitive advantage from having provided services related to the assignment in question, PCI shall make available to all short-listed applicants together with this application all information that would in that respect give such applicant any competitive advantage over competing applicants.

XVI. INTELLECTUAL PROPERTY: PCI shall own all Work Products. All Work Products shall be considered work made for hire by Consultant and owned by PCI.

Appendix I: Technical Proposal

Note to Applicant: *Complete this form with all the requested details and submit it as the first page of your technical proposal, with required documents attached. Ensure that your proposal is authorised in the signature block below. A signature and authorisation on this form will confirm that the terms and conditions of this Request for Proposal prevail over any attachments. If your proposal is not authorised, it may be rejected.*

A. Technical Proposal Cover Sheet:

Subject of RFP:	Request for Proposals for LRP Baseline Study Consultant Services
Name of Applicant:	
Postal & Physical Address:	
Telephone Number:	
Fax Number:	
Website (if applicable):	
Name, Title, Mobile Number and Email Address for Contact Person #1:	
Name, Title, Mobile Number and Email Address for Contact Person #2 (if applicable):	
Date of Technical Proposal:	
The Service Delivery Period of our proposal:	Begins on/around this date: _____ And ends on/around this date: _____
Other Period(s) of Availability for our Services:	
The Validity Period of our Application is:	_____ days/weeks/months (circle one) from the time and date of the submission deadline.

B. Applicant's Certification:

We offer to provide the services described as per the RFP in accordance with the terms and conditions stated in your RFP Terms of Reference above.

We confirm that we are eligible to participate in public as well as private procurement and meet the eligibility criteria specified in "Eligibility Criteria" in your Request for Proposal referenced above.

In addition to the Technical Proposal Cover Sheet included as Section A of this Technical Proposal, we enclose the following in response to instructions in "Preparation of Proposals" in your RFP Terms of Reference above:

____ References
____ Description of Applicant's Prior Relevant Experience
____ Description of Methodology
____ Timeline for Activity
____ Team Composition and Roles
____ Examples of Previous Evaluation Reports Produced by Applicant

We also enclose a Financial Proposal in accordance with instructions outlined in your RFP TOR above.

C. Applicant's Authorization of Technical Proposal:

Signature: _____ Name: _____

Position: _____ Date: _____
(DD/MM/YY)

Authorised for and on behalf of (if applicable):

Company (if applicable): _____

Official Stamp (if applicable):

Appendix II: Financial Proposal

Note to Applicant: *Complete this form with details of all your costs and submit it as part of your Financial Proposal. Prices should be indicated in US Dollars and be exclusive of VAT. Where your costs are in another currency, explain reasons for use of another currency and submit a separate form for each currency. Authorise the rates quoted in the signature block below. Where this is a unit price contract, the breakdown will be used as the cost estimates and payment will be made for the services actually performed and cost actually incurred.*

A. Financial Proposal Cover Sheet

Subject of RFP:	Request for Proposals for LRP Baseline Study Consultant Services
Name of Applicant:	
Postal & Physical Address:	
Telephone Number:	
Fax Number:	
Website (if applicable):	
Name, Title, Mobile Number and Email Address for Contact Person #1:	
Name, Title, Mobile Number and Email Address for Contact Person #2 (if applicable):	
Date of Financial Proposal:	
Applicant's Payment Terms:	
The Validity Period of our Application is:	_____ days/weeks/months (circle one) from the time and date of the submission deadline.

B. Breakdown of Contract Price

Instructions: The cost of the applicant's services should include the applicant's daily rate x number of days, per diem for field work (hotel, meals and incidental expenses) x number of days, hired enumerators' daily rate x number of days, local and international transportation (if applicable) and other proposed costs which shall be incurred to carry out the required services. All costs shall be itemized including unit costs and number of units required. Currency of fees shall be clearly indicated. Format of this section shall be determined by applicant and shall be clear and logical. VAT, if applicable, shall be indicated on a separate line.

(ATTACH BREAKDOWN OF CONTRACT PRICE TO THIS SECTION)

Total Price of Contract: _____

Currency of Fees: _____

C. Bidder's Certification:

We offer to provide the required services in accordance with the terms and conditions stated in your RFP TOR above and the rates stated herein.

We confirm that we are eligible to participate in public as well as private procurement and meet the eligibility criteria specified in "Eligibility Criteria" in your RFP TOR referenced above.

We also enclose a Technical Proposal in accordance with instructions outlined in your RFP TOR above.

We confirm that the rates quoted in this proposal are fixed and firm for the duration of the validity period and will not be subject to revision or variation.

Other terms and conditions of the proposal and/or supporting documentation may be attached to the bid.

