



Report: Baseline

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**EQSA**

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## Glossary

COCODE	Community Development Council
CSB	Corn Soy Blend
DIGEDUCA	General Bureau for Educational Evaluation and Investigation
DIGEFOCE	General Bureau for Strengthening the Educational Community
EBC	Evaluation based on curriculum
ENCOVI	National Living Conditions Survey
FFE	Food For Education
HDI	Human Development Index
INE	National Statistics Institute
MOE	Ministry of Education
MTE	Mid-Term Evaluation
NAC	“National” in reading tests NAC – 1, NAC – 2, NAC - 3
PADEP	Academic Program for Teachers’ Professional Development

PC	Parent Council
PCI	Project Concern International
PO	Parent Organization
SAT	Tax Registry
STEG	Education Workers of Guatemala Union
SPSS	Statistical Package for the Social Sciences
TAC	Technical Administrative Coordinator
UNDP	United Nations Development Program
USDA	United States Department of Agriculture

# 1. Executive Summary

## 1.1 Introduction

The five year, Educate Us: Quality Education and Improved Feeding Focused on Sustainability (EDUCAMOS) program is being implemented by Project Concern International (PCI) in the department of Huehuetenango, Guatemala, from 2017 to 2021. There are six target municipalities; three in the Q'anjob'al area, (Santa Cruz Barillas, Santa Eulalia and San Pedro Soloma) and three in the Mam area, (Cuilco, San Gaspar Ixchil and San Pedro Necta). This program is the continuation of the two previous phases of the Food for Education program (FFE) which were implemented from 2010 to 2013 and 2013 to 2016 in the same coverage area.

The EDUCAMOS results framework is focused on improving the literacy of school aged children. The lessons learned from the FFE program phases I and II are important in guiding the implementation of the current program so that it achieves the desired impact in the communities, especially in improvement of teaching quality for reading and writing, in improving student attention, and in increasing school attendance. For this a series of actions should be carried out with measurable indicators. The baseline is designed to find these values, generating information that subsequently can be measured and compared at the program's mid-term and endline to determine its impact in the communities.

A major challenge for the current program is the sustainability of intervention area schools in terms of school feeding and other topics such as promotion of good health, hygiene and nutrition practices, school gardens, infrastructure, school fairs, women's empowerment groups, etc.

## 1.2 Results

Below a summary of the Results Framework and its respective indicators are presented.

### 1.2.1 Improvement of literacy in school aged children

The team conducted a standardized test with a positive achievement level of 32.6% in the intervention schools that is higher than the average for Huehuetenango (23.84%, General Education Bureau (DIGEDUCA)). The national average is 40.4% (National Reading Achievement Average 2014). It is important to mention that the difference in literacy levels between urban areas and the location of the EDUCAMOS program is dramatic, given that it is rural, remote and most schools are not easily accessible. The control schools showed an achievement level of 27.4%, which is slightly above the departmental average.

Based on conversations with teachers it was noted that reading promotion, the time given to children to read in and out of school, along with their parents' commitment, the school fairs organized by PCI and the tools that are being used, are critical for students' progress in the intervention schools. In the control schools, any success depends on teachers' initiative and the effort put in by the students themselves; in eight control schools, they use a reading gauge to support the reading process.

Reading comprehension difficulties are greater where Spanish is not the primary language. Reading is generally done out loud (even by the teachers) as observed during student testing and teacher interviews.

### 1.2.2 Improvement in student attention

A total of 27.45% of the intervention students and 30.8% of the control students were “off task” during class.

### 1.2.3 Reduce short-term hunger

This indicator is focused on determining how many students report being hungry. In the control schools, 25% of those interviewed said they were hungry. In the intervention schools, 8.5% of the students said they were hungry.

### 1.2.4 Improved student attendance

This indicator measures regular student attendance (minimum 80%). Of the students in the intervention schools, 97.7% comply with this indicator as do 95.3% in the control areas.

### 1.2.5 Reduce illness related absences

In the intervention schools, there is 16% student absence, while this rises to 17.5% in the control schools. Illness is the reason for 7.7% of absences in the intervention, and 7.5% in control schools. The children in control schools miss more school due to travel and work.

### 1.2.6 Increase in school enrollment

Based on Ministry of Education (MOE) data, there is a general country-wide decrease in school enrollment, as was observed in the six municipalities studied in the FFE II final evaluation where a reduction of 4.5% was observed for boys and 3.85% for girls from 2013 to 2015.

Nevertheless, in 2017 the EDUCAMOS program has a coverage of 36,600 students in the intervention municipalities: a 528 student increase from 2016.

According to the data obtained in the baseline, it was noted that 95% of school aged children in intervention communities are enrolled in school and 92.8% are enrolled in the control schools.

### 1.2.7 Increase community understanding of the benefits of education

84.6% of parents in intervention schools were able to identify three or more benefits of education. In the control schools, where they do not have the benefit of the training PCI offers, parents have limited knowledge of the advantages of education for their children. Only 50% could identify three or more benefits.

### 1.2.8 Improved dietary and health practices

The percent of students who receive a minimum acceptable diet (that is, those who eat three meals a day from four or more food groups) is 45.1% in the intervention schools and 29.9% in the control schools.

### 1.2.9 Improved knowledge of health and hygiene practices

In the intervention area, 93.2% of parents could identify at least three important health and hygiene practices. In the control area, only 59.2% could do so. This again emphasized the importance of training for the community, especially parents, so that they can initiate change in their own homes.

### 1.2.10 Increase knowledge of safe food preparation and storage practices.

Of the collaborating mothers in the intervention area, 99.1% could mention three or more practices, while in the control area, only 79.4% could. Handwashing is the most mentioned practice in both areas, followed by using separate tables for food preparation, and covering food.

### 1.2.11 Increase in access to clean water and sanitation services

Of the intervention schools sampled, 86.7% have access to improved water while 90% of the control schools do. Piped water is the most common option for all the schools, however, 40% of the intervention schools do not have this service and use other means such as rain water catchment or protected springs. Of the sampled intervention schools, 90% have improved sanitary installations, as do 96.7% of the control schools, especially septic systems followed by sewer systems.

### 1.2.12 Sustainability readiness tool

An ideal weighting was established to rate the schools according to a series of criteria to determine those that have the greatest possibility for becoming sustainable schools in the medium term. From the 30 school sample, nine schools had a Category A rating with the potential for becoming self-sustaining in the medium term, 15 schools had a Category B rating with potential for becoming self-sustaining in the medium to long term, and six schools had a Category C rating and will need more orientation towards self- sustainability.

### 1.2.13 Gender analysis

The study noted that teachers believe that girls are more dedicated and perform better in their studies compared to boys. Statistical comparisons showed that there were no significant differences between boys and girls with regard to reading tests, graduation and permanence or drop-out rates.

## 2. Introduction and Objectives

### 2.1. Introduction

School aged children in the rural areas of the department of Huehuetenango need support to be able to overcome their current conditions, and based on personal improvement through education, take advantage of opportunities for a better future. The EDUCAMOS program works in six municipalities of the department of Huehuetenango. It is focused on improving the literacy of school aged children and meeting the cross cutting needs in education so that they can achieve the level needed to become successful men and women.

This baseline study focused on a sample of the program coverage area, including both intervention and control schools, studying the current status of indicators that will show the impact in the target communities at the end of the program.

The study will provide reference values that define the situation at the beginning of the program in order to see their progress over the course of program implementation, to make comparisons regarding the quality of literacy teaching, and improvements in student attention and in school attendance.

To learn and perform as needed in the different schools, students need certain minimum conditions to be present. They should not be hungry, and thus short-term reduction of hunger and increased access to food become the basic standard for any educational progress. Given that maintaining health is also key to school attendance, improvement in good practices that keep children healthy is very important for the impact that is expected in the community. The professionalization of the teaching staff through training for directors and teachers is also important to meet the students' needs. Provision of books, complementary reading material and school supplies are also priorities for the EDUCAMOS program. These interventions will positively impact the educational future in the intervention municipalities of Huehuetenango.

### 2.2. Objectives

The scope of this baseline in accordance with the above was as follows:

- a. Provide reference values for key performance indicators that will be compared in the mid-term and final evaluations
- b. Evaluate the skills, knowledge and practices of the beneficiaries, in order to update the training plan
- c. Validate the general program implementation strategies

## 3. Background

With cooperation from the United States Department of Agriculture (USDA), PCI implemented two phases of the FFE program from 2010-2013 and 2013-2016. Currently, there are 294 implementation schools in the municipalities of San Andrés Cuilco, San Pedro Necta, San Gaspar Ixchil, San Pedro Soloma, Santa Cruz Barillas and Santa Eulalia, all located in the department of Huehuetenango, Guatemala. Program activities are coordinated with the MOE, the Technical Administrative Coordinators (TAC), the Ministry of Health, Municipal Councils, Parent Councils

(PC) or Parent Organizations (PO), parents and school administrators. The project expects to work directly with 36,000 students, 1,400 teachers, 1,200 collaborating mothers, 294 PCs, 330 lead mothers and 70 literacy promoters.

The EDUCAMOS results framework is structured around three levels; strategic objectives, intermediate results and initial results:

1. **MGD SO1:** Improve literacy of school aged children
  - a. **MGD 1.1:** Improve the quality of literacy instruction
    - i. **1.1.1:** More consistent teacher attendance
    - ii. **1.1.2:** Better access to school supplies and materials
    - iii. **1.1.3:** Improved literacy institutional materials
    - iv. **1.1.4:** Increased skills and knowledge of teachers
    - v. **1.1.5:** Increased skills and knowledge of school administrators
  - b. **MGD 1.2:** Improve (student) attentiveness
    - i. **1.2.1:** Reduced short-term hunger
    - ii. **1.2.2:** Increased access to food (school feeding)
  - c. **MGD 1.3:** Improve student attendance
    - i. **1.3.1:** Increased economic and cultural incentives (or decreased disincentives)
    - ii. **1.3.2:** Reduced health-related absences
    - iii. **1.3.3:** Improved school infrastructure
    - iv. **1.3.4:** Increased student enrollment
    - v. **1.3.5:** Increased community understanding of benefits of education
2. **MGD SO2:** Increase use of health and dietary practices
  - a. **MGD 2.1:** Improved knowledge of health and hygiene practices
  - b. **MGD 2.2:** Increased knowledge of safe food prep and storage practices
  - c. **MGD 2.3:** Increased knowledge of nutrition
  - d. **MGD 2.4:** Increased access to clean water and sanitation services
  - e. **MGD 2.5:** Increased access to preventative health interventions<sup>1</sup>
  - f. **MGD 2.6:** Increased access to requisite food prep and storage tools and equipment

There are also four foundational results:

- a. Improve capacity of government institutions
- b. Improve policy and regulatory framework
- c. Increased government support
- d. Increase engagement of local organizations and community groups

The program will continue to address the barriers to education and will reduce hunger by means of food provision and the establishment of school gardens. It will also continue to improve school infrastructure using innovative designs, will promote school enrollment, and will increase knowledge about the benefits of education as well as other activities that are important for this process.

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<sup>1</sup> Addressed by Ministry of Health with support from international donors

## 4. Context of the Work Area

### 4.1. Huehuetenango

The department of Huehuetenango is located in the north-western region of the country. The department borders Mexico to the north and west, the departments of El Quiché to the east, and Totonicapán, Quetzaltenango and San Marcos to the south.

It covers 7,430 square kilometers and is the country's fifth largest department with 33 municipalities. The departmental capital is the city of Huehuetenango which is located 269 kilometers from Guatemala City.



According to the National Population Registry (RENAP), in 2016, Guatemala's population was estimated at 17 million, and the department of Huehuetenango represents 7.9% of the total population with an annual growth rate of 2.4%. 52.5% are women and 47.5% men. The population under 18 years of age is calculated at 47.4%, those between 19 and 64 years represent 48.1%, and those over 64 years of age make up 4.5% of the population. The UNDP's Human Development Report 2015, states that the department of Huehuetenango holds the greatest ethnic-linguistic diversity at the national level with ten ethnic groups: Akateko, Awakateko, Chalchiteko, Chuj, K'iche', Mam, Popti', Q'anjob'al, Tektiteko and Mestiza. Approximately 56% of the population is indigenous and 44% mestizo. Approximately 70% of the population is rural.

### 4.2. The Municipalities

#### 4.2.1. Intervention:

The EDUCAMOS program has its main activities benefiting the educational communities in the six intervention municipalities. Of these, three are located in the Mam area and three in the Q'anjob'al area.

#### 4.2.2. Control:

The control schools provide a parameter for comparison. The baseline measures the current situation in a comparative manner. In the mid-term and final evaluations, similar comparisons should be carried out and observable differences would be expected between the two areas, demonstrating positive and visible program impact.

The control municipalities should be as similar as possible to intervention municipalities, both in language as well as socio-economic conditions. For this, the evaluation team analyzed each of the matches suggested in the baseline evaluation terms of reference (Annex No. 8) and discarded those that did not comply with the conditions. A final proposal was then made with the rationale for choosing the mirror municipalities.

#### 4.2.2.1. Changes in Control Municipalities:

In the terms of reference, the municipality of Santa Cruz Barillas (where Q'anjob'al is the principal language) was paired with the municipality of Nentón. Nevertheless, in the investigative process it was determined that the municipality of Nentón has two villages where Akateco is spoken, Chuj is used in part of its territory, and Popti (Jakalteco), in another part of the municipality, but there is no record of Q'anjob'al speakers according to the publication of the General Bureau of Intercultural Bilingual Education (DIGEBI, 2009). Since the language did not match, the team agreed with PCI staff to change the control schools for the municipality of Barillas and match them with another region with similar characteristics. For this reason, the municipality of Santa Eulalia was assigned in the rural areas where there is no program coverage.

Cuilco was paired with La Democracia as a control. In meetings with staff from the Departmental Education Office of Huehuetenango it was determined, at their suggestion, that since La Democracia is a border municipality, it would have very different characteristics that could skew the results. They recommended that given its similar characteristics, the municipality of La Libertad should be chosen. This information was shared with PCI in order to make the change.

Conflicts in the Q'anjob'al area, especially near San Mateo Ixtatán and the constant clashes with Santa Eulalia made it impossible to consider this as a control municipality, and it was changed for San Juan Ixcoy based on PCI's recommendation.

## 5. Baseline Methodology

The methodology for the baseline was designed to determine the initial values of certain indicators that would be useful for the program and measurable in the future using specific tools.

### 5.1. Secondary data review

The evaluators asked PCI to provide the relevant documents for the new phase of the program; approvals by USDA, agreements, indicators and their definitions. Meetings were held with program personnel in Guatemala City and Huehuetenango. Research instruments were created, modified and piloted for subsequent use in the field.

### 5.2. Sample determination

The terms of reference called for 30 intervention and 30 control schools. The schools to be included in the study were determined as follows:

#### 5.2.1. Intervention schools

There are a total of 294 intervention schools, but for this study only the 291 which have been in the program since 2014 were considered. The 28 used in the FFE II final evaluation were eliminated to avoid survey fatigue, leaving a total of 263 schools. A percentage weight was given to each of the municipalities based on the number of schools they contain. Subsequently, the team randomly selected the sample by municipality.

Each municipality was assigned one more additional school in order to have a reserve (substitute) in case it were necessary to use it due to climate, teacher or student absences, roadblocks, convenience determined by the TAC and/or PCI, or any other reason. A total of four schools were changed: two in Cuilco, one in Santa Eulalia and one in Santa Cruz Barillas (see Annex No. 1 for a full description of changes).

### 5.2.2. Control schools

Once the team defined the control municipalities, they met with the MOE Huehuetenango Departmental Office, to explain the procedure for pairings that should comply with two key criteria: homogeneity with the intervention schools and the lack of presence of other organizations providing support. They created a list of probable schools for each municipality based on MOE knowledge of the schools, and then the evaluation team randomly selected those to be studied.

Collaboration was requested to ensure approval for carrying out the study and coordination was established with the TAC so that they would inform the directors of the schools to be evaluated.

The characteristics of the intervention and control municipalities, as well as the number of schools per municipality are presented in the following table. The complete lists of schools are found in Annex No. 1.

*Table 1. Characteristics of Intervention and Control municipalities*

No. Schools	Type	Municipality	% Illiteracy	% Chronic Malnutrition	HDI	Main Language
2	Intervention	San Gaspar Ixchil	27.25	74.7	0.516	Mam
2	Control	Colotenango	34.65	73.8	0.513	Mam
9	Intervention	Cuilco	28.26	52.4	0.562	Spanish
9	Control	La Libertad	35.32	54	0.574	Spanish
4	Intervention	San Pedro Necta	23.6	66.5	0.562	Mam
4	Control	San Sebastián Huehuetenango	19.82	72.2	0.508	Mam
4	Intervention	Soloma	27.22	60.2	0.627	Q'anjob'al
4	Control	San Juan Ixcoy	35.27	71.3	0.474	Q'anjob'al
5	Intervention	Santa Eulalia	27.82	74.4	0.482	Q'anjob'al
5	Control	San Juan Ixcoy	47.7	79.7	0.474	Q'anjob'al
6	Intervention	Santa Cruz Barillas	24.17	73.2	0.562	Q'anjob'al
6	Control	Santa Eulalia	27.82	74.4	0.482	Q'anjob'al

Source: Compilation of various documents and the SEGEPLAN Municipal Development Plans

### 5.2.3. Individual interviews and surveys

To determine the specific samples for each target group to be interviewed, the team used a 95% confidence level. Sampling error varies for each element of the studied population and indicates the possible difference between the result of the survey and what would be obtained if 100% of the population were questioned. Annex No. 1, subsection 4 presents an explanation of the sampling methodology for sub-population: students, parents, teachers, directors, collaborating

mothers, gender forms for teachers, first grade student observations and reading tests for students who completed second grade.

*Table 2. People reached during the study*

Sample	Per intervention school	Per control school	Total
Students from 4 <sup>th</sup> , 5 <sup>th</sup> and 6 <sup>th</sup> grade	401	401	802
Parents	177	76	253
Teachers	54	49	103
Directors	30	30	60
Collaborating mothers	75	34	109
Gender Forms for teachers	54	47	101
First grade students observed for attention test	488	615	1,103
Reading tests for students who completed second grade	509	456	965
TAC	3	3	6

See Annex No. 1, subsection 4. Determination of sample

### 5.3. Instruments

Specific tools were used for measurement depending on the group to be interviewed. These are presented in Annex 6 as follows: for measurement with administrators, subsection a.; for teachers, subsection b.; the gender form for teachers, subsection c.; for parents, subsection d.; for students from fourth to sixth grade, subsection e.; and collaborating mothers, subsection f. The interviews with directors and teachers were designed to be self-administered. Those for parents, collaborating mothers and students were carried out by the evaluation team who administered them in the local languages: Q'anjob'al in the highland areas of the Cuchumatanes region and Mam in the lower areas of Huehuetenango, based on the different linguistic zones being covered.

The team carried out 60 observations to evaluate infrastructure conditions (subsection g.), 30 in intervention and 30 in control schools. The observations focused on:

- a. Sanitary installations
- b. Schools with soap and water
- c. Handwashing stations
- d. Kitchen and its current status
- e. Availability of improved water systems

The team conducted observations of first grade students to determine how many were “off task” for any reason (subsection h.). They carried out one observation at the beginning of the day and another after the students had received food.

The team carried out reading comprehension tests. These tests were standardized by the MOE and were administered under strict security measures including signing of a confidentiality agreement and other formalities. The test is designed for second grade students and was administered to students currently in third grade.

The reading test consists of an eight-page test booklet. There are three booklets (NAC 1, NAC 2, and NAC 3); the order of the questions is different in each booklet to prevent students from copying from each other. During the evaluation, students should only have a pencil, an eraser and a pencil sharpener on their desks. The evaluation team had the three elements available to loan in case any of the students did not have their own.

The steps for the reading test were:

- a. Organize the students according to their enrollment number or in alphabetical order
- b. The students should be seated, the first student in the list in the first desk from front to back, then the next student on the list in the last desk of the next row towards the front, and so on.
- c. The booklets should be distributed from front to back, alternating the versions. When one row is completed, continue with the next.
- d. Delivery should never lose the rotation. In the first school, begin with booklet NAC 1, in the next school begin with the version that follows the last one used in the previous school.
- e. The evaluator instructs the students on how to fill out the cover of the test booklet
- f. The proctor reads the instructions for filling out the cover out loud.
- g. He/she explains examples A and B using a previously prepared flip chart that is placed on the blackboard or wall depending on the area that has been assigned.
- h. The students fill out the rest of the test by themselves.
- i. To grade each test, the digitized data was transferred to Juárez & Asociados (PCI's implementing partner) who used a grading protocol for each student.

Juárez & Asociados provided the confidentiality documents that were to be signed to protect the tests. They were printed under supervision for quality and quantity. Teachers were not allowed to read the tests nor copy or photograph them. All the test booklets were turned in, including those with errors and those that were left blank.

Four evaluation teams carried out the field work simultaneously, two in the Q'anjob'al area and two in the Mam area. In order to have a complete view of the study areas, the teams rotated by working in two sectors. The translators did not move areas.

Interviews were carried out with key informants based on open question guides, especially with the TAC, people from the municipal government and staff from USDA Washington.

#### 5.4. Sustainability Readiness Tool Methodology

To evaluate the sustainability of program actions and its continuity over time, the evaluators used an evaluation tool designed by PCI. This considered five major conditions and 25 indicators, each indicator is weighted per compliance with the indicator. The maximum score for any school was 100 points. A score of 70 or more indicates that the school has been strengthened in the process of achieving sustainability of program actions, and could achieve it in the medium term. The table of evaluation criteria for this tool is presented in Annex No. 4.

## 6. Result comparisons between intervention and control schools

The qualitative and quantitative data comparing intervention schools with control schools are presented below. In some cases, and based on the terms of reference, the intervention school data is taken from the final evaluation of the FFE II program, given that the results would not have significantly changed in the short term (the FFE II evaluation took place in March and April 2017 and the baseline, in July and August of the same school year).

### 6.1. Improvement of literacy in school aged children (MGD SO1)

#### **Percent of students who, by the end of two grades of primary schooling, demonstrate that they can read and understand the meaning of grade level text**

The team carried out a total of 965 reading comprehension tests. Of these, 509 correspond to the intervention schools (52.7%) and 456 to the control schools (47.3%). The test is designed for students who have completed second grade and was applied to students who are currently in third grade. Of the students who took the test, 53.6% were boys and 46.4% girls. Of these, 68.9% stated that they were of an indigenous ethnic group and the remaining 31.1% stated that they were mestizos (Ladinos). A total of 83.8% were in third grade for the first time and 16.8% were repeating the grade. The average age was 10.16 years. The categories for measuring performance levels were as follows:

*Table 3 . Category Descriptions*

Achievement level	Performance	Interpretation
<b>ACHIEVED</b>	<b>Excellent</b>	In this level the students perform above the “Satisfactory” level. They show adequate and superior proficiency in the skills, abilities and knowledge expected for the grade.
	<b>Satisfactory</b>	In this level the students are proficient in the skills, abilities and knowledge required for the grade. It also includes skills from the previous level.
<b>NOT ACHIEVED</b>	<b>Should Improve</b>	In this level the students perform at a level close to but inferior to “Satisfactory”. Although they demonstrate abilities, skills and knowledge, their proficiency is less than what is expected for the grade.
	<b>Unsatisfactory</b>	In this level the students perform at a level close to, and inferior to that of “Should Improve”. They lack proficiency in the skills, abilities and knowledge that they should develop or exercise in the grade.

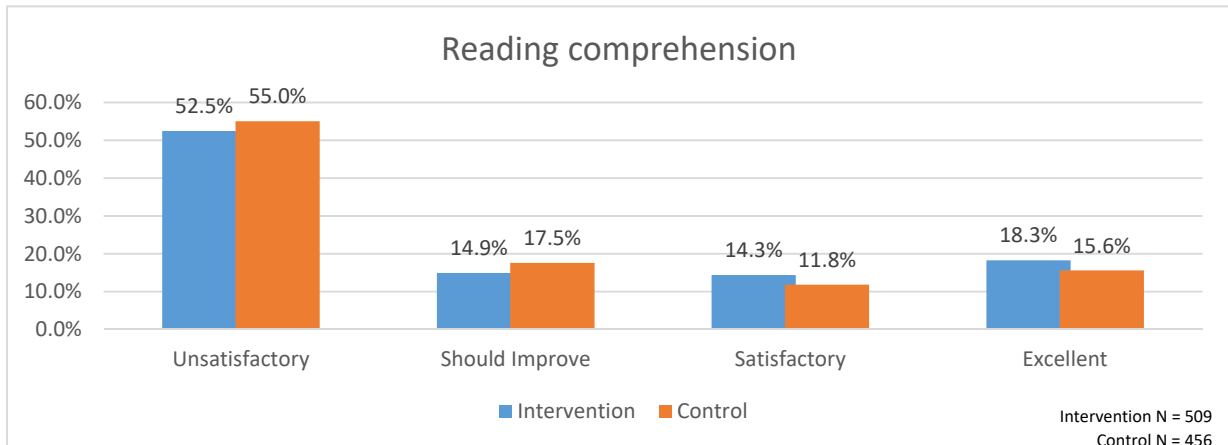
Source: National Reading Test 2014

Students who are in the “Satisfactory” and “Excellent” levels have complied with the MOE standards for their grade level.

Students who scored in the “Unsatisfactory” and “Should improve” ranges have not yet reached the necessary level of reading comprehension for their grade level.

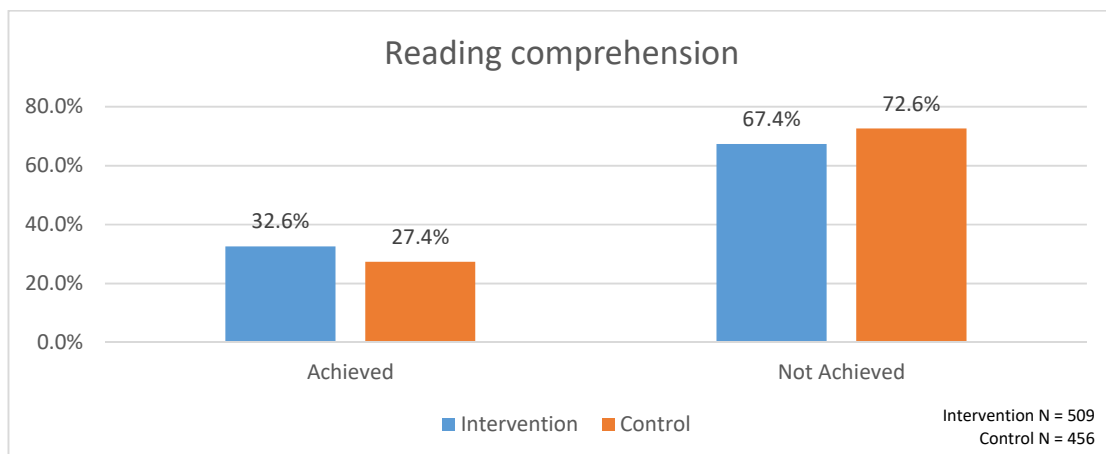
The study showed that 32.6% of the students in the intervention schools have reached the “Achieved” level for their grade level, while in the control schools only 27.4% did so.

