Foreign Agricultural Service, United States Department of Agriculture

Photograph 1. Mothers preparing school meals, in Magdalena, Intibucá.

Local and Regional Food Aid Procurement Program (LRP) Honduras

Baseline Evaluation

August, 2019

This publication was produced at the request of the United States Department of Agriculture. It was prepared independently by Juan Alberto Molina, Roger Sanchez, Marlon Medina, Marlon Garcia, Wilson Zelaya, Elvin Sosa and Glenda Hernandez.

Baseline Evaluation Report of Local and Regional Food Aid Procurement Program (LRP) –

This report details the baseline results developed through surveys, focus groups and interviews with producers, students, school feeding committees and actors from different organizations and institutions in the coverage area of the project, in the department of Intibucá, Honduras. The baseline evaluation assesses the pre-implementation state of the strategic objective and outcome-level indicators, to test the theory of change, and to consider the questions regarding relevance, effectiveness, efficiency, and sustainability of the program.

Agreement Number: LRP-522-2018/016-00
Project Duration: 2018-2020
Implemented by: Catholic Relief Services (CRS)

Evaluation Authored by: CRS staff members - Juan Alberto Molina, Roger Sanchez, Marlon Medina, Marlon Garcia, Wilson Zelaya, Elvin Sosa and Glenda Hernandez.

Content

List of Tables 5

List of Abbreviations 6

Executive Summary 8

1. Project Summary 10

1.1. Theory of Change 10

1.2. Results Framework 11

2. Purpose of the Baseline Study 14

3. Methodology 15

3.1 Study Design and Key Indicators 15

3.2 Sampling Strategy 17

3.3 Data Collection and Quality Assurance 19

3.4 Limitations 21

3.5 Ethical Considerations 22

4. Results 22

4.1 Quantitative Results 23

4.1.1 Percentage of schools with a School Feeding Committee with varied and culturally acceptable foods 23

4.1.2 Percentage of children that report eating varied food in school 24

4.1.3 Value of annual sales of farms and firms receiving USDA assistance 26

4.1.4 Volume of commodities sold by farms and firms receiving USDA assistance; desegregated by service type, producer type, sex and age. 28

4.1.5 Number of individuals in the agriculture system who have applied improved management practices or techniques with USDA assistance. 30

4.1.6 Number of producer organizations registered in official government entities to be able to sell their production. 32

4.2 Qualitative Results 33

5. Findings, Recommendations and Action Points 37

Annex 1 - Survey for Producers 43

Annex 2 – Survey for Students 52

Annex 3 – Survey for Members of School Feeding Committees 54

Annex 4 – Focus Group with Members of School Feeding Committee 58

Annex 5 – Focus Group – Leaders of the School Networks 60

Annex 6 – Focus Group - Students 61

Annex 6 – Key Informant Interviews – Municipal Mayors 63

Annex 7 – Key Informant Interviews – School Directors 65

Annex 8 – Key Informant Interviews – Representatives of Institutions 67

Annex 9 List of illustrative comments 69

Annex 10 – Pictures 71

List of tables

Table 1 - Indicator Baseline Values

Table 2 - Project Results Framework

Table 3 - Indicator & Data Source

Table 4 - Quantitative Sampling Size

Table 5 -Qualitative sampling size

Table 6 - Data Collection Tools

Table 7 - Percentage of schools with a School Feeding Committee with varied and culturally acceptable foods.

Table 8 – Structures that support the School Feeding program within the School system

Table 9 - Percentage of children that report eating varied food in school

Table 10 - Standard Indicator #7: Value of annual sales of farms and firms receiving USDA assistance

Table 11 – Disaggregation by firm type, age and sex. For Value of annual sales of farms and firms receiving USDA assistance

Table 12 - Standard Indicator #12: Number of individuals in the agriculture system who have applied improved management practices or techniques with USDA assistance.

Table 13 – Disaggregation for Standard Indicator #8, by service type, producer type, sex and age.

Table 14 - Standard Indicator #12: Number of individuals in the agriculture system who have applied improved management practices or techniques with USDA assistance.

Table 15- Disaggregation for Standard Indicator # 12, by service type, producer type, sex and age.

Table 16 - Custom Indicator: Number of producer organizations registered in official government entities to be able to sell their production.

Table 17- Training received by producers

List of Abbreviations

LRP	Local and Regional Procurement
AMFI	Association of Municipalities of Southern Intibucá - *Asociación de Municipios Fronterizos de Intibucá*
SEDIS	Ministry of Development and Social Inclusion - *Secretaría de Desarrollo e Inclusion Social*
MGD	McGovern-Dole International Food for Education and Child Nutrition Program
PRONAGRO	National Program for Agri-food Development – *Programa Nacional de Desarrollo Agroalimentario*
SAG	Ministry of Agriculture and Livestock – *Secretaría de Agricultura y Ganadería*
PNAE	National School Feeding Program - *Programa Nacional de Alimentación Escolar*
SENASA	National Agri-Food Safety Service - *Servicio Nacional de Sanidad e Inocuidad Alimentaria*
MEAL	Monitoring, Evaluation, Accountability and Learning – Monitoreo, Evaluación, Rendiccion de Cuentas y Aprendizaje.
CAE	School Feeding Committee - *Comité de Alimentación Escolar*
APF	Parents' Teachers Association - *Asociación de Padres de Familia*
PASE	School Safety Patrol - *Patrulla de Seguridad Escolar*
EPRED	School Dropout Prevention and Response Team - *Equipo de Prevención y Respuesta a la Deserción Escolar*
COCEPRADII	Central Committee for Water and Integral Development of Intibucá - *Comité Central Proagua y Desarrollo de Intibucá*
CED	School Development Council - *Consejo Escolar de Desarrollo*
ASA	Water, Soil, and Agriculture - *Agua, Suelo y Agricultura*
SEAN	System of Nutritional and Agricultural Extension - *Sistema de Extensión Agrícola y Nutricional*
CEB	Center of Basic Education - *Centro de Educación Básica*
UPNFM	National Pedagogical University Francisco Morazan - *Universidad Pedagógica Nacional Francisco Morazán*
FAO	Food and Agriculture Organization of the United Nations - *Organización de las Naciones Unidas para la Alimentación y la Agricultura*
SAR	Income Management System - *Sistema de Administración de Rentas*
ACS-USAID	Alliance for the Dry Corridor – *Alianza para el Corredor Seco*

AMHON	Association of Municipalities of Honduras - *Asociación de Municipios de Honduras*
CSB	Corn Soy Blend

Executive Summary

The USDA-funded Local and Regional Food Aid Procurement Program (LRP) is a two-year intervention to improve the effectiveness of food assistance for 15,351 students in eight municipalities of the Intibucá department in western Honduras, seven of which are in the *Asociación de Municipios Fronterizos de Intibucá* (AMFI) commonwealth and one is Dolores municipality.

CRS is partnering with local authorities to provide technical assistance to egg and vegetable producer organizations in production, postharvest, and delivery management, for a successfully integrated School Feeding program, reaching a total of 16,555 direct beneficiaries, including 30 local officials, 64 local producers, 8 educative authorities, 15,351 students and 1,098 community members associated with their local School Feeding program.

The main objectives of this baseline study are to assess the pre-implementation state of the strategic objective and outcome-level indicators, to test the theory of change, and to consider the questions regarding relevance, effectiveness, efficiency, impact and sustainability of the program.

CRS' MEAL Manager from the CRS/Nicaragua Country Program led the baseline study process. The baseline survey used mixed methods (quantitative and qualitative) utilizing a non-experimental, pre-post design. The baseline study used a set of quantitative and qualitative techniques to capture, process and triangulate information relevant to the measurement of the indicators.

Surveys were applied to members of producer organizations, members of the School Feeding Committees and students. Focus groups were developed with leaders of school networks, members of the School Feeding committees, and students. Key Informant Interviews were also conducted with representatives of institutions present in the municipalities, municipal mayors, and representatives of AMFI.

Six indicators of 30 were evaluated during the baseline study, using both quantitative and qualitative data collection methods. The remaining indicators assume a baseline value of zero. Table 1 shows the values established during the baseline survey.

The results of the baseline study, as presented in this report, demonstrate a need for the LRP program team to conduct a rapid assessment of current production forecast for the next three months, due to the low production in the municipalities attended. The baseline results also identify opportunities to strengthen coordination with other CRS programming in Honduras, including the MGD School Feeding program (for school menu planning and working with School Feeding Committees), and with the Water Smart Agriculture program (ASA, by its acronym in Spanish) for identifying strategies to increase female and youth participation in agricultural activities. The full engagement of key local institutions (municipal mayors, education network leaders, and education directors) as well as engagement with the private sector will be paramount to the success of this project.

Table 1 - Indicator Baseline Values

Target Indicator	Baseline Value
1.3. Custom Indicator: Percentage of schools with a School Feeding Committee with varied and culturally acceptable foods.	45%
1.3.1 and 1.3.3 Custom Indicator: Percentage of children that report eating diversified food in school.	29%
1.3.2.1 Standard Indicator #7: Value of annual sales of farms and firms receiving USDA assistance	USD 48,281
1.3.2.1 Standard Indicator # 8: Volume of commodities sold by farms and firms receiving USDA assistance.	51 MT
1.4.3 Standard Indicator # 12: Number of individuals in the agriculture system who have applied improved management practices or technologies with USDA assistance	30
Activity 4 Custom indicator: Number of producer organizations registered in official government entities to be able to sell their production.	0

The principal findings found are: Local producers' annual sales from vegetables and eggs was $48,281 (cumulative for all producers surveyed), 99% of local producers surveyed via the baseline were smallholder farmers (holdings less than 0.4 hectares), the pool of local producers in target municipalities is predominately middle-aged males, the average age is 47 years old, while only 15% are women and 12% are youth aged 15-29. The participant roles within the School Lunch Committees (CAE, in its Spanish acronym) are well defined and determined predominately by sex. Females are responsible for preparing foods, while men oversee transport, distribution, stock control and collecting firewood. The School Feeding Committees are organized, trained, and supply basic rations provided by MGD. Less than half (45%) of committees reported they were already using vegetables in School Feeding. At baseline, only 29% of students consumed vegetables at least three times a week, while only 20% consumed at least 2 eggs per week. The student participation in the current school meal process is limited. Less than half of producers surveyed (44%) implement at least one best practice agriculture technology or method (of the 10 practices/technologies LRP will promote).

The main barriers to sustainability identified by respondents include harsh local weather conditions for vegetable (drought and consistent water shortages), high levels of poverty that prevent parents, schools and civil society to contribute resources to partially fund vegetable and eggs for School Feeding, the absence of a law or bylaw that mandates constant provision of commodities for School Feeding, as well as a permanent budget line for this in municipal budgets. For this, action points and recommendations were identified that are mentioned at the end of this document.

1. Project Summary

Catholic Relief Services (CRS) is implementing the USDA-funded LRP project to improve the effectiveness of food assistance for 15,351 students in eight municipalities of the Intibucá department in western Honduras (seven of which are in the *Asociación de Municipios Fronterizos de Intibucá* (AMFI) *mancomunidad* and one is Dolores municipality), over the course of two years.

CRS is partnering with local authorities to provide technical assistance to egg and vegetable producer organizations in production, postharvest, and delivery management for an integrated School Feeding program that aims to reach a total of 16,555 direct beneficiaries, including 30 local officials, 64 local producers, 8 educative authorities, 15,351 students and 1,098 community members. CRS is facilitating the organization of local producers into two value chain specific committees within the National Program for Agri-food Development (*Programa Nacional de Desarrollo Agroalimentario*, PRONAGRO) of the Ministry of Agriculture and Livestock (SAG), to connect producers with one another, as well as with other value chain actors. CRS and municipal authorities are also working with School Leader Networks, School Feeding Committees, School Feeding Monitors, and Community Health Volunteers to reduce distribution costs and increase the utilization of eggs and vegetables in School Feeding. By working through, linking, and strengthening community-based structures, local governments, and local producer organizations, CRS will develop a School Feeding program model that meets the needs of students and that strengthens local production and local supply chains.

1.1. Theory of Change

The LRP project's Theory of Change (ToC) is that:

IF the LRP project builds on previous local purchase experience for the National School Feeding Program (*Programa Nacional de Alimentación Escolar*, PNAE) to build commonwealth and municipal officials' capacity to design, implement, and monitor locally procured food assistance in coordination with: (1) School Leader Networks, School Feeding Committees and Monitors, and Community Health Volunteers in commodity receipt, distribution, storage, preparation, and monitoring, and (2) local producer organizations in supply chain management, post-harvest, and production, including access to finance and technology through strategic alliances,

THEN the LRP project will facilitate strengthened market linkages between municipal structures, producer organizations, and schools so that the PNAE incentivizes and operationalizes the efficiency of food assistance,

BECAUSE, in concert with existing platforms, LRP will increase egg and vegetable supply and demand, thereby stimulating the local market and enabling supply chain actors to work together to improve nutritional outcomes for students while sustainably dynamizing the local economy.

CRS' approach is based on the success of the PNAE model in Honduras, which was founded in Brazil and successfully replicated in 12 other countries in the region. PNAE research shows that buying locally from family farms led to lower school meal costs and an increase in the availability and consumption of fruits and vegetables[1]. Direct purchases of locally procured food increase cost-effectiveness and producer margins by cutting out intermediaries. Developing supply chain processes with the commonwealth and municipalities and increasing their capacity to implement and monitor them locally will improve utilization as well as timeliness of procurement, delivery, and distribution. Finally, studies show that school meal programs like PNAE benefit local smallholder farmers by leading to increased and varied production, higher income, and stronger farmer organizations[2] [3]. Procurement-linked technical assistance for producer organizations will increase quality and yields while stimulating new investment in technology through strategic alliances with the private sector and other donor-funded programs[4].