D. Bidder's Authorization of Financial Proposal:

Signature: _____ Name: _____

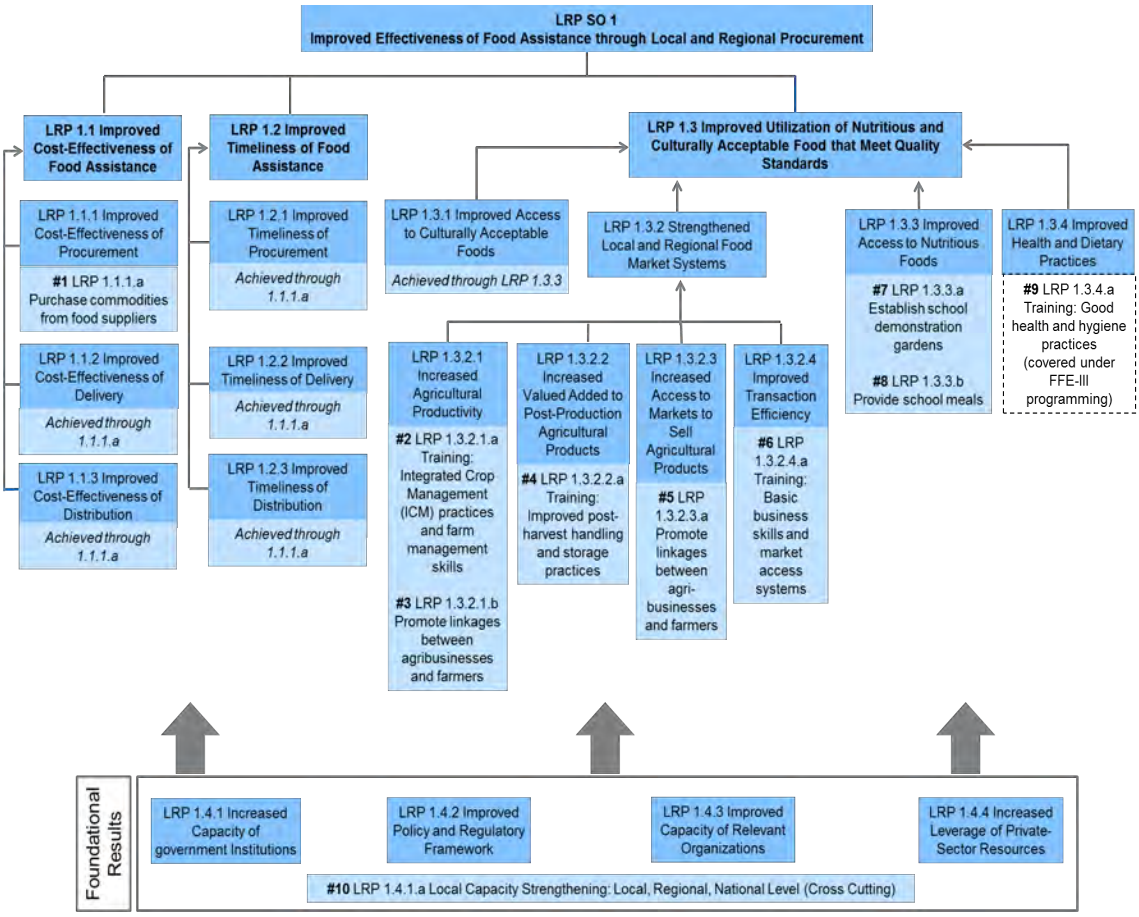
Position: _____ Date: _____
(DD/MM/YY)

Authorised for and on behalf of (if applicable):

Company (if applicable): _____

Official Stamp (if applicable):