Illustration 1. Results of the reading comprehension test



The following graph shows the percent of achieved and not achieved to compare the intervention schools with the control schools.

Illustration 2. Reading comprehension performance



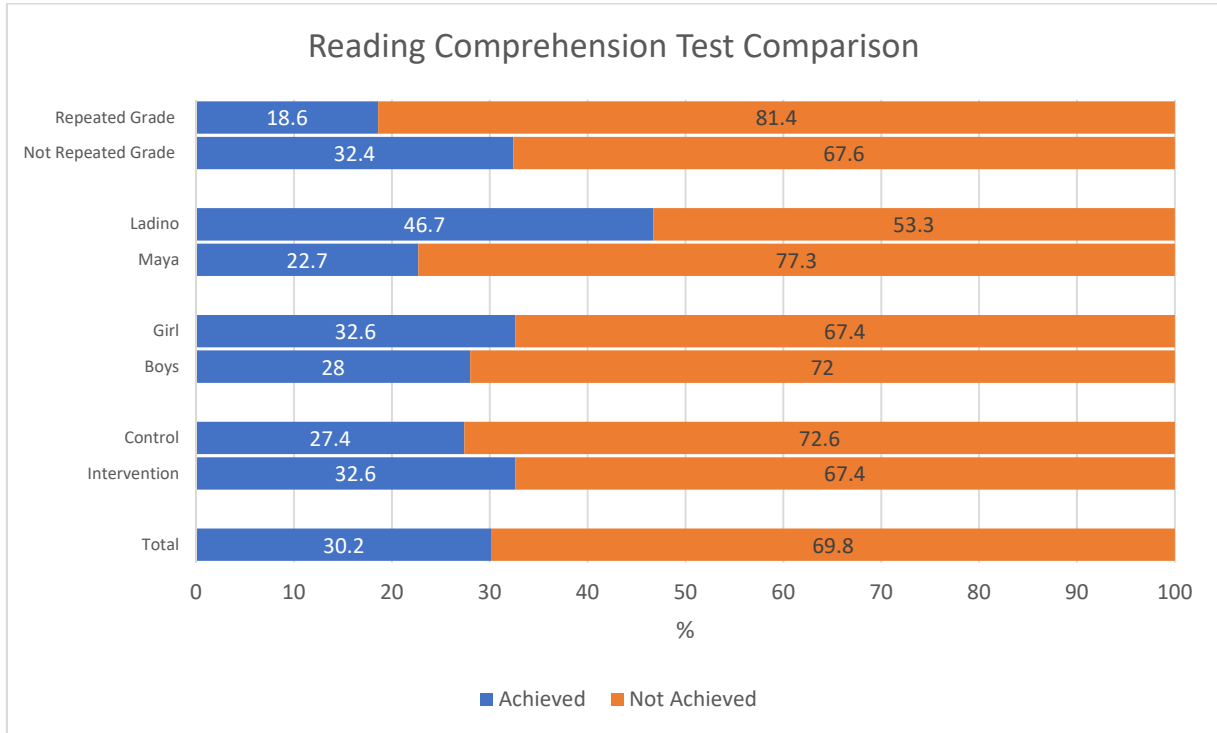
The analysis of statistical significance for achieved/not achieved for intervention and control schools, as well as other demographic variables, gave the following results:

Table 4. Analysis of statistical significance for reading comprehension performance

Contrasted Variables	Pearson Chi- square	GL	Sig Asymptotic	Analysis
Control - Intervention	3.089	1	0.79	<b>No statistically significant difference</b> between control and intervention schools
Boy – Girl	2.352	1	0.125	<b>No statistically significant difference</b> between boy and girl students
Indigenous - Ladino	56.34	1	0.000	<b>Statistically significant difference</b> between ethnic groups
Repeating – Not repeating	11.818	1	0.001	<b>Statistically significant difference</b> between students who repeated a grade and those who didn't

The above is derived from the differences in percent of achievement obtained for the different groups, as shown in the following graph:

*Illustration 3. Percent of achieved based on demographic characteristics*



During the reading tests, it was noted that students generally read out loud, even though they were instructed to do so silently. In classrooms, a notable murmur was observed. The students have reading material and read in school and at home. Of the schools visited in control communities, eight (27%) had a visible reading chart, carried out speed tests with a timer and listed the winners on a chart that was exhibited in the classroom. This may exist in other schools but it was not visible.

During the reading test, and after giving the instructions, students generally did not use the 60 minutes available as the majority finished before that. The shortest time (14 minutes) was for a girl in the Tajlac intervention school in the municipality of San Pedro Soloma, the longest time was for a boy in the control school in Cantón Nueva Florida of the municipality of Santa Eulalia, who took 67 minutes to turn in the test. Although the test officially ends at 60 minutes, the teacher suggested waiting for this child to finish.

### 6.1.1. Improvement in the quality of literacy instruction (MGD 1.1)

#### 6.1.1.1. Percent of teachers in target schools who demonstrate improved literacy instruction as identified by supervisors, mentors, or coaches

At the time of the baseline, the USDA supported literacy instruction training process for teachers had not begun so this indicator could not be measured. However, data was collected from teachers in order to inform program interventions (results presented in Annex No. 7).

#### 6.1.1.2. Percent of schools in which at least 80% of teachers were present 90% of school days

Due to problems with the Education Workers of Guatemala Union (STEG), it was not possible to access attendance books. In one intervention school (Nancultac, Santa Eulalia) the consultant team was not allowed in. To avoid conflict, the team chose not to request the attendance books and thus the attendance data was taken from data in the Information Corner (PCI instrument) from each of the intervention schools.

#### 6.1.1.3. Number of teachers/educators/teaching assistants in target schools who demonstrate use of new and quality teaching techniques or tools

At the time of the baseline the USDA supported training process for teachers in the use of new and quality teaching techniques and tools had not begun so this indicator was not measured.

#### 6.1.1.4. Number of school administrators in targeted schools who demonstrate use of new techniques or tools

At the time of the baseline none of the administrators were applying or demonstrating use of new techniques or tools given that they have not yet had the USDA supported trainings. Thus, it was not possible to measure the indicator. However, as with teachers, data was collected from school administrators in order to inform program interventions (results presented in Annex No. 9).

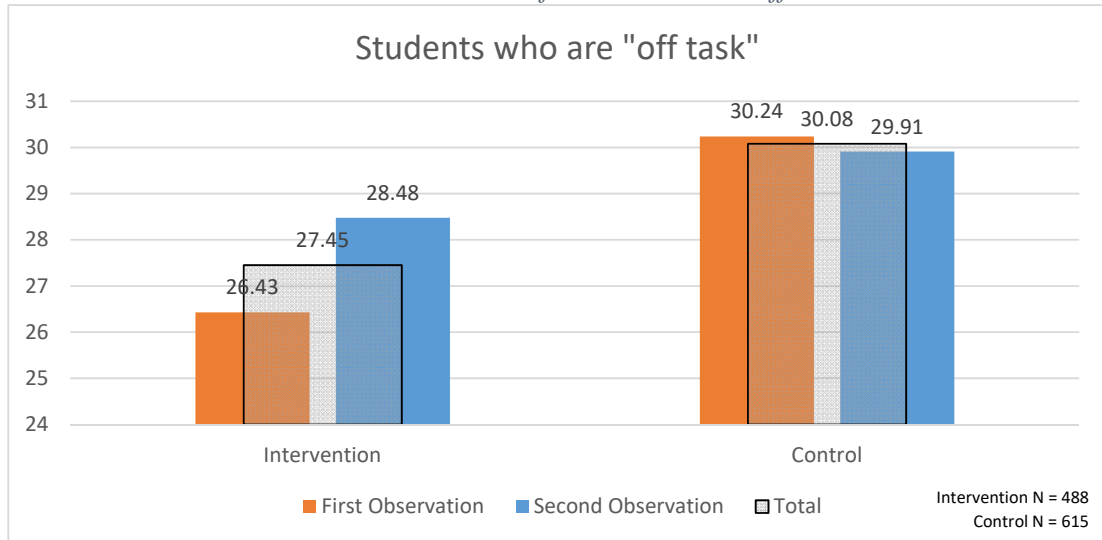
### 6.1.2. Improved student attention (MGD 1.2)

#### a. Percent of students who are off task

To measure this indicator, the consulting team, together with PCI decided to carry out two observations in first grade at specific time intervals: one early in the morning and the other after the students have received their meal (in the schools where this is an option) or after recess in schools without school feeding. These two measurements were averaged and the team listed the causes for being “off task”.

The team observed 488 students in 30 intervention schools and 615 students in 30 control schools for a total of 1,103 students. Overall, 27.45% of the students in the intervention areas were distracted in the classroom while in the control areas, 30.8% were distracted. The students who were off task tended to be those who had lost interest in the class and were turning around to look somewhere else.

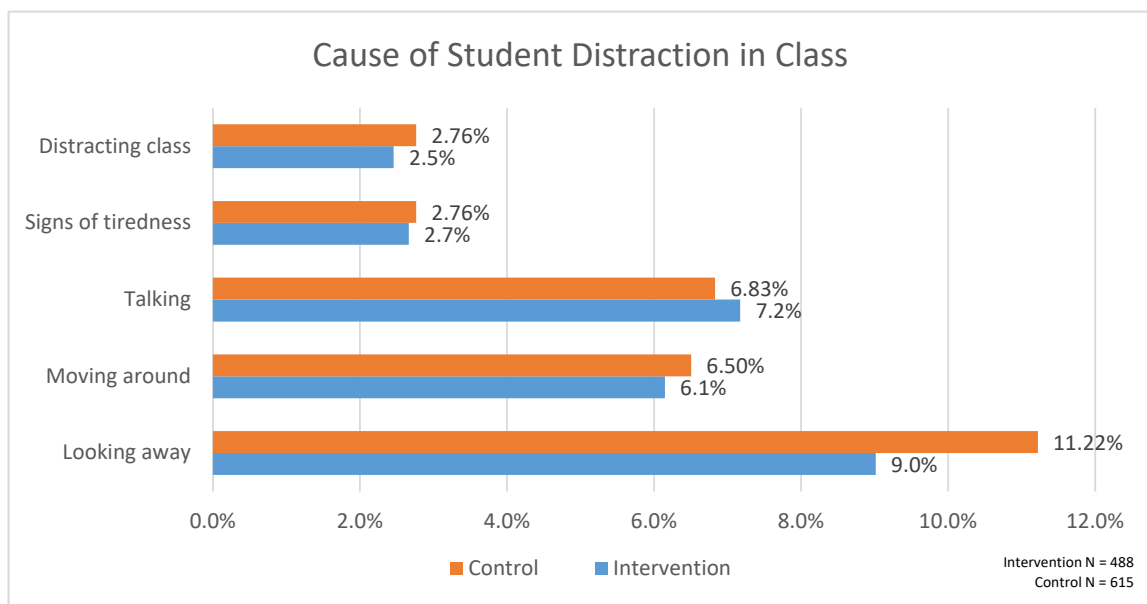
Illustration 4. Percent of students who are off task.



The second group of students who were off task were talking with a classmate.

Based on calculations of statistical significance, the results for the students in the intervention and control areas were independent; that is the differences between control and intervention schools were not statistically significant. (See Annex No. 2).

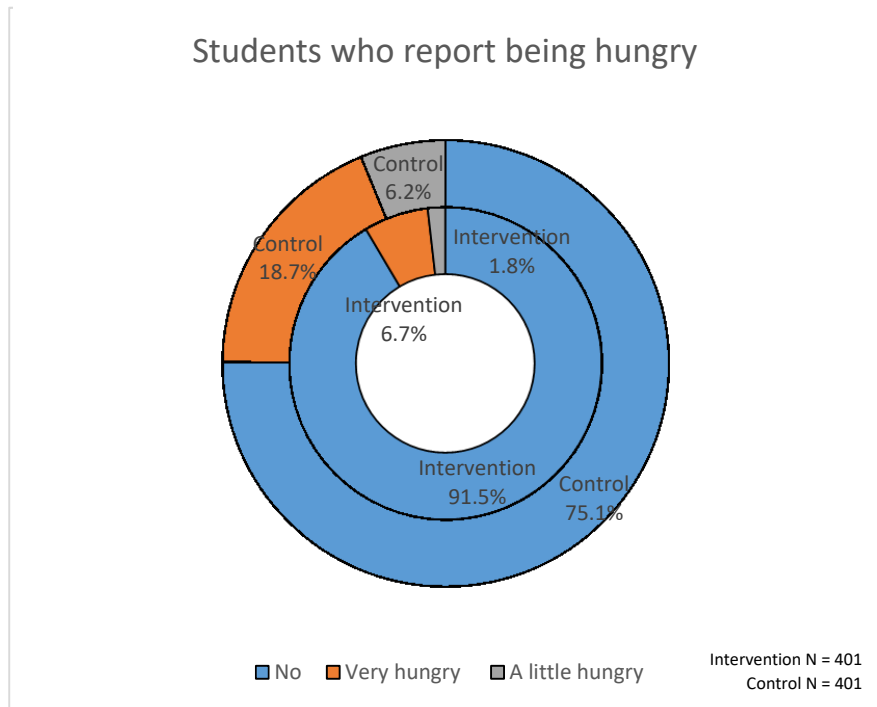
Illustration 5. Causes of classroom distraction



**b. Percent of students in target schools who indicate that they are "hungry" or "very hungry" during the school day**

In the study carried out in the 30 intervention schools of the EDUCAMOS program, 91.5% of the students stated that they were not hungry at the time of the interview while 8.5% said they were hungry, 6.7% said they were very hungry and 1.8% said they were a little hungry. In the 30 control schools, 24.9% of the students said they were hungry, 18.7% were very hungry and 6.2% were a little hungry.

*Illustration 6. Students who indicate they are hungry*



There is no PO in some of the control schools, therefore they do not

receive a cash contribution from the MOE, just food, and frequency of support is lower than when there is a PO. The evaluators found that the municipality of La Libertad had the fewest schools with POs due to parents' fear of being registered with the SAT (tax registry). Those children who bring money to school can purchase snacks. Up to four different food "suppliers" enter the schools with relatively low cost options, however, this necessitates a monetary outlay that is not possible for all the students. In other municipalities, government support finishes very quickly.

The statistical significance analysis showed a dependency ratio between being hungry and studying in either a control or intervention school (see Annex No. 2).

**6.1.2. Improvement of student attendance (MGD 1.3)**

**Number of students (males/females) regularly (80%) attending USDA supported classrooms/schools**

Given the difficulty in accessing attendance books in the majority of the control schools, the evaluation team used the teachers' survey, which asked for the total number of students and, subsequently, how many students miss two or more days a week. The team carried out the survey in each of the control schools and based on the teachers' responses it was determined that there

was 95.3% regular attendance (at least 80%) in the control areas. The final evaluation of FFE II showed 97.7% in the intervention areas.

6.1.2.1. Increase economic and cultural incentives (or reduce disincentives MGD 1.3.1)

Within the EDUCAMOS program, women’s roles in the communities are highly valued, as an important force for promoting their children’s education and for welfare in the home based on the adoption of hygiene, health, nutrition and behavior practices that benefit the whole family. The Women Empowered component seeks the economic, social and political empowerment of women by developing individual and group leadership (Women Empowered PCI-2017). No baseline data was collected under this indicator, however PCI plans to measure progress through, for example, percentage of group members who participate in school or community organizations, percentage of members who receive loans and the purpose of those loans, etc.

6.1.2.2. Number of saving and lending groups formed

During the first year of the EDUCAMOS program, based on the data presented by PCI, the program will have 96 Women Empowered groups. Of these, 75 groups are continuing groups from the FFE II program and 21 will be formed within EDUCAMOS.

The methodology for these groups consists of working over a 12 to 18-month period to complete the required modules.

6.1.2.3. Reduce absences related to health (MGD 1.3.2)

**Percent of students who state that illness is the primary reason they are absent from school**

To determine this indicator, students were asked if they had been absent in the week prior to the interview, and subsequently, the reason for their absence. The interviews showed that 16% of students in the intervention schools and 17.5% in control schools were absent as can be seen in the graph.

A significance level of 0.570 indicated that there were no significant differences between the absences in intervention and control schools.

Illness was the reason given for 7.7% of the absences in intervention schools, and 7.5% in control schools.

Illustration 7. School absences in the week prior to the interview

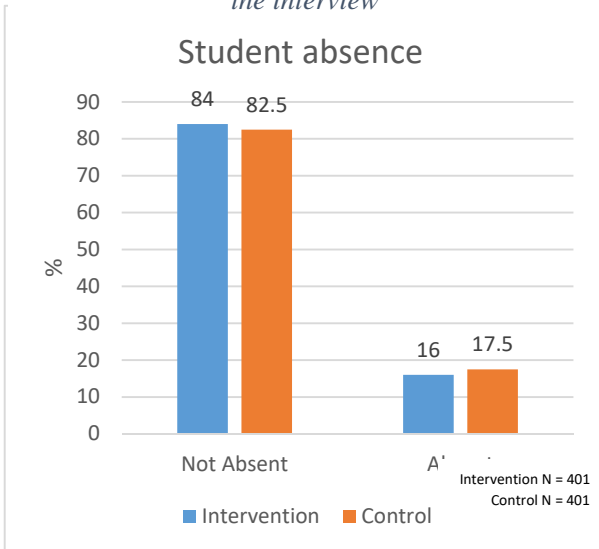
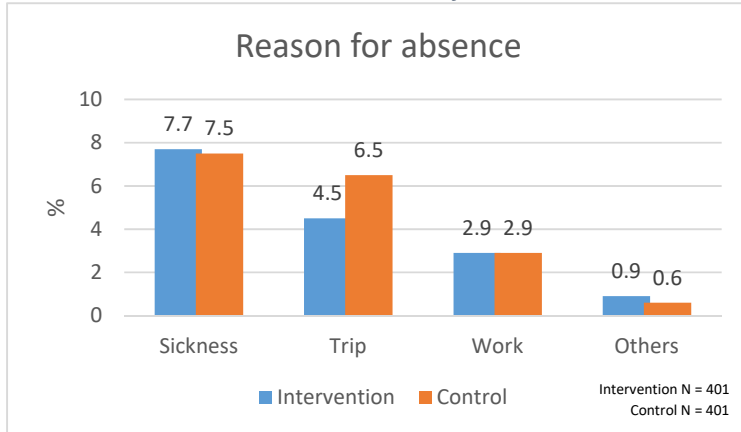


Illustration 8. Reasons for student absences



The statistical significance analysis showed that there were no differences between the causes for absences in the two areas. (Annex No. 2)

The administrators in the control schools stated that when “travel” is given as a reason for absences (6.5%) it generally means trips with one of their parents for work, to help carry items or for physical labor, not other types of trips.

#### 6.1.2.4. Improve school infrastructure (MGD 1.3.3)

Investment in school infrastructure is a priority for improving student conditions in their school. PCI has carried out an infrastructure diagnostic to establish current needs in all 294 intervention schools and based on these needs, will program direct support. Project baseline values are derived from this diagnostic.

#### 6.1.2.5. Number of educational facilities (i.e., school buildings, classrooms and latrines) rehabilitated/constructed as a result of USDA assistance

The PCI database shows plans to support 70 projects in Year 1. Of these, 20 are kitchen construction projects and 50 are water system projects focused on latrines and multiple handwashing stations.

#### 6.1.2.6. Increase school enrollment (MGD 1.3.4)

##### Number of students enrolled in schools receiving USDA assistance

During 2017, 36,660 students will be covered in the intervention municipalities of the EDUCAMOS program. School enrollment increased by 528 students compared to 2016 when 36,132 students were enrolled. The numbers by intervention municipality are shown in the following table.

Table 5. Enrolled in intervention municipalities, 2017 school year

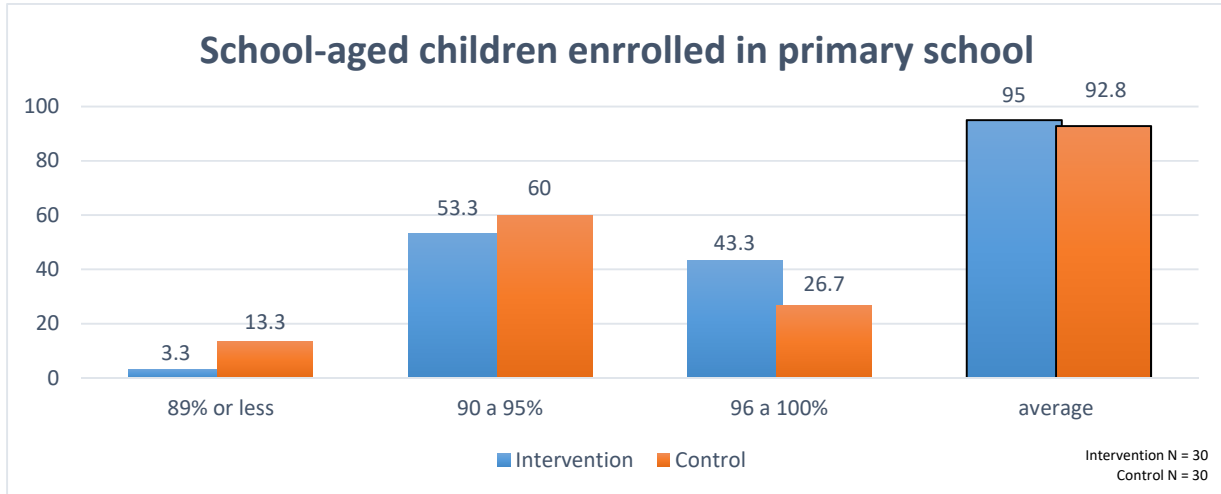
Municipality	Boys	Girls
San Gaspar Ixchil	946	865
San Pedro Necta	2,394	2,376
Cuilco	4,440	4,115
San Pedro Soloma	2,906	2,805
Santa Eulalia	3,695	3,367
Santa Cruz Barillas	4,610	4,141
<b>Total students</b>	<b>18,991</b>	<b>17,669</b>

Source: PCI, based on official MOE statistics, 2017

6.1.2.7. Percent of primary school aged children enrolled in USDA assisted schools

When administrators were consulted about the percent of school aged children enrolled in primary school in their community, they said that based on their knowledge of official MOE school enrollment statistics, in the intervention areas 95% of school aged children were enrolled and in the control areas there was an average enrollment of 92.8% without taking into account those who migrate and drop out of school.

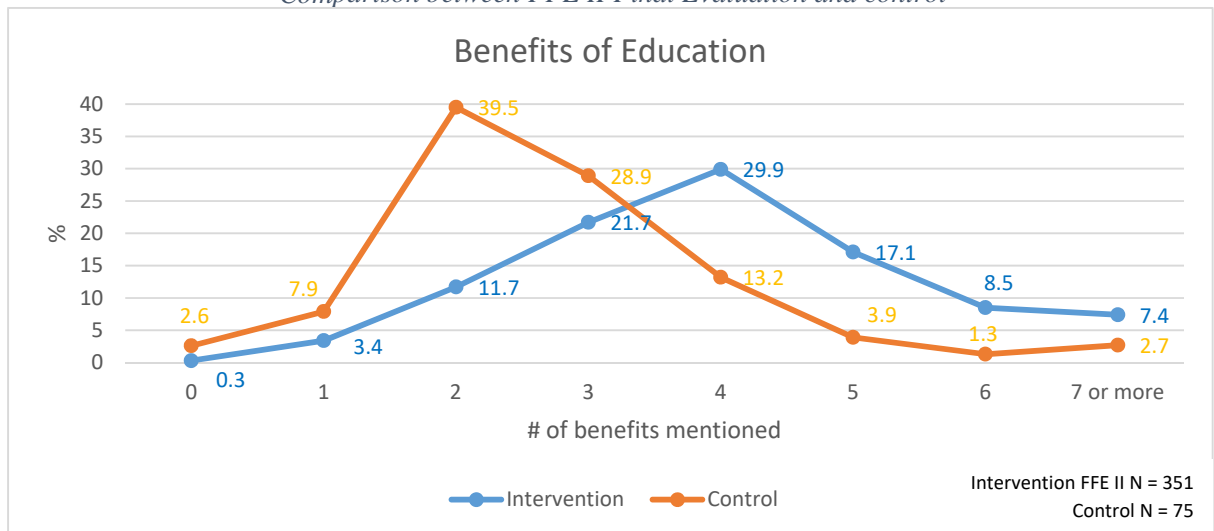
Illustration 9. School aged children enrolled in school



6.1.2.8. Increase community understanding of the benefits of education (MGD 1.3.5)

**Percent of parents in target communities who can name at least three benefits of primary education**

Illustration 10. Benefits of Education Identified. Comparison between FFE II Final Evaluation and control



Of those parents surveyed in the FFE II final evaluation, 84.6% could name three or more benefits of primary education. In the control schools, only 50% of parents could identify three or more benefits. It is critical for the success of the program to increase community understanding

of the benefits of education. According to the General Bureau for Strengthening of the Educational Community (DIGEFOCE), “When parents are involved, students have better academic achievement regardless of socioeconomic status, ethnicity or parents’ education level.”