The LRP project's Critical Assumptions are:

Natural disasters will not extensively impact the availability or price of commodities. The Global Climate Risk Index 2018 placed Honduras in the top three countries in the world most affected by climate change. Intibucá is part of the Dry Corridor, where natural disasters such as drought, excess rain, and landslides can lead to crop failure and disease.

Political, economic, and security conditions will not devolve. Although Honduras enjoys relative political and economic stability, regional strife could spill over, which may adversely affect the availability of personnel and resources for School Feeding programs.

National government regulations on prices will not change significantly. The LRP project assumes that national government regulations on prices for commodities will not change significantly and the LRP project will be able to use market prices for eggs and vegetables (not included in the price regulations) to determine procurement prices.

1.2. Results Framework

In order to achieve the strategic objective and intermediate results of the project. CRS will implement activities under the following major activity categories:

[1] *State of School Meals Worldwide 2013.* World Food Programme. Rome, Italy: 2013
[2] *Schools as a System to Improve Nutrition.* UN System Standing Committee on Nutrition. September 2017.
[3] Food and Agriculture Organization of the United Nations (FAO), Swensson LFJ (2015). Institutional Procurement of Food from Smallholder Farmers: The Case of Brazil. FAO: Rome. http://www.fao.org/3/a-bc569e.pdf.
[4] Food and Agriculture Organization of the United Nations, "Alimentación escolar y las posibilidades de compra directa de la agricultura familiar: Estudio nacional de Honduras," (2013, p. 109-111)

1. Procurement Management

CRS will provide training and technical assistance to AMFI to develop vendor procurement contracts and to implement and monitor the procurement process. CRS will also train AMFI to use required competitive bidding processes to select local producer vendors. CRS will train participants on the development of contracts and invoices, cost-effective practices in food assistance administration and supply-chain management.

2. Capacity Building to Improve Delivery and Commodity Management

CRS will work with municipal officials and with the Honduran Ministry of Development and Social Inclusion (SEDIS) to advocate for the codification of administrative processes and procedures that increase cost-effectiveness and timeliness of food assistance beyond the life of the project. CRS and AMFI will work with schools, municipal officials and producer organizations to design the delivery system, monitor and inspect food quality, packaging, handling, and improve timeliness of delivery.

3. Distribution Management

CRS will facilitate meetings among AMFI staff, municipal officials, and school representatives to develop efficient distribution plans in line with the delivery locations.

4. Producer Capacity Building

CRS will conduct Train-the-Trainer sessions with producer leaders on topics including delivery planning, logistics, and fumigation, as well as the legal, administrative, and financial requirements for producer organizations. CRS will provide technical assistance producer organizations on vegetable and egg production, including national certification requirements, climate-smart practices, basic technologies and post-harvest management. CRS will work with producer leaders to build the capacity of other producers through the establishment of Farmer Field Schools and demonstration plots.

The table below presents the project level results framework, including the strategic objective (SO), the intermediate results (IR), and the specific activities (A).

Table 2 - Project Results Framework

SO1: Improved Effectiveness of Food Assistance through Local and Regional Procurement			
IR 1.1 Improved Cost-Effectiveness of Food Assistance	**IR 1.2** Improved Timeliness of Food Assistance	**IR 1.3** Improved Utilization of Nutritious and Culturally Acceptable Food that Meet Quality Standards	Foundational Results

1.1.1: Improved Cost-Effectiveness of Procurement **1.1.2:** Improved Cost-Effectiveness of Delivery **1.1.3:** Improved Cost-Effectiveness of Distribution	**1.2.1:** Improved Timeliness of Procurement **1.2.2:** Improved Timeliness of Deliver **1.2.3:** Improved Timeliness of Distribution	**1.3.1** Improved Access to Culturally Acceptable Foods **1.3.2** Strengthened Local and Regional Food Market Systems • ***1.3.2.1*** *Increased Agricultural Productivity* • ***1.3.2.2*** *Increased Value Added to Post Production Agricultural Products* • ***1.3.2.3*** *Increased Access to Markets to Sell Agricultural Products* • ***1.3.2.4*** *Improved Transaction Efficiency* **1.3.3** Improved Access to Nutritious Foods	**1.4.1:** Increased Capacity of Government Institutions **1.4.2:** Improved Policy and Regulatory Framework **1.4.3:** Improved Capacity of Relevant Organizations **1.4.4:** Increased Leverage of Private Sector Resources
A 1.1.1: Procurement Management (develop procurement plans) Capacity building to improve delivery & commodity management (procurement cost-effectiveness) **A 1.1.2:** Capacity building to improve delivery & commodity management (design delivery system)	**A 1.2.1:** Procurement Management (implement and monitor procurement plans) Capacity building to improve delivery & commodity management (procurement processes) **A 1.2.2:** Capacity building to improve delivery & commodity management (monitor delivery)	**A 1.3.1:** Producer Capacity Building (producer organization) **A 1.3.2.1:** Producer Capacity Building (access to finance; production) **A 1.3.2.2:** Producer Capacity Building (basic tech; post-harvest) **A 1.3.2.3:** Producer Capacity Building (School Feeding)	**A 1.4.1:** Capacity Building for municipalities / AMFI **A 1.4.2:** Capacity Building (promote administrative procedures) **A 1.4.3:** Capacity Building (School Feeding and producer organizations) **A 1.4.4:** Producer Capacity Building (financing

A 1.1.3: Distribution Management (develop distribution plans)	Producer Capacity Building (ToT for producers) **A 1.2.3:** Distribution Management (monitor distribution systems) Capacity building to improve delivery & commodity management (distribution; contingency planning for disaster)	**A 1.3.2.4:** Producer Capacity Building (provider certification) **A 1.3.3:** Capacity building to improve delivery & commodity management (School Feeding)	

2. Purpose of the Baseline Study

The purpose of the baseline study is to assess the pre-implementation state of the strategic objective and outcome-level indicators and to establish questions to test the theory of change. Using a participatory approach, the baseline study will:

- Conduct a critical and objective analysis, utilizing quantitative and qualitative techniques, to establish and verify baseline targets, which will permit CRS to assess the effectiveness and adequacy of the strategies used in the project at the final evaluation.
- Generate data for accountability on behalf of the people CRS serves (beneficiaries), stakeholders, and the program donor.
- Provide recommendations for corrections and the adaptation of strategies, the monitoring plan and project evaluation plan.

The findings from the Baseline Study will be used to:

- Identify and recommend adjustments in the original goals outlined in the project; (changes in the goals originally planned with the project)
- Provide a participatory platform for improved capacity strengthening of CRS, partners and other stakeholders;
- Ensure accountability to project beneficiaries; and,
- Provide important information to government and other key stakeholders to aid in policy decisions and advocacy efforts.

3. Methodology

CRS conducted the baseline study internally. CRS' MEAL Manager from Nicaragua assumed the position of baseline study coordinator, and one external research consultant was contracted locally to lead and monitor the data collection process.

3.1 Study Design and Key Indicators

The baseline survey used mixed methods (quantitative and qualitative) utilizing a non-experimental, pre-post design. While more rigorous designs were considered (i.e., quasi-experimental), CRS decided to use a simple pre-post methodology, because of the high likelihood that a comparison population would be compromised by similar programming in the same geographic area (government and European Union agricultural extension programs). Given that the baseline study design did not include a comparison group, the evaluation will not be able to causally attribute changes directly to the project, nonetheless, the pre-post design will allow CRS to determine whether a significant change has occurred in results-level indicators, by measuring and comparing baseline values to those same indicator values at the end line.

The LRP team, under the guidance of CRS' MEAL staff, participated in the design of the baseline survey, including the creation of the forms, the field tests, and managing logistical aspects of the survey. The evaluation team held coordination meetings, to draft the methodology and outline the specific data collection processes and statistical analyses required (sub-group analysis, as well as survey design and field logistics for data collection). The evaluation team also conducted a stakeholder mapping activity to confirm they had identified appropriate quantitative and qualitative tools for the survey.

The baseline survey was designed considering the following five key evaluation criteria (which will be referred to throughout the project life cycle, to guide the project's monitoring and evaluation plan):

<u>Key evaluation criteria:</u>

- **Relevance:** To what extent have the actions of the project contributed to improve the effectiveness of food assistance? How well does the project complement and link to activities and other donors at the local level? How does the LRP project affect dietary consumption patterns (quality/diversity as well as quantity)?

- **Effectiveness:** Did the project meet its anticipated (or intended) targets? Were contractual obligations respected by umbrella organizations and producer groups supplying commodities? Why/why not? Were quality requirements met? Are there interventions that did not achieve the desired results? What are the reasons for this?

- **Efficiency:** Is there a relationship between level of investment and changes in income for producer associations and cooperatives?

- **Sustainability*:*** How do changes in the government's capacities, policies, procedures and priorities facilitate (or impede) sustainability? How will the private sector participate actively in the vegetable and egg supply chain to ensure the delivery of safe food to school-age children at LRP level?

- **Impact:** Were local procurements cost-effective and timely? What are the key success factors of the project? What are the main limiting factors? What has been the impact of the engagement of the private sector in the project? How does LRP project affect educational participation? How does the LRP project affect the smallholder farmers in terms of income/production, knowledge and behavior in food standards/quality, etc.?

The LRP project also has the following learning questions, which were not considered during the baseline study, but rather will be analyzed during project implementation through a separate study using:

- What are the key institutions (i.e. international, national, provincial/district and local stakeholders) and governance structures required to effectively deliver, implement, and sustain school meal interventions?
- What relationship structures among these institutions yield the most successful and effective school meal programs?
- What differences exist between the delivery model of local purchases by CRS and other similar interventions?

The table below presents the indicators that were measured during the baseline study and their respective data sources:

Table 3 - Indicator & Data Source

Target Indicator	Data Source
1.3. Custom Indicator: Percentage of schools with a School Feeding Committee with varied and culturally acceptable foods.	Survey with members of School Feeding Committee (Annex 3), survey of students, questions 3.1 and 3.2. The analysis found that 80% of students from each school eat vegetables more than three times per week. There will be another survey regarding this indicator.
1.3.1 and 1.3.3 Custom Indicator: Percentage of children that report eating varied food in school.	Survey with students (Annex 2). Section III. School Feeding, questions 3.1 and 3.2. The analysis was performed with the students who manifest that: eat vegetables, more than three times per week, and eat three vegetables per day, minimum.
1.3.2.1 Standard Indicator #7: Value of annual sales of farms and firms receiving USDA assistance	Survey with members of producer organizations (Annex 1). Section 4. Production and commercialization, question 4.6. Clauses f and j for vegetables and **Question 4.9, clauses d,f, and i for eggs.** The analysis was carried out by

	multiplying the annual output of vegetables per Manzana (unit of measurement equivalent to 0.7 hectare) per average price on the market in that year. For eggs, the annual output per farm per average price on the market in that year. The sum of both gives us total annual sales.
1.3.2.1 Standard Indicator # 8: Volume of commodities sold by farms and firms receiving USDA assistance.	Survey with members of producer organizations (Annex 1). Section 4. Production and commercialization, question 4.6, clauses a, c, d, e, and f for vegetables and question 4.9, clauses a, d, f, and i, for eggs. The analysis was performed by adding the annual output (per Mz) of all the producers of vegetables and per farm for eggs.
1.4.3 Standard Indicator # 12: Number of individuals in the agriculture system who have applied improved management practices or technologies with USDA assistance	Survey with members of producer organizations (Annex 1). Section 4. Production and commercialization, question 4.17. Assessment of the number of producers that apply practices following the disintegration of the indicator.
Activity 4 Custom indicator: Number of producer organizations registered in official government entities to be able to sell their production.	Survey with members of producer organizations (Annex 1). Section VII. Financing and Legislation, subsection 7.2 Legislation, clause d. Assessment of whether they are registered in at least one entity.

The other indicators of the project results framework are establishing a starting point of zero for the baseline, since they will be assessed throughout the project intervention, either in the final evaluation or annually.

3.2 Sampling Strategy

Quantitative sample

A two-stage cluster sampling approach was used to select students and producers. For the students, in the first stage, schools were randomly selected as clusters and then students within schools selected at the second stage. The sample size for students was computed using the indicator “Percentage of children that report eating varied food in school.” The outcome is binary (taking the value 1 if a child reports eating varied food at school, and 0 otherwise). We used an academically accepted equation[5] to calculate sample sizes for a binary outcome. We set m = 10, the number of students sampled per school. We anticipated a baseline value of 50% to 65%, with a life-of-project target of 80%. For z_β, we used the one-tailed value of

[5] McConnell, b.; Vera Hernandez, M. Going beyond simple sample size calculations: a practitioner's guide. Institute for Fiscal Studies. 2015.

the normal distribution at (1-0.80), which is the sample's power. For z_α, we used the two-tailed value of the normal distribution at 0.05, which is our significance level. Finally, for ρ, we used the value 0.26, or the intracluster correlation (ICC) for similar nutrition-based binary outcomes in schools[6]. Assuming that 65% of school students at baseline will report eating varied meals, we surveyed 20 schools at minimum, with 11 students surveyed per school; this is 221 students in total. Students were randomly selected based on the enrollment register using a random number generator.

For the remaining indicators, we used equation nineteen in McConnell and Vera-Hernandez (2015), which measures a binary outcome under individual (not clustered) randomization. To answer indicator "Number of individuals in the agriculture system who have applied improved management practices or technologies with USDA assistance", we used z_β and z_α, the same as above. We spoke with 64 producers, which represents 100% of potential treated producer, and we spoke with 5 producer groups to measure an 83% effect size.

To answer the indicator "Percentage of schools with a School Feeding Committee with varied and culturally acceptable foods." We assumed that 50% of School Meal Committees already have varied and culturally acceptable foods. With a target of 80%, we needed to survey 36 School Feeding Committees. We surveyed 51 School Feeding Committees, surpassing the figure originally planned.