Appendix III: Results Framework



Annex IV: List of Schools

	Organization (PCI, Save, CRS)	Departmento	Municipio	Comunidad	Nombre de Escuela	# de Estudiantes
1	PCI	Huehuetenango	Santa Eulalia	Aldea temux Grande	E.O.R.M. Aldea Temux Grande	179
2	PCI	Huehuetenango	Santa Eulalia	Alde Molna	E.O.R.M. Alde Molna	169
3	PCI	Huehuetenango	Santa Eulalia	Cantón Belén	E.O.R.M. Cantón Belén	275
4	PCI	Huehuetenango	Santa Eulalia	Aldea Ixtenam	E.O.R.M. Aldea Ixtenam	352
5	PCI	Huehuetenango	Santa Eulalia	Santa Eulalia	E.O.U.M. JV Santa Eulalia	477
6	PCI	Huehuetenango	Santa Eulalia	Aldea Temux chiquito yulais,	EORM Aldea Temux chiquito yulais,	184
7	PCI	Huehuetenango	Santa Eulalia	Aldea Pett	E.O.R.M Aldea Pett	495
8	PCI	Huehuetenango	Barillas	Aldea Palestina La Unión	E.O.R.M. Aldea Palestina La Unión	270
9	PCI	Huehuetenango	Barillas	Aldea Nuca	E.O.R.M. Aldea Nuca	473
10	PCI	Huehuetenango	Barillas	Aldea El Quetzal	E.O.R.M. Aldea El Quetzal	309
11	PCI	Huehuetenango	Barillas	Yulconop	E.O.R.M. Yulconop	183
12	PCI	Huehuetenango	Barillas	Caserío Nueva Providencia	E.O.R.M. Caserío Nueva Providencia	170
13	PCI	Huehuetenango	Barillas	La Providencia	E.O.R.M. La Providencia	120
14	PCI	Huehuetenango	Barillas	La Florida	E.O.R.M. La Florida	120
15	PCI	Huehuetenango	Barillas	Buena Vista Jolomtaj	E.O.R.M. Buena Vista Jolomtaj	159
16	CRS	Totonicapan	Momostenango	Paraje Junajpu	E.O.R.M. Paraje Junajpu	346
17	CRS	Totonicapan	Momostenango	Paraje Chirijquemeya	E.O.R.M. Paraje Chirijquemeya	150
18	CRS	Totonicapan	Momostenango	Paraje La Cumbre	E.O.R.M. Paraje La Cumbreoc	246
19	CRS	Totonicapan	Momostenango	Caserio Chobaquit	E.O.R.M. Caserio Chobaquit	194
20	CRS	Totonicapan	Momostenango	Paraje Los Itzep	E.O.R.M. Paraje Los Itzep	180
21	CRS	Totonicapan	Momostenango	Aldea Xequemeya	E.O.R.M. Aldea Xequemeya	107
22	CRS	Totonicapan	Momostenango	Momostenango	E.O.R.M. Barrio Santa Isabel	221
23	CRS	Totonicapan	Momostenango	Caserio San Jose Siguila	E.O.R.M. Caserio San Jose Siguila	128
24	CRS	Totonicapan	Momostenango	Paraje Chisiguan	E.O.R.M. Paraje Chisiguan	248
25	CRS	Totonicapan	Momostenango	Paraje Kanil	E.O.R.M. Paraje Kanil	155
26	CRS	Totonicapan	Momostenango	Paraje Pajumet	E.O.R.M. Paraje Pajumet	121
27	CRS	Totonicapan	Momostenango	Paraje El Mirador	E.O.R.M. Paraje El Mirador	116
28	CRS	Totonicapan	Momostenango	Aldea Xolajap	E.O.R.M. Aldea Xolajap	164
29	CRS	Totonicapan	Momostenango	Caserio de Pueblo Viejo	E.O.R.M. Caserio de Pueblo Viejo	147
30	CRS	Totonicapan	Momostenango	Caserio Canquixaja	E.O.R.M. Caserio Canquixaja	155
31	CRS	Totonicapan	Momostenango	Paraje Bella Vista	E.O.R.M. Paraje Bella Vista	86
32	CRS	Totonicapan	Momostenango	Paraje Chuiquinom	E.O.R.M. Barrio Santa Ana	100
33	CRS	Totonicapan	Momostenango	Paraje Chipuerta	E.O.R.M. Paraje Chipuerta	100
34	CRS	Totonicapan	Momostenango	Paraje Paxaq	E.O.R.M. Paraje Paxaq	130
35	CRS	Totonicapan	Momostenango	Caseria Jutacaj	E.O.R.M. Caseria Jutacaj	223
36	SCI	Quiche	Nebaj	Xepiun	E.O.R.M. Aldea Xepium	161
37	SCI	Quiche	Nebaj	Xemamatze	E.O.R.M. Xemamatze	357
38	SCI	Quiche	Nebaj	Acul	EORM Aldea Acul JM	290
39	SCI	Quiche	Nebaj	Xexuxcap	EORM Aldea Xexuxcap	181
40	SCI	Quiche	Nebaj	Salquil Grande	EORM Aldea Salquil Grande JM	334
41	SCI	Quiche	Nebaj	Río Azul	EORM Aldea Río Azul	323
42	SCI	Quiche	Nebaj	Pulay Nebaj	EORM Aldea Pulay Nebaj	289
43	SCI	Quiche	Nebaj	Caserío Xecax	EORM Xecax	156
44	SCI	Quiche	Nebaj	Barrio Simocol	EORM Simocol	277
45	SCI	Quiche	Nebaj	Vipecbalam	EORM Vipecbalam	162
46	SCI	Quiche	Nebaj	Actxumbal	EORM Actxumbal JM y JV (*)	281/224
47	SCI	Quiche	Nebaj	Cambalam	EORM Cambalam	122
48	SCI	Quiche	Chajul	Xolcuay JV	EORM Aldea Xolcuay JV	211
49	SCI	Quiche	Chajul	Choncholá	EORM Aldea Choncholá	181
50	SCI	Quiche	Chajul	Choncholá	EORM Santa Clara	204