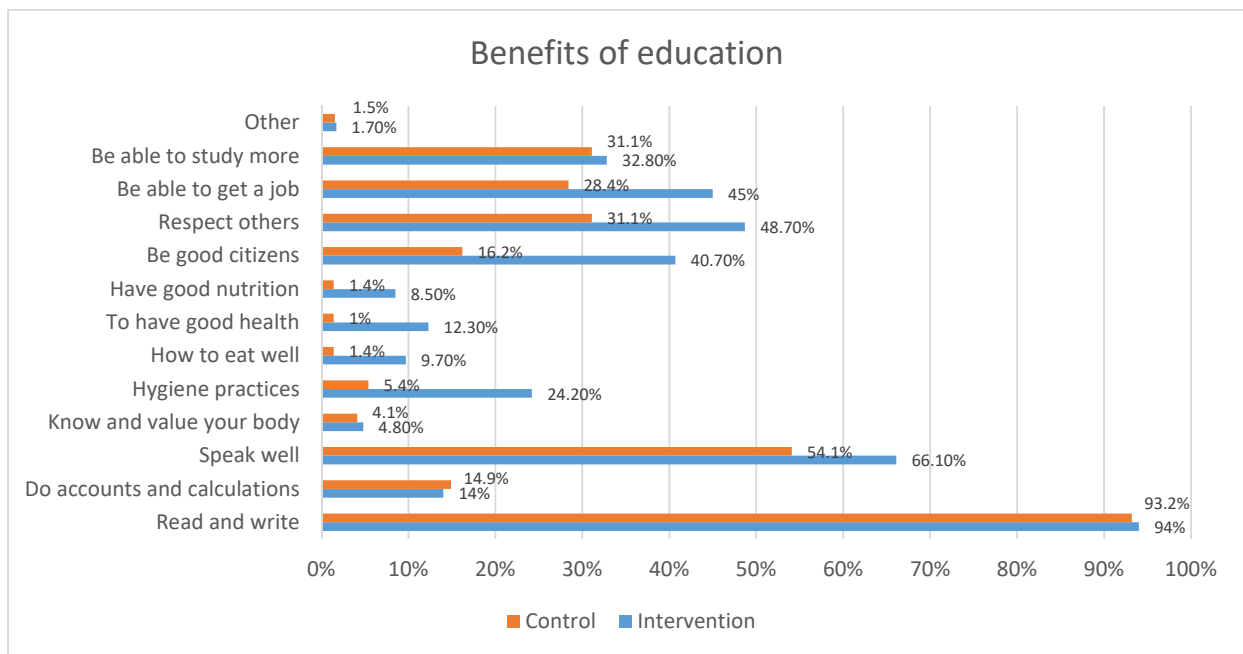
Illustration 11 (above) shows the data provided by the FFE II final evaluation for intervention schools, which are compared with data from control schools. For the survey in the control areas, due to poor organization or parents’ reluctance to respond to the survey, only 75 parents were interviewed.

The analysis of statistical significance determined that the differences in the knowledge of the two groups of parents are statistically significant. (See Annex No. 2).

Among the benefits recognized by each of the groups, knowing how to read and write was valued most highly, followed by being able to talk well. Students are sent to school so that they can support their parents. Mothers whose native language is Mam or Q’anjob’al expect their children to help them with Spanish.

See the survey results in the following graph (Illustration 11):

*Illustration 11. Benefits of Education Identified*



A larger percentage of parents in the intervention schools mentioned more benefits including topics like hygiene, nutrition and health than those in the control communities.

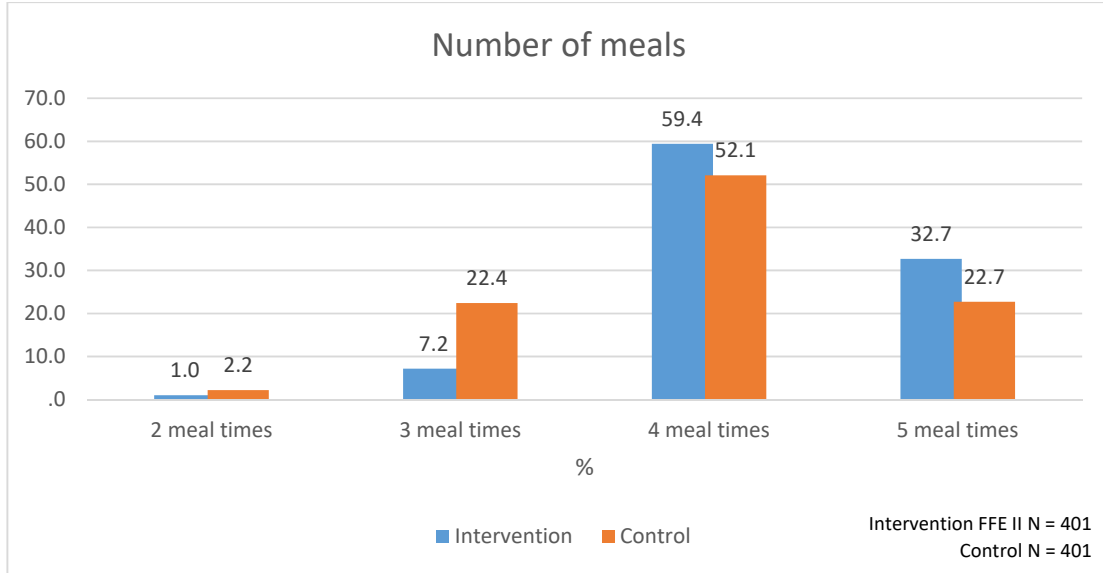
## 6.2. Increased use of dietary and health practices (MGD SO2)

### Percent of school aged children receiving a minimum acceptable diet

The response to this indicator leads to a series of sequential questions for students which begin with the number of meals they eat each day based on recall of what they ate the day before. The team asked this question in both the intervention and control schools. The results showed that

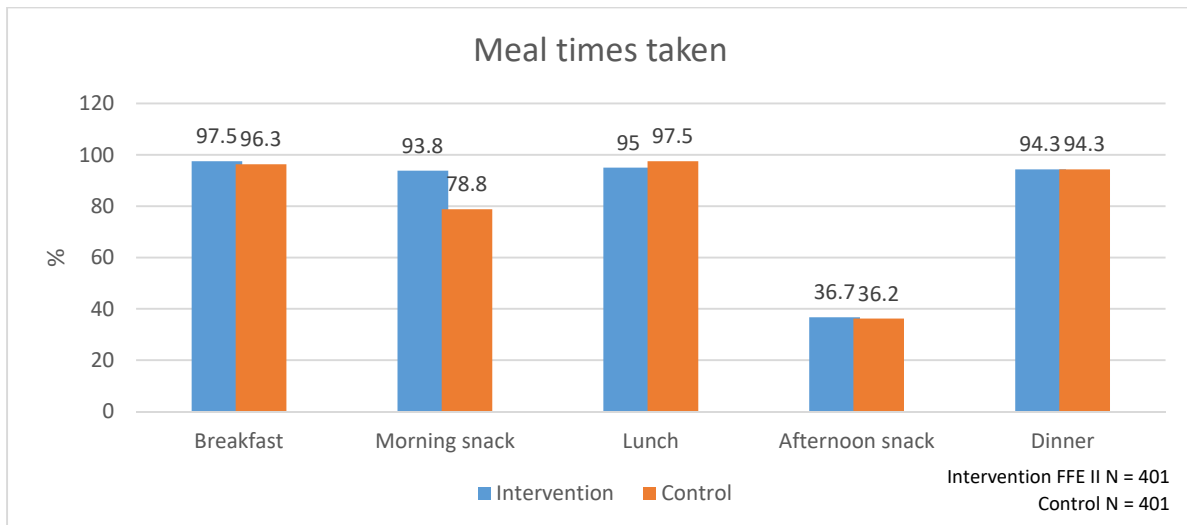
school aged children in the control areas tend to receive fewer meals than students in the intervention areas, as seen in the following graph:

Illustration 12. Number of meals



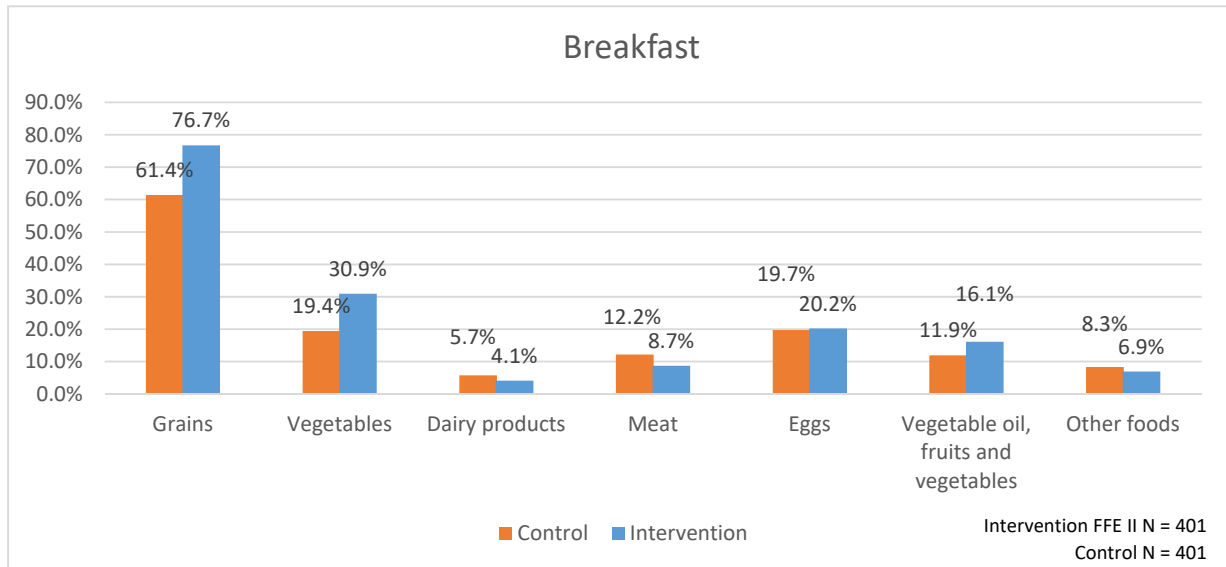
Of the students in the program intervention area, 92.1% received four or five meals a day, while in the control area, only 74.8% did so. The statistical significance test for numeric variable showed there was a relation between the number of meals and residence in the intervention or control area. The evaluation team noted that the efforts in training parents and the awareness of the diet that children should receive had a direct influence on the results. DIGEFOCE, in the document, *Strategy for Parent Support of Education*, noted in finding three, point e) “when parents are treated as partners and are given relevant information by people they are comfortable with, they put the involvement strategies they learn in the programs into practice”. (See Annex No. 2)

Illustration 13. Meals eaten



The main difference in meals eaten is seen in the morning snack given that 78.8% of students receive this in the control schools, while in the intervention schools 93.8% do. The 6.2% who say that they do not receive it were generally interviewed by the evaluation team on a Monday and on Sundays they do not have this benefit at home. This demonstrates the importance of community organization and the formation of the POs. The morning snack is the only meal that shows a statistically significant difference between the control and intervention areas. (See Annex No. 2).

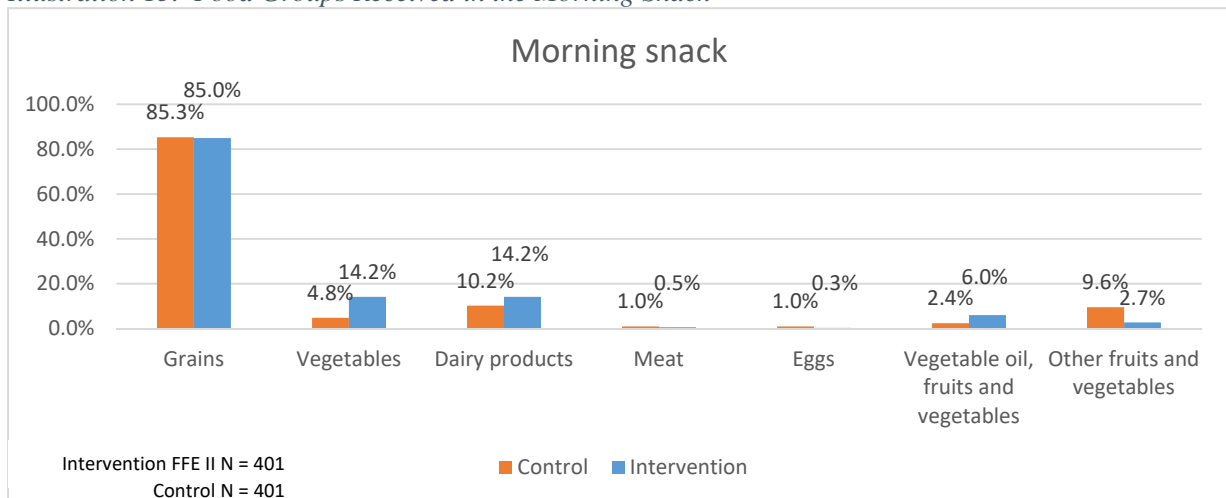
*Illustration 14. Food Groups Received in the Breakfasts*



When food groups are analyzed, the difference between the intervention and control schools is noticeable. Students in the program area receive more variety in their diets especially in foods with vitamin A, such as vegetable oil, fruits and vegetables.

In the intervention schools, where parents have received more training and know how to vary food groups to the extent possible, higher quality foods are available. In the control schools, there is greater consumption of corn in the form of tortillas.

*Illustration 15. Food Groups Received in the Morning Snack*

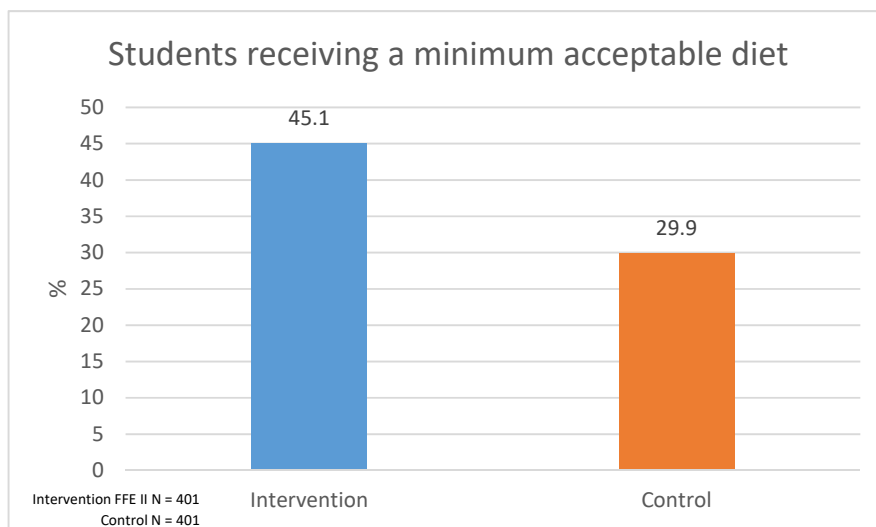


In the control schools, 21.2% of the students do not eat a morning snack, which is key for optimal student performance.

The afternoon snack is least common among the students; 63.3% (253 students) in intervention schools and 63.8% (256 students) in control schools do not have it. Normally in the afternoons, students are helping with household chores, collecting firewood, carrying water, etc. in addition to their school homework. Dinner does not show important variations. Graphs with information about meals are in Annex No. 3: Mealtime Data Analysis; Lunch, Evening Snack, Dinner.

The students who eat at least three meals with food from four or more food groups, are categorized as having a minimum acceptable diet. This group equals 45.1% of the intervention students and 29.9% of the control students. There is a 15.2 percentage point difference between the two sectors.

Illustration 16. Minimum Acceptable Diet



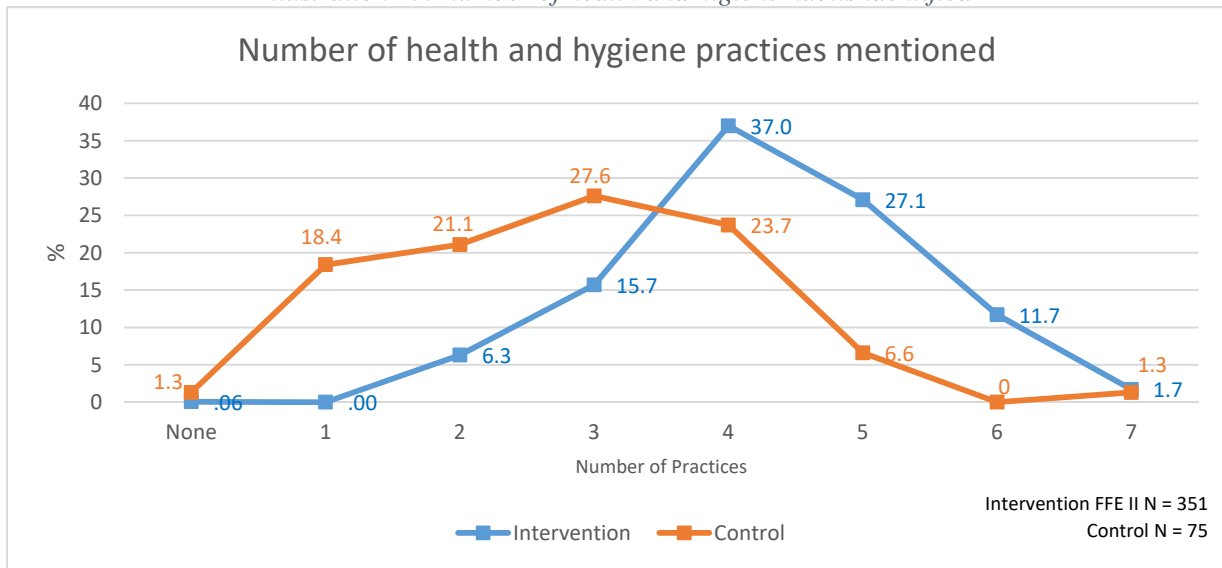
The statistical significance analysis showed a relationship between receiving a minimum acceptable diet and living in the program intervention areas; that is, there were statistically significant differences between the diets in intervention and control areas (Annex 2).

### 6.2.1. Improve knowledge of health and hygiene practices (MGD 2.1)

#### Percent of parents in targeted communities who can identify at least three important health / hygiene practices

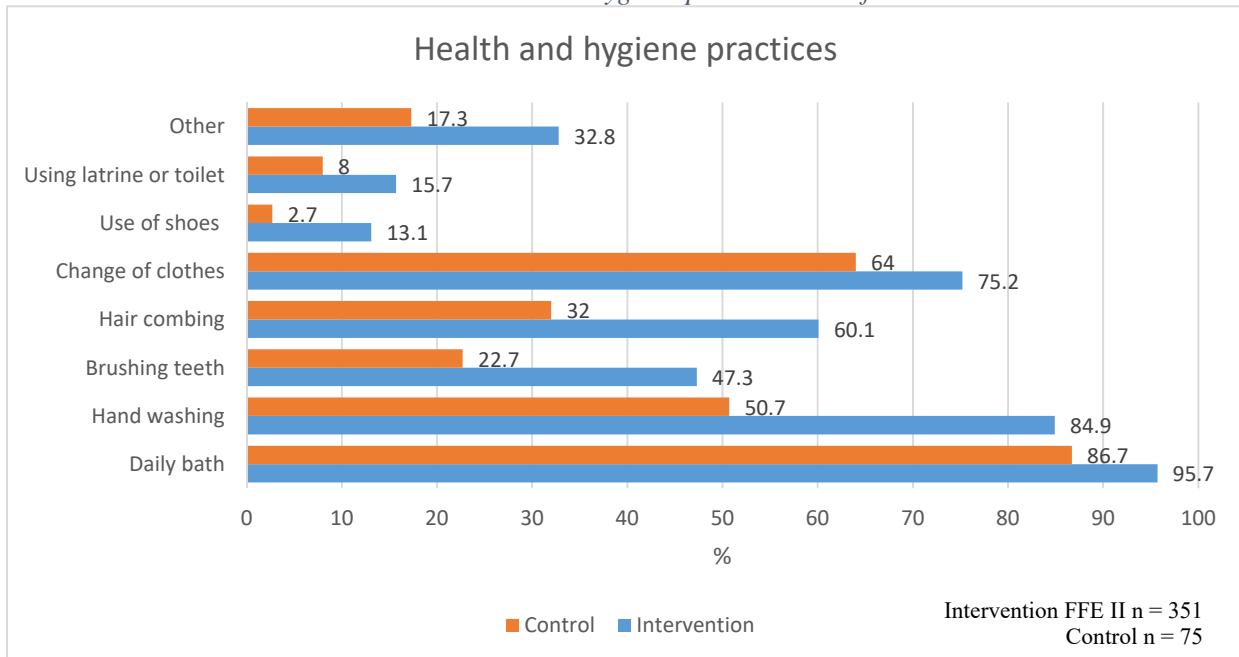
In the FFE II final evaluation, 93.2% of the parents were able to identify at least three important health / hygiene practices. The indicator was measured in the control schools with the parents who were available and 59.2% were able to identify at least three health/ hygiene practices. Illustration 18 shows the results obtained. The differences between the number of health and hygiene practices mentioned by the two groups of parents are statistically significant (Annex No. 2).

Illustration 17. Number of health and hygiene habits identified



The following health/hygiene practices were mentioned by the two groups of parents:

Illustration 18. Health/hygiene practices identified



Daily baths were most frequently mentioned in both groups with 95.7% for the intervention schools and 86.7% in the control schools – there is an awareness of the need to keep the body clean. In the intervention schools, handwashing was mentioned as very important by 84.9%, and changing clothes, by 75.2%. The control schools also listed these activities but with lower percentages: 50.7% and 64% respectively.

6.2.2. Increase knowledge of safe food preparation and storage practices (MGD 2.2)

6.2.2.1. Percent of mothers (or care providers) who can identify at least three key practices aimed at safe food preparation and storage practices

Of the collaborating mothers in the intervention schools, 99.1% mentioned three or more key practices for safe food preparation while only 79.4% did so in the control schools. In the control area, only 34 people were interviewed given that in several of the schools there is no food preparation, especially in La Libertad, where there is no PO and no monetary government support, only food. The 34 women interviewed were those who help in the kitchens.

Illustration 19. Number of safe food preparation practices

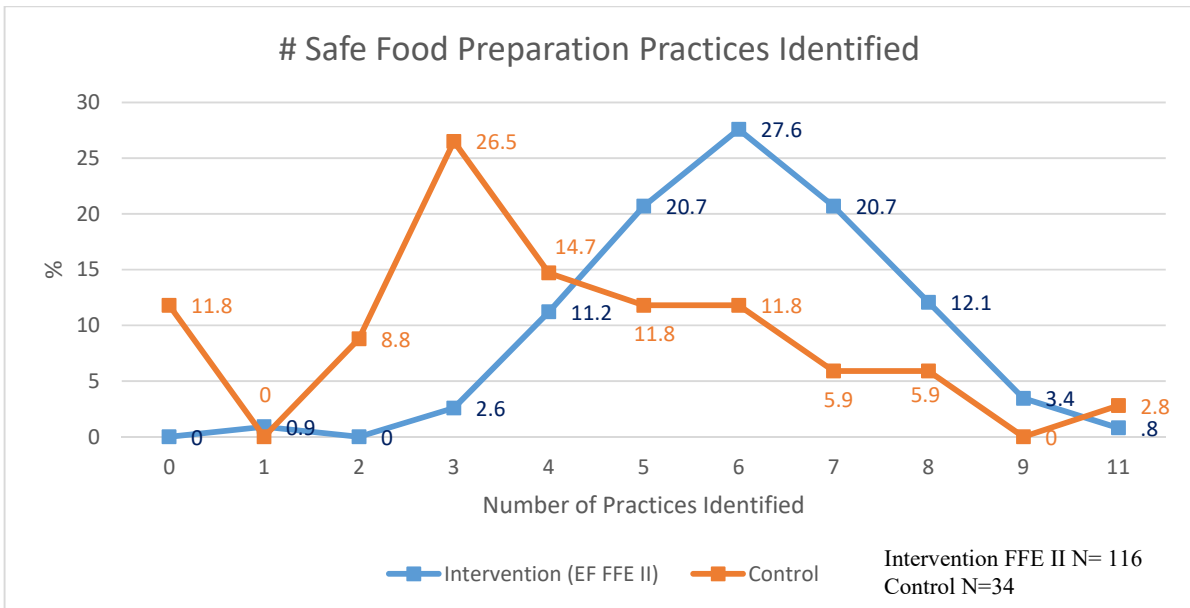
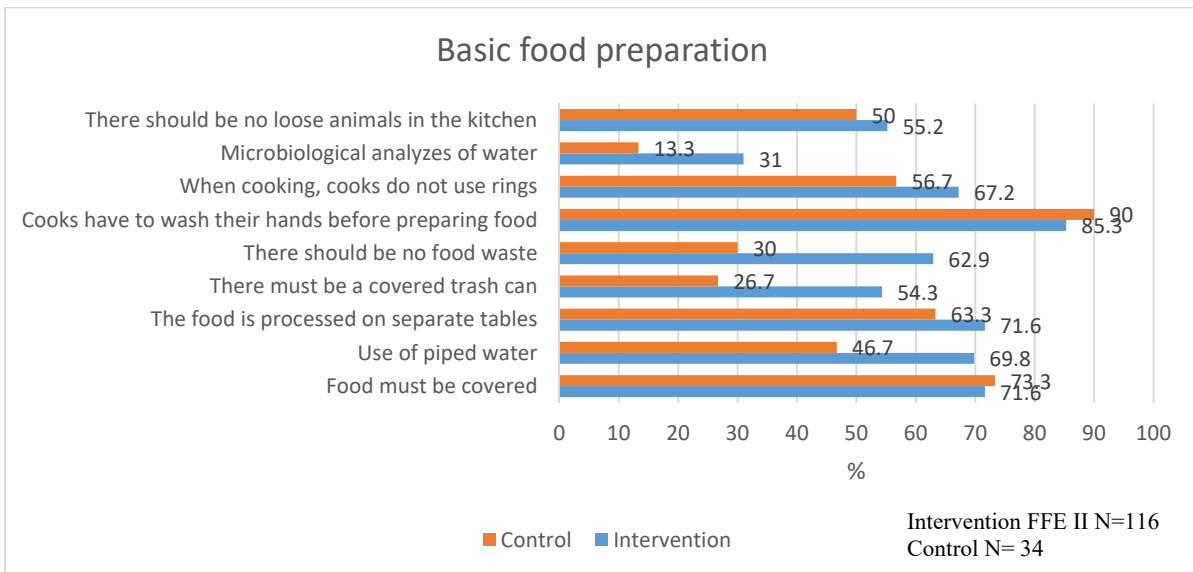


Illustration 20. Safe food preparation practices mentioned



In both cases, handwashing was the most recognized practice for the collaborating mothers who were interviewed, followed by awareness that the food should be covered due to the insects that are prevalent in these communities.