Table 4 - Quantitative Sampling Size

Group	# of Clusters	Total Sample Size Surveyed	% of Male Respondents	% of Female Respondents
Students	20	221	51%	49%
Producer Organizations/Firms	5	64	81%	19%
School Feeding Committees	51	136	20%	80%

Qualitative sample

In addition to quantitative methods to measure progress against indicators, CRS used complementary qualitative methods, including focus group discussions and Key Information Interviews, to triangulate data and ensure that all segments of the beneficiary population provided feedback and input.

The table below summarizes which project stakeholder groups participated in the qualitative data collection process, the sample size of each group, and a brief description of activity.

[6] Juras, R. Estimates of Intraclass Correlation Coefficients and Other Design Parameters for Studies of School-Based Nutritional Interventions Evaluation Review, v. 40, n. 4, p. 19, 2016.

Table 5- Qualitative sampling size

Group	Size Surveyed	Total Participants	Description of the Activity
School Feeding Committee.	8 FGs	99	1 Focus Group (FG) was carried out in each municipality (8 municipalities). The School Feeding Committee groups are comprised mostly of women, so the representation in the FGs was women.
Students	8 FGs	134	1 FG was carried out in each municipality (8 municipalities), using random selection to select the schools and students from fourth to ninth grade, with equitable representation of both boys and girls.
Leader of School networks	8 FGs	112	1 FG was carried out in each municipality (8 municipalities), with the leaders of school networks. The groups maintained the gender balance.
Representatives of organizations in the area of intervention.	10 KIIs	11	Key Informant Interviews (KII) were conducted with representatives from the Ministry of Education, at the school level (with school principals), municipal, and departmental level, with organizations implementing projects in the area, and with the National School Feeding Program (PNAE).
Officials of the municipalities and AMFI	9 KIIs	8	At least one person from each municipality (8), 6 mayors, 1 AMFI-FAO technician and 1 technician from the commonwealth were interviewed.

3.3 Data Collection and Quality Assurance

The baseline study used a set of quantitative and qualitative techniques to capture, process and triangulate information relevant to the measure of indicators. Data was gathered using tools designed by the LRP team, then reviewed internally by CRS' MEAL experts locally and regionally. The questionnaires were developed in compliance with standard indicator guidance. LRP requires baseline data to establish baseline values for six indicators. This necessitated the collection of data related to agricultural productivity, School Feeding practices, and compliance with local tax authorities. Baseline data was also collected to inform other indicators that may not require a specific baseline value but will be used to inform implementation. Sources of data and a summary of their content include:

Table 6 - Data Collection Tools

Study Tool	Content Overview
Quantitative forms	
1. Survey for Students	Frequency and type of food consumed, satisfaction and participation in food assistance activities.
2. Survey for School Feeding Committee	Capacity strengthening, frequency and type of food received, frequency of delivery and distribution of food products, individuals involved in the process, costs.
3. Survey for Producers/Firms	Types of assistance received; production, delivery and distribution costs; Value and volume of annual sales of farms; application improved management practices or technologies benefits obtained. The evaluator will collect baseline value and volume of sales data.
Qualitative forms	
1. Focus Groups - School Feeding Committee	Capacity strengthening (food handling, nutritional content), timeliness of distribution, access to food with high nutritional value.
2. Focus Groups – Students	Participation, satisfaction with food, challenges, food preferences.
3. Focus Groups – Leaders of School Networks	Challenges for distribution and on-time delivery, members participation, organizational strengthening needs, challenges for sustainability.
4. Interviews – Representatives of Institutions	The LRP intervention strategy and its potential effectiveness in improving the costs of procurement, delivery, and distribution of food, considering local market conditions; sustainability.
5. Interviews – School Directors	
6. Interviews – Municipal Mayors	

Data Collection Team & Challenges

The baseline study was coordinated by CRS' MEAL Manager from CRS/Nicaragua, a MEAL professional with demonstrated experience, analytical skills, language skills and experience in conducting evaluations for programs related to agriculture, nutrition and supply chain. In addition, one qualified research consultant was contracted locally to lead the data collection and data validation process, in close coordinator with the CRS team. The research consultants contracted 8 enumerators, all of whom participated in a two-day training (May 13-14, 2019), to fully understand the project context and the purpose of the baseline study, and to receive training on the baseline survey questionnaires and interview guides, as well as training on CRS' data collection system, the CommCare. A practical pre-test was carried out prior to field implementation.

The data collection process encountered one major challenge, which is that at the start of the data collection process, a nationwide protest was launched by government health and education workers, which resulted in delays in data collection, and required the baseline coordination team to be flexible and to find solutions for conducting surveys, focus groups and interviews based on changing availability of the study participants. Despite this challenge, the baseline study was completed.

Managing the Data Collection and Ensuring Quality Control

Under the direction of the Baseline Study Coordinator, the LRP Program Manager, the LRP Technical Expert, and the LRP MEAL Officer supervised the quality control of the data collection process, and provided administrative, logistic and technical support to the research consultant, enumerators and the qualitative research team, and conducted routine spot checks for data quality. The CRS MEAL Manager and LRP Meal Officer oversaw the downloading of the quantitative data and generated quality control tables to be used by the Baseline Study Coordinator for data analysis. In addition, periodic reviews of the baseline questionnaires were carried out, in conjunction with CRS' Information, Communication & Technology Officer, to ensure they were in line with the assessment methodology. And lastly, the LRP MEAL Officer performed data cleaning and converted the datasets from CommCare into PowerBI.

The data collection process adhered to the following quality assurance guidelines:

- Define the criteria for selecting enumerators; e.g., professional profile, experience, and competencies.
- Recruit and train support staff (enumerators) to implement the instruments designed for data collection as well as in the different techniques that are established to ensure quality.
- Define the use of Information and Communication Technology for data collection once the instruments for data collection are defined. CRS used mobile devices with CommCare software for collecting data.
- Conduct field tests for the validation of the instruments to be used for the collection of information and change them if necessary.
- Collect survey information qualitative and quantitative, in accordance with the units defined in the study and research design techniques.
- Supervise the data collection process through daily quality control checks.
- Review and clean the database, to ensure data quality follows the established criteria of: punctuality, integrity, reliability, validity, and precision.

3.4 Limitations

The CRS MEAL team strove to ensure data reliability and limit bias as much as possible. However, minor limitations arose to keep in mind when considering the results reported in the following sections. As is common to all surveys of rural populations, enumerators must rely on recall data to derive baseline values as reliable records are limited. To address this reality, the team used enumerators experienced in agricultural data collection and at the

onset undertook training covering agricultural terminology, school terminology, common ranges for outcomes, and administration of the data collection instruments. After completing data collection, extensive data cleaning identified outlier data and follow up with producers confirmed reported figures. The team then made any necessary corrections. After an analysis of the indicators about the percentage of schools with a School Meal Committee with varied and culturally acceptable food, it was determined that it was necessary to apply a new survey to the CAE since there was not enough information yet to measure.

3.4 Ethical Considerations

The baseline study was carried out following the ethical considerations, especially in the compilation of information with the children. The principles that were implemented in this baseline process are the following:

- The informed consent form was read to the children who were surveyed before starting the survey, making sure that they understand that their participation in the process is voluntary.
- Queries were made to students through focus groups, and ethical standards such as respect and inclusion were maintained during the compilation of information. All the activities performed with the students were coordinated with educational authorities beforehand.
- The school principals were informed about all the activities of the process, who also approved of the process.
- For the purposes of the analysis, all the data was kept confidential, and all the personal indicators were eliminated.

4. Results

The baseline evaluation collected data for six indicators. The other indicators of the project consider a baseline value of zero, and CRS will track progress throughout project intervention (in the final evaluation or annually). The pre-post design of the baseline survey will allow CRS to determine whether a significant change has occurred in results-level indicators, by measuring and comparing baseline values to those same indicator values at final evaluation.

The obtained results are presented in four sections:

- 4.1 Quantitative results
- 4.2 Qualitative results
- 4.3 Advance of results to questions of the criteria of the evaluation
- 4.4 Revision to the theory of change

4.1 Quantitative Results

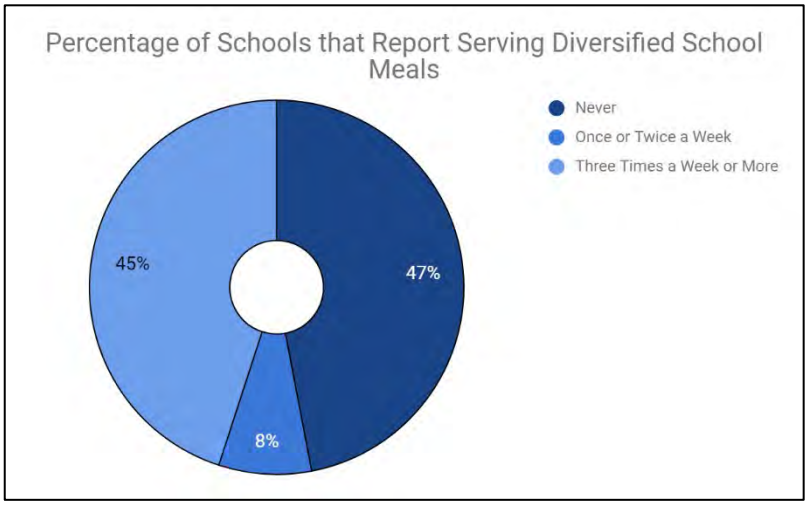
4.1.1 Custom Indicator 1.3: Percentage of schools with a School Feeding Committee with varied and culturally acceptable foods

Table 7 – Custom Indicator 1.3 Percentage of schools with a School Feeding Committee with varied and culturally acceptable foods.

Indicator	Baseline Actual	Target year 1	Target year 2	Life of Project
1.3. Custom Indicator: Percentage of schools with a School Feeding Committee with varied and culturally acceptable foods. Disaggregation: None	**45%**	70%	80%	80%

This indicator measures the percentage of target schools that have a School Feeding Committee that has a varied weekly menu that includes products supplied through LRP (vegetables, others seasonal vegetables and eggs) at least three times a week. Initially, the method for data collection included an onsite revision of the School Feeding Committee logs to verify the existence of school menus and the type of foods included in the recipes. During baseline data collection, enumerators were unable to obtain access to these logs, or they were nonexistent because this type of control will not be established until the project begins, therefore this form of measurement will not be used until the final evaluation. In the absence of this source, it was necessary to create an instrument that would allow us to collect the necessary information for this indicator; CRS decided to use a survey of cooks and individuals responsible for making the school meals. The survey was accompanied by direct observation to verify the fidelity of their statements (e.g. existence of a menu, inputs, produce, resources, etc.). While the data source differs to the method approved in the PMP; CRS feels the new method has strong construct validity and removes bias. Baseline results report that 45% of schools meet the criteria to be considered a School Feeding Committee with varied and culturally acceptable foods.

Figure 1



Relevant Information

Surveys were applied to 38 members of CAE, of which 24% are men and 76% are women, of 36 different schools. With them, key aspects related to the School Feeding process were investigated.

The involvement of different community stakeholders is necessary for the School Feeding program to be effective. Therefore, the baseline collected information on the number of community structures that collaborate in this process. Focus group discussions highlighted that Parents' Associations are one of the strongest support groups, especially regarding transportation of food. Table 8 describes the most common entities currently supporting CAEs.

Table 8 – Structures that currently support School Feeding Programs in target schools

Entity	Percentage of Respondents that mentioned each entity
Parents' Association (APF)	30%
School Feeding Committee (CAE)	28%
Safety Patrol Group (PASE)	18%
Dropout Prevention Response Team (EPRED)	14%

According to the CAE members, the main topics where they need strengthening include developing recipes with nutritional value (28%), general nutrition (27%), hygiene and food handling (20%), and organization (9%) including items such as report writing and administration of funds.

42% of School Feeding Committees had previous experience with food delivery and supply chains, including vegetables, cheeses, poultry and meat. Regarding challenges with supply chains, 45% stated that the primary difficulties in the past were related with purchasing and maintaining quality produce during delivery.

4.1.2 Custom Indicator 1.3.1 and 1.3.3: Percentage of children that report eating varied food in school

Table 9 –Custom Indicator Percentage of children that report eating varied food in school.

Indicator	Current Baseline	Target year 1	Target year 2	Life of Project
1.3.1 and 1.3.3 Custom Indicator Percentage of children that report eating diversified food in school. **Disaggregation: None**	**29%**	70%	80%	80%

The indicator reports the percentage of children who attend target schools that self-report having eaten varied foods delivered by the project, at least three times a week. Of the 221 students surveyed, 29% report eating varied food at least three times a week. The most frequent vegetables consumed by students include potatoes, carrots, tomatoes and cabbage.