### 6.2.3. Increase access to clean water and sanitation services (MGD 2.4)

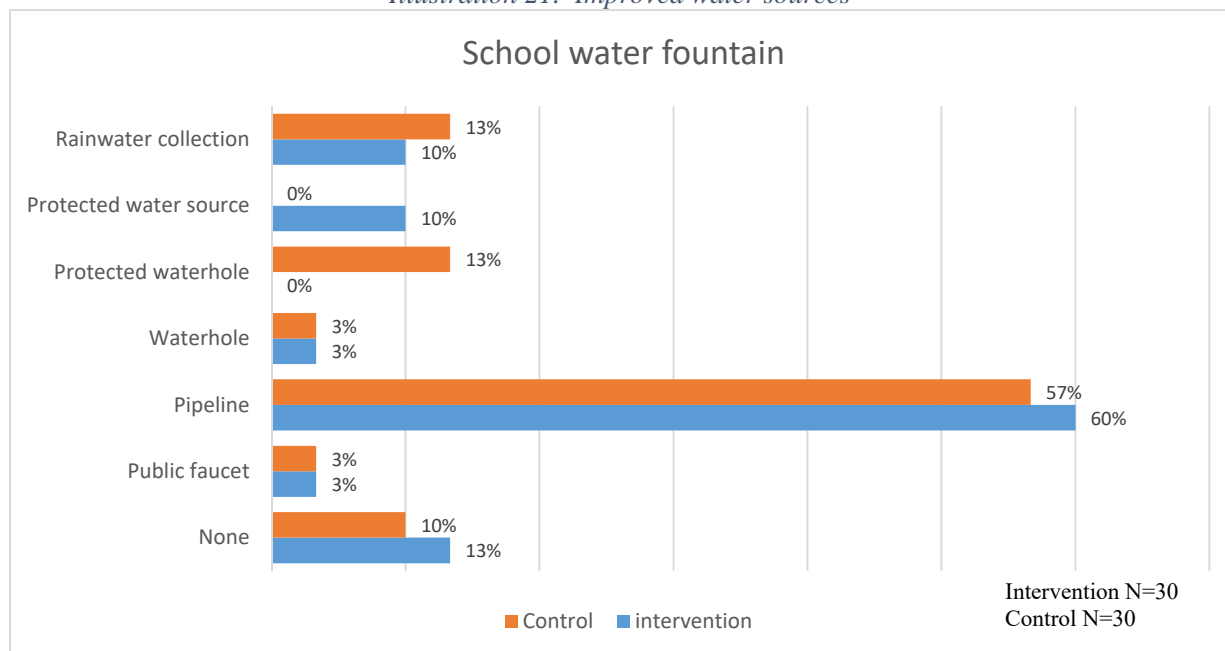
#### 6.2.3.1. Number of schools using an improved water source

In all the schools visited in both the intervention and control areas, special care was given to the topic of water as a priority for student health. PCI installations are new (toilets, handwashing stations) and those of the control schools are old and lack maintenance. It was noted that 86.7% of the sampled intervention schools have an improved water source, as do 90% of the control schools. Nevertheless, it is important to highlight that 13.3% of the sampled intervention schools did not have an improved water source.

The distance from population centers makes access to piped water difficult; 40% of the intervention schools and 43.3% of the control schools do not have piped water, so they collect it in other ways in order to have water at school. In spite of the rural nature of the schools, the main improved water source for both groups is the municipal system for 60% of the intervention schools and 56.7% in the control area.

Between April and June 2017, PCI carried out an infrastructure diagnostic in all 294 schools included in the EDUCAMOS project, to be able to plan and prioritize interventions during project implementation. The diagnostic established, using the same methodology as the baseline data collection, that 289 schools (98%) had an improved water source. For the purpose of establishing baseline values for the EDUCAMOS project, the figures from PCI's infrastructure diagnostic have been used (Section 6.5. Summary of results indicators).

Illustration 21. Improved water sources



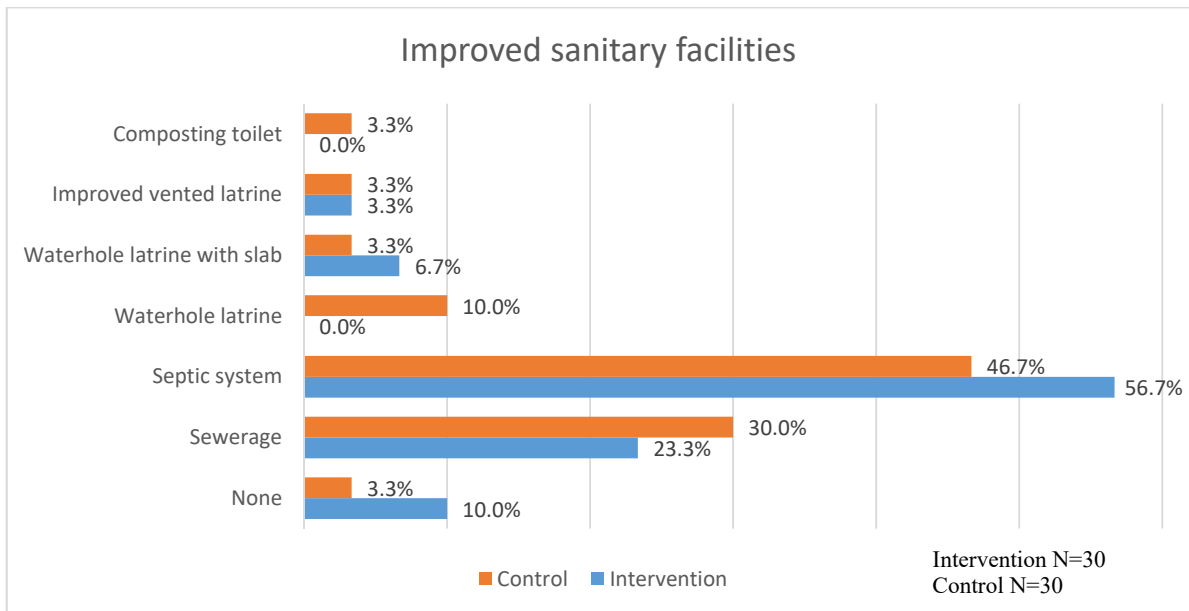
### 6.2.3.2. Number of schools with improved sanitary facilities

In general, the schools have acceptable sanitary facilities for the students to use. There is a division between boys' and girls' facilities with the minimum security measures for students. In the sampled intervention schools, 90%, and in the control schools, 96.7 % have sanitary facilities that have been improved in some way.

Septic systems are the main sanitary installation in 56.7% of the intervention schools and 46.7% of the control schools. The functionality of the systems is unknown and in some cases these could be cesspits which are not advisable for student hygiene.

The second system in schools is a connection to public sewers in 23.3% of the intervention schools and 30% of the control schools.

*Illustration 22. Improved sanitary facilities*



Three of the intervention schools (10% of the baseline sample) do not mention any improved sanitary facilities are in the Aldea Chanxac of San Gaspar Ixchil and Aldea Tres Ranchos of Santa Cruz Barillas. They have septic systems in very poor conditions. The third school is in Aldea El Chilcal of Cuilco, where the administrator did not allow the team to observe the facilities and the sanitary installations were padlocked shut. The control school with no improved sanitary facility, is in Guaxacoy, of the municipality of Santa Eulalia, and has deteriorated installations which the boys prefer not to use, and girls only use when absolutely necessary.

PCI's infrastructure diagnostic established that 224 schools (76%) had improved sanitary facilities, and that, as with improved water sources, those which were newer and functioning were those which have been supported by PCI in previous projects. As above, the figures from this diagnostic have been used to establish the baseline value for this indicator (Section 6.5. Summary of results indicators)

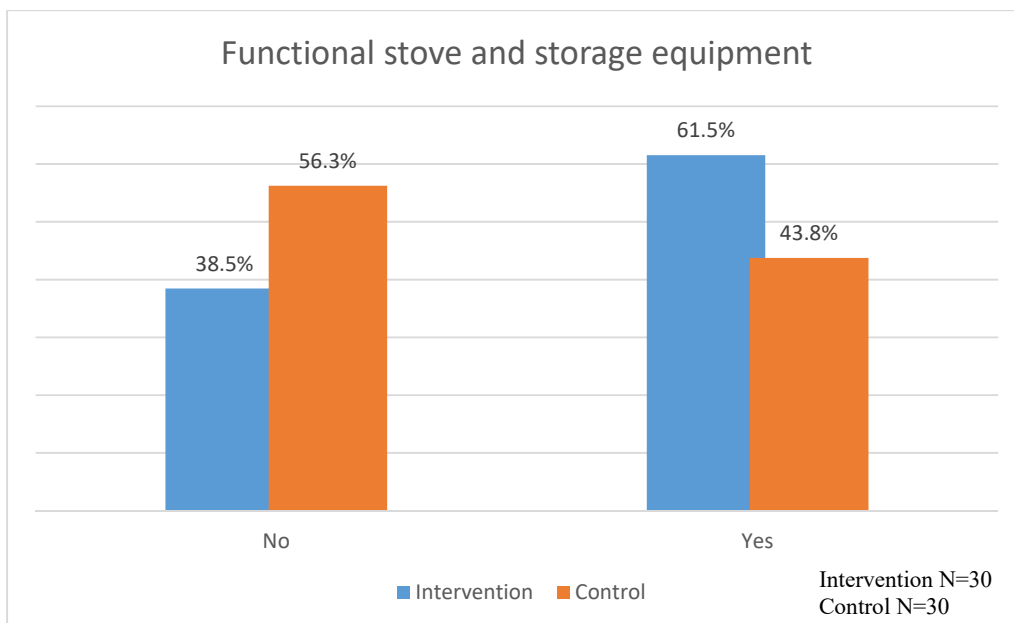
## 6.2.4. Increase access to adequate food preparation tools and storage equipment (MGD 2.6)

### 6.2.4.1. Percent of targeted schools with improved food prep and storage equipment

To establish the percentage of schools with improved food preparation, instruments were prepared prior to the survey to measure schools with a working stove as this is the first step in achieving adequate food preparation. On observation, the team noted that in 60% of the intervention schools, the stoves functioned adequately. In the control schools, 33.3% had a functioning stove.

The second condition needed to comply with the percentage was the availability of storage equipment; basically, a functional and secure warehouse. In 86.7% of the intervention schools a food storage area was available. In the control schools, 53.3% had a food storage space or equipment.

*Illustration 23. Schools with better food preparation and storage equipment*



A total of 61.5% of the intervention schools complied with both conditions while only 43.8% of the control schools complied with both conditions. The differences between the control and intervention schools were statistically significant (Annex No. 2).

## 6.3. Foundational Results

### 6.3.1. Increase the capacity of government institutions (MGD 1.4.1 / 2.7.1)

PCI indicated that within the EDUCAMOS program, capacity of government officials will be strengthened at the local, regional and national levels so that they can exert positive influence over education and/or school feeding aspects. No baseline data was collected for this indicator, but PCI plans to measure, for example, the number of government officials trained in supporting principals and school managers for effective literacy education programs.

### 6.3.2. Improve policies and regulatory frameworks (MGD 1.4.2 / 2.7.2)

According to PCI staff, the EDUCAMOS program will directly promote support for municipal school feeding policies as linked to National Policy discussions where they participate actively. Each policy should have its regulatory framework (regulations) in order to be operational. No baseline data was collected for this indicator, but PCI plans to measure levels of municipal Government support to program schools in order to track progress.

### 6.3.3. Increase government support (MGD 1.4.3 / 2.7.3)

#### 6.3.3.1. Value of government resources allocated for primary education (includes teacher payroll, infrastructure, materials and supplies, etc.)

PCI technical staff indicated that on a monthly basis they record parent contributions in terms of supplies for school feeding, labor and others. PCI also records contributions from the MOE in terms of the rotating fund and cash transfers that each school manages. To date in 2017, this activity had not been registered, as PCI generally documents it at the end of the school year.

#### 6.3.3.2. Value of new public and private sector investments leveraged as a result of USDA assistance

The EDUCAMOS program will achieve a commitment from the public and private sectors to leverage the program in support of education, with new investments that will have a positive impact on schools. At the time of writing, PCI have not recorded or documented any new investments from the public or private sector.

### 6.3.4. Increase government support (MGD 1.4.3 / 2.7.3)

#### 6.3.4.1. Number of Parent-Teacher Associations or similar “school” governance structures supported as a result of USDA assistance

PCI continues working with the 294 POs which are the basis for managing the program at each school. The program also has 96 Women Empowered groups which have been supported by PCI to carry out productive activities which enable them to strengthen their economic capacities, discuss topics of interest to the group of women, and increase their capacity for involvement in community decision making, or become volunteer lead mothers who carry out tasks in the schools. For example, they verify school hygiene, training for other parents and for the collaborating mothers.

#### 6.3.4.2. Number of public-private partnerships formed as a result of USDA assistance

Apart from the Women Empowered groups, there are currently no other public-private associations although this is a commitment that PCI has in its objectives for the EDUCAMOS Program.

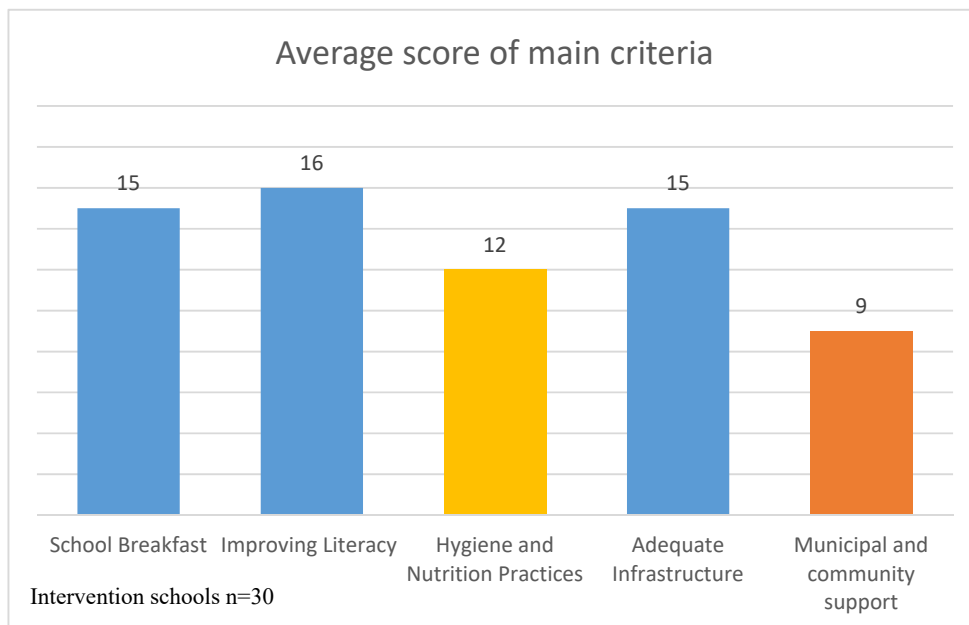
## 6.4. Sustainability Readiness Tool

Within the context of the baseline, the team carried out an evaluation of the sustainability of the schools in the EDUCAMOS program intervention areas using the sustainability readiness tool developed by PCI (Annex No. 4). Thus, there is a map of the current state of the schools which will serve as a guide for the program to improve over the course of program implementation. The parameters listed here should be measured again in the mid-term and final evaluations in order to evaluate the impact of the program with regard to sustainability.

Illustration 24. Average Score from the sustainability tool

This sustainability readiness tool is divided into five main criteria and 25 indicators, each weighted based on compliance with specific conditions. The maximum score is 100 points. Each criterion can have a maximum of 20 points.

The average score for each of the main criteria are shown in Illustration 25.



In general, the criteria with the lowest score was municipal and community support, which indicates that several indicators are pending compliance, specifically the topic of public policies and increased municipal support for the communities.

With regard to the criteria for hygiene and nutrition practices, in three of every four schools the students do not comply with handwashing practices in five of the eight steps.

The remaining criteria obtained between 75% and 80% compliance of the respective indicators. Based on an ideal weighting to classify whether a school is on a realistic path towards sustainability, three categories are proposed:

**Category A:** Schools with 70 or more points, are those with scores above 60% in all the criteria evaluated and are inclined to be sustainable in the medium term.

**Category B:** Schools with 60 to 69 points, present scores above 60% in at least four of the criteria evaluated.

**Category C:** Schools with 59 or fewer points, present scores above 60% in at least two of the criteria evaluated.

Table 6. Sustainability Results per School

Municipality	Community	Total	Classification
Santa Cruz Barillas	Caserío Buena Vista, Aldea Nucá	77	<b>A</b> 70 points or more
San Pedro Soloma	Caserío Jolomar, Aldea Ixnanconop	75	
San Andrés Cuilco	Caserío San Pedro Ven	75	
Santa Eulalia	Caserío Muqan Jolom	73	
Santa Eulalia	Aldea Chival Grande	73	
San Pedro Necta	Caserío Camposeco, Aldea Ajal	73	
San Andrés Cuilco	Caserío Jalapa, Aldea Santa Rosa Canibal	73	
Santa Eulalia	Aldea Paiconop	71	
San Andrés Cuilco	Aldea Islam	71	
Santa Gaspar Ixchil	Aldea Chanxac	69	<b>B</b> 60 to 69 points
Santa Cruz Barillas	Aldea La Florida	69	
Santa Cruz Barillas	Caserío El Cementerio, Aldea Jolomtaj	67	
San Andrés Cuilco	Caserío El Naranjo, Aldea Santa Rosa Canibal	67	
San Andrés Cuilco	Aldea El Chical	67	
San Pedro Soloma	Canton Cotzán	65	
Santa Cruz Barillas	Caserío Siglo XX, Rio Hermin	65	
San Pedro Necta	Caserío El Nanzal, Aldea Chimiche	65	
San Pedro Necta	Caserío Tuiscuz, Aldea Huixoc	65	
San Andrés Cuilco	Caserío Flor del Café,	65	
San Andrés Cuilco	Caserío Campamento Parte Alta, Aldea Hija Blanca	65	
Santa Eulalia	Caserío B'olol Laq, Aldea Yich Tenam	61	
San Pedro Soloma	Aldea Tajlac	61	
San Pedro Soloma	Aldea Gema	61	
Santa Cruz Barillas	Canton San José, Aldea Yulatizu	61	
Santa Eulalia	Caserío Yulxaq, Aldea Temux Chiquito	59	
Santa Gaspar Ixchil	Aldea Coxton	59	
Santa Cruz Barillas	Aldea Tres Ranchos	57	
San Andrés Cuilco	Aldea El Zapote	57	
San Andrés Cuilco	Aldea Agua Dulce	51	
San Pedro Necta	Aldea Siete Cerros	47	

Source: Baseline team

## 6.5. Summary of results indicators

No.	Result	Performance Indicator	Baseline (intervention)	Control schools	Source
1	SO1	Percent of students who, by the end of two grades of primary schooling, demonstrate that they can read and understand the meaning of grade level text	32.6%	27.4%	Baseline
2	SO1	Number of individuals benefiting directly from USDA- funded interventions	0	N/A	PCI
3	SO1	Number of individuals benefiting indirectly from USDA- funded interventions	0	N/A	PCI
4	MGD 1.1	Percent of teachers in target schools who demonstrate improved literacy instruction as identified by supervisors, mentors, or coaches	0	N/A	Baseline
5	MGD 1.1.1	Percent of schools in which at least 80 percent of teachers were present on 90 percent of school days	100%	N/A	Baseline. Information Corner
6	MGD 1.1.2	Number of textbooks and other teaching and learning materials provided as a result of USDA assistance	0	N/A	PCI
7	MGD 1.1.3	Number of teachers, students, and PCI staff trained in management of school libraries	0	N/A	Baseline
8	MGD 1.1.4	Number of teachers/educators/teaching assistants trained or certified as a result of USDA assistance	0	N/A	PCI
9	MGD1.1.4	Number of teachers/educators/teaching assistants in target schools who demonstrate use of new and quality teaching techniques or tools	0	N/A	Baseline
10	MGD 1.1.5	Number of school administrators and officials trained or certified as a result of USDA assistance	0	N/A	PCI
11	MGD 1.1.5	Number of school administrators in targeted schools who demonstrate use of new techniques or tools	0	N/A	Baseline

No.	Result	Performance Indicator	Baseline (intervention)	Control schools	Source
12	MGD 1.2	Percent of students who are “off task” (data collected in a single day, at specific intervals)	27.45%	30.08%	Baseline
13	MGD 1.2.1	Percent of students in target schools who indicate that they are "hungry" or "very hungry" during the school day (collected through a student survey)	8.5%	24.9%	Baseline
14	MGD 1.2.1.1	Number of daily school meals (breakfast, snack, lunch) provided as a result of USDA assistance	0	N/A	PCI
15	MGD 1.2.1.1	Number of school-aged children receiving daily school meals (breakfast, snack, lunch) as a result of USDA assistance	0	N/A	PCI
16	MGD 1.2.1.1	Number of take-home rations provided as a result of USDA assistance	0	N/A	PCI
17	MGD 1.2.1.1	Number of individuals receiving take home rations	0	N/A	PCI
18	MGD 1.2.1.1 / 1.3.1.1/2.5	Number of social assistance beneficiaries participating in productive safety nets as a result of USDA assistance	0	N/A	PCI
19	MGD 1.3	Number of students (males/females) regularly (80%) attending USDA supported classrooms/schools	97.7%	95.3%	Intervention: FE FFE II Control: Baseline
20	MGD 1.3.1	Number of savings and lending groups formed	0	0	PCI
21	MGD 1.3.2	Percent of students who state that illness is the primary reason they are absent from school	7.7%	7.5%	Baseline
22	MGD 1.3.3	Number of educational facilities (i.e. school buildings, classrooms, and latrines) rehabilitated/constructed as a result of USDA assistance	0	N/A	PCI
23	MGD 1.3.4	Number of students enrolled in school receiving USDA assistance	36,660	N/A	Baseline
24	MGD 1.3.4	Percent of primary school aged children enrolled in USDA assisted schools	95%	92.8% (without USDA assistance)	Baseline
25	MGD 1.3.5	Number of parents in target communities who are members of a PTA (or a similar school-based community group)	1,470	N/A	Intervention: FE FFE II Control: Not measured

No.	Result	Performance Indicator	Baseline (intervention)	Control schools	Source
26	MGD 1.3.5	Percent of parents in target communities who can name at least three benefits of primary education (collected through a survey)	84.6%	50%	Intervention: FE FFE II Control: Baseline
27	SO2	Percent of school-age children receiving a minimum acceptable diet	45.1%	29.9%	Baseline
28	MGD 2.1	Percent of parents in targeted communities who can identify at least three important health/hygiene practices (e.g. use of latrines)	93.2%	59.2%	Intervention: FE FFE II Control: Baseline
29	MGD 2.2	Percent of mothers (or care providers) in target communities who can identify at least three key practices aimed at safe food preparation and storage practices	99.1%	79.4%	Intervention: FE FFE II Control: Baseline
30	MGD 2.3	Number of people trained in child health and nutrition as a result of USDA assistance	0	N/A	PCI
31	MGD 2.4	Number of schools using an improved water source <sup>2</sup>	289 (98%)	90%	Baseline
32	MGD 2.4	Number of schools with improved sanitary facilities <sup>3</sup>	224 (76%)	96.7%	Baseline
33	MGD 1.4.2 / 2.7.2	Percent of targeted schools with improved food prep and storage equipment	61.5%	43.8%	Baseline
34	MGD	Number of local, regional, and national level government officials whose capacity was built on education and/or school feeding, by level of official (unduplicated)	0	N/A	PCI
35	MGD1.4.2 / 2.7.2	Number of educational policies, regulations, or administrative procedures in each of the following stages of development as a result of USDA assistance (see Food for Progress and McGovern-Dole Indicators and Definitions)	0	N/A	PCI
36	MGD 1.4.3 / 2.7.3	Value of government resources allocated for primary education (includes teacher payroll,	0	N/A	PCI

<sup>2</sup> Indicators 31, 32 – PCI has carried out a detailed infrastructure analysis in all intervention schools - baseline values for intervention schools are taken from this analysis as apposed to the sample of schools in the baseline evaluation. Percentages are included for intervention school only for comparason with control school (and are not part of the baseline value). The baseline value for control schools is a percentage of the 30 school sample.

<sup>3</sup> As above

No.	Result	Performance Indicator	Baseline (intervention)	Control schools	Source
		infrastructure, materials and supplies, etc.)			
37	MGD 1.4.3 / 2.7.3 / 1.4.4 / 2.7.4	Value of new public and private sector investments leveraged as a result of USDA assistance	0	N/A	PCI
38	MGD 1.4.4 / 2.7.4	Number of Parent-Teacher Associations or similar “school” governance structures supported as a result of USDA assistance	0	N/A	PCI
39	MGD 1.4.4 / 2.7.4	Number of public-private partnerships formed as a result of USDA assistance	0	N/A	PCI

Source: Indicators Table - PCI / field and survey work.

Note – FE FFE II refers to indicators which were measured in the final evaluation of FFE II

## 6.6. Results from Teachers Survey

As part of the baseline, the team carried out a survey with 103 teachers as specifically requested by Juárez & Asociados in order to collect data on literacy teacher training and practices. This information will be useful in preparing the diploma program planned as part of the EDUCAMOS program. Juárez & Asociados provided the data collection instrument. The team carried out the survey in all 60 schools (30 intervention and 30 control).

The questionnaire was self-administered (See Annex 6, section b.). The questions investigated the following aspects:

- a. Teacher data
- b. Learning Communities
- c. Parent Participation
- d. Pedagogical Accompaniment
- e. Attendance
- f. Literacy Teaching
- g. Materials
- h. Evaluation and monitoring
- i. Classroom management

Annex 6 presents the results of the surveys. The table below shows some of the relevant data.

*Table 8: Summary Table for Teacher Survey*

Concept	Intervention Percent	Control Percent
Teachers who ARE currently studying	<b>26.9</b>	<b>15.6</b>
Attended the PADEP	<b>44.9</b>	<b>47.9</b>
Participation in at least one learning community	<b>44.4</b>	<b>57.1</b>
Received accompaniment to support teaching work	<b>38.5</b>	<b>46.9</b>
Received training in oral skills of monolingual Spanish students	<b>40.7</b>	<b>36.7</b>

Concept	Intervention Percent	Control Percent
Received training in oral skills of monolingual Mayan students	5.6	6.1
Received training in oral skills of bilingual process students	37	38.8
Received training in oral skills of bilingual students	11.1	18.4
Uses L1 textbook for literacy teaching	85.4	78.3
Uses L2 textbook for literacy teaching	83.7	72.3
The school has a library, box or collection of reading books	90	97.9
Teacher has a library, box or collection of reading books in the classroom	51	75.5
Has a period assigned for visiting the library	46.9	48.9
Can take a book home from the library	39.2	46.7

## 7 Conclusions

### a. General Aspects

1. The intervention schools, in general, have better conditions with regard to organization, infrastructure, methodologies, technical tools and feeding benefits for students, compared to the control schools. The people in the intervention school communities are more open to participate and have more confidence in the processes that the teachers present.
2. Public recognition of the PCI programs, especially by education authorities, is notable. The evaluation team enjoyed close collaboration with the education authorities of Huehuetenango and the TAC, especially in the control municipalities, where they were able to be received in 100% of the programmed schools.
3. The opportunity to generate statistics collected in the program intervention area and compare them with control schools, facilitates the design of strategies to confront the problems that interfere with students' physical and intellectual development, for improvement of school environments and in all relevant activities in the PCI implementation area.

### b. Indicators

4. The reading capacity of the students in the evaluated schools was within acceptable levels within national standards.
  - a. The majority of children need to read out loud to be able to understand what they are reading, which is not adequate pedagogically.
  - b. Difficulties in reading comprehension are directly related to the native languages; in municipalities with L1 Mam or Q'anjob'al there is less accomplishment.
  - c. Many of the children who are repeating third grade failed the reading test.

5. The professionalization of teachers to learn to use instruments to improve literacy teaching is still an unsatisfied need.
6. Students have a lot of free time in both the intervention and control schools. Free time is understood as time that they use to play, meet, walk or do any undirected activity in the school patio and in some cases, in the field that is next to the school.
7. Multi-grade schools and those with only one teacher present greater distraction for students, with less effective use of class time.
8. Food is a fundamental part of students' integrated development. Its improvement will help them to have better quality of life, which will lead to a better future through their development and expansion of opportunities.
9. The students of the control area who attend schools where there is no PO, are at a disadvantage because they do not receive direct financial support, just food support and this is with less frequency than those which have POs.
  - a. In some schools in the control area, faced with the lack of a PO, some committed teachers promoted their own school garden to provide food for the students. This was the case in Guaxacoy of the municipality of Santa Eulalia, and the school in Aguacatillo of La Libertad (with support from FUNCAFE)
  - b. The municipality of La Libertad has the fewest POs of all the control municipalities, given that there is internal coordination by the municipality to resist control by the SAT (tax authority).
  - c. Of the students in the control schools, 25% said they were hungry at the time of the interview.
  - d. The students who live in the control areas generally receive one meal less a day than those who live in the intervention areas; this is usually the school breakfast.
  - e. The diet of the students in the control areas is of lesser quality in terms of diversity and frequency of food consumption than that of students in the intervention schools.
10. Children's school attendance is consistent both in the intervention as well as control schools. Absences are usually a result of circumstances out of the students' control such as illness, parent ordered travel and work.
11. Parents' knowledge of topics related to the benefits of education in the control schools is significantly inferior compared to parents in the intervention schools given that they have not had the opportunity to receive the training that is part of the program.
12. The intervention schools have fewer improved water installations and also fewer improved sanitary installations compared to the control schools, although with PCI's support these installations are new or recent and a maintenance plan exists to increase their service life with support from parents.
13. The students in the control schools have poorer hygiene in aspects related to water as well as in maintenance and cleaning of the latrines and the kitchen areas, than the intervention schools.

14. The usefulness of the Cleanliness Traffic Light that PCI promotes in the intervention area was recognized and facilitates substantial improvement in the hygiene of classrooms, kitchens, patios and general aspects of the school environment.
15. A visible Information Corner promotes a greater sense of commitment and ownership on the part of teachers for the indicators measured in this venue.

**c. Sustainability**

16. Organization in POs or similar entities is fundamental within the school structure and they need constant training to be able to play their roles appropriately.
17. The sustainability tool facilitates classification based on verifiable data from the schools which are on target for achieving it and which ones need greater support to initiate the process.
18. Promotion of municipal policies to support program activities will facilitate tangible benefits by those who are part of this initiative and can be a model to be followed by other municipalities in the country.

**d. Gender**

19. The main cause of female school drop outs, according to teachers, is the need to help out at home, followed by poverty.
20. There is no significant difference between boys and girls regarding literacy results.
21. There is no statistical evidence that girls eat less in quantity or quality than boys. While boys eat more in the breakfast, girls eat more in the afternoon snack according to the statistical data collection from the interviews.
22. Household decision making is generally shared. Fathers decide about issues related to staying in school and household economic focus; mothers make decisions about health and food.
23. Women's role in the POs has improved as they participate in important positions. The presidency in 48% of the organizations has been held by a woman and in 50%, women have been the treasurer.

**e. Final Conclusion**

The EDUCAMOS program is committed to maintaining the progress from the previous program (FFE II), but also will improve aspects that are still pending, especially with regard to the sustainability of school feeding, participation of the POs or PCs as decision making elements in school processes, women's participation in official entities and as a cross cutting element, student's school performance. Literacy improvement is of special importance and although the intervention schools had better results than the control schools, teachers in the earliest grades need more training especially in bilingual education in order to improve reading comprehension.

## 8 Recommendations

### a. General Aspects

1. It is important to continue with good communication and coordination with local players in the different program intervention communities. While the communities are satisfied in general, there are some situations that could be improved through dialogue to avoid any tendency towards negativity in the parents' response – this would include work load, continually being called to meetings at the school, contributions requested by the school, etc.
2. It is important to take advantage of the public recognition that PCI currently has to coordinate with local governments for creation of a Municipal Public Policy to support school feeding in order to ensure sustainability in every intervention municipality.
3. PCI should increase sharing of information on the achievements evidenced in the program evaluations (FFE II, Baseline), with local authorities and MOH staff which are now aware of PCI's presence. It would be important for them to be able to quantify the magnitude of the scope of the results and impact achieved.
4. The program should open dialogue with the Huehuetenango Teachers Union so that they will have the necessary connections to avoid interruption of program progress in some locations, especially in the municipality of Santa Eulalia. At the same time, it is important to not allow the program to become entangled with conditions and instructions beyond the mandate of the EDUCAMOS program.
5. It is important to determine some timely solutions to situations that were detected during observation of the schools, but which are not covered by the indicators:
  - a. Smoke in the schools and the damage it causes to student health. This was seen to be a generalized problem in intervention as well as control schools.
  - b. The use of firewood and wise use of forest resources, which has been improved to some degree by the use of the firewood saving stoves that PCI promotes and by sensitization of parents so that the firewood that they contribute not come from trees cut only for this purpose.

### b. Indicators

6. It is important to improve students' reading ability, based on a training process for teachers, using new techniques that enable them to increase efficiency in the teaching process.
  - a. Provide schools with adequate, grade appropriate reading material in sufficient quantities for it to be useful in classroom reading exercises. This would include bilingual educational material where appropriate.
  - b. The speed of student conversion to becoming bilingual students should be increased so that the process of understanding will be greater and easier for the students.
  - c. A bilingual education strategy should be contemplated in the teacher training process in the schools and municipalities where this applies.

- d. Promote various activities outside the classroom to motivate children to read and to have more time dedicated to improving reading comprehension.
  - e. Sensitize and inform parents about the importance of reading at home.
  - f. Promote and facilitate improvement of audio-visual aids in the intervention schools.
7. It would be important to create an incentive for teachers to get training and improve their teaching tools and apply this with their students.
    - a. In conjunction with departmental authorities, create an incentive for professionalization of teachers.
    - b. Create a measurement instrument that verifies application of what was learned.
  8. Reinforce administrative capacity of school administrators given that it was noted that a percent of directors still do not know or apply basic MOE procedures, leadership in the community, school and food management – only 76.7% are doing so and given its importance, a greater number of administrators need to improve their skills.
  9. Continue to motivate students to keep their school attendance up. The school breakfast is a good motivator although teaching techniques can be improved so that students are also motivated to attend classes that interest them and promote improvement of their levels of knowledge.
  10. In order to ensure the success of the existing saving and loan groups and help communities prosper, link them with a Local Economic Development Plan (LED) that will be viable based on the conditions of each municipality. Share success stories to motivate others.
  11. Continue the training process for parents in aspects that improve quality of life in the students' homes. This would include topics on hygiene and diet as well as continuing to reinforce the importance of the benefits of education for their children.
  12. Continue carrying out training events for mothers on how to create a balanced diet for the students in their communities to improve the minimum acceptable diet.
  13. Give special attention to the 13.3% of intervention schools, which in spite of having new or improved installations do not have an improved water source. Additionally, increase the number of schools with improved sanitary installations given that 10% of schools lack these.
  14. The strategies for improving hygiene in the intervention schools have worked well. Promote, maintain and improve them so that there is no backsliding to the levels seen in the control schools.
  15. Continue managing the school information corners and integrate parents in the explanation of their content related to the work they do as POs or PCs to maintain infrastructure, work in school gardens, carry out negotiations for the benefit of the school, and any other responsibilities they carry.
  16. For all the indicators with satisfactory results, maintain these levels. Some are time sensitive (especially knowledge) and new parents and students will come in and thus continuity in the schools is important.

### **c. Sustainability**

17. Create a private initiative sponsorship strategy along with the municipal policy to support the intervention schools to achieve sustainability. Create regulations and control instruments to verify that the sponsorship processes promote adequate involvement.
18. Continue supporting the Law for School Feeding, which would increase MOE contributions for school breakfasts. This will be highly effective after the program ends and the schools no longer have the valuable food support provided by PCI with support from USDA.
19. The sustainability tool can be measured every year to observe progress, providing incentives for those who move into the “achieved” zone.

### **d. Gender**

20. Develop sensitization programs on the new approach to masculinity with families to facilitate empowerment of women and for all gender relationships at the school and community level.
21. Study the viability of success and if possible promote commercial exchanges by the women who participate in the Women Empowered initiative, savings groups, etc., in the different EDUCAMOS program locations, seeking business viability among remote communities (supply-demand). For example, channel supply-demand between Cuilco and Barillas, or San Pedro Necta and Santa Eulalia.
22. Constantly promote talks on self-esteem and present motivating examples to the girls and women of the intervention schools.
23. Keep gender equity as a cross cutting issue in all PCI activities as they are doing. However, it would be important to document this in order to guide staff in addressing it in the communities.

### **e. Final Recommendation**

The EDUCAMOS program cannot finalize its mandate without an important number of schools (over 70%) having achieved or being close to achieving sustainability. If this is not accomplished, the communities will be heavily impacted by the finalization of the program and will always be seeking someone to solve their problems, asking for support or help which in many cases will be delayed or not materialize. Thus, it is critically important to achieve alliances, political commitments, institutional support, laws or regulations to ensure support for school feeding and self-sufficiency of the schools.

## Annex No. 1. Methodology for Intervention Sampling

Table 9. Weighting of Intervention Schools

Municipality	Schools	Percentage Weight	Allocation <sup>1</sup>	Sample
San Gaspar Ixchil	10	3.80%	1.14068	2
San Pedro Necta	35	13.31%	3.99240	4
Cuilco	82	31.18%	9.35361	9
San Pedro San Pedro Soloma	31	11.79%	3.53612	4
Santa Eulalia	41	15.59%	4.67681	5
Santa Cruz Santa Cruz Barillas	64	24.33%	7.30038	6
Totals	263	100.00%		30

<sup>1</sup>Small changes as a result of approximating numbers

- Schools were introduced to the AZAR.INFO program by municipality to participate in the selection using random numbers. San Pedro Necta is presented below as an example:

**Resultados de los ganadores:**

Ganador 1 - EORM Aldea Siete Cerros  
 Ganador 2 - EORM Caserío El Nanzal, Chimiche  
 Ganador 3 - EORM Caserío Tuiscuz, Aldea Huixoc  
 Ganador 4 - EORM Caserío Camposeco, aldea Ajal

[Atrás](#)

- From the previous process, 30 intervention schools and the six reserve schools (substitutes) were selected:

Table 10. List of Intervention Schools

No.	Municipality	School Name and Address
1	San Gaspar Ixchil	EORM Aldea Coxtón
2	San Gaspar Ixchil	EORM Aldea Chanxac

No.	Municipality	School Name and Address
R	San Gaspar Ixchil	EORM Caserío Tuiloj, Aldea Ixpaltzaj
3	San Pedro Necta	EORM Caserío Camposeco, Aldea Ajal
4	San Pedro Necta	EORM Caserío El Nanzal, Chimihe
5	San Pedro Necta	EORM Caserío Tuiscuz, Aldea Huixoc
6	San Pedro Necta	EORM Aldea Siete Cerros
R	San Pedro Necta	EORM Caserío Nueva Esperanza, Aldea Agua de las Palomas
7	Cuilco	EORM Campamento Alto
8	Cuilco	EORM Aldea El Chilcal
9	Cuilco	EORM Caserío San Pedro Ven
10	Cuilco	E.O.R.M. Aldea Islam
11	Cuilco	EORM Cantón La Soledad, Caserío El Zapotillo, Aldea Buena Vista Las Mesas
12	Cuilco	EORM Caserío Jalapa, Aldea Santa Rosa Caníbal
13	Cuilco	EORM Aldea Agua Dulce
14	Cuilco	EORM Caserío Monumento, Aldea Haciendita las Flores
15	Cuilco	EORM Aldea El Zapote
R	Cuilco	EORM Caserío El Naranja Santa Rosa Caníbal
16	San Pedro Soloma	EORM Cantón Cotzan
17	San Pedro Soloma	EORM Aldea Gema

No.	Municipality	School Name and Address
18	San Pedro Soloma	EORM Caserío Jolomar, Aldea Ixnanconop
19	San Pedro Soloma	EORM Aldea Tajlac
R	San Pedro Soloma	EORM Aldea Quecchil
20	Santa Eulalia	EORM Aldea Nancultac
21	Santa Eulalia	EORM Caserío Muq'an Jolom Aldea Pett
22	Santa Eulalia	EORM Aldea Paiconop
23	Santa Eulalia	EORM Caserío Bololaq`
24	Santa Eulalia	EORM Caserío Yulxaq, Temux Chiquito
R	Santa Eulalia	EORM Aldea Chival Grande
25	Santa Cruz Barillas	EORM Cantón San José, Aldea Yulatizu
26	Santa Cruz Barillas	EORM Caserío Cementerio Jolomtaj
27	Santa Cruz Barillas	EORM Aldea La Florida
28	Santa Cruz Barillas	EORM Caserío Buena Vista, Aldea Nuca
29	Santa Cruz Barillas	EORM Nueva Generación Maya
30	Santa Cruz Barillas	EORM Caserío Siglo XX, Rio Ermin
R	Santa Cruz Barillas	EORM Aldea Tres Ranchos

Note: The following replacement schools were used:

- a. Cuilco, Caserío el Naranjo, Aldea Santa Rosa Caníbal replaced EORM Canton La Soledad, Caserío El Zapotillo, Aldea Buena Vista Las Mesas, because of the same

situation of entry, the degree of possibility of not arriving and compromising the fulfillment of the goals

- b. Cuilco, Casrío Flor del Café, Aldea Agua Dulce replaced Escuela Monumento, Aldea Haciendita las Flores because it is not possible to reach that school in the winter. For this reason, a new school run was made but only placing those in the "farm" area within the program in order to choose randomly.
- c. Santa Eulalia, Chival Grande Village replaced Aldea Nancultac because the evaluation was not permitted to be carried out by the school's director.
- d. Santa Cruz Barillas, Aldea Tres Ranchos replaced Nueva Generación Maya, at the suggestion of the Department of Education, because it is a Mam community within the Q'anjob'al culture.

3. The schools in the control group were the following:

For the selection of control group schools, the following criteria were considered as fundamental:

- a. Homogeneity within the intervention schools
- b. Superior linguistic quality
- c. No current or past presence of other NGOs.

Because the knowledge of schools outside the PCI intervention area is in the MOE, the following protocol was followed:

- a. The official visit to the selected site proceeded. At that meeting, the MOE reviewed, by municipality, the intervention schools that are part of the EDUCAMOS program, to get an idea of the language, school size, rurality, etc.
- b. It was requested that for each municipality different locations of the schools be taken as far as possible, in a way that one could have a complete idea of the municipality. From this account, the communities were distributed by upper, middle and lower parts, where the names of the schools were selected at random.
- c. Based on the knowledge of the schools, the MOE proposed schools that were considered similar to those of the intervention group (by municipality).
- d. The Technical Administrative Coordinator (CTA) was consulted by telephone to verify that schools were not involved with organizations that have such interventions as literacy, food and health / hygiene activities. They discarded some schools that were currently involved with SADEGUA and others that were involved in previous years with SHARE or World Vision.

*Table 11. List of Schools in the Control Group*

No.	Municipality	Name and Address
1	Colotenango	Caserío Santo Domingo Aldea La Vega
2	Colotenango	Caserío Siete Caminos Aldea La Vega
3	San Sebastian Huehuetenango	Caserío Sujal Aldea Quiajola
4	San Sebastian Huehuetenango	Caserío Sipal Aldea Quiajola
5	San Sebastian Huehuetenango	Caserío Chequequix I
6	San Sebastian Huehuetenango	Caserío Tuitzquimac Aldea T-Xe'joj

No.	Municipality	Name and Address
7	La Libertad	Caserío Cerro Grande Aldea Cerro Grande
8	La Libertad	Aldea El Paraiso
9	La Libertad	Caserío El Aguacatillo
10	La Libertad	Aldea Cerro Grande
11	La Libertad	Caserío El Jute
12	La Libertad	Aldea Peña Roja
13	La Libertad	Aldea Huica
14	La Libertad	Aldea El Naranjo I
15	La Libertad	Aldea Santo Domingo Las Flores
16	San Juan Ixcoy	Aldea Yulchecan
17	San Juan Ixcoy	Cantón Nuca Sector Iii
18	San Juan Ixcoy	Caserío Cojcán
19	San Juan Ixcoy	Caserío Chenguay
20	San Juan Ixcoy	Aldea Sachan
21	San Juan Ixcoy	Aldea Tocal
22	San Juan Ixcoy	Aldea Jolomguitz
23	San Juan Ixcoy	Aldea Yulguitz I
24	San Juan Ixcoy	Caserío Txamaylaq Aldea Yulguitz I
25	Santa Eulalia	Aldea Guaxacoy
26	Santa Eulalia	Cantón Nueva Florida
27	Santa Eulalia	Cantón Alta Miranda
28	Santa Eulalia	Caserío Santa Rosa
29	Santa Eulalia	Caserío Nueva Reforma
30	Santa Eulalia	Cantón Nuevo Progreso

#### 4. Sampling of the direct collection tools:

Sample	Intervention		Control		Total Achievement
	No.	Justification	No.	Justification	
4th, 5th and 6th grade students	401	Population (294 schools): 12,183 students in grades four through six (Source: PCI): <b>95% confidence level of data, 4.82% sampling error</b>	401	It was planned to have the same number of intervention students, assuming the same population as intervention: <b>95% confidence level of the data, 4.82% sampling error</b>	802
Fathers/ Mothers	177	Population (294 schools): 18,897 Parents and mothers (source: PCI). 150 (according to TDR) had been planned and 27 parents more were	76	It was planned to have the same amount as intervention, but it was not possible due to mistrust of parents in giving	253

Sample	Intervention		Control		Total Achievement
	No.	Justification	No.	Justification	
		interested in participating, so they were included; <b>95% data reliability level, 7.34% sampling error</b>		information. Assuming the same population as schools of intervention: <b>95% confidence level of the data, 11.2% sampling error</b>	
Teachers	54	Sixty teachers had been planned (according to the ToR), which was not achieved because some schools had only one teacher, some only had two teachers and one of them was the principal. Population: 1,400 teachers <b>95% confidence level of data, 13.1% sampling error</b>	49	Same planning as intervention schools (60 teachers). Assuming the same population as schools of intervention: <b>95% confidence level of data, 13.9% sampling error</b>	103
Directors	30	30 were planned (according to ToR) and all 30 were achieved.	30	Same as the intervention schools	60
Collaborating Mothers	75	ToR did not specify a sample for collaborating mothers. The total number of mothers who prepared breakfast on the day of the visit were interviewed.	34	It was planned to interview the available mothers who prepared food, although there were than in the intervention schools, because they only prepared school lunches.	109
Teacher Survey	54	Same case of the sample "teachers"	47	Of the 49 teachers, two were not willing to answer this survey.	101
CPF / OPF Members		Two were planned per school, (according to ToR), it was not possible because they were not in school or in the community		Some schools do not have an organization, and others that do have it, or arrived the day of the visit, or did not want to respond.	
Primary School Students Observed for Attention Test	488	Population (294 schools): 7,670 first grade students: <b>95% confidence level of data, 4.3% sampling error</b>	615	Assuming the same population as intervention schools: <b>95% confidence level of the data, 3.8% sampling error</b>	1,103
Reading tests for upper primary students	509	Population (294 schools): 5,461 third grade students: <b>95% confidence level of data, 4.14% sampling error</b>	456	Assuming the same population as intervention schools: <b>95% confidence level of the data, 4.4% sampling error</b>	965
Technical Administrative Coordinator	3		3		6

## 5. Data Verification

### 5.1. Statistical tests applied

Three types of statistical tests were used to determine the level of significance between two or more study variables:

- a. **Chi square test:** Used to establish independence / dependence between nominal variables
- b. **Student's T test:** Used to establish the relationship between two groups or samples and a numerical variable.
- c. **U Mann - Withney test:** It was used to establish the relation between two groups or samples and a numerical variable when the distribution of data did not respond to the normal distribution.

### 5.2. Data Audit

- a. In order to ensure data quality, frequency tables were used to enable the detection and correction of typing errors in the questionnaires
- c. The questionnaires were reviewed daily in the field to evaluate the quality of the surveys conducted and to detect and correct errors of the interviewer
- d. A typing "mirror" was used to measure the accuracy of the data entry.

### 5.3. Limitations in fieldwork

- a. There is little time to observe the teachers' performance in class, since there were two moments, each lasting ten minutes, observing the attention of the students in the classroom, which limits the observation of the literacy teaching techniques
- b. In the control groups, teachers felt that they were being overly scrutinized by being asked to show their teacher's notebook.

## Annex No. 2. Statistical Significance Tests (Spanish)

Tabla 7. Prueba de significancia de estudiantes que no hacen sus tareas (6.1.2-a). Ilustración 4

		Prueba de muestras independientes								
		Prueba de Levene para la igualdad de varianzas		Prueba T para la igualdad de medias						
		F	Sig.	t	gl	Sig. (bilateral)	Diferencia de medias	Error típ. de la diferencia	95% Intervalo de confianza para la diferencia	
									Inferior	Superior
Porcentaje	Se han asumido varianzas iguales	1.305	.258	.389	57	.699	2.3291983	5.9891102	-9.6637881	14.3221847
	No se han asumido varianzas iguales			.390	55.731	.698	2.3291983	5.9700488	-9.6315208	14.2899175

Tabla 8. Nivel de significancia estadística para estudiantes que indican tener hambre. (6.1.2-b) Ilustración 6

	Valor	gl	Sig. asintótica (bilateral)	Sig. exacta (bilateral)	Sig. exacta (unilateral)
Chi-cuadrado de Pearson	39.028 <sup>a</sup>	1	.000		
Corrección por continuidad <sup>b</sup>	37.855	1	.000		
Razón de verosimilitudes	40.501	1	.000		
Estadístico exacto de Fisher				.000	.000
Asociación lineal por lineal	38.980	1	.000		
N de casos válidos	802				

a. 0 casillas (.0%) tienen una frecuencia esperada inferior a 5. La frecuencia mínima esperada es 67.00.

c. Calculado sólo para una tabla de 2x2.

Tabla 9. Nivel de significancia estadística para causas de ausencia escolar (6.1.3.3). Ilustración 8.

	Valor	gl	Sig. asintótica (bilateral)
Chi-cuadrado de Pearson	8.285	5	.141
Razón de verosimilitudes	9.481	5	.091
Asociación lineal por lineal	.889	1	.346
N de casos válidos	802		

Tabla 10. Comprobación de significancia estadística Beneficios de la educación (6.1.3.8). Ilustración 10

	Valor	gl	Significancia asintótica (bilateral)
Chi-cuadrado de Pearson	11.032 <sup>a</sup>	7	.137
Razón de verosimilitudes	11.181	7	.131
Asociación lineal por lineal	.236	1	.627
N de casos válidos	253		

a. 6 casillas (37.5%) tienen una frecuencia esperada inferior a 5. La frecuencia mínima esperada es .60.

Fuente: Elaboración propia. Resultado de SPSS

Tabla 11. Comprobación de significancia estadística, Beneficios de la educación (6.1.3.8). Ilustración 10

Estadísticos de contraste <sup>a</sup>	
	Beneficios de la educación
U de Mann-Whitney	6092.500
W de Wilcoxon	9018.500
Z	-1.229
Significancia asintótica. (bilateral)	.219

a. Variable de agrupación: control intervención

Fuente: Elaboración propia. Resultado de SPSS

Tabla 12. Comprobación de significancia estadística, número de comidas realizadas (6.2). Ilustración 13

Estadísticos de contraste <sup>a</sup>	
	Cuántas comidas hizo
U de Mann-Whitney	64381.500
W de Wilcoxon	144982.500
Z	-5.450
Sig. asintót. (bilateral)	.000

a. Variable de agrupación: control intervención

**Estadísticos de contraste<sup>a</sup>**

	Cuántas comidas hizo
U de Mann-Whitney	64381.500
W de Wilcoxon	144982.500
Z	-5.450
Sig. asintót. (bilateral)	.000

*Tabla 13. Significancia estadística de tiempos de comida realizados (6.2). Ilustración 13*

Variable	Chi cuadrado de Pearson	Gl	Significancia Asintótica	Análisis
Desayuno	1.032	1	0.310	No hay diferencia entre intervención y control
Refacción matutina	37.930	1	0.00	Hay diferencia significativa entre intervención y control
Almuerzo	3.463	1	0.063	No hay diferencia entre intervención y control
Refacción vespertina	0.022	1	0.883	No hay diferencia entre intervención y control
Cena	0.00	1	1.00	No hay diferencia entre intervención y control

*Tabla 14. Dieta mínima de los estudiantes. Ilustración 16*

**Pruebas de chi-cuadrado dieta mínima**

	Valor	gl	Sig. asintótica (bilateral)	Sig. exacta (bilateral)	Sig. exacta (unilateral)
Chi-cuadrado de Pearson	19.789 <sup>a</sup>	1	.000		
Corrección por continuidad	19.146	1	.000		
Razón de verosimilitudes	19.894	1	.000		
Estadístico exacto de Fisher				.000	.000
Asociación lineal por lineal	19.765	1	.000		
N de casos válidos	802				

a. 0 casillas (.0%) tienen una frecuencia esperada inferior a 5. La frecuencia mínima esperada es 150.50.

b. Calculado sólo para una tabla de 2x2.