Figure 2

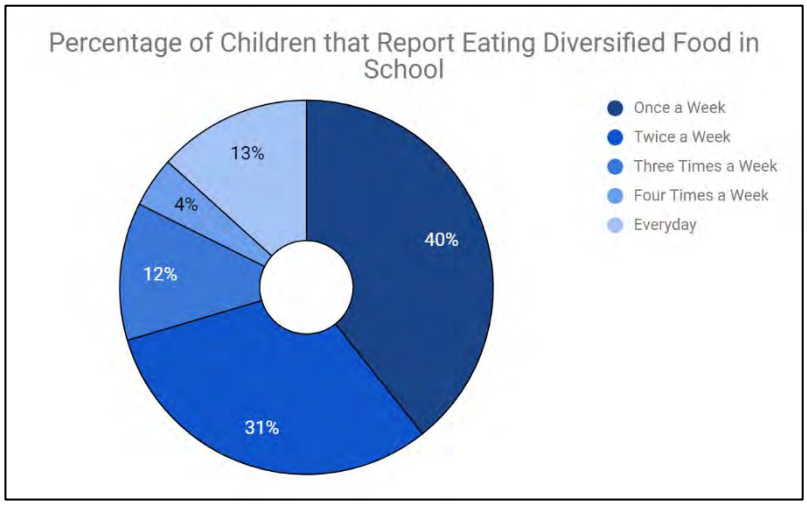
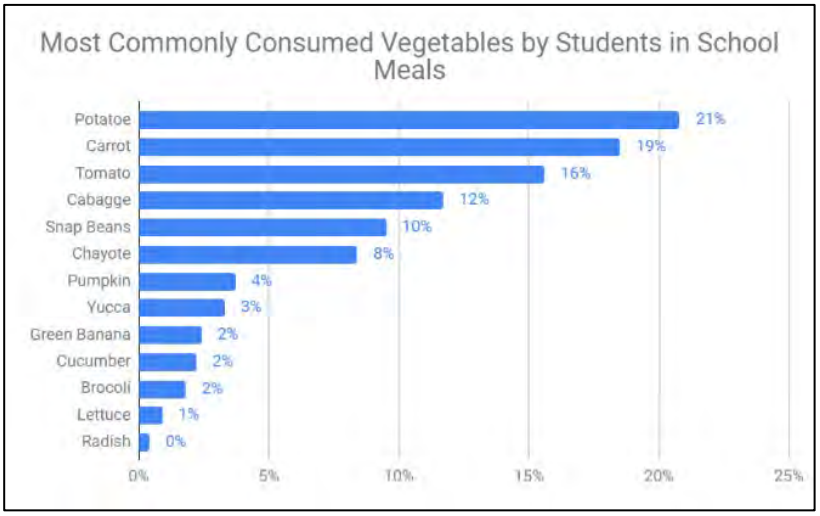


Figure 3



Relevant Information

221 students of 20 schools were surveyed. 49% were female and 51% were male, all of whom were between fourth and seventh grades. Students from these grades were selected considering that they have a higher analytical capability and can offer objective responses to the interview. Among other aspects, they were consulted about the type of food and frequency of meals, satisfaction and participation of students in the process of nourishment.

The types of vegetables that the students consume at school are potatoes (21%), carrots (19%), and tomatoes (15%) which, according to members of the Student Meals Committee (CAE) are the foods that are most accessible to parents both economically and geographically. As for the consumption of eggs, 80% of students consume eggs. For those that do not consume eggs, 79% stated that the main reason they did not consume eggs is that the item is not included on school menus.

54% of the students responded that there is a menu in their school, and of them 53% responded that they do like the food available on the menu. It is important to consider that the McGovern-Dole program has provided recipes to the schools, and from that 14 recipes are used in most school menus. When inquired about their favorite meals on the menu, students identified five top choices: *Casamiento* (rice and beans) with 20%, rice with vegetables with 18%, bean tamales with 15%, *Catrachas* (toasted tortillas with beans and grated cheese) with 12%, and bean soup with 6%. Of these meals, only two contain a portion of vegetables in the original recipe.

Regarding meal preparation, 78% reported that meals are prepared at school, while 16% are prepared at parent's homes.

4.1.3 Standard Indicator #7: Value of annual sales of farms and firms receiving USDA assistance

Table 10 – Standard Indicator Value of annual sales of farms and firms receiving USDA assistance.

Indicator	Baseline Actual	Target year 1	Target year 2	Life of Project
1.3.2.1 Standard Indicator #7: Value of annual sales of farms and firms receiving USDA assistance.	**USD 48,281**	USD 109,236	USD 112,513.	USD 221,749

Table 11 describes the value of sales of the 64 producers surveyed. Of these, 64 are vegetable producers representing 36% of the total value of sales; 10% represent women's sales, and 90% are men's sales; 12% of sales are between 15 and 29 years-old and 88% are for those over 30 years.

The percentage of total sales is higher for egg producers with 61% of total sales; Of these, 79% of sales belong to small producers and 21% are non-smallholder producers.

Figure 4

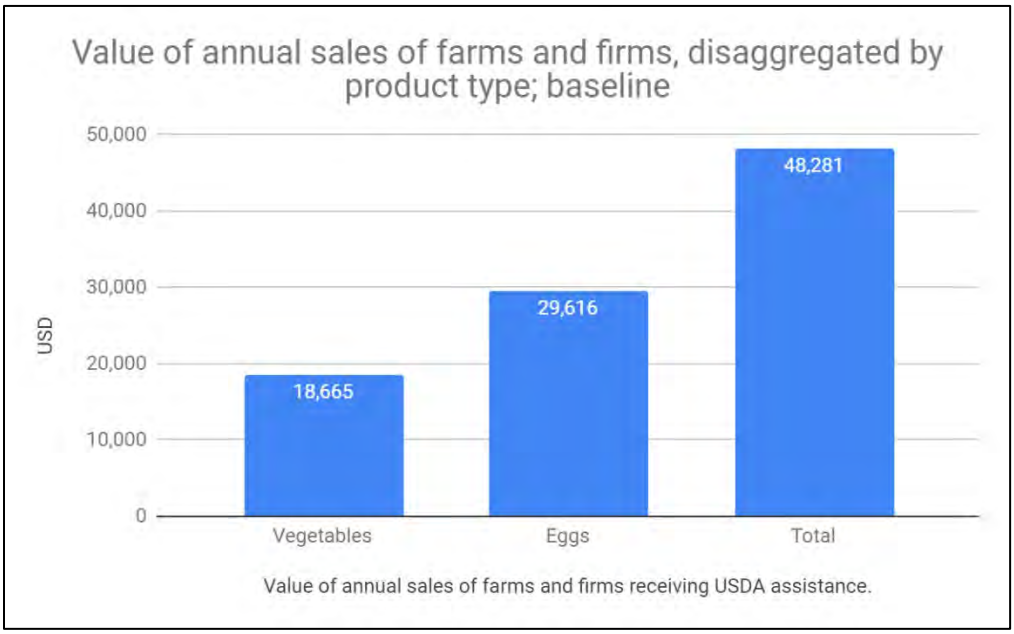


Table 11 - Disaggregation by Value chain actor type, age and sex

Disaggregate	Value from report	Number of participants
A. Vegetables	$18,665.00	52
a.1 Smallholder producers	$18,665.00	52
By Gender		
• **Female**	$1,793.00	11
• **Male**	$16,872.00	41
By Age		
• **15-29**	$2,285.00	4
• **30+**	$16,380.00	48
B. Eggs	$29,616.00	12
b.1 Smallholder producers	$23,445.00	11
By Gender		
• **Female**	$5,916.00	6
• **Male**	$17,529.00	5
By Age		
• **30+**	$23,445.00	11
b.2 Non-smallholder	$6,171.00	1
By Gender		
• **Male**	$6,171.00	1
By Age		
• **30+**	$6,171.00	1
TOTAL	$48,281.00	64

Of the producers surveyed, nearly 84 percent of total producer income derived primarily from sales of crop and livestock products; the remainder came from off-farm sources such as salaries, pensions, remittances, rental income, daily wages, and other businesses. Within the crop and livestock income categories, 21 percent is derived from vegetables, 32 percent eggs and 47 percent from basic grains. For reporting this indicator, only sales from vegetable and egg production were counted (64 producers).

4.1.4 Standard Indicator #8: Volume of commodities sold by farms and firms receiving USDA assistance; desegregated by service type, producer type, sex and age.

Table 12 – Standard Indicator #8: Volume of commodities sold by farms and firms receiving USDA assistance.

Indicator	Baseline Actual	Target year 1	Target year 2	Life of Project
1.3.2.1 Standard Indicator # 8: Volume of commodities sold by farms and firms receiving USDA assistance; disaggregated by service type, producer type, sex and age.	**51 MT**	284.5 MT	284.5 MT	569 MT

This indicator was calculated for 64 participants identified as active producers in target municipalities. The baseline survey is reporting that the volume of commodities sold by farms and firms surveyed totaled at 51 MT; however, it is important to note that this rises to 140 MT when basic grains are included. Vegetables and egg production combined represent 26% of the total volume of commodities sold by producers and firms included in the baseline, compared to 64% for basic grains.

Of the total volume of commodities sold, approximately 94% were from smallholder [7]farmers. Non-smallholder represents 6% of total volume of commodities sold. Regarding characteristics of producers and firms, 74% the total volume of commodities sold were produced by men, and 26% by women. Only 10% of commodities sold were derived from youth (15-30).

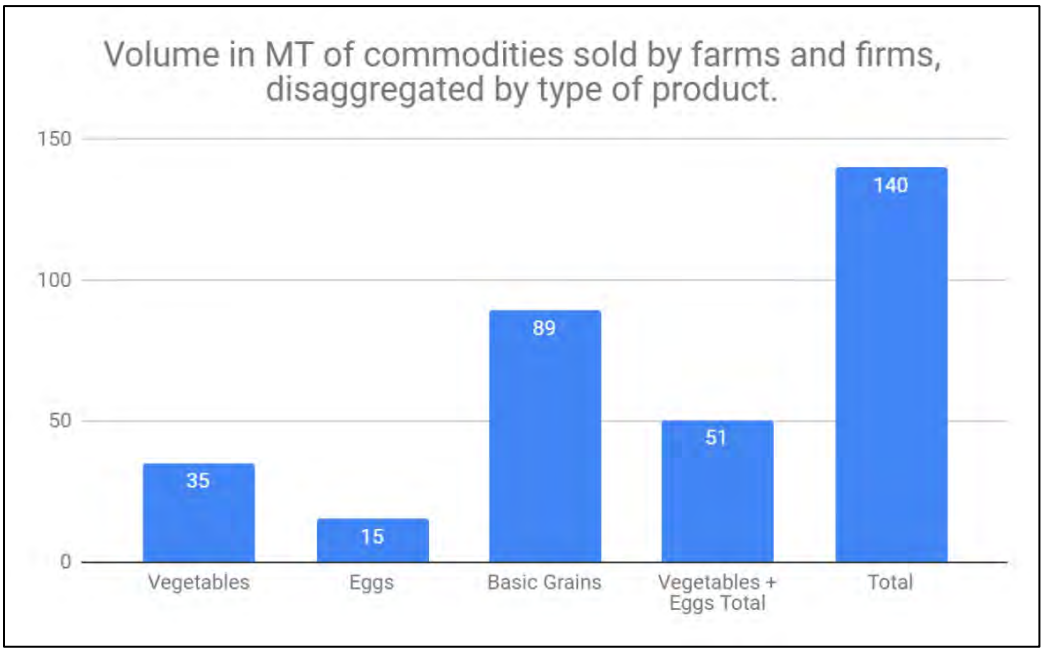
Table 13- Disaggregation for Standard Indicator #8, by service type, Value chain actor type, sex and age.

Disaggregate	Value from report	Number of participants
A. Vegetables	35	52
a.1 Smallholder producers	35	52
By Gender		

[7] Definition of a smallholder producer, which is one who holds 5 hectares or less of arable land or equivalent units of livestock, i.e. cattle: 10 beef cows; dairy: two milking cows; sheep and goats: five adult ewes/does; camel meat and milk: five camel cows; pigs: two adult sows; chickens: 20 layers and 50 broilers. The farmer does not have to own the land or livestock.

• **Female**	7	11
• **Male**	28	41
By Age		
• **15-29**	2	4
• **30+**	33	48
B. Eggs	16	12
b.1 Smallholder producers	12	11
By Gender		
• **Female**	3	6
• **Male**	9	5
By Age		
• **30+**	12	11
b.2 Non-Smallholder	4	1
By Gender		
• **Male**	4	1
By Age		
• **30+**	4	1
TOTAL	51	64

Figure 5



4.1.5 Standard Indicator #12: Number of individuals in the agriculture system who have applied improved management practices or techniques with USDA assistance.

Table 14 Standard Indicator #12: Number of individuals in the agriculture system who have applied improved management practices or techniques with USDA assistance.

Indicator	Baseline Actual	Target year 1	Target year 2	Life of Project
1.4.3 Standard Indicator # 12: Number of individuals in the agriculture system who have applied improved management practices or technologies with USDA assistance	**30**	48	48	48

This indicator measures the total number of agriculture system actors participating in USDA-funded activities who have applied improved management practices and/or technologies promoted by USDA anywhere within the food and agriculture system. Data was collected on a range of targeted technologies and management practices deemed important to agricultural productivity, which included technologies at the farm level (production; postharvest; and environmentally friendly practices) and at the household level (renewable energy and business skills). 30 of the 64 producers surveyed apply at least one practice of the 10 that were measured as a part of the practice packet to promote that are in 6 categories.

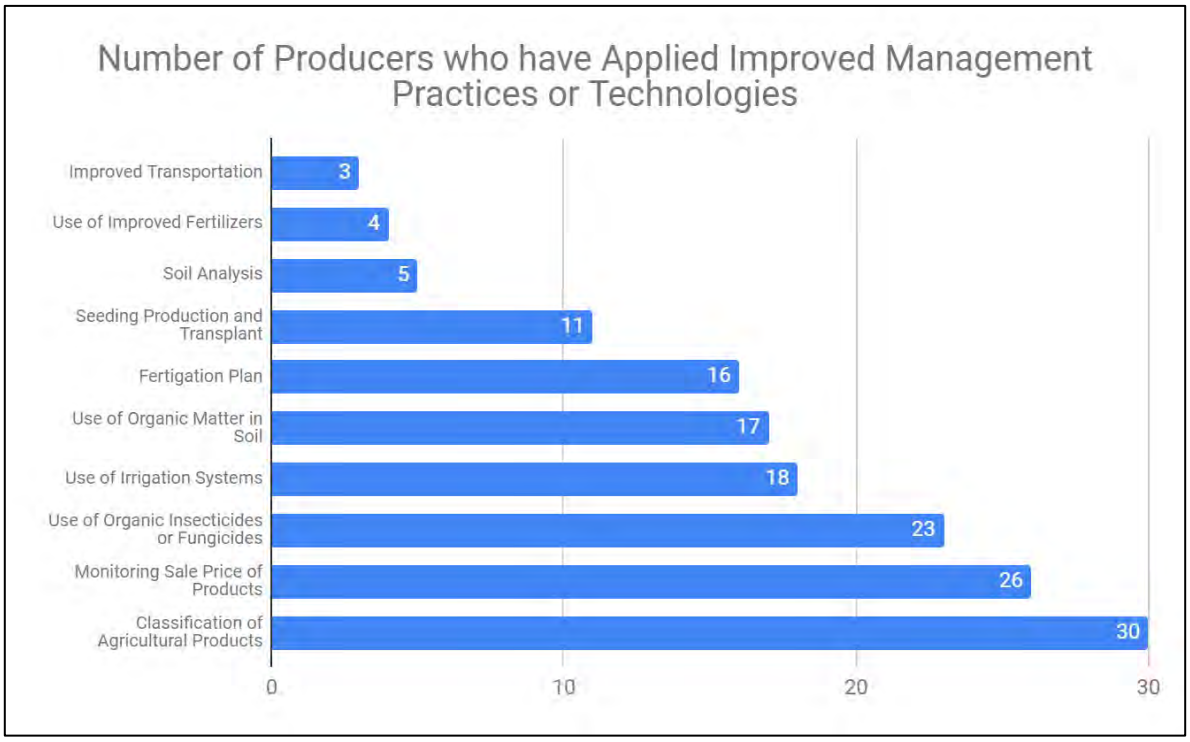
To obtain the disaggregation, the LRP has defined a packet of 10 practices to be considered with the producers in 6 categories. In the disaggregation, CRS counted the number of producers per practice and in the categories the total number of producers that have fulfilled at least one practice.