Tabla 15. Comprobación de significancia estadística. Cantidad de hábitos / higiene mencionados (6.2.1).  
Ilustración 18

	Valor	gl	Sig. asintótica (bilateral)
Chi-cuadrado de Pearson	12.374 <sup>a</sup>	7	.089
Razón de verosimilitudes	13.387	7	.063
Asociación lineal por lineal	5.011	1	.025
N de casos válidos	253		

a. 6 casillas (37.5%) tienen una frecuencia esperada inferior a 5. La frecuencia mínima esperada es .30.  
Fuente: elaboración propia. Resultado de SPSS

Tabla 16. Significancia estadística cantidad de hábitos de salud / higiene mencionados. (6.2.1)  
Ilustración 18

**Prueba de muestras independientes**

	Prueba de Levene para la igualdad de varianzas		Prueba T para la igualdad de medias						
	F	Sig.	t	gl	Sig. (bilateral)	Diferencia de medias	Error típ. de la diferencia	95% Intervalo de confianza para la diferencia	
								Inferior	Superior
Se han asumido varianzas iguales	.939	.333	-2.25	251	.025	-.38946	.17259	-.72936	-.04956
No se han asumido varianzas iguales			-2.18	132.679	.030	-.38946	.17801	-.74156	-.03736

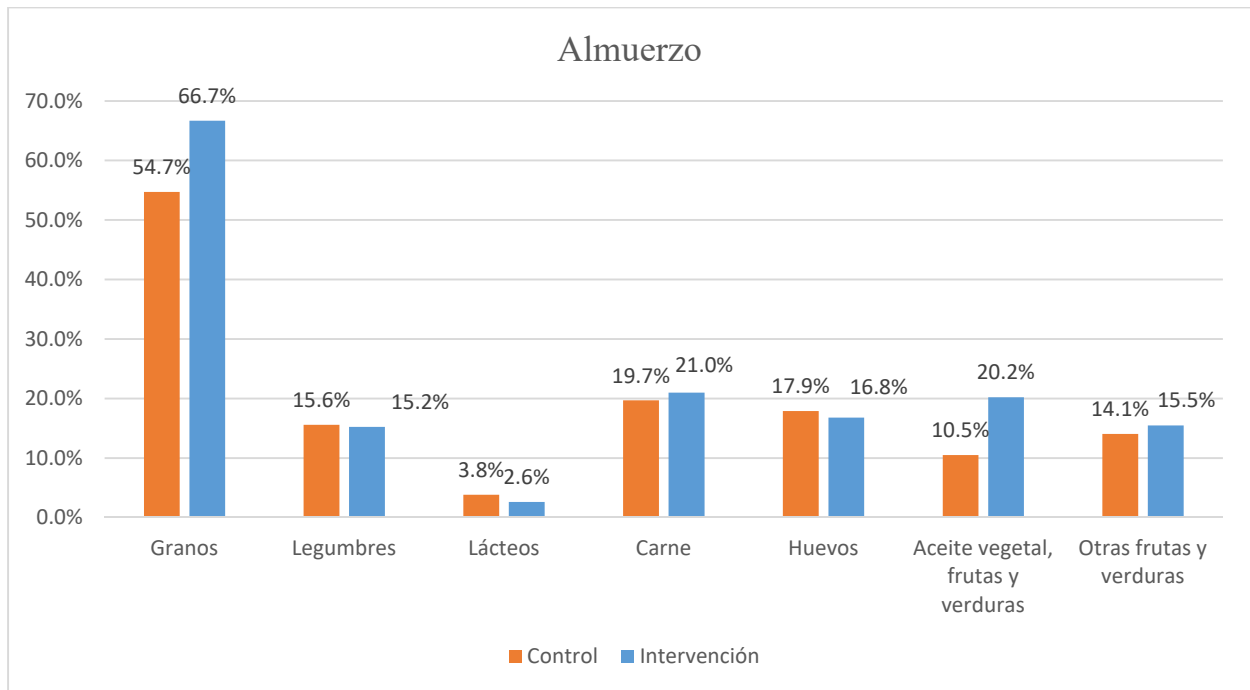
Fuente: Resultado de SPSS

Tabla 17. Prueba de significancia estadística. Escuelas con una mejor preparación de alimentos y equipo de almacenamiento (6.2.4.1). Ilustración 23

Variabes	Chi cuadrado de Pearson	Gl	Sig Asintótica	Análisis
Estufa funcionando – Intervención / control	6.217	2	0.045	Existe diferencia significativa entre intervención y control
Existe equipo de almacenamiento Intervención / control	7.937	1	0.005	Existe diferencia significativa entre intervención y control

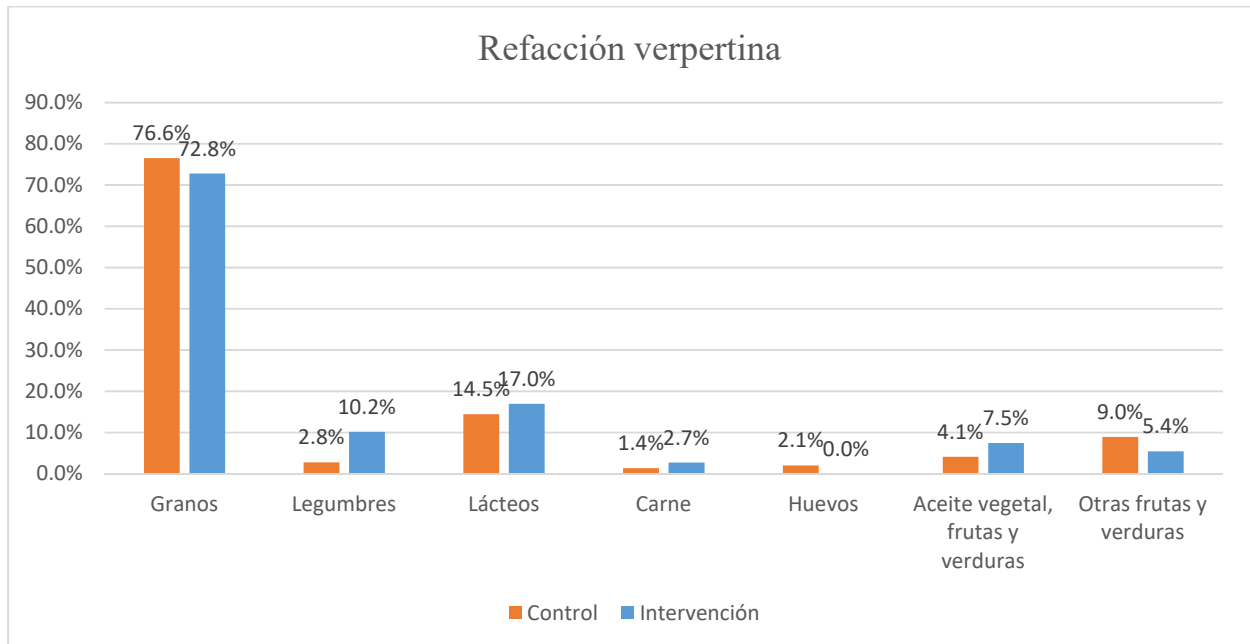
### Annex No. 3. Mealtime Data Analysis; Lunch, Evening Snack, Dinner (Spanish)

Ilustración 25. Grupos de alimentos recibidos en el almuerzo



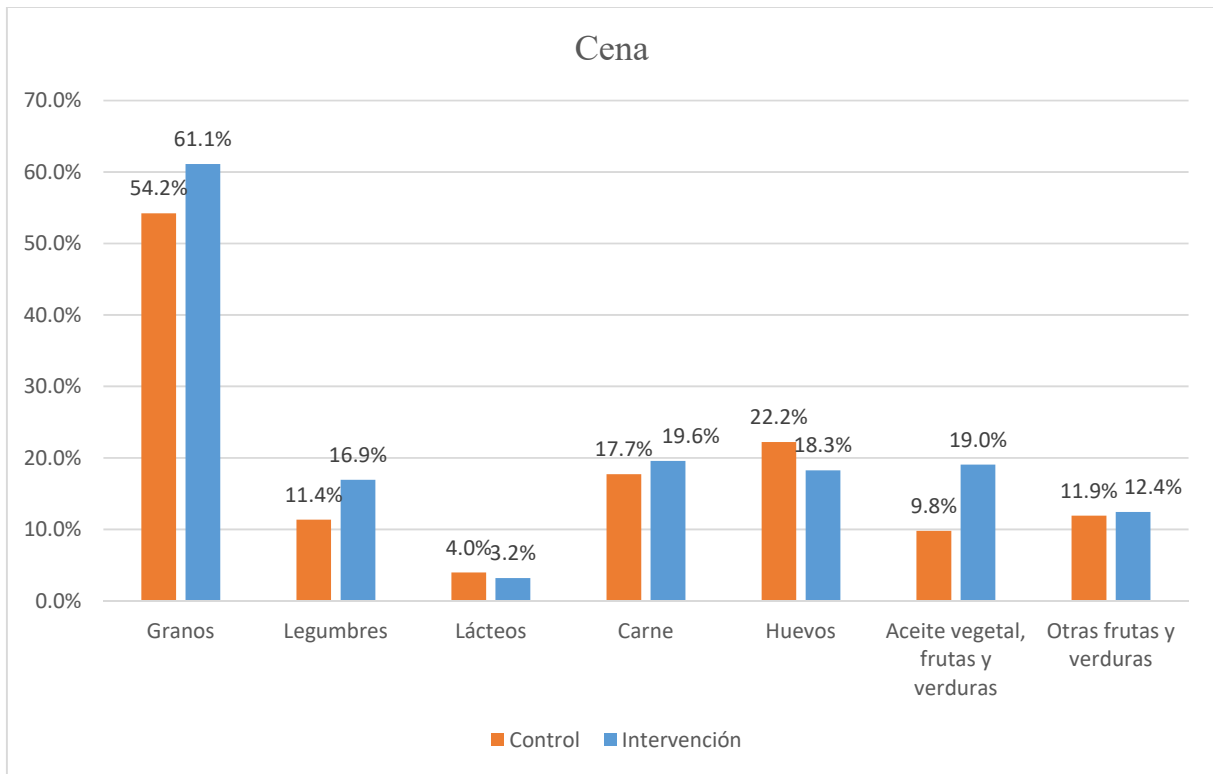
Fuente: Elaboración propia

Ilustración 26. Grupos de alimentos recibidos en la refacción vespertina



Fuente: Elaboración propia

Ilustración 27. Grupos de alimentos recibidos en la cena



Fuente: Elaboración propia

## Anexo No. 4. Sustainability Readiness Tool Criteria (Spanish)

Tabla 18. Criterios de evaluación de la herramienta de sostenibilidad

Condición	No.	Actividades	Ponderación
<b>1. Desayuno escolar proveído diariamente al 100% de estudiantes</b>	1	Los padres o cocineros/as contratados están preparando y sirviendo la comida escolar todos los días de clase	2
	2	Por lo menos 30% de los alimentos utilizados para la preparación de la merienda escolar vienen de recursos locales no-USDA (padres, huertos, grupos ME, comunidad)	6 máximo (<15%=2, 15-20%=4, 20-30%=5, >30%=6)
	3	Comités de refacción escolar y las organizaciones de padres de familia (OPFs) implementan planes de compras y/o menús (incluyendo compra de alimentos nutritivos) para utilización óptima del subsidio del MINEDUC para conformar la ración base	6
	4	Se ha incrementado la cantidad de alimentos de fuentes no USDA (ej. padres, huertos, grupos ME, comunidad, alcaldías) desde la medición del año anterior.	4
	5	Desembolso oportuno del subsidio MINEDUC a la escuela	2
<b>2. Mejoramiento de Lecto-escritura de Estudiantes</b>	6	Estudiantes leen por lo menos 60 min diario (30 min dentro de la clase; 30 min fuera de la clase)	2
	7	Maestros demuestran la aplicación de nuevas técnicas, herramientas o metodologías de mejora de la enseñanza de lectoescritura	6
	8	100% de estudiantes con material de lectura permanente y disponible para alumnos	4
	9	Asistencia de los maestros es monitoreada y reportada a las escuelas y al nivel municipal	4
	10	Los padres asisten por lo menos 2 reuniones de los comités de padres (incluyendo maestros) por año	4
<b>3. Prácticas de Higiene y Nutrición para Rendimiento Escolar</b>	11	Los alumnos practican 5 de 8 pasos del lavado de manos en la escuela (una demostración, en un grado seleccionado al azar)	6
	12	Los maestros o directores, enseñan al menos tres buenas prácticas de salud, higiene o nutrición	2
	13	Los padres o madres, mencionan al menos tres buenas prácticas de salud, higiene o nutrición	4
	14	La escuela cuenta con interiores limpios (utilizando checklist de limpieza que incluye aulas, cocina y bodega de alimentos)	4
	15	La escuela cuenta con exteriores limpios (utilizando checklist de limpieza que incluye letrinas, estaciones de lavado de manos, patio y alrededores de la escuela)	4
<b>4. Infraestructura</b>	16	Cocina con estufa existente y funcionando	4
	17	Bodega escolar existente y funcionando	4

Condición	No.	Actividades	Ponderación
<b>Adecuada</b>	18	Disponibilidad de agua	8 máximo (Segura para consumo humano = 4 Disponible por una parte del año = 2 Disponible por todo el año = 2)
	19	Letrinas existentes y funcionando	2
	20	Lavamanos o pilas existentes y funcionando	2
<b>5. Apoyo municipal y comunitario</b>	21	Grupos de Mujeres Empoderadas funcionando y los miembros de la familia usan el ahorro para apoyar a sus hijos en la escuela.	2
	22	La escuela recibe apoyo de otras iniciativas/programas	2
	23	Una Comisión de Sostenibilidad (o algo similar) dentro del COMUDE está establecida y brinda informes de resultados en forma permanente	5
	24	Una política pública a nivel municipal en implementación para la sostenibilidad de la alimentación escolar y otras actividades del programa	5
	25	Un aumento anual del aporte municipal a las escuelas para transporte de alimentos, mano de obra calificada para infraestructura, compra de alimentos locales, etc.	6 máximo (<1%=2, 1-3%=4, >3%=6)
<b>Total</b>			<b>100</b>

Fuente: M&E Project Concern International Huehuetenango, Guatemala.

## Anexo No. 5. Notes on Specific Schools (Spanish)

### a. Escuelas de Intervención

Escuela	Caso específico
Cuilco. Aldea El Chilcal	<ol style="list-style-type: none"> <li>1. Los niños no tienen acceso a los baños. Se encuentran bajo llave</li> <li>2. La escuela está llena de humo. Los niños respiran ese humo hasta después de su alimentación escolar.</li> </ol>
Cuilco. Aldea El Islam	<ol style="list-style-type: none"> <li>1. El director es el secretario del STEG en el municipio de Cuilco</li> <li>2. Es una escuela bien organizada en donde todos cumplen una función.</li> <li>3. El profesor de primer año, tiene un método propio de lectoescritura. Dio una clase demostrativa a todos los que estuvimos presentes, incluyendo al personal de PCI en donde demostró cómo funciona su método. "Los otros no se aplican bien" dijo el profesor.</li> <li>4. Los niños de primero saben leer en Mam y en Español.</li> </ol>
Cuilco. Aldea El Zapote	<ol style="list-style-type: none"> <li>1. Normalmente la directora llega a las 9 de la mañana.</li> <li>2. Al momento de hacer la observación de 1ro primaria, se constató que la maestra comparte la clase con 6to primaria. El ruido proveniente del desorden de los estudiantes es constante.</li> <li>3. Las 3 maestra existentes se turnan cada semana de coordinar la elaboración de la alimentación de los estudiantes conjuntamente con la madre colaboradora, y mencionó que únicamente se les proporciona la refacción escolar a los estudiantes, ya que los padres de familia indicaron que ellos no estaban de acuerdo con esta actividad ya que son ellos los que les brindan el desayuno en sus hogares. La docente indicó que la hora estipulada para dar la refacción escolar es de 10:00 a 11:00 de la mañana, previo a darles la refacción se les da el tiempo de receso, pero en la visita a la escuela se constató la refacción se les sirvieron a las 11:45 de la mañana.</li> <li>4. Se les solicitó a los padres de familia colaboraron para la construcción de dos cajones de madera grandes con división. Ya están en función y sirven para guardar los insumos que se utilizan para la elaboración de la refacción escolar, esto con el fin de proteger los alimentos de roedores (ratas) que proliferan en la escuela.</li> <li>5. En el tiempo de refacción de los estudiantes, se presentó la trabajadora social que labora para el Ministerio de Salud, comentándonos que ella asiste a las escuelas designadas a su persona, una vez al mes, con el programa de Escuelas Saludables. Implementa charlas a los niños de 3ro, 4to, 5to y 6to. Primaria.</li> </ol>

Escuela	Caso específico
Cuilco. Caserío el Naranja, Aldea Santa Rosa Canibal	<ol style="list-style-type: none"> <li>1. Es una escuela pequeña, que está bien organizada.</li> <li>2. Los niños leen en silencio, lo que no es muy común en las escuelas visitadas.</li> <li>3. El muro de contención de la escuela está quebrado. Es cuestión de tiempo para que colapse. La directiva de padres de familia hicieron las gestiones pertinentes a la municipalidad pero no han sido atendidos. También se acudió a CONRED pero por no haber hecho la denuncia en el tiempo prudencial luego de los temblores que la rajaron ya no entra en el presupuesto. Se hizo alguna gestión con la Cruz Roja pero igualmente no fueron atendidos</li> <li>3. Los padres son agricultores y generalmente no asisten a las actividades de la escuela, las que asisten y participan por lo general son las madres.</li> <li>4. En la comunidad hay jóvenes que migran a Chiapas, México para trabajar como parte de las migraciones temporales de toda la región. Cuando regresan vienen con costumbres ajenas que han adquirido, y cometen actos delincuenciales con la escuela, rompiendo vidrios, robándose lo que se puede.</li> <li>5. El profesor de 1ro que es el director utiliza su arte musical para enseñar a los niños a deletrear cantando.</li> </ol>
Cuilco. Caserío Jalapa. Aldea Santa Rosa Canibal	<ol style="list-style-type: none"> <li>1. La escuela cuenta con 4 aulas. Únicamente utilizan tres, impartiendo en cada una dos grados por docente. Cada aula tiene material didáctico, (normas de las clases, horario de clases, los valores, figuras geométricas, los meses del año, días de la semana, el abecedario, mapas de Guatemala, hojas de trabajo que realizan los niños, trabajos manuales).</li> <li>2. En una de las aulas se observó que el mapa de Guatemala tiene muchos errores de ubicación, el aula restante la utilizan para bodega de insumos y salón de reuniones.</li> <li>3. En general la escuela se encuentra en buen estado, limpia, ordenada, y cada módulo se encuentra identificado.</li> </ol>
San Gaspar Ixchil. Aldea Coxtón.	<ol style="list-style-type: none"> <li>1. En esta escuela se encuentran asignados 3 docentes. Uno de los docentes fue reubicado, una maestra esta de licencia por maternidad, únicamente está el director.</li> <li>2. Para apoyar se encuentra un maestro que está realizando su práctica docente, según manifiesta el director esto le dificulta, su labor porque los alumnos se encuentran en 3 aulas, pre primaria, primero, segundo; tercero, cuarto, quinto, y un aula para los alumnos de sexto.</li> <li>3. Desarrollan el Programa PEPS (Primaria para niños con sobre edad, para niños de 13 a 16 años, los niños que cursan 4to año primaria y tienen 13 años o más pueden pasar automáticamente a 6to. Primaria, siempre que aprueben el grado).</li> <li>4. En esta escuela el inicio de la primaria se retrasa e inician a estudiar a los 9 o 10 años.</li> </ol>

Escuela	Caso específico
San Pedro Necta. CASERIO CAMPOSECO ALDEA AJAL	<ol style="list-style-type: none"> <li>1. Los docentes manifiestan que en ésta escuela las familias tienen posibilidades económicas un poco superiores al promedio de las otras comunidades. Los padres son migrantes en Estados Unidos y envían remesas familiares.</li> <li>2. Otras familias producen cultivos como el café, maíz y frijol que les da oportunidad de mejorar el ingreso familiar.</li> <li>3. En esta comunidad la mayoría de los estudiantes que salen de 6to primaria continúan sus estudios llegando a finalizar el diversificado.</li> <li>4. En el aula de 2do y 3ro primaria está realizando su práctica docente una señorita egresada de esta escuela.</li> </ol>
San Pedro Necta. Caserío Nanzal, Aldea Chimiche	<ol style="list-style-type: none"> <li>1. En el aula de Primer Grado el mobiliario es insuficiente. Los alumnos se encuentran trabajando pegados unos con otros y algunos deben de compartir una silla y una mesa.</li> <li>2. En una de las dos observaciones realizadas, los alumnos reciben clase de inglés, cantan en inglés las letras del abecedario y buscan pronunciar correctamente las letras en dicho idioma.</li> <li>3. La directora y la maestra de primero primaria coincide en afirmar que los padres de familia en esta comunidad no valoran la educación de sus hijos. Si el alumno no quiere asistir a la escuela ellos lo permiten y la mayoría no vela porque realicen las tareas que se dejan para la casa.</li> <li>4. De los alumnos egresados de sexto primaria, 11 eran niños de los cuales 1 continuó en primero básico. Las niñas eran 7 y 2 continuaron en primero básico.</li> <li>5. En el mes de septiembre la asistencia escolar disminuye debido a que los alumnos se va con sus padres a trabajar a algunas fincas. Los maestros adelantan las evaluaciones en dichos casos</li> </ol>
San Pedro Soloma. Aldea Tajlac	<ol style="list-style-type: none"> <li>1. En esta escuela los niños leen en silencio</li> <li>2. La escuela se encuentra llena de humo durante todo el tiempo que la cocina está funcionando.</li> <li>3. Los niños en las clases respiran ese humo.</li> </ol>
San Pedro Ven, Cuilco, Huehuetenango.	<ol style="list-style-type: none"> <li>1. La directora que desde hace dos años no se realiza el desayuno escolar, ya que los padres de familia no estaban de acuerdo a que se les diera el desayuno a los niños, debido a tenían que dar una cuota mensual para el pago de las señoras que se encargaban de realizar esta actividad, la cuota mensual era de Q20.00</li> <li>2. Únicamente se les brinda la refacción escolar, y está es elaborada por madres de familia colaboradoras</li> <li>3. Se les solicita también a los padres de familia colaboración con insumos para complementar la refacción escolar, que se les sirve a los niños a las 10:00 am, teniendo 15 minutos de refacción y 30 minutos de receso.</li> </ol>
Santa Eulalia. Aldea Chival Grande	<ol style="list-style-type: none"> <li>1. Esta escuela se utilizó de reemplazo de la escuela de Nancultac del mismo municipio, en donde no se permitió el ingreso del equipo consultor por instrucción del STEG.</li> <li>2. Todos los estudiantes y los maestros leen en voz alta.</li> <li>3. Fue necesario realizar 6 explicaciones para que los estudiantes entendieran el cuadernillo para la prueba de lectura</li> <li>4. Mucho humo en las instalaciones durante todo el tiempo antes del receso para la alimentación</li> </ol>

Escuela	Caso específico
Santa Eulalia. Aldea Paiconop	<ol style="list-style-type: none"> <li>1. Cuentan con 7 letrinas con taza lavable para uso de las niñas, de estas son 2 hechas por PCI y 5 construidas por gestión de la Organización de Padres de Familia</li> <li>2. 5 letrinas con taza lavable y 1 mingitorio para uso exclusivo de los niños, de estos 4 construidos por gestión de la OPF y el resto por PCI</li> <li>3. Cuentan con lavamanos, con un depósito de agua exclusivo para estas instalaciones de la escuela.</li> <li>4. Escuela con 11 docentes y 293 alumnos</li> </ol>
Santa Eulalia. Caserío B'olol Laq. Aldea Yich Tenam	<ol style="list-style-type: none"> <li>1. Los docentes llevan en forma digital y escrita su registro de asistencia de los niños, ya que cada uno cuenta con una computadora personal, donada por XUMAK, una empresa privada establecida en EEUU y FUNCEPA.</li> <li>2. La escuela cuenta con 6 aulas donde imparten docencia, y 1 laboratorio de computación</li> <li>3. Las computadoras fueron donadas por FUNCEPA que maneja el Programa Tecnológico para Educar (2008), y la empresa privada XUMAK (empresa de la que es propietario una persona oriunda del lugar establecida en EEUU).</li> <li>4. La escuela cuenta con 106 alumnos y 5 docentes</li> </ol>
Soloma. Cantón Cotzán, San Pedro	<ol style="list-style-type: none"> <li>1. Escuela bastante grande, cuenta con 667 alumnos, 22 docentes</li> <li>2. La OPF es activa y colabora con los docentes y en todas las actividades de la escuela</li> <li>3. Es una de las pocas escuelas que cocina con estufa de gas</li> <li>4. Aprenden cantando en Q'anjob'al y español</li> </ol>

#### b. Escuelas Control

Escuela	Caso específico
Colotenango. Caserío Siete Caminos, Aldea La Vega	<ol style="list-style-type: none"> <li>1. Escuela Multi-grado.</li> <li>2. Un profesor para pre-primaria, primero, segundo. El Director atiende: tercero, cuarto quinto y sexto.</li> <li>3. La escuela no cuenta con disponibilidad de agua, recolectan agua de lluvia en tinacos.</li> <li>4. Se dio un caso de 1 niño que ha repetido primero primaria, debido a que la madre es alcohólica, el niño se ausenta de clases por cuidar de su hermano menor.</li> </ol>
La Libertad. Aldea Huica	<ol style="list-style-type: none"> <li>1. Esta escuela tiene una campeona de lectura del municipio.</li> <li>2. Las clases están llenas de material didáctico.</li> <li>3. Las clases poseen lectometro y hacen pruebas de velocidad con cronometro. Hacen público los resultados cada mes.</li> <li>4. Al igual que las demás escuelas de la Libertad, no tienen OPF, por lo tanto no hay refacción. Sin embargo hay ventas de comida y los niños pueden comprar si tienen el dinero.</li> </ol>
La Libertad. Aldea Peña Roja	<ol style="list-style-type: none"> <li>1. En esta escuela los docentes fueron muy colaboradores.</li> <li>2. Al no haber padres de familia se envió a un alumno para guiar a una encuestadora a la casa de los padres. Si respondieron la encuesta.</li> <li>3. Es una escuela grande en estructura pero pequeña en el número de alumnos.</li> <li>4. No hay refacción para los estudiantes. Hay tiendas cerca y pueden salir a comprar.</li> </ol>

Escuela	Caso específico
La Libertad. Caserío Cerro Grande	<ol style="list-style-type: none"> <li>1. En esta escuela, habían padres de familia al momento de la visita, pero no aceptaron ser entrevistados.</li> <li>2. En esta escuela no existe refacción.</li> <li>3. Los padres de familia se opusieron a hacer los trámites para inscribir la OPF.</li> <li>4. Es una escuela pequeña multi-grado con 3 docentes.</li> </ol>
La libertad. Aldea Cerro Grande	<ol style="list-style-type: none"> <li>1. Tienen una cocina, la cual no se utiliza porque no hay OPF en la escuela</li> <li>2. Los padres de familia no quieren asumir los cargos que conlleva la OPF por temor de pagar la multa que se les está imponiendo por parte del gobierno</li> <li>3. No se les brinda la refacción escolar a los niños.</li> <li>4. El profesor de 4to grado aplica la técnica de lectómetro por lo menos 3 veces al mes.</li> <li>5. Cuentan con un botiquín de primeros auxilios, donado por la Cooperativa Esquipulas, dicha donación la efectúan anualmente</li> <li>6. Otra actividad que realiza la Cooperativa es desparasitar a los niños 2 veces por año</li> <li>7. La escuela no cuenta con energía eléctrica</li> </ol>
San Sebastián Huehuetenango. Caserío Sujal, Aldea Quiajolá	<ol style="list-style-type: none"> <li>1. Escuela Multigrado. Un maestro para primero, una maestra para segundo y tercero, una maestra para cuarto. El director quinto y sexto Grados.</li> <li>2. Según manifiesta el director y la maestra de primero, ha sido difícil que los padres se interesen en la educación de sus hijos no apoyan lo suficiente en la realización de tareas en casa.</li> </ol>
San Sebastián Huehuetenango. Caserío Tuitzquimac, Aldea T-Xe'joj	<ol style="list-style-type: none"> <li>1. Todas las clases tienen material didáctico atractivo</li> <li>2. El profesor de tercero primaria daba instrucciones en Mam a sus estudiantes en el momento de iniciar la prueba de lectura. Fue imposible desalojarlo del aula</li> <li>3. En esta escuela funciona la modalidad de Etapa II que es donde los estudiantes que abandonaron la escuela por migración, regresan ya "pasados de edad" estudian, para no mezclar jóvenes con niños.</li> </ol>

Escuela	Caso específico
San Sebastián Huehuetenango. Caserío Tuitzquimac, aldea T-Xe'joj	<ol style="list-style-type: none"> <li>1. Tienen una cocina informal la cual no es propia de la escuela, sino es de la comunidad, y no tiene las condiciones necesarias para elaborar la refacción escolar.</li> <li>2. Se les brinda refacción escolar (atol y un banano), en el horario de 10:00 am, teniendo 15 minutos de refacción y 30 de receso, el director indica que no se les proporciona desayuno a los niños, porque el presupuesto que brinda el gobierno no alcanza, y no se cuenta con el apoyo de los padres de familia.</li> <li>3. La escuela únicamente cuenta con un corredor y 3 aulas multigrado.</li> <li>4. No se tiene circulación de la escuela.</li> <li>5. Las letrinas (pozo ciego) que utilizan los niños no son propias de la escuela (son de la comunidad), y están en pésimas condiciones, el lugar donde se encuentran es un riesgo para integridad física de los niños, no son accesibles.</li> <li>6. Lavamanos, se cuenta con tres lavamanos los que fueron donados por estudiantes de la Salle de la cabecera departamental de Huehuetenango, pero las autoridades comunales y vecinos indicaron que los tomaban como parte de la comunidad y no de la escuela.</li> <li>7. El director indicó que la comunidad es conflictiva, y por rumores entre ellos mismos que el MINEDUC quería apropiarse del espacio donde se encuentra la escuela, la comunidad restringió a los docentes únicamente a tres aulas, la dirección y el corredor principal de la escuela.</li> <li>8. No se tiene timbre en la escuela. Para alertar a los estudiantes de la hora de entrada y salida el director utiliza la bocina de su carro</li> </ol>
Santa Eulalia. Aldea Guaxacoy	<ol style="list-style-type: none"> <li>1. Es una escuela de un solo maestro</li> <li>2. Tienen una refacción muy buena. Todo el producto proviene del huerto que cuidan entre los alumnos. Una madre es la coordina el trabajo de la cocina y los turnos.</li> <li>3. Poseen ayuda del gobierno central.</li> <li>4. En toda la escuela solo hay una niña que recibe clases en sexto primaria los demás son niños.</li> <li>5. Hay mucho humo, pero como se encuentra en un lugar abierto, depende de las corrientes de aire para que la clase reciba el humo.</li> <li>6. Los niños parecen tener más edad. Los niños son más grandes en tamaño para el grado que cursan</li> </ol>
Santa Eulalia. Canton Nueva Florida	<ol style="list-style-type: none"> <li>1. No existe energía eléctrica en la escuela</li> <li>2. Esta escuela es más lejana de la cabecera del municipio que Guaxacoy, pero están en el mismo sector. Los niños son más pequeños en tamaño que los observados en aquella escuela.</li> <li>3. De refacción sirven un atol a los estudiantes.</li> </ol>
San Juan Ixcoy. Aldea Yulgüitza	<ol style="list-style-type: none"> <li>1. Como en todas las escuelas, se realizaron dos observaciones en los niños de primer año primaria. Durante la segunda observación, los alumnos están más inquietos.</li> <li>2. La maestra de grado atribuye la situación a que no desayunaron.</li> <li>3. No se observó ninguna venta de alimentos</li> <li>4. La escuela tiene OPF, y está actualizada en 2017 como lo solicitó el MINEDUC, sin embargo no recibieron apoyo para la compra de los alimentos hasta el momento</li> </ol>

## Annex No. 6. Evaluation Tools

### d. Instrumento No. 1-LB-EDUCAMOS. Directores

Escuela: \_\_\_\_\_

Municipio: \_\_\_\_\_

Comunidad: \_\_\_\_\_

Nombre: \_\_\_\_\_

Intervención \_\_\_\_\_ Control \_\_\_\_\_

#### 1. ACOMPAÑAMIENTO PEDAGÓGICO

¿Planifica conjuntamente con los docentes de su escuela?	<input type="checkbox"/>	Si	<input type="checkbox"/>	No
¿Visita las aulas diariamente?	<input type="checkbox"/>	Si	<input type="checkbox"/>	No
¿Observa a los docentes de su escuela impartir clases?	<input type="checkbox"/>	Si	<input type="checkbox"/>	No
¿Modela clases a los docentes de su escuela?	<input type="checkbox"/>	Si	<input type="checkbox"/>	No
¿Orienta la reflexión con cada docente sobre su practica de enseñanza?	<input type="checkbox"/>	Si	<input type="checkbox"/>	No
¿Sugiere técnicas de enseñanza a los docentes?	<input type="checkbox"/>	Si	<input type="checkbox"/>	No
¿Sugiere herramientas de evaluación a los docentes?	<input type="checkbox"/>	Si	<input type="checkbox"/>	No
¿Promueve la conformación de comunidades de aprendizaje entre docentes?	<input type="checkbox"/>	Si	<input type="checkbox"/>	No
¿Trabaja con los docentes de su escuela materiales didácticos?	<input type="checkbox"/>	Si	<input type="checkbox"/>	No
¿Revisa evaluaciones de los estudiantes con los docentes de su escuela para mejorar la enseñanza?	<input type="checkbox"/>	Si	<input type="checkbox"/>	No
¿Retroalimenta a los docentes de la escuela sobre cómo mejorar la enseñanza?	<input type="checkbox"/>	Si	<input type="checkbox"/>	No

#### Participación de la comunidad

¿Promueve participación de padres y madres en actividades de la escuela?	<input type="checkbox"/>	Si	<input type="checkbox"/>	No
En su escuela, ¿se realizan actividades para promover el hábito de la lectura? sí, si ¿cuáles? _____	<input type="checkbox"/>	Si	<input type="checkbox"/>	No
En la escuela, ¿se realizan talleres para padres y madres enfocados en lectoescritura (escuela para padres)?	<input type="checkbox"/>	Si	<input type="checkbox"/>	No

2. Gestión Escolar	Si	No
1. ¿Tiene una recopilación de la legislación educativa que se utiliza en la dirección?		
2. ¿Conoce algún Manual de funciones del director? 2.1 ¿Aplica el manual de funciones del director?		
3. ¿Comparte con el personal docente el contenido de las instrucciones, circulares o correspondencia que emanan del CTA y DIEDUC?		
4. ¿Qué medio(s) usa el CTA para comunicarse con el director?		
5. ¿Tiene un protocolo / archivo que recopila los diferentes formatos para reportar al MINEDUC?		
6. ¿Tiene conocimiento de los procesos administrativos que se usan en la		

dirección (Planificación, organización, dirección y control?)		
<b>3. EDUCACION BILINGÜE</b>	<b>Si</b>	<b>No</b>
1. ¿Se desarrolla el proceso de la enseñanza del idioma materno de los estudiantes?		
2. ¿Aplica la planificación curricular a nivel regional?		
3. ¿Desarrolla el proceso de educación bilingüe?		
<b>4. ADMINISTRACION DE ALIMENTOS</b>	<b>Si</b>	<b>No</b>
1. ¿Cuenta con registro (Kardex y calendario) para el control y manejo de los alimentos dentro de la bodega escolar?		
2. ¿Se practica en la escuela los principios básicos para mantener los alimentos almacenados?		
3. ¿Se aplica en la escuela el principio de primero en entrar y primero en salir (productos alimenticios) y observan fechas de vencimiento?		
4. ¿Se practican normas de higiene al momento de manipular y preparar los alimentos?		
5. ¿Conocen y aplican técnicas de almacenamiento de alimentos percederos y no percederos?		

**5. Asistencia de maestros**

Indicador	Situación a verificar / días faltados	En	Fb	Mz	Ab	My	Jn
Asistencia maestros	Primer Grado						
	Segundo Grado						
	Tercer Grado						
	Cuarto Grado						
	Quinto Grado						
	Sexto Grado						

**6. Asistencia estudiantes (2017) :**

Indicador	Situación a verificar / días faltados	Total estudiant es inscritos	En	Fb	Mz	Ab	My	Jn
Asistencia estudiantes	Primer Grado							
	Segundo Grado							
	Tercer Grado							
	Cuarto Grado							
	Quinto Grado							
	Sexto Grado							

**7. Desayuno escolar**

Observación	SI	NO
Los padres o cocineros/as contratados están preparando y sirviendo la comida escolar todos los días de clase		
Por lo menos 30% de los alimentos utilizados para la preparación de la merienda escolar vienen de recursos locales no-USDA (padres, huertos, grupos ME,		

comunidad)		
Comités de refacción escolar y las organizaciones de padres de familia (OPFs) implementan planes de compras y/o menús (incluyendo compra de alimentos nutritivos) para utilización óptima del subsidio del MINEDUC para conformar la ración base		
Se ha incrementado la cantidad de alimentos de fuentes no USDA (e.g. padres, huertos, grupos ME, comunidad, alcaldías) desde la medición del año anterior.		
Desembolso oportuno del subsidio MINEDUC a la escuela		

### 8 Aspectos varios

Observación	SI	NO
Maestros demuestran la aplicación de nuevas técnicas, herramientas o metodologías de la enseñanza de lectoescritura		
Los padres asisten por lo menos a 2 reuniones al año de los OPF (incluyendo maestros)		
Los maestros o directores, enseñan al menos tres buenas prácticas de salud, higiene o nutrición		
Grupos de Mujeres Empoderadas funcionando y el ahorro es utilizado para apoyar a los hijos en la escuela.		
La escuela recibe apoyo de otras organizaciones /programas		

### 9. Lectoescritura

- ¿Cuáles de las siguientes técnicas de la enseñanza de lectoescritura aplican sus docentes de primer a tercer grado?

Aspectos de lecto escritura	Si	No
1. ¿Tienen disponible el Libro Aprendizaje de la Lectoescritura?		
2. ¿Lo usan?		
3. ¿Qué temas del libro aplican?		
4. ¿Cuentan con CNB?		
5. ¿Sus docentes usan y manejan el CNB de su respectivo grado?		
6. ¿Sus docentes participan en comunidades de aprendizaje?		

### Instrumento No. 1B-LB-EDUCAMOS.

#### Directores – Género complemento

- En los hogares de ésta comunidad, por lo regular ¿quién toma siguientes decisiones?

a. Cuando llevar a los hijos al centro de salud	Padre <input type="checkbox"/> madre <input type="checkbox"/> ambos <input type="checkbox"/>
b. Quien lleva los hijos al centro de salud	Padre <input type="checkbox"/> madre <input type="checkbox"/> ambos <input type="checkbox"/>
c. Quien decide si los hijos siguen o no estudiando	Padre <input type="checkbox"/> madre <input type="checkbox"/> ambos <input type="checkbox"/>
d. Quien decide si la familia puede / debe invertir en algún tipo de negocio	Padre <input type="checkbox"/> madre <input type="checkbox"/> ambos <input type="checkbox"/>

- ¿Se cuenta con OPF / comité de padres en la escuela? Si  No

2.1 En caso de ser así, me puede indicar quienes ocupan los siguientes puestos:

Presidente	Hombre <input type="checkbox"/>	mujer <input type="checkbox"/>
Vicepresidente	Hombre <input type="checkbox"/>	mujer <input type="checkbox"/>
Secretario	Hombre <input type="checkbox"/>	mujer <input type="checkbox"/>
Tesorero	Hombre <input type="checkbox"/>	mujer <input type="checkbox"/>
Vocal I	Hombre <input type="checkbox"/>	mujer <input type="checkbox"/>
Vocal II	Hombre <input type="checkbox"/>	mujer <input type="checkbox"/>
Vocal III	Hombre <input type="checkbox"/>	mujer <input type="checkbox"/>

3. ¿Cuáles son los principales trabajos que desempeñan los padres y madres?

Hombres	Mujeres

4. Por lo general, ¿quiénes dedican más tiempo a las actividades de la escuela?

Mujeres  Hombres  Iguales  Depende del cargo

5. ¿cuánto tiempo a la semana dedican las madres colaboradoras a venir a la escuela a cocinar?  
 \_\_\_\_\_ horas

6. En la comunidad quienes asisten con mayor frecuencia a:

Reuniones de padres de familia en la escuela	Padre <input type="checkbox"/>	madre <input type="checkbox"/>	ambos <input type="checkbox"/>
Reuniones con los miembros del cocode y autoridades locales	Padre <input type="checkbox"/>	madre <input type="checkbox"/>	ambos <input type="checkbox"/>
Actividades deportivas	Padre <input type="checkbox"/>	madre <input type="checkbox"/>	ambos <input type="checkbox"/>
Quienes participan en política para ser electos alcaldes auxiliares	Padre <input type="checkbox"/>	madre <input type="checkbox"/>	ambos <input type="checkbox"/>
Quienes son parte del Cocode	Padre <input type="checkbox"/>	madre <input type="checkbox"/>	ambos <input type="checkbox"/>

7. ¿Se podría decir que en esta comunidad predomina la cultura machista?

Si predomina  No predomina



## Formación del docente

¿Estudia actualmente? <input type="checkbox"/> Sí <input type="checkbox"/> No	¿Asistió a PADEP/D? <input type="checkbox"/> Sí <input type="checkbox"/> No	¿Asiste a PADEP/D? <input type="checkbox"/> Sí <input type="checkbox"/> No	¿Cuál es su situación actual en relación al PADEP/D? <input type="checkbox"/> Graduado <input type="checkbox"/> No graduado <input type="checkbox"/> Por graduarse
Especialización del profesorado <input type="checkbox"/> Preprimaria intercultural <input type="checkbox"/> Primaria intercultural <input type="checkbox"/> Preprimaria bilingüe intercultural <input type="checkbox"/> Primaria bilingüe intercultural			
¿Participa o participó en algún diplomado de lectoescritura en los últimos tres años? <input type="checkbox"/> Sí <input type="checkbox"/> No			
¿Quién imparte o impartió el diplomado? <input type="checkbox"/> USAID / REAULA-URL <input type="checkbox"/> USAID / LEER Y APRENDER- Del Valle <input type="checkbox"/> CRS - PRODESSA <input type="checkbox"/> Otro <input type="text"/>			
En su formación en servicio, ¿usted ha recibido formación sobre los siguientes temas?			
<input type="checkbox"/> Metodología para enseñar lectura y escritura en idioma materno	<input type="checkbox"/> Metodología para enseñar lectura y escritura en un segundo idioma	<input type="checkbox"/> Educación bilingüe	
<input type="checkbox"/> Evaluación de la lectura	<input type="checkbox"/> Uso de materiales para enseñar a leer y escribir	<input type="checkbox"/> Vocabulario académico	
<input type="checkbox"/> Comprensión lectora	<input type="checkbox"/> Lenguaje oral para enseñanza de la lectoescritura	<input type="checkbox"/> Principios neurocognitivos del aprendizaje de la lectura	
<input type="checkbox"/> Manejo del aula para favorecer el aprendizaje	<input type="checkbox"/> Estrategias de trabajo con padres y madres de familia		
¿Qué capacitaciones ha recibido este año? <input type="text"/>			

## Comunidades de aprendizaje

¿Planifica clases de lectura con otros docentes?	<input type="checkbox"/> Sí <input type="checkbox"/> No
¿Conversa con otros docentes sobre técnicas para mejorar la enseñanza?	<input type="checkbox"/> Sí <input type="checkbox"/> No
¿Observa impartir clases a docentes más experimentados?	<input type="checkbox"/> Sí <input type="checkbox"/> No
¿Elabora materiales con otros docentes, para la enseñanza?	<input type="checkbox"/> Sí <input type="checkbox"/> No
¿Revisa evaluaciones de los estudiantes con un colega, para mejorar su enseñanza?	<input type="checkbox"/> Sí <input type="checkbox"/> No
¿Participa en, al menos, una comunidad de aprendizaje?	<input type="checkbox"/> Sí <input type="checkbox"/> No
¿Con qué frecuencia se reúne con la comunidad de aprendizaje?	<input type="checkbox"/> semanal <input type="checkbox"/> quincenal <input type="checkbox"/> bi mensual
¿Quiénes integran la comunidad de aprendizaje en la que usted participa? (Marque todas las que apliquen)	
<input type="checkbox"/> docentes de la misma escuela	<input type="checkbox"/> docentes de otras escuelas <input type="checkbox"/> directores <input type="checkbox"/> supervisores

## Participación de los padres y madres

	Padres	Madres
¿Los padres y madres en su aula se preocupan porque sus hijos(as) asistan a la escuela?	<input type="checkbox"/> Sí <input type="checkbox"/> No	<input type="checkbox"/> Sí <input type="checkbox"/> No
¿Los padres y madres en su aula ayudan con las tareas escolares a sus hijos(as)?	<input type="checkbox"/> Sí <input type="checkbox"/> No	<input type="checkbox"/> Sí <input type="checkbox"/> No
¿Los padres y madres en su aula proveen los materiales necesarios a sus hijos para hacer sus tareas escolares en casa?	<input type="checkbox"/> Sí <input type="checkbox"/> No	<input type="checkbox"/> Sí <input type="checkbox"/> No
¿Los padres y madres en su aula participan con docentes y director en actividades promotoras de lectura; por ejemplo ferias de lectura, cuentacuentos, obras de teatro, etc.?	<input type="checkbox"/> Sí <input type="checkbox"/> No	<input type="checkbox"/> Sí <input type="checkbox"/> No
¿Los padres y madres en su aula apoyan a sus hijos (as) en su aprendizaje de la lectoescritura en casa?	<input type="checkbox"/> Sí <input type="checkbox"/> No	<input type="checkbox"/> Sí <input type="checkbox"/> No
¿Los padres y madres en su aula participan en escuela de padres?	<input type="checkbox"/> Sí <input type="checkbox"/> No	<input type="checkbox"/> Sí <input type="checkbox"/> No



**Materiales**

continuación

4358120171

¿Cuentan con un período asignado por grado para visitar la biblioteca escolar?  Sí  No

¿Sus alumnos pueden llevarse un libro de la biblioteca del aula o establecimiento a su casa?  Sí  No

¿Cuál de las siguientes actividades se realizan en la biblioteca? *Puede marcar más de una opción.*

Lectura individual  Lectura grupal  Talleres de literatura  Presentación de autores nacionales

Juegos literarios  Consultas para tareas  Consultas para actividades en clase

Si la respuesta es sí, ¿cuál? (escriba al menos un título) \_\_\_\_\_

¿Tiene acceso a libros de cuento en idioma indígena?  Sí  No \_\_\_\_\_

Marque los materiales/recursos a los que usted, como docente, tiene acceso. (Marque todas las que apliquen)

Libro Aprendizaje de la lectoescritura  Libro Herramientas de evaluación en el aula  Guía para las orientaciones del perfil lingüístico  Libro de Enseñanza de la Comprensión lectora  Guía de Lenguajes modelo en idioma mam, K'iche' y español, para 2° y 3er. Grado

Marque los materiales que ha utilizado para enseñanza de lectoescritura. (Marque todas las que apliquen)

Folleto con lecturas para el estudiante del Kit de Evaluación basada en currículo en K'iche'  Folleto con lecturas para el estudiante del Kit de Evaluación basada en currículo en español.  Serie de 8 Megalibros Leo y me Divierto (español, K'iche' y mam)  Rotafolio de la serie Aprendo a Leer y a Escribir (mam, K'iche' o español como L1 y L2)  Antología Arooris intercultural Arooris de ool (español, K'iche' y mam)

**Evaluación y monitoreo** ¿Cómo comprueba el avance en el aprendizaje de sus estudiantes? *Marque todas las que aplican*

Exámenes escritos  Preguntas orales  Tareas  Observación  Hojas de trabajo  Lista de cotejo  otro \_\_\_\_\_

¿Cuál de las siguientes herramientas de evaluación ha utilizado más en su aula? *Marque todas las que aplican*

Lista de cotejo  Escala de calificación o rango  Rúbrica  Portafolio

Diario de clase  Debate  Ensayo  Estudio de casos

Mapa conceptual  Mapa mental  Resolución de problemas  Proyecto

Texto paralelo  Preguntas  Pruebas objetivas

¿Utiliza alguna herramienta para diagnosticar el nivel de lectura de sus estudiantes?  Sí  No ¿cuál? \_\_\_\_\_

¿Ha utilizado la Evaluación Basada en Currículo - EBC para medir el progreso de sus estudiantes en lectura?  Sí  No

¿Cuántas veces en el año evalúa el progreso de la lectura de sus estudiantes? \_\_\_\_\_

¿Utiliza alguna herramienta para diagnosticar el dominio del idioma español de sus estudiantes?  Sí  No ¿cuál? \_\_\_\_\_

¿Ha utilizado el perfil lingüístico para diagnosticar el dominio oral del idioma español e indígena de sus estudiantes?  Sí  No

**Gestión del aula** Todos los maestros utilizan las estrategias que les permitan ser más eficaces en el aula. Por favor, indique qué estrategia utiliza con mayor frecuencia en las siguientes situaciones.

Usualmente organizo mi aula como:  Un grupo con todos los estudiantes  En grupos por dominio del idioma  En grupos por conocimiento/habilidad  En grupos por grado

Cuando un estudiante no sabe la respuesta correcta, yo generalmente:  Le digo la respuesta correcta y paso a otro niño o niña  Escribo la respuesta correcta en la pizarra  Paso a otro niño o niña  Le doy tiempo para pensar en otra respuesta

Mi estrategia de disciplina es:  Dar premios  Explicar el problema  quitarles privilegios  Buscar apoyo de padres  castigar

En mi aula, cuento con los siguientes espacios:

Espacio o rincón de lectura  Espacio o rincón de juegos  Espacio o rincón de matemática  Espacio o rincón de arte  Otro: \_\_\_\_\_ *especifique otro*

Explique el procedimiento que sus alumnos siguen para los siguientes momentos del día:

asistencia  entrada al aula \_\_\_\_\_

refacción  si el docente se ausenta \_\_\_\_\_

entrega y recepción de material \_\_\_\_\_

**f. Instrumento No. 2B-LB-EDUCAMOS**  
**Docentes – Género**

**Cuestionario Docentes**

1. Principales causas del abandono del ciclo escolar:

a. Niñas:

- Falta de dinero
- Por obligaciones en la casa para el cuidado de hermanos/as menores
- Es costumbre que la niña no estudie
- Ayuda a los oficios domésticos en la casa
- Se casan a temprana edad
- No les gusta estudiar
- Otros


--

b. Niños:

- Falta de dinero
- Ayuda al padre con actividades en la agricultura
- Tiene que trabajar para ayudar a la economía del hogar
- La familia es numerosa
- Se casan a temprana edad
- No les gusta estudiar
- Otros


--

2. ¿Sabe de algún caso de niños/niñas que trabajen para aportar dinero a su familia.

Si \_\_\_\_\_ No: \_\_\_\_\_

¿Qué trabajo(s) realiza?

Niñas	Niños

3. ¿Se han dado casos de desnutrición en niñas y niños en la Escuela?

Niñas: \_\_\_\_\_ Niños: \_\_\_\_\_

4. ¿En lectoescritura, quienes manifiestan mayor rendimiento?