Table 15- Disaggregation for Standard Indicator # 12, by service type Value chain actor type, sex, age, and practice.

Disaggregate	Value
A. Vegetables	**30**
A.1 Smallholder producers	30
By Gender	
• **Female**	6
• **Male**	24
By Age	
• **15-29**	4
• **30+**	26
By Practice	
• **Cultural Practices**	11
• **Pest and disease management**	23

• **Soil related fertility and conservation**	17
• **Irrigation**	18
• **Marketing and distribution**	26
• **Postharvest handling and storage**	30
Total	**30**

Figure 6



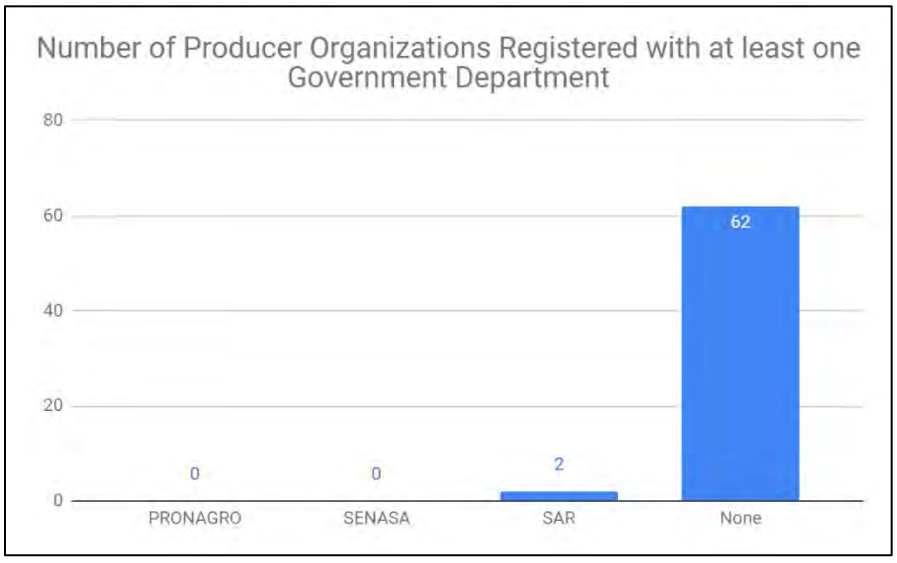
4.1.6 Activity 4 Custom Indicator: Number of producer organizations registered in official government entities to be able to sell their production.

Table 16 Custom Indicator: Number of producer organizations registered in official government entities to be able to sell their production.

Indicator	Baseline Actual	Targets year 1	Targets year 2	Life of Project
Activity 4 Custom indicator: Number of producer organizations registered in official governmental departments to be able to sell their production.	**0**	4	6	6

For reporting on this indicator, producers must be enlisted with three government entities to be considered as 'registered'. At baseline, none of the producers surveyed complied with these requirements. Of the 6 producers, only 2 were registered with one institution, and 62 with none. Most producers recognized this as a significant weakness and a barrier in accessing market opportunities, 92 percent of respondents stated they would welcome training on how to register and comply with the local tax authority, as well as other official government registries for producers.

Figure 7



Relevant Information

For the previous 4 indicators, information obtained from 64 producers was considered. Of the men and women who were interviewed, the average age is 47 years old, and in terms of education level, an outstanding 74% of interviewers did not finish their primary education. Of them, 78% of surveyed producers are a part of a producer organization.

According to the surveys, 78% of producers belong to a producer organization, the most frequent being the village bank (50%). Another relevant aspect is that 62% of producers stated that their organizations have a work plan. However, 26% do not know if a plan exists, which can be a key aspect for the project in the process of strengthening organizational and administrative capacities in these groups. The producers indicated that the benefits that they receive while being a part of an organization is technical assistance (67%) and access to credit (24%).

One of the main challenges for the LRP project, relating to the implementation of good agricultural practices that are environmentally friendly, is that 33.82% of the producers rent the land that they harvest and they don't have a sense of ownership to warrant investing in soil development and other ecological practices that are more expensive but provide long-term gain.

All 64 producers are willing to participate in the training process emphasizing the following topics: Productivity, postharvest management, food management, disaster management, basic marketing concepts, business plans, sales contracts, delivery and logistics. The producers were asked if they had received previous training regarding these topics, and the answers are reflected in the following table:

Table 17- Training received by producers

Topic	% Trained
Productivity	65%
Postharvest management	50%
Food management	41%
Disaster management	24%
Basic marketing concepts	18%
Business plans	13%
Sales contracts	70%
Delivery and logistics	4%

4.2 Qualitative Results

As aforementioned, a qualitative study was conducted to follow up on findings from quantitative data to better understand what the figures mean. The following actions were executed:

- Focus groups with: students, members of CAE and members of educational networks.
- Interviews with key informants: school principals, representatives of other organizations, and municipal mayors.

Below is a summary of the qualitative results prearranged by analytical category.

Key actors in the school meal network

The role of the CAE: The organizations main role is to coordinate the reception of food in the schools. Via the McGovern-Dole program, CAE's receive food every three months. Next, they perform different tasks such as: weighing, storage, rationing, and distributing food to participants that prepare School Feeding. They also keep track of the quality of the food and in some cases, they purchase food with additional funds that parents contribute. Usually, the tasks are assigned to different members each month, with a new rotation determined every 15 days.

The role of the Parents Association: They help with the transfer of food products from the reception center to the school as not every school has access to a vehicle, collaborates with the care and management of food to avoid damage.

The role of students: Most of the students stated that overall, they consider that their participation in school nutrition is limited. They expressed that they felt excluded during the decision-making process and their opinions were not taken into consideration, especially when determining the menu.

The role of Health volunteers: They make sure that all food is in good conditions, supervise that the food is prepared with good hygiene and make sure that mothers adhere to safety procedures.

Role of local authorities and Mayors: interviews with the municipal mayors revealed that, although they are informed of the schools' nutritional activity and they recognize its benefits they have not been directly involved in these types of activities as their main input has been supporting school infrastructure that support nutrition and hygiene (e.g. kitchens, bathrooms, and other sanitary modules).

School Networks: As part of a national decentralization initiative, Honduras has organized all schools into small networks made up of 3 to 10 schools, ranging from preschool to primary and lower secondary. Schools are located within approximately a 5 km radius of each other. Networks share teachers, resources, and learning to improve the quality and equity of education (a complete definition is available at the Secretary of Education (SIARED) website). The network structure has implications for LRP, each network has a Leader School (usually the largest school). Within the context of school feeding, the Leader School receive the commodities and manage direct delivery to schools within their

network, in cases when producers are not be able to make the delivery directly due to schools due to geographical access.

Capacity building needs

According to the interviewees and focus groups, the majority stated that they have received training in school meal management and preparation via the McGovern-Dole program. These topics have focused on recipe preparation, general nutrition, hygiene and food management.

CAE´s expressed an interest in additional capacity building related to menu design, preparing nutritious meals, general nutrition and organizational capacity.

Some school principals stated that the training process for mothers must be a continuous effort, as each year mothers end their support to the school because their children graduate or transfer to other schools, likewise there are new mothers joining.

Patterns of food consumption and satisfaction

Students mentioned that they consume daily meals at school provided by McGovern-Dole that are mostly carbohydrate based, in addition, some Parent Associations donate vegetables to compliment the McGovern-Dole rations. Most students perceive vegetable consumption as something positive and acknowledge that it is beneficial to their physical and cognitive growth. Students mentioned that vegetables will make them smarter, give them more energy, are healthy and contain vitamins. For the most part students stated that they eat vegetables at home and that the most common meal that contains vegetables is soup. This supports what CAE members reported, in that school children consume most of the vegetables offered to them (i.e. they don't reject vegetables).

Regarding types of vegetables that students eat at school, again responses from students and CAE members coincided. The top five most consumed vegetables by students are potatoes, tomatoes, carrots, green beans, mirliton squash, and cabbage. The vegetables that students find hard to accept include broccoli, peppers, onion, cilantro, and tomato, but that mothers find ways to include these vegetables in recipes anyways.

In general, students mentioned that they were happy with their School Feeding, but that they suggest improving them by diversifying with more vegetables, eggs, dairy products, and chicken.

Parent contribution to School Feeding.

Students, members of the CAE and educational networks recognize that the McGovern-Dole project provides food to all the schools in the Intibucá department. However, they express that these meals are not enough to provide a varied diet to the students. Parents try to provide vegetables and other foods that will fulfill the menu, but this varies according to the parent's

ability to provide said food. Therefore, although there may be a varied menu, the food is not always available to fulfill it. According to the survey results, when asked about what food the students ate in the last three days, most said that they ate rice and beans and tortillas every day, which matches the rations provided by MGD.

The focus groups highlighted that parents often contribute vegetables such as onions, potatoes, peppers, carrots, tomatoes and beans. To a lesser extent, some CAEs also buy sugar, milk, eggs, and seasoning. At some schools' parents also contribute cash payments between USD $0.81 and $8.16 per month, which is used for purchasing snacks and, in some cases, salaries for people to prepare the School Feeding. A key item that parents often supply is firewood for cooking. In some cases, they pay up to USD $20.41 to transport the food to the school.

Previous experience in local food delivery

Many CAEs have previous experience in food delivery as they participated in some small-scale government led initiatives, one of the main concerns they highlighted from this experience was poor produce quality. It was unclear though, whether this was due to the produce itself or because of damage during transportation and storage. Further, produce was bought weekly, with distribution starting Saturday and Sunday, leading to these products being consumed early in the week, with little available for the remaining days.

Gender

Gender gaps are well differentiated, as the cooking falls on the mothers of the families who take turns to cook, generally in the school kitchen. The fathers, on the other hand, help with managing firewood, transportation and storage of food.

See annex 9 for an illustrative list of participant citations and statements.

5. Findings, Recommendations and Action Points

No.	Findings	Recommendations	Action Points	Target Date for Completion
1	Local producers' annual sales from vegetables and eggs was $48,281 (cumulative for all producers surveyed). This represents 53% of total agriculture related sales. In addition to vegetables and eggs, most producers in target municipalities also grow basic grains, these represent approximately 47% of annual agriculture sales.	To obtain the volume of vegetables and eggs LRP will demand, the project must encourage increased vegetable and egg farming amongst producers in target municipalities. At current production rates, it is unlikely local producers will be able to supply the required volume of commodities. At the same time, the project should consider including producers from neighboring municipalities to complement the supply.	With USDA approval, adjust targets related to expected sales per producer, as the baseline established that vegetable and egg farming from producers in target municipalities is less prevalent than anticipated. Expand the geographic focus from which producers and producer organizations can be selected from, to include neighboring municipalities in Intibucá. Classify producers by skill level and develop a tailored menu of interventions/support based on this classification.	August 2019
2	98.5% of local producers surveyed via the baseline were smallholder farmers (holdings less than 0.4 hectares, and less than 100 heads of poultry), with very few semi-medium farmers or cooperatives. Further, the previous year's vegetable production was particularly low at approximately 35.00 MT. These findings were	Incorporate the local producer makeup into the LRP risk analysis and contingency plan and include additional strategies to ensure supply of the volume of commodities required by the project. Implement a rapid assessment of current production forecasted for the Next three months, for AMFI and CRS	Update the risk framework and contingency plan. Prepare a monitoring plan to monitor production, water shortages and other risks that may affect implementation.	October 2019

No.	Findings	Recommendations	Action Points	Target Date for Completion
	unexpected, as secondary data from institutions working in target municipalities (e.g. USAID, FAO, among others) suggested that farm sizes and vegetable production were larger. One possible explanation to account for low production is drought and water shortages that severely affected the region in 2018.	to begin procurement of commodities and disseminate LRP's needs, so producers can ramp up vegetable and egg production based to cover demand.		
3	The pool of local producers in target municipalities is predominately middle-aged males. The average age is 47 years old, while only 15% are women and 12% are youth aged 15-29.	Identify strategies to increase female and youth participation in project activities and agricultural production.	Using a combination of secondary data, literature review, and baseline data, conduct an analysis to identify opportunities for increased female and youth participation in production. Consult with stakeholders in the region who can identify female and youth producers in target municipalities or neighboring municipalities that can participate in the project.	October 2019
4	Participant roles within the School Lunch Committees (CAE, in its Spanish acronym) are well defined and determined predominately by sex. Females are responsible for preparing foods, while men	Respect cultural norms and the current structure, while at the same time taking a responsible and gentle approach to challenging existing norms that exclude participation based on sex or other typecasts.	Identify role models and document success stories of CAE's that have embraced nontraditional structures and participation (e.g. men participating in preparing foods or females transporting commodities) and disseminate these cases across school	August - November 2019