Niñas:

Niños:

¿Cuáles considera que son los motivos en la diferencia del rendimiento?

5. ¿En la escuela se han dado casos de embarazos de niñas los últimos 2 años?

SI:  NO

¿A qué edad? \_\_\_\_\_

6. En la escuela se ha impartido temas de salud sexual y reproductiva para los estudiantes?

Si:  No:

¿En qué grados? \_\_\_\_\_

7. ¿Participan mujeres en las OPF o comités de padres de familia?

Si:  No:

Que cargos ocupan:

--

8. ¿Se han detectado casos de Violencia de Género en estudiantes de la escuela?

No:  Si:  ¿Dónde? \_\_\_\_\_

¿Quién está más expuesta/o? \_\_\_\_\_

¿Qué acciones de protección se han tomado? \_\_\_\_\_

### g. Instrumento No. 3-LB-EDUCAMOS Padres / Madres

#### Cuestionario para padres de familia

<b>Municipio:</b>	Cuilco		Municipio:	<input type="text"/>
	San Gaspar Ixchil			
	San Pedro Necta		Comunidad	<input type="text"/>
	San Pedro Soloma			
	Santa Cruz Barillas			
	Santa Eulalia			

0. Buenos días, ¿cómo se siente el día de hoy? \_\_\_\_\_

1. ¿Está de acuerdo en participar en este estudio respondiendo a las preguntas?

Si	<input type="text"/>
No	<input type="text"/>

2. ¿Cuáles son esas prácticas o hábitos de salud o higiene que debe tener toda persona?

1. Baño diario	<input type="text"/>	5. Cambio de ropa	<input type="text"/>
2. Lavado de manos	<input type="text"/>	6. Uso de calzado	<input type="text"/>

3. Cepillado de dientes		7. Uso de letrina o inodoro	
4. Peinado		8	
			¿Cuántas marcó?

3. ¿Cuáles son esos lugares donde se puede aprender o conseguir información sobre las prácticas o hábitos de salud e higiene que debe tener toda persona?

1. Puesto de salud /Centro de convergencia		6. Iglesias	
2. Centro de salud		7. Bibliotecas	
3. Hospital		8	
4. Clínicas de ONG / Clínicas privadas			
5. Escuelas / Institutos / colegios			¿Cuántas marcó?

4. ¿Qué cosas o aspectos de nutrición o alimentación se deben tomar en cuenta a la hora de preparar alimentos?

1. Buen aporte energético		5. De acuerdo con formas locales de preparación	
2. Proteína de alto valor biológico		6. Servidos con higiénicas , y temperatura adecuadas	
3. Buen aporte de vitaminas y minerales (vitamina "A", hierro y zinc)		7. Con sabor, textura, y/o colores localmente aceptados	
4. Adecuados según requerimientos de edad y/o sexo		8	
			¿Cuántas marcó?

5. ¿Cuáles es lugar/es donde se puede aprender o conseguir información sobre buenas prácticas o hábitos de alimentación, dieta y nutrición?

1. Puesto de salud /Centro de convergencia		6. Iglesias	
2. Centro de salud		7. Bibliotecas	
3. Hospital		8	
4. Clínicas de ONG / Clínicas privadas			
5. Escuelas / Institutos / colegios			¿Cuántas marcó?

6. ¿Qué cosas aprenden o que ganan para su vida los niños/as que van a estudiar en la escuela primaria de esta comunidad? (beneficios de la educación) Aprenden:

1. A leer y escribir		8. Sobre como nutrirse bien/ evitar desnutrición	
2. A Hacer cuentas y cálculos		9. Ser buenos ciudadanos	
3. A hablar bien		10. Respetar los demás	
4. A conoce y valorar su cuerpo		11. Para entrar a un trabajo	

5. Prácticas de higiene		12. Cómo base, para poder estudiar más	
6. Cómo alimentarse bien		13. Otro (Especifique)	
7. Tener buena salud / prevenir enfermedades			

8. ¿Ha observado si su(s) hijo(s) leen por lo menos 30 minutos en la casa?

Si	
No	

9. ¿Qué libros lee?

---

### h. Instrumento No. 4-LB-EDUCAMOS Estudiantes

#### Cuestionario para estudiantes

<b>Municipio:</b>	Cuico	
	San Gaspar Ixchil	
	San Pedro Necta	
	San Pedro Soloma	
	Santa Cruz Barillas	
	Santa Eulalia	

Municipio:

Comunidad:

Escuela:

Entrevistada/o:

Edad:

1. ¿Estás de acuerdo en participar en este estudio respondiendo a las preguntas?

Si	
No	

2. ¿En qué grado estás?

4. Cuarto	
5. Quinto	
6. Sexto	

3. En este momento, ¿tienes hambre?

No	
Si	

(Pasar a siguiente pregunta)

¿Tienes...	Mucha		Hambre
	Poca		

4. ¿Cuáles son esos lugares donde se puede aprender o conseguir información sobre las prácticas o hábitos de salud e higiene que debe tener toda persona? (MARCAR LAS QUE RESPONDA EL/LA ESTUDIANTE)

1. Puesto de salud / Centro de convergencia	
2. Centro de salud	
3. Hospital	

4. Clínicas de ONG / Clínicas privadas	
5. Escuelas / Institutos / colegios	
6. Iglesias	
7. Bibliotecas	
8. Otro (Especifique)	
9. No sabe	

¿Cuántas marcó?

5. ¿Cuáles es lugar/es donde se puede aprender, o conseguir información sobre buenas prácticas o **hábitos de alimentación, dieta y nutrición**?

1. Puesto de salud / Centro de convergencia	7. Bibliotecas	
2. Centro de salud	8. No sabe	
3. Hospital		
4. Clínicas de ONG / Clínicas privadas		
5. Escuelas / Institutos / colegios		
6. Iglesias		

¿Cuántas marcó?

6. La semana pasada, ¿faltaste algún día a clases?

Si	
No	

(Pasar a la siguiente pregunta)

(Dar gracias y terminar)

7. ¿Cuántos días faltaste?

8. ¿Por qué faltaste a clase?

1. Por enfermedad	
2. Trabajo en casa	
3. Trabajo en parcela	
4. No tuve ganas	
5. viaje familiar	
6	

8.1 ¿De qué te enfermaste?

1. Del estómago	
2. Fiebre	
3. Gripe	
4. Tos	
5. Dolor de muela	
6. Dolor de oído	
7	

9. Hablemos sobre tu alimentación del día de ayer, tu:

	Si	No	¿Qué comiste?
Desayunaste			
Refacción mañana			
Almuerzo			
Refacción tarde			
Cena			

**i. Instrumento No. 5-LB-EDUCAMOS  
Madres Colaboradoras**

Cuestionario para Madres Colaboradoras

<b>Municipio:</b>	Culco		Municipio:	
	San Gaspar Ixchil			
	San Pedro Necta		Comunidad	
	San Pedro Soloma			
	Santa Cruz Barillas			
	Santa Eulalia			

1. ¿Qué cosas o aspectos de nutrición o alimentación se deben tomar en cuenta a la hora de preparar alimentos?

1. Buen aporte energético		5. De acuerdo con formas locales de preparación	
2. Proteína de alto valor biológico		6. Servidos con higiénicas , y temperatura adecuadas	
3. Buen aporte de vitaminas y minerales (vitamina “A”, hierro y zinc)		7. Con sabor, textura, y/o colores localmente aceptados	
4. Adecuados según requerimientos de edad y/o sexo			
			¿Cuántas marcó?

2. Cuando se hacen preparaciones o comidas para grupos grandes de niños/as, ¿Qué cuidados básicos de almacenamiento y seguridad higiénica de alimentos y preparaciones, se deben tomar en cuenta? (inocuidad de alimentos)

1. La comida debe taparse	
2. Uso de agua entubada, si no hay agua entubada, el agua está almacena en recipientes donde no quepan las manos, para servirla usan algún chorrito o tipi tap.	
3. La comida se procesa en mesas o tablas separadas según sea carne, verdura o fruta	
4. Debe de haber un basurero, tapado	
5. No debe de haber residuos de comida o basura en el piso	
6. Los cocineros tienen que lavarse las manos antes de cocinar, y hacerlo bien (lavado con jabón y agua corriendo, y por lo menos 20 segundos, y secarse bien con toallas limpias no con gabacha)	
7. Al cocinar, las cocineras no usan anillos ni tienen pintadas las uñas	

8. Se hace análisis microbiológico al agua (que no haya presencia de bacterias E.coli o coliformes)	
9. No deben de haber animales sueltos en la cocina (perros, gatos, gallinas, etc).	
10. Otro (Especifique) _____	
11. No sabe / No responde	

**j. Instrumento No. 6-LB-EDUCAMOS**  
**Observación**

**Instrumento de observación**

Municipio: \_\_\_\_\_ Escuela \_\_\_\_\_

<b>Indicador</b>	<b>Situación a verificar</b>	<b>Respuestas</b>	
Número de escuelas con instalaciones sanitarias mejoradas	Sistema de alcantarillado	Si	No
	Sistema Séptico	Si	No
	Letrina de pozo (tiene un revestimiento que evita la contaminación del suelo)	Si	No
	Letrina de pozo con una loza	Si	No
	Inodoro de compostaje	Si	No
	Letrinas mejoradas ventiladas	Si	No

<b>Indicador</b>	<b>Situación a verificar</b>	<b>Respuestas</b>	
Porcentaje de escuelas con agua y jabón en una estación de lavado de manos frecuentemente utilizado por los estudiantes	¿Existe un lugar para lavado de manos?	Si	No
	Si la respuesta, es afirmativa: ¿Se dispone de agua?	Si	No
	¿Se dispone de jabón?	Si	No
	¿Es utilizada frecuentemente por los estudiantes?	Si	No
	<b>Cumple con criterios de agua + jabón + uso</b>	<b>Si</b>	<b>No</b>
	<b>¿Los estudiantes se lavan correctamente las manos con 5 de 8 pasos?</b>	<b>Si</b>	<b>No</b>

Observaciones (Nota) hablar y verificar con el encargado de comisión de limpieza

<b>Indicador</b>	<b>Situación a verificar</b>	<b>Respuestas</b>	
Porcentaje de escuelas que tienen la cocina limpia y utensilios de comida, previo a su uso, de acuerdo con los estándares aceptados	¿Cómo se encuentra los trastos o utensilios que se usan para cocinar, previo a su uso? (Ollas, sartenes, cacerolas, jarillas, comales, cuchillos):		
	1. Limpios	Si	No
	2. Secos	Si	No
	3. Cubiertos o tapados	Si	No
	4. Colocados en lugar especial	Si	No
	<b>Cumple con 3 de los 4 criterios</b>	<b>Si</b>	<b>No</b>

Observaciones:

**Indicador 33:**

1. La comida debe taparse	
2. Uso de agua entubada, si no hay agua entubada, el agua está almacenada en recipientes donde no quepan las manos, para servirla usan algún chorrillo o tipi tap.	
3. La comida se procesa en mesas o tablas separadas según sea carne, verdura o fruta	
4. Debe de haber un basurero, tapado	
5. No debe de haber residuos de comida o basura en el piso	
6. Los cocineros tienen que lavarse las manos antes de cocinar, y hacerlo bien (lavado con jabón y agua corriendo, y por lo menos 20 segundos, y secarse bien con toallas limpias no con gabacha)	
7. Al cocinar, las cocineras no usan anillos ni tienen pintadas las uñas	
8. Se hace análisis microbiológico al agua (que no haya presencia de bacterias E.coli o coliformes)	
9. No deben de haber animales sueltos en la cocina (perros, gatos, gallinas, etc).	
10. Otro (Especifique) _____	
11. No sabe / No responde	
<b>Disponibilidad de agua mejorada.</b> Como la escuela tiene acceso a una fuente disponible de agua de la comunidad, grifo público, tubería, pozo, pozo protegido, nacimiento protegido, recolección de agua de lluvia. Hay que preguntar si el agua está normalmente disponible de la fuente identificada (al director)	

**k. Instrumento No. 7-LB-EDUCAMOS**  
**Observación de atención de estudiantes**

**Observación de la atención de los estudiantes**

**Observaciones Intra-aula de lo siguiente:**

Durante 10 minutos, el observador selecciona un minuto en forma aleatoria, y durante el mismo se dedica a observar el comportamiento de los estudiantes con respecto a la clase que se estaba impartiendo, se hace solo en períodos de clase que implicaban al profesor dando una “clase normal”, en la que éste interactuaba con sus estudiantes, utilizando frecuentemente ayudas audiovisuales tales como el pizarrón.

Las observaciones se hacen en primero primaria durante períodos de clase tales como matemáticas, estudios sociales, ciencias naturales y lenguaje; evitando la observación de clases donde se hizo un dictado o aquellas de corte artístico, o en las que los estudiantes necesitaban

salir o entrar constantemente a las aulas. El observador, durante el minuto de evaluación, cuenta cuántos estudiantes encajan en la siguiente división

- a. Distráidos: mirando hacia las puertas, ventanas o techo, hablando en voz baja o murmurando, pensando o meditando, jugando con algo, comiendo, bebiendo y o masticando
- b. Con atención hacia algo diferente: mirando, leyendo o revisando algo insistentemente, escribiendo o dibujando algo sin levantar la cabeza, recostado completamente sobre el pupitre/mesa
- c. Haciendo actividad distractora: riendo a carcajadas o con sonidos audibles, golpeando algo (con pies o manos), caminando o corriendo dentro o hacia fuera del aula
- d. Sin motivación: con señales de sueño, bostezando, cabeceando, o durmiendo en el aula
- e. Con actividad distractora grupal: platicando con otro compañero, tocando a otro compañero/a, tirando algo a un compañero/a, pegando o golpeando a un compañero.

### Observación de Atención de los estudiantes

Nombre de la escuela \_\_\_\_\_

Nombre del Municipio \_\_\_\_\_

Nombre de la comunidad \_\_\_\_\_

Número total de estudiantes en clase \_\_\_\_\_

Observación	1	2
Estudiantes distraídos viendo hacia otro lado		
Estudiantes distraídos en una actividad motriz		
Estudiantes distraídos en comunicación		
Estudiantes distraídos con señales de sueño o cansancio		
Estudiantes con una actividad distractora del grupo		

Observación de lo que hace el docente:

## Anexo No. 7. Teacher Survey Results (Spanish)

### 1. Respuestas Generales

#### 1.1. Datos de los Maestros

Concepto	Descripción
<b>Sexo:</b>	Masculino 38.8%, Femenino 61.2%
<b>Idioma materno:</b>	Español 50%, Mam 20.2%, Q'anjob'al 28.7%
<b>Edad:</b>	Media 34.57 años, Hombre 35.63, mujer 33.87

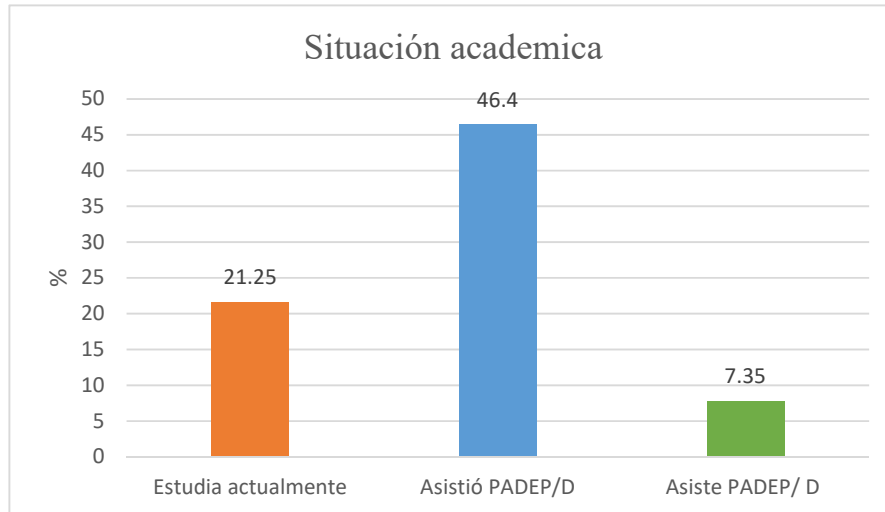
#### 1.2. Datos escolares

Concepto	Descripción
Idioma en el que imparte clases:	Español 96%, Mam 17.2%, Q'anjob'al 33.33%
Idioma materno español:	Idioma maya entiende 19.1% Idioma maya habla 14.9% Idioma maya Lee 14.9% Idioma maya escribe 12.8%
Idioma materno maya:	Idioma español entiende 100% Idioma español habla 100% Idioma español Lee 100% Idioma español escribe 100%
Tipo de contrato:	Renglón 011 80.6%, Renglón 021 13.6%, Renglón 029 1%, Renglón 031 1%, Municipal 1.9%, otro 1.9%
Título:	MEPR 8.7%, MEPU 35%, PEM 15.5%, Universitario 5.8%, Otros 35%
Promedio de estudiantes que atiende:	28 estudiantes
Grados que atiende:	Unigrado 34% Dos grados 42.7% Tres grados 15.5% Cuatro grados 1.9% Seis grados 3.9%

### 1.3. Formación académica

En relación a la situación de estudios actual y a la formación recibida en el PADEP/ D los maestros manifestaron lo siguiente:

*Ilustración 28. Situación académica*



El 26.9% de los maestros de intervención estudian actualmente, y el 15.6% de los maestros del área de control lo hacen de igual manera. De acuerdo a las respuestas obtenidas el 44.9% de los maestros de áreas de intervención asistió al PADEP y el 47.9% de maestros de control igualmente asistieron al PADEP. La gráfica número 26 muestra los datos agrupados tanto de intervención como de control, haciendo un promedio para obtener un total.  $((44.9+47.9)/2=46.4\%)$

Sobre la asistencia actual al PADEP / D el 11.1% de los docentes en las áreas de intervención lo hace mientras que de control asisten 3.6% de los maestros.

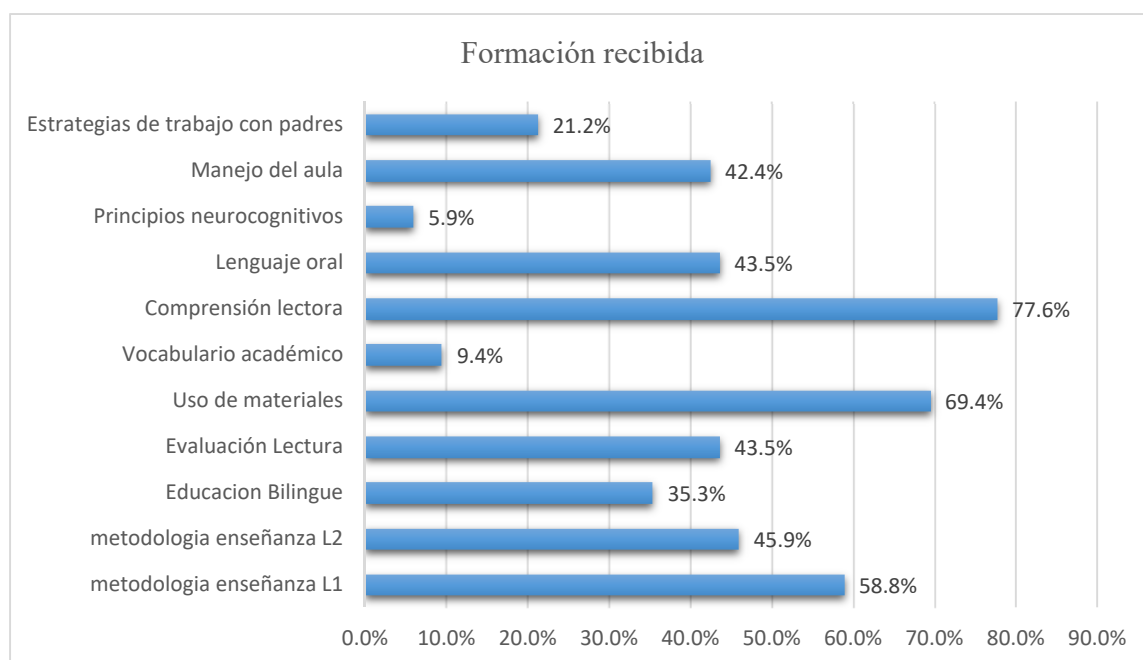
El 49.3% de los maestros reporto estar graduado del PADEP/ D, un 6.7% dijo estar por graduarse y un 44% no está graduado.

En relación a la especialización del profesorado, un 5.9% de los entrevistados lo hizo en preprimaria intercultural, un 54.4% en primaria bilingüe intercultural y un 45.6% en primaria intercultural.

El 27.7% de los docentes dice haber participado en algún diplomado de lectoescritura durante los últimos tres años.

En cuanto a la formación en servicio, los docentes afirmaron haber recibido formación en los siguientes temas:

Ilustración 29. Formación recibida en servicio



En las áreas de intervención el 53.7% de los maestros han recibido formación en 3 o más técnicas de calidad para la enseñanza mientras que en las áreas de control, el 67.4% de los maestros ha recibido formación en 3 o más técnicas.

Por otro lado, el 81.6% de los docentes no ha recibido capacitación alguna durante el presente año.

### 1.3.1. Comunidades de aprendizaje

La siguiente tabla muestra las principales prácticas sobre comunidades de aprendizaje que afirman realizar los maestros:

Tabla 19. Principales prácticas de comunidades de aprendizaje

Concepto	Porcentaje
Planifica clases de lectura con otros docentes	50.5
Conversa con otros docentes sobre técnicas para mejorar la enseñanza	93.7
Observa impartir clases a docentes más experimentados	37.9
Elabora materiales con otros docentes	45.3
Revisa evaluaciones de los estudiantes de un colega	68.4
Participa en, al menos, una comunidad de aprendizaje	54.7

Fuente: Elaboración propia

En áreas de intervención un 44.4% participa en al menos una comunidad de aprendizaje, mientras que en áreas de control el 57.1% participan en al menos una.

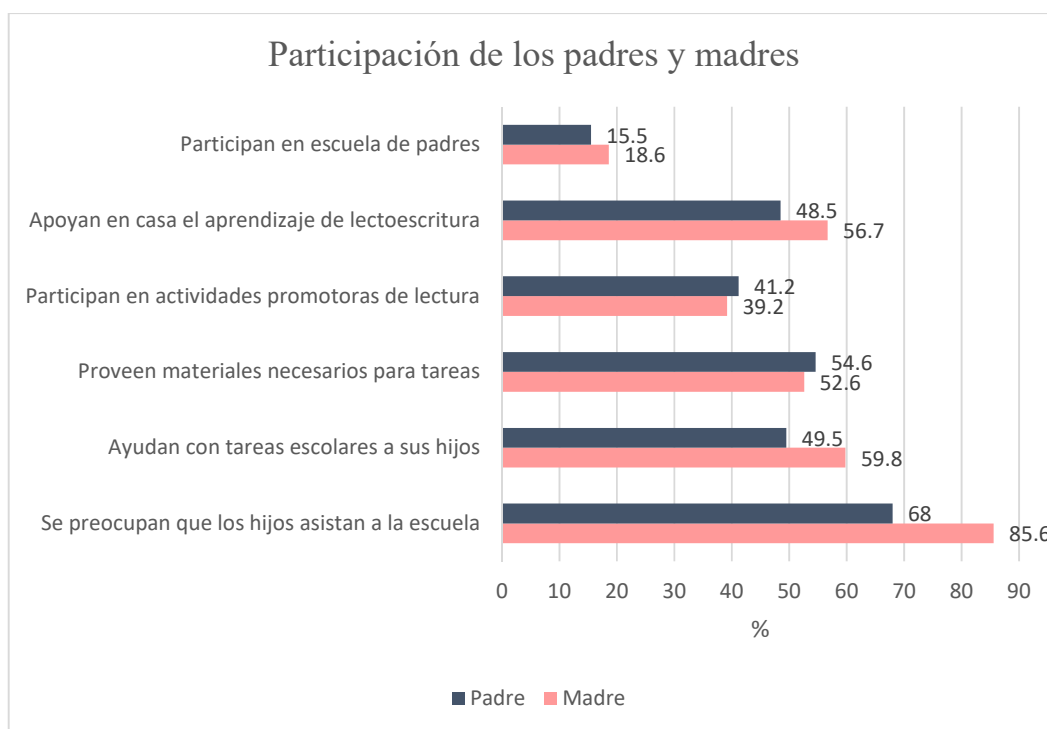
El 14.1% de los docentes se reúne semanalmente con la comunidad de aprendizaje, un 9.9% lo realiza quincenalmente y el 76.1% restante lo hace de manera bimensual.

En el 85.9% de los casos la comunidad de aprendizaje donde participan los docentes está integrada por docentes de la misma escuela, en un 25.6% por docentes de otras escuelas, en un 28.2% con los directores de la escuela y en un 7.7% de los casos participa algún supervisor del ministerio de educación.

### 1.3.2. Participación de los padres y madres

Entre los roles que cada padre y madre realizan con relación al apoyo escolar de los hijos en casa, se encontró que las madres son quienes juegan un mayor papel en la educación de los hijos, mientras que los padres participan principalmente en aquellas donde el juegan el rol de proveedor:

Ilustración 30. Participación de los padres y madres



### 1.4. Acompañamiento pedagógico

Entre los aspectos encontrados en relación a la práctica del acompañamiento pedagógico se encuentran los siguientes:

Tabla 20. Prácticas de acompañamiento pedagógico

Concepto	Respuesta
Recibe acompañamiento para apoyar su labor docente	Si en escuelas de intervención 38.5% Si en escuelas de control 46.9% 42.7% en promedio

Quien lo visito la última vez que recibió acompañamiento	CTA 40% Personal departamental 6.7% Acompañante / tutor 11.1% Director 55.6% Acompañamiento ONG 8.9%
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Así mismo, los docentes evalúan las prácticas que realiza su acompañante pedagógico de la siguiente manera:

*Tabla 21. Prácticas del acompañante pedagógico de los docentes*

Concepto	Porcentaje
Acompañante pedagógico conoce sus fortalezas y debilidades	95.5
Acompañante pedagógico lleva un registro sobre su avance en mejoras	72.7
Acompañante pedagógico le orienta para mejorar	95.5

### 1.5. Asistencia

Al calcular la relación entre estudiantes inscritos y estudiantes que faltan dos o más días a clases a la semana, se determinó el porcentaje de estudiantes que asisten regularmente a clases de acuerdo a la información proporcionada por los docentes es el siguiente