No.	Findings	Recommendations	Action Points	Target Date for Completion
	oversee transport, distribution, stock control and collecting firewood.		networks. CRS will share cases studies with USDA . Coordinate capacity building activities with MGD, as they have a large school meal capacity building component.	
5	The School Feeding Committees are organized, trained, and supply basic rations provided by MGD. A small percentage (45%) of committees reported they were already using vegetables in School Feeding.	LRP should build on the strong base established by MGD, as well as a clear desire for CAE's to complement existing School Feeding with vegetables and eggs.	Hold a reflection workshop with MGD staff to identify additional leverage points that can build sustainable CAEs.	August 2019
6	School Feeding Committee access to vegetables and eggs are limited. Parents donate produce, or resources to procure produce, on occasion. At baseline, only 29% of students consumed vegetables at least three times a week, while only 16% consumed at least 2 eggs per week.	Baseline findings validate the project purpose and theory of change. The project should be implemented as intended. As baseline data suggests a large gap in in access to varied School Feeding. Increased consumption of vegetables (from approximately 1 per meal to 3 per meal) and eggs (from approximately 0-1 per week to at least 3 per week) will support positive child development in the short-term.	Update school meal menus to incorporate increased quantities of vegetables and eggs provided by LRP.	Life of project
7	Student participation in the current school meal process is limited. Student opinions on menus, food preparation, quality, and	Promote student participation in the school meal process by engaging with student councils.	In coordination with MGD, define strategies for increasing student participation by raising awareness with School Lunch Committees, school	Life of project

No.	Findings	Recommendations	Action Points	Target Date for Completion
	schedules, among others, are not considered. This is important, as only 54% students reported they were satisfied with the School Feeding provided.		officials, and other stakeholders. Specific roles and feedback loops should be defined.	
8	Only 44% of the producers apply at least one of the better practices in farming production (as per the packet of 10 improved technologies contemplated by LRP). These practices are considered important for agricultural productivity and include technologies for production, post-production and environmentally friendly practices.	Establish alliances with institutions and projects that offer technical support to producers. Increase the number of technicians employed by LRP that will provide assistance to producers.	Leverage support from existing CRS projects (ASA) and partners (COCEPRADII) who promote water-smart agriculture practices in neighboring municipalities. Formalize alliances with external stakeholders promoting use of production technologies, environmentally friendly practices, and business skills practices.	Life of project
9	The main barriers to sustainability identified by respondents include: - Harsh local weather conditions for vegetable (drought and consistent water shortages); - High levels of poverty that prevent parents, schools and civil society to contribute resources to partially fund	+ Ensure holistic and meaningful participation from key local institutions from the get-go (municipal council, education networks, and municipal education and health authorities). In order to achieve some form of sustainability, LRP and others must clearly show the market, economic, health and education benefits of this initiative.	Co-create implementation strategies alongside municipal actors. Throughout the project the team should seek to involve mayors, congressman, and influential council members that can lobby the central government for permanent funding streams for School Feeding.	Life of project Life of project

No.	Findings	Recommendations	Action Points	Target Date for Completion
	vegetable and eggs for School Feeding; - The absence of a law or bylaw that mandates constant provision of commodities for School Feeding, as well as a permanent budget line for this in municipal budgets. - The main challenge faced by the educational networks is the transportation of the food and the high costs of food which is due to the poor condition of the roads for urban transport and the lack of adequate structures for safe storage of fresh food in dry conditions. This is true in the majority of the Schools. - SEDIS does not have but recognizes the importance of a monitoring system to evaluate the school meal program.	Establish a short-term and a long-term strategy. Socialize the Monitoring, Evaluating, Accountability and Learning (MEAL) system that CRS uses for the planning, implementation and evaluation of the project, and carry out training and learning sessions.	Support existing efforts led by MGD to transfer School Feeding responsibilities in Intibucá to the Departmental Education Office. Search for providers with delivery greater capability, to reduce costs by volume. Involve SEDIS in monitoring visits, accountability events, and trainings with the educational networks.	Life of project
10	Engagement between School Feeding Committees and the private sector is non-existent. Respondents stated that the private sector in target municipalities are	Consult and develop strategizes with the private sector to obtain greater scale, sustainability, and effectiveness.	Develop and implement a private sector engagement plan.	Life of project

No.	Findings	Recommendations	Action Points	Target Date for Completion
	weak and difficult to work with. Nevertheless, there was openness towards pursuing improved collaboration.	Socialize the process of School Feeding with the private sector		

Annex 1 - Survey for Producers

CATHOLIC RELIEF SERVICES (CRS)
LOCAL AND REGIONAL PROCUREMENT (LRP) PROJECT HONDURAS

BASELINE SURVEY FOR PRODUCERS

Instructions

1. Read the consent form

2. Self-introduction (name) and introduce other team members (in case there are several people)

3. Indicate the objective of the study: "Evaluate the initial status of the project"

4. Mention that the survey will not contain information that will personally identify the interviewee. And it will be treated as confidential.

5. Initiate the questions

I. General Data

1. Name of the interviewer: _____

3. Date of the survey: _____

II. SOCIO-DEMOGRAPHIC INFORMATION

2.1. Name of the municipality: _____

2.2. Community_____

2.3. Producer's name: _____ 2.6. Identity _____ 2.7. Sex: _____ 2.8. How old are you? _____ 2.9 Cell Phone _____

2.10. In addition to you, how many adults live in your home? Total___

2.11. How many children are studying at school (pre-basic-9th grade)? _____ Total

2.12. Education level:

a. Complete primary ___ b. Incomplete Elementary ___ b. Secondary complete ___ c. Incomplete Secondary d. Full university___ d. Incomplete University ____d. None ____

2.13. What is your main source of income? [Indicate the most important activity]

a. Horticultural production ___ b. Production of basic grains ___ c. Egg production ___ d. Dairy production ___

2.14. What is your second source of income for your family? [Indicate the most important activity]

a. Agriculture___ b. Livestock ___ c. Trade ___ d. Fishing ____e. Housewife ____f. Public employee ___ g. Private employee ____ h. hourly_____ i. Remittances _____ J. None

2.15. How do you spend your money monthly?

a. Food ____ b. wardrobe_____ c. Housing___ d. Health___ e. Education ____ f. Vacation and travel ____ g. Purchase toys for your children ____ h. Savings ___

III. Organization data

3.1 Do you belong to any organization as a producer? yes_____ No_____

3.2 Indicate the type of organization to which it belongs:

a. Association of producers_____ b. Cooperative_____ c. Rural Savings_____ d. None_____ e. Other_____ Multiple selection

3.3 Does that organization have Work Plans :

a. Yes ___ b. No___ c. Do not know ___ [If it is No or Do not know, go to 4.1

3.4 Have you participated in the preparation of these plans?

to. Yes___ b. No ___

3.5 Do you receive any type of benefit?

a. technical assistance____ b. Credit___ c. Marketing Support ___ d. Price information ___ e. None _____

IV. Production and marketing data

4.1 The land where you produce is your own or family based? Yes ____ No ____

4.2 What is the area in Mz that you own or family land? area Mz _____

4.3 Rent land for production? Yes ____ No ____

4.4 If the answer above is yes What is the area of the land you rent? area Mz _____

4.5 Do you have production records? Yes____ No ____

4.6 Vegetable Production

Do you produce vegetables? a. Yes___ b. No___

b. If the answer is no, go to question 4.8

c. How many types of vegetables do you produce per year? For the annual sales indicator, multiply the destination of the production (sales option) and by the sale price. Standard indicator 07.

d. What is the area of vegetables (in “tareas”- *a local measurement of land*) for each type?

e. How many crops per year do you produce vegetables (for each type)?

f. What is the yield in pounds of vegetables (for each type) throughout the year?

g. What is the destination of the production? Consumption ___ b. Sale ___ c. Both ___

i. If the destination of production is sales, how many pounds did you sell vegetables (for each type) all year?

j. What is the average selling price of vegetables (for each type) throughout the year?

k. What are the Costs of vegetable production (for each type) in Lps of the whole year (labor, supplies, equipment and machinery, transportation?

l. How do you prepare the vegetables (by type) for sale? a. Bulk in your vehicle ____ b Plastic boxes ____ c. Nylon sacks ____ d. Plastic bag _____ e. Cardboard boxes f. Other _____

m. Do you have a storage room for the vegetables after harvesting? Yes ____ No ___, if the answer is no, go to subsection f.

n. What type of storage do you have? a. Dry ____ b. Cold ____

o. Where do you store vegetables? a. Outside the production area _____ b. Within the production area _____ disaggregation of the Standard Indicator # 9

p. What type of installation do you have? a. New___ b. Repaired ____ c. Existing in good condition ____ disaggregation of the Standard Indicator # 9

q. How much is the storage area you have in M3? a. _____ Long _____ b. wide_____ c. high _____ L * A * A M3 this will measure Standard Indicator # 9.

For part (b) insert a field to convert to Ha.

4.8 Production of basic grains

a. Are you a producer of basic grains? a. Yes____ b. No____

b. If the answer is no, continue to section 4.9.

c. What are basic grains that you produce? a. Corn__ b. Beans__ c. local sorghum ___For annual sales indicator multiply destination of production (sales option) and ob x the sale price. Standard indicator 07.

d. What is the area in Mz?

e. How many crops do you make a year of basic grains (for each type)?

f. What is the yield in "quintales" *(a local measure = 100 lbs.)* of basic grains (for each type) throughout the year?

g. What is the final destination of the production of basic grains?

a. Consumption ___ b. Sale ___ c. Both

i. If the destination of the production is sales, how many "quintales" did you sell of basic grains (for each type) throughout the year?

j. What is the selling price in average lps of basic grains (for each type) throughout the year?

k. What are the production costs of basic grains (for each type) in Lps of the whole year (labor, supplies, equipment and machinery, transportation)?

l. Do you have a storage room for basic grains after harvesting? a. Yes ____ b. No ___, if the answer is no, go to subsection 4.9.

m. Where do you store basic grains? a. Outside the production area _____ b. Within the production area _____ disaggregation of the Standard Indicator # 9

n. What type of installation do you have? a. New___ b. Repaired ____ c. Existing in good condition ___ disaggregation of the Standard Indicator # 9

o. How much is the area in m3 of storage that you have? a. _____ Long _____ b. wide_____ c. high _____ d. Total m3 ____ L * A * A M3 this will measure Standard Indicator # 9.

4.9 Egg production

a. Are you an egg producer? a. Yes____ b. No___

b. If the answer is No to go to section 4.10

c. How many hens do you have? ____ # of units____

d. How many eggs do they produce weekly? # of units ____

e. What is the average sale price per unit in Lps? Lps per unit _____

f. How many weeks does it produce per year? _____

g. What is the destination of the production? a. Consumption ___ b. Sale ___ c. Both ____

h. If the destination of the production is sales, how many units did you sell eggs all year? _____

i. What is the average sale price in Lps of eggs throughout the year? Lps ____

j. What are the production costs of egg production in Lps throughout the year (labor, supplies, equipment and machinery, transportation)?

k. Do you have an egg storage room after the harvest? Yes ____ No ___, if the answer is no, go to subsection 4.10.

l. What type of storage do you have? a. Dry ____ b. Cold ____

m. Where do you store eggs? a. Outside the production area _____ b. Within the production area _____ disaggregation of the Standard Indicator # 9

n. What type of installation do you have? a. New___ b. Repaired ____ c. Existing in good condition _____ disaggregation of the Standard Indicator # 9

or. How much is the storage area you have? a. _____ Long _____ b. wide_____ c. high _____ L * A * A m3 this will measure Standard Indicator # 9.

With the sum of the two tables the producer will be categorized.

4.10 Do you receive technical assistance from a governmental or non-governmental institution? Yes _____ No _____, If the answer is no, go to subsection 4.13

4.11 What institution provides technical assistance?

a. CRS ___ b. USAID__ c. FAO ____ d. Dicta ___ e. Prolenca ____ f. Prolempa ____ g. World Vision _____, h. CARE ___ i. WFP ___ j. COCEPRADII ___ k. AMFI ___ l. Save the Children ____ Ll. Other _____

4.12 In which category do you receive technical assistance?

a. Vegetable production ___ b. Egg production ___ c. Production of basic grains

4.13 How often do they visit?

a. Weekly__ b. Biweekly___ c. Monthly___ d. Bimonthly___ e. Quarterly___

f. Semiannual___ g. Annual ____

4.14 USE OF IRRIGATION WATER.

a. From what source does the water with which you irrigate your plot come from?

1. River ___ 2. Creek ___ 3. Laguna ___ 4. Well drilled. ____ 5. Others: _____

6. Rainwater (winter only) 7. None___

b. How often do you irrigate your plot?

a. Daily ____ b. Every three days ___ c. Every week ____ d. Every 15 days ____ e. Any

c. Would you be willing to invest part of your economic resources in the installation of a drip irrigation? If not: _____

d. What would be the maximum contribution you would give? a. Less than Lps 1,000 __ b. From Lps 1000 to 1,999 c. from Lps. 2000 to 2,999 ___ d. Lps. 3,000 or more ____f. None ____

No	No Type of practice	Yes/No
1	**Do you practice cultural practices?**	
1.1	Production and transplant of seedlings	
1.2	Cultivation practices such as planting distances	
1.3	Crop rotation	
2	**Management of pests and diseases:**	
2.1	Integrated pest management	
	Do you have pests and diseases in your crops?	
	a. How do you calculate the dose of pesticides to apply to crops? b. Use recommendations according to label c. Level of presence of the plague d. Technical recommendation e. According to experience f. Others	Multiple section
2.2	Adequate application of fungicides	
2.3	Use of cultural, physical, biological and chemical insecticides and pesticides friendly to environment.	
	Do you use natural insecticides and fungicides? What are the pesticides used? If the answer is No, go to subsection 2.4 a. Natural b. Chemicals c. Both of them d. None	
2.4	Crop rotation	

3	**Fertility and conservation related to the soil**	
	Do you perform soil analysis? a. Yes b. No Do you fertilize based on technical recommendation? a. Yes b. No Do you whitewash the soil based on technical recommendation? a. Yes b. No Do you incorporate organic matter into the soil? a. Yes b. No What type of fertilizer do you use for vegetables? a. Conventional (e.g. 12-24-12, urea, 18-46-0? b. Organic c. Soluble in water d. Everyone e. None How do you control soil erosion? a. Live barriers b. Dead barriers c. Soil coverage d. Outline sowing e. none	
4	**Watering:**	
4.1	Do you have an irrigation system? a. Yes b. No What type of irrigation system do you have? a. Drip b. Gravity c. Aspersion Do you have an irrigation plan? a. Yes b. No	
4.2	Surface	
4.3	Sprinkles	
4.4	Irrigation designs.	
5	**Water management in agriculture**	
5.1	Water collection (storage tanks, dams, etc.)	
5.2	Sustainable practices of water use (knowledge of the amount of water to use, time and turns).	
5.3	What practices do you use to improve water quality? a. washing areas. b. filters. c. Management of chemical waste. d. All above e. Any	
6	**• Climate mitigation:**	
6.1	Do you use minimum tillage? a. Yes b. No	

6.2	Restoration of organic soils and degraded lands (use of mulches, organic fertilizers, incorporation of organic matter, use of legumes for incorporation of nitrogen).	
6.3	Efficient use of nitrogen fertilizers (use of nitrogen according to analysis).	
6.4	Do you use burning in the preparation of the soil? a. Yes b. No Practices that promote the reduction of methane (no burning, natural regeneration of the forest, agroforestry system, incorporation of stubble).	
6.5	Agroforestry introduction / expansion of perennial plants	
6.6	Drip irrigation	
7	**Improvements in agricultural infrastructure and supply chains.**	
7.1	Do you lease machinery for the production of vegetables?	
7.2	How do you buy agricultural supplies? a. Experience b. Technical recommendation c. Investment plan Improved technologies and practices for purchasing inputs (the producer knows what to buy, dose management, knowledge of families of active ingredients)	
7.3	How do you determine the sale price of the vegetables? a. Market monitoring b. Production costs c. Local prices d. Electronic information system and media F. Others g. None	
7.4	Improved technologies and practices of the market information system. (market monitoring, permanent update of the information system)	
8	**Postharvest handling and storage:**	
8.1	How do you transport the harvested products? a. Use of closed vehicles b. Pick up vehicle covered with awning c. Vehicle without protection d. Others	

	e. None	
8.2	¿ Do you use vegetable quality standards? a.Yes b. No	
8.3	Classification (use of quality standards for product classification)	

VI. Training

6.1 Which of the following topics have you received training on?

Which topic have you received training on?	**What was the duration (in days)?**
Production Post-Harvest Logistics and Delivery Food Management Sanitary regulations Basic marketing concepts Sale contracts Disaster management Business plans	**a. Less than 1 day** **b. 1 day** **c. 2 days** **d. 3 days** **e. 4 days** **f. 5 days or more**

6.2 Would you like to receive training on these topics? Yes _____ No _____

6.3 Have you participated in field schools? Yes _____ No _____, in case the answer is no, go to 7.1

6.4 What was your role? a. Participant _____ b. Lead producer _____

VII. Financing and Legalization

7.1 Financial

a. Has received some financing for agricultural production Yes ____ No _____, if it is No, go to question c.

b. What organization received the funding?

a. Rural bank, b. Private bank, c. Bank of government, c. Cooperative, d. Commercial house, e. Other _____

c. Would you be interested in acquiring credit for the production? Yes ____ No___, in case of No, proceed to question 7.5

d. Which organization would you prefer to apply for a loan?

a. Rural bank, b. Private bank, c. Bank of government, c. Credit Union, d. Commercial house, e. Other _____.

Do you have billing for the sale of your products? Yes ____ No___

f. Do you have any contract to sell products? a. vegetables ____ b. eggs ____c. none ____ If the answer is none proceed to question 7.2

g. With whom you have a sales contract: a. commonwealth ____ b. city hall ____

c. Educational network_____ d. Other _____ to respond to the Custom Indicator Number of supply contracts established between Commonwealth / municipality and local producers or producer organization.

7.2 Legalization

to. Have you received training in the process of obtaining invoices for the Revenue Administration System (SAR)? Yes ____ No___

a. Would you be interested in selling your products, using billing? Yes ___ No____
   I do not know____
b. Would you like to receive training to obtain billing? Yes ___ No_____
   I do not know ____

e. Are you registered in government entities such as: this points to the Custom indicator Number of producers registered with official governmental entities to produce their products.

a. PRONAGRO-SAG ____ b. SENASA ____ c. SEDIS ____ d. SAR _____ e. Any

Annex 2 – Survey for Students

CATHOLIC RELIEF SERVICES CRS
PROJECT LOCAL AND REGIONAL PURCHASES HONDURAS LRP
BASE LINE SURVEY FOR STUDENTS

Instructions

1. Read the consent form.

2. Start with a personal presentation (name) and introduce other team members (in case there are several people).

3. Indicate the objective of the study: "Evaluate the initial state of the project".

4. Mention that the survey will not contain information that will personally identify the interviewee. And it will be treated as confidential.

5. Start the questions

I. General Data

1.1 Name of the interviewer: _____

1.2 Date of the survey: _____

II. Identification of the center and the student

2.1. Name of the Center: _____ 2.2. Community _____ 2.3 Name of the center_____ 2.4 Center code_____

2.5. Student name: _____

2.6. Grade: _____ 2.7. Sex: a. Male ___ b. Female ___

III. School Feeding

3.1 Do you consume vegetables (for each type) provide them in the school?

a. Yes___ b. No____

3.2 If the answer is yes, how often do you consume these vegetables?

a. Every day _____ b. Twice a week _____ c. Three times a week _____ d. 4 times a week____ e. None ____

3.3 In case you do not consume vegetables at the school any day, what is the reason?

a. Does not like ____ b. It is not included in the menu ___ c. Other _____

3.4 Do you eat eggs in the food provided at the school? a. Yes___ b. NO____

3.5 If the answer is yes, how often do you consume eggs?

a. Every day _____ b. Twice a week _____ c. Three times a week d. _____ 4 times a week____ e. None ____

3.6 In case you do not consume eggs at the school any day, what is the reason?

a. Does not like ____ b. It is not included in the menu ___ c. Other _____

3.7 Do you have a menu at the school? a.Yes___ b. No____

3.8 Do you like the menu that the school has? a. Yes___ b. No____

3.9 If the answer is no, why?

_____

3.10 What is the favorite food on the menu?

a. Soup with corn & cheese dumplings ____ b. Bean soup with vegetables _____ c. Fried pastries_ d. Bean tamales ___ e. Sausage _____ f. Vegetable salad ___ g. Chicken soup ____ h. Beef Soup ____ i. Tomato soup ___, j. Tostadas with refried beans and grated cheese____ k. Steamed vegetables_____, l. Bean soup with eggs ____, Rice with vegetables _____, rice & beans ____ Other_____

3.11 Where do they cook the school meal?

a. School kitchen _____ b. Private homes _____ c. Others _____

Annex 3 – Survey for Members of School Feeding Committees

CATHOLIC RELIEF SERVICES CRS
LOCAL AND REGIONAL PURCHASE (LRP) HONDURAS

BASE LINE SURVEY FOR SCHOOL FEEDING COMMITTEE

Instructions

1. Read the consent form.

2. Start with a personal presentation (name) and introduce other team members (in case there are several people).

3. Indicate the objective of the study: "Evaluate the initial state of the project".

4. Mention that the survey will not contain information that will personally identify the interviewee. And it will be treated as confidential.

5. Start the questions.

I. General Data

1.1 Name of the interviewer: _____

1.2. Date of the survey: _____

II. ID

2.1 Municipality _____ 2.2 Community _____ 2.3 Name of Center: _____ 2.4 Center code_____

2.4. Name of the interviewee: _____

2.5. Position: a. Coordinator (a) CAE_ b. Mother or Father guide ___ c. Mother Monitor ___ d. CAE Director ____ e. Parent or family member ___ f. Warehouse monitor (a) ____
2.6. Sex: a. Male ___ b. Female ___

III. School organization

3.1 Which school structures support School Feeding?

a. Society of parents APF___ b. School Feeding committee____ c. School Development Council CED___ d. (EPRED) dropout prevention and response team _____ e. School Safety Patrol (PASE)_____

3.2 Do health volunteers participate in activities related to the School Feeding of the School?

a. Yes ____ b. No_____

3.3 What would be the strengthening required by the school meal committee?

a. Training in organizational aspects _____, b. Training in nutrition aspects _____,

c. Training in food purchase quality standards _____, d. Training in handling food storage documents _____, e. Training in hygiene and food handling ____, f. training in calculation of rations _____, g. training in nutritious recipes _____

IV. School Feeding

From item 4.1 to 4.4 and 4.12 information will be obtained for:

Custom Indicator

Percentage of schools with a School Meal Committee with varied and culturally acceptable foods.

4.1 Provide daily School Feeding to students? a. Yes _____ b. No _____ in case of no how much is provided _____

4.2 Who provides School Feeding?

a. FFE OR MGD _____ b. Parents _____ c. Government _____ d. Other _____

4.3 What kind of foods are provided?

a. corn ____ b. beans _____ c. rice _____ c. CSB _____ d. oil _____ e. vegetables _____ f. eggs _____, g. condiments _____ h. dairy _____ i. fruits _____ j. Meats _____ k. Others_____

4.4 Do you have a menu at the school?

a. Yes ____ b. No _____

4.5 Who is responsible for updating the menu?

a. director ____ b. Teacher in charge _____ c. Mother monitor _____ d. Mother guide _____ e. APF _____ f. Food committee _____ g. other _____

4.6 How often do they update the menu?

a. Monthly ____ b. Bimonthly_____ c. Quarterly ____ d. Semiannual ____ e. Annual _____

4.7 Who is responsible for the preparation of School Feeding?

a. Mothers in the center _____ b. Food committee _____ c. Person paid _____ d. Other _____

4.8 Have you had experience in the delivery of vegetables from a producer or producer organization? a. Yes_____ b. No_____

4.9 If the answer is yes, in case you have had problems, what have been the problems faced?

a. Non-compliance of the delivery date ____, b. Non-compliance with the quality of the products delivered _____, c. Non-compliance of agreed products _____, d. Others_____

4.10 Where is the most appropriate place to pick-up products?

a. headquarters Centers of the network _____, b. Community_____, c. Producer's plot _____, d. Municipal office _____, e. Other _____

4.11 Who is responsible for hauling the products to the school?

a. Members of APF _____, b. Members of the School Feeding committee _____, c. Members of CED_____, d. Teacher _____, e. Others_____

4.12 What are the vegetables that students consume the most?

Type of food
a. Carrot _____
b. Winter Squash_____
c. Mirliton squash _____
d. Cabbage ____
e. Cucumber ____
f. Tomato_____
g. Cassava _____
h. Green beans____
i. Lettuce_____
j. Radish_____
k. Cabbage_____
l. Broccoli_____
ll. Potatoes___
m. Green banana____
n. Corn ____
o. Beans _____
p. Rice _____
q. CSB _____
r. Oil _____
s. Vegetables _____
t. Eggs

4.13 Do you have conditions to store vegetables and eggs for the week?

a. Yes___ b. No___

4.14 What would be the most important need to store the products in your center?

a. plastic baskets ___ b. Scales ___ c. Bags for packaging ____ d. Other _____

4.15 Who distributes the food for cooking?

a. Teachers _____ b. Food committee _____ c. APF_____ d. Others _____

4.16 Where the food is prepared?

a. School kitchen _____ b. Private homes _____ c. Others _____

4.17 What type of food did students receive in the last 3 days?

a. Soup with corn & cheese dumplings ____ b. Bean soup with vegetables _____ c. Fried pastries_ d. Bean tamales ___ e. Sausage _____ f. Vegetable salad ___ g. Chicken soup ____ h. Beef Soup ____ i. Tomato soup ___, j. Tostadas with refried beans and grated

cheese____ k. Steamed vegetables_____, l. Bean soup with eggs ____, Rice with vegetables _____, rice & beans ____ Other_____

Annex 4 – Focus Group with Members of School Feeding Committee

CATHOLIC RELIEF SERVICES CRS
LOCAL AND REGIONAL PURCHASE (LRP) HONDURAS

FOCUS GROUP SCHOOL FEEDING COMMITTEE

Audience: from 8 to 10 mothers or fathers of the School Feeding Committees, 8 groups in total 4 men and 4 women.

a) Welcome: (10 minutes before formally starting the session). Greetings, thanks.

b) Introduction: (3 minutes). Presentation of facilitator and members of the group. Request the collaboration of the group.

c) Objectives: (4 minutes). Objectives of the focus group and permits for photographs or recording.

d) General Information (3 minutes). Rules and mechanics of the session. Confidentiality of information

e) Development of the session (2 hours and 30 minutes).

Open questions guide: We will share your opinions and experiences about what they know, what they think and what they do regarding School Feeding.

General data

1. Name of the interviewer: _____

2. Date of the survey: _____

I. Identification of the interviewee

1. Name of the municipality: _____2. Municipality code_____

3. Number of participants_____ a. Male _____ b. Female _____

General inquiries

1. Can you tell us, what is the role you play in the school?

2. How many members does the School Feeding committee have, and how do all the members get involved?

3. What is the frequency of meetings and do all members attend?

Coordination

1. What are the community organizations that are involved in the topic of School Feeding?

2. What are the roles of the organizations involved in School Feeding?

3. What contributions do parents make to School Feeding and how are these activities coordinated?

Management of the School Feeding committee

Actions

1. What is the process of work they do in the subject of meals in schools?

2. What has been the experience with School Feeding in previous years and what are the positive factors and limitations that they had from that experience?

Capacities

3. Have you received training in the subject of School Feeding, which ones and in what way has helped them strengthen the school meal issue?

4. What are the strengthening needs that you currently have for the development of your duties?

Expectations of children

5. What is the response of children in the subject of School Feeding, likes vegetables and prepare these in your home?

6. What vegetables do you consider that are difficult for students to accept and why?

Sustainability

1. What are the barriers they face in School Feeding and what do you think the solution should be?

• From their perspectives that factors would limit the supply of local products to schools?

• Do you consider that the resources are sufficient for the subject of School Feeding or what is missing?

• What are the main challenges that educational networks and schools have in terms of School Feeding?

2. With what private companies and government, could alliances be made about School Feeding? And how do you consider the participation of the private company in the topic of School Feeding?

3. From your perspective, what actions should be done to ensure that schools have a permanent supply of local food?

Annex 5 – Focus Group – Leaders of the School Networks

CATHOLIC RELIEF SERVICES CRS
LOCAL AND REGIONAL PURCHASE (LRP) HONDURAS

FOCUS GROUP - LEADERS OF SCHOOL NETWORKS

Audience: from 8 to 10 mothers or parents of the committees of the educational network.

a) Welcome: (10 minutes before formally starting the session). Greetings, thanks.

b) Introduction: (3 minutes). Presentation of facilitator, and members of the group. Request the collaboration of the group.

c) Objectives: (4 minutes). Objectives of the focus group and permits for photographs or recording.

d) General Information (3 minutes). Rules and mechanics of the session. Confidentiality of information.

e) Development of the session (2 hours and 30 minutes).

General data

1. Name of the interviewer: _____

2. Date of the survey: _____

I. Identification of the interviewee

1. Name of the municipality: _____2. Municipality code_____

3. Number of participants_____ a. Male _____ b. Female _____

General inquiries

1. Please tell us, what is your role in the educational network?

2. How many members does the education network committee have, and how do all the members get involved?

3. What is the frequency of meetings and all members attended?

Coordination

1. What are the community organizations that are involved in School Feeding and how do they coordinate activities?

2. What are the roles of the organizations involved in School Feeding?

3. What contributions do parents make to School Feeding and how are these activities coordinated?

4. What is the School or the appropriate place to deliver the food to the educational networks and then distribute?

Leadership management of educational networks

Actions of the educational network committee

1. What do you do in the field of School Feeding in the educational networks?

2. What has been the experience with School Feeding in previous years and what are the positive factors and limitations that had from that experience?

Capacities

3. Have you receive training in the subject of School Feeding, which one? and how has fortify your ability to strength the School Feeding program?

4. What are the strengthening needs that you currently have for the development of your duties?

Expectations of children

5. What is the response of children about School Feeding, do they like vegetables? and prepare these in their homes?

6. What vegetables do you think should not be provided to students and why?

Sustainability

1. What are the challenges for the delivery, distribution and handling of foods that you have in the educational network and what do you think should be the solution?

• From your perspectives, that factors would limit the supply of local products to schools?

• Do you consider that the resources are sufficient for the subject of School Feeding or what is missing?

2. With what private companies and government, could alliances be made about School Feeding? And how do you consider the participation of the private company in the topic of School Feeding?

3. From your perspective, what actions should be done to ensure that schools have a permanent supply of local food?

4. What support do the educational networks provide to the School Feeding Committees?

Annex 6 – Focus Group - Students

CATHOLIC RELIEF SERVICES CRS
LOCAL AND REGIONAL PURCHASE (LRP) HONDURAS

FOCUS GROUP FOR STUDENTS

Audience: from 8 to 10 students from the selected Schools. 8 groups in total 4 children and 4 girls.

a) Welcome: (10 minutes before formally starting the session). Greetings, thanks.

b) Introduction: (3 minutes). Presentation of facilitator, rapporteur and members of the group. Request the collaboration of the group.

c) Objectives: (4 minutes). Objectives of the focus group and permits for photographs or recording.

d) General Information (3 minutes). Rules and mechanics of the session. Confidentiality of information

e) Development of the session (1 hour and 20 minutes).

Open questions guide: We will share your opinions and experiences about what they know, what they think and what they do regarding the School Feeding that they provide daily from schools.

General data

1. Name of the interviewer: _____

2. Date of the survey: _____

3. Name of the municipality: _____

4. Number of students ____ a. Male ____ b. Female _____

II. School Feeding

Participation and consumption

2.1 How do you participate in the School Feeding in your school?

2.2 Do you eat School Feeding daily in the school, what types of food and who provides School Feeding?

2.3 Who is responsible for the preparation of School Feeding and what improvements do you recommend?

2.4 What type of menu did they give you in your School Feeding in the last 3 days and what did they contain?

2.5 Are you satisfied in how they prepare meals at your school, what do you like best and what would you like to change in your School Feeding?

2.6 Is it important for you to eat vegetables and eggs, and what are the ones that you least like?

2.7 Do you consume vegetables and eggs in your home and how are they prepared?

Sustainability

1. How could students be involved in School Feeding?

2. What factors would limit the school meal program?

3. What actions should be taken to improve School Feeding?

Annex 6 – Key Informant Interviews – Municipal Mayors

CATHOLIC RELIEF SERVICES CRS
LOCAL AND REGIONAL PURCHASE (LRP) HONDURAS

INTERVIEW FOR MUNICIPAL MAYORS

Instructions

1. Read the consent form.

2. Start with a personal presentation (name) and introduce other team members (in case there are several people)

3. Indicate the objective of the study: "Evaluate the initial state of the project".

4. Mention that the survey will not contain information that will personally identify the interviewee. And it will be treated as confidential.

5. Start the questions

GENERAL DATA

1. Name of the interviewer: _____

2. Date of the survey: _____

I. Identification of the interviewee

1. Name of the municipality: _____2. Municipality code_____

3. Name of the respondent: _____ 4. Sex: _____

5. Period (s) as Mayor: _____

General question

1. Tell us. What are the initiatives in education that you have planned during your administration?

2. What type of support (monetary or in kind) does it provide for School Feeding in the municipality? What is the value in USD?

Coordination

1. What is the existing coordination with other government entities, about School Feeding in the municipality and in the department and how is it linked to them?

2. What knowledge do you have of the school meal programs that are implemented in your municipality?

Actions

1. Have you had experience with School Feeding in previous years and what positive aspects and limitations could you mention about that experience?

2. What policy, regulation or administrative procedure related to School Feeding is being implemented in the municipality?

Capacities

1. What are the capacity building needs of the different organizations involved in School Feeding?

Sustainability

1. How can the municipality collaborate so that meals are permanent in schools?

to. Have you considered staff support to coordinate with the LRP and in what way?

2. What organizations and institutions could provide support at the municipality level to strengthen meals in schools?

3. What factors would facilitate the support of the municipality to sustain School Feeding?

4. What would be the factors or conditions that would limit the support of the municipality to support School Feeding?

5. How do you consider that the participation of the private company in the topic of School Feeding should be and in what way would it seek to make alliances?

6. What kind of support could the mayor's office offer to the producers who will supply local foods to the schools in their municipality?

Annex 7 – Key Informant Interviews – School Directors

CATHOLIC RELIEF SERVICES CRS
LOCAL AND REGIONAL PURCHASE (LRP) HONDURAS

INTERVIEW FOR DIRECTORS OF SCHOOLS

Instructions

1. Read the consent form

This is a survey for the CRS Honduras LRP local and regional purchases project, this information is confidential and will be used only for the decision making of the project.

2. Introduce yourself (name) and introduce other team members (in case there are several people)

3. Indicate the objective of the study: "Evaluate the initial state of the project".

4. Mention that the survey will not contain information that will personally identify the interviewee. And it will be treated as confidential.

5. Initiate the questions

General data

1. Name of the interviewer: _____

2. Date of the survey: _____

I. Identification of the interviewee

1. Name of the municipality: _____ 2. Community: _____ 3. Name of the School: _____

4. Name of the respondent: _____ 5. Sex: _____

General inquiries

1. Please tell us, what are the educational initiatives you have planned in the school?

2. What type of support (monetary or in kind) does it provide for School Feeding at the school?

Coordination

1. What is the existing coordination with other governmental bodies, about School Feeding in the School and how is it linked to them?

2. What knowledge do you have of the school meal programs that are implemented in your municipality?

Actions

3. Have you had experience with School Feeding in previous years and what positive aspects and limitations could you mention about that experience?

4. What policy, regulation or administrative procedure related to School Feeding is being implemented in the municipality?

Capacities

1. What are the capacity building needs of the different community organizations (school meal committee, APF, others) involved in School Feeding?

Sustainability

1. How can the school collaborate so that school meal program would be sustainable?

2. What organizations and institutions could provide support at the municipal level to have School Feeding in schools?

3. What factors would facilitate the support of the school to sustain School Feeding?

4. What would be the factors or conditions that would limit the support of the School to support School Feeding?

5. How do you consider that the participation of the private company in the school meal program should be and in what way would you seek to make alliances?

Annex 8 – Key Informant Interviews – Representatives of Institutions

CATHOLIC RELIEF SERVICES CRS
LOCAL AND REGIONAL PURCHASE (LRP) HONDURAS
BASE LINE SURVEY FOR INSTITUTION REPRESENTATIVES

Instructions

1. Read the consent form.

2. Start with a personal presentation (name) and introduce other team members (in case there are several people).

3. Indicate the objective of the study: "Evaluate the initial state of the project".

4. Mention that the survey will not contain information that will personally identify the interviewee. And it will be treated as confidential.

5. Start the questions

General data

1. Name of the interviewer: _____

2. Date of the survey: _____

I. Identification of the interviewee

1. Name of the municipality: _____

3. Name of the interviewee: _____ 3. Sex: _____

4. Institution you work for: _____

General inquiries

1. Please tell us, what is your role in the organization or institution?

2. Please describe us, what are the initiatives that your organization or institution has on the subject of School Feeding?

3. What type of support (monetary or in kind) does your organization or institution provide to School Feeding?

Coordination

1. What is the existing coordination with government entities, in the subject of School Feeding in the municipality and in the department and how is it linked to them?

2. What knowledge do you have of the school meal programs that are implemented in the municipalities covered by your organization or institution?

Actions

3. Have you had experience with School Feeding and what are the positive aspects and limitations that you could mention of that experience?

4. What policy, regulation or administrative procedure related to School Feeding is being implemented in the coverage area of your organization or institution?

Capacities

1. What are the capacity building needs of the different organizations involved in School Feeding?

Sustainability

1. How can your organization or institution collaborate so that meals are permanent in schools?

2. What organizations and institutions could provide support at the municipal level to have meals in schools?

3. What factors would facilitate the support of your institution to sustain School Feeding?

4. What would be the factors or conditions that would limit the support of your institution to support School Feeding?

5. How do you consider that the participation of the private company in the topic of School Feeding should be and in what way would it seek to make alliances?

6. What kind of support could your institution provide to producers who will supply local foods to schools in your municipality?

Annex 9 List of illustrative comments

Community contributions	*"For the improvement of food, we would be willing to make a similar effort to bring eggs and vegetables."* *"We are willing to work more time for complementing the School Feeding."*
Strengthening the CAE	*"We have received training for some recipes, such as banana pudding, tortillas of different colors, etc. What they do is that one of the mothers teaches the rest of us, but we can keep learning."* *"I am a father who does not have children in the school, but support the welfare of the community. We would like to receive pastry training to make desserts for snacks."* *"There are people who have grown through trainings, there have even been diplomas from the UPNFM for the mothers and other people who support the operation of nutrition."* She also emphasized, *"It's important that this support through trainings be permanent, because of the constant generational shift of motherhood."*
Children's expectations	*"We need the complement to be able to eat the food so we don't get bored of eating the same thing."* *"Knowing how to prepare meals for children, because they will eat whatever is given to them."*
Children's participation	*"One of the ways to participate in school nutrition is by consuming the food, not throwing it away, bringing firewood for the stove, helping mothers to distribute the food, and at home helping with food preparation."* *"Doing sales, such as selling tamales, to obtain money to buy eggs."*
Contributions to the school meal program by the mayor.	*"There is no coordination with other institutions regarding school snacks, rather it goes directly from COCEPRADII to schools; we only help with transportation."* *"We do not directly donate food, but we do donate transportation for snacks. We do not have the capacity to give food to schools."*
Coordination with other institutions	*"Support could come from the Mesoamerica Without Hunger project, sponsored by the FAO, through technical assistance, trainings, new agricultural technology, and promoting harvesting vegetables."*

	"The Ministry of Education doesn't have a budget, but supports by following through with teachers and equipment from the departmental office for coordination and management." *"For SEDIS, the methodology of monitoring and evaluating and the technical aspects, the improvement of knowledge of CRS that, because of its methods of supervision, compromise with local people, and monitoring data, is very important and would really appreciate that experience."*
Sustainability	*"Involving municipal structures, so that they are the ones that form and guide public and private alliances so that school nutrition is sustainable."* *"The School Feeding law has been approved and published since July 2017. Its operative regulations are lacking so it would be very valuable to have CRS support that would provide manuals, procedures, and criteria."* *"Private companies such as banks, companies and supermarkets can collaborate. There are some that already do so and only develop a strategy where results are presented as well as CRS management meetings with these companies and field days."*

Annex 10 – Pictures

Illustration1 Training to the consultancy Team

Illustration 2. Dialogue with Focus group with students

Illustration 3. Dialogue with Focal Group Leaders of Schools Networks.

Illustration 4. Review of lessons learned with the consulting team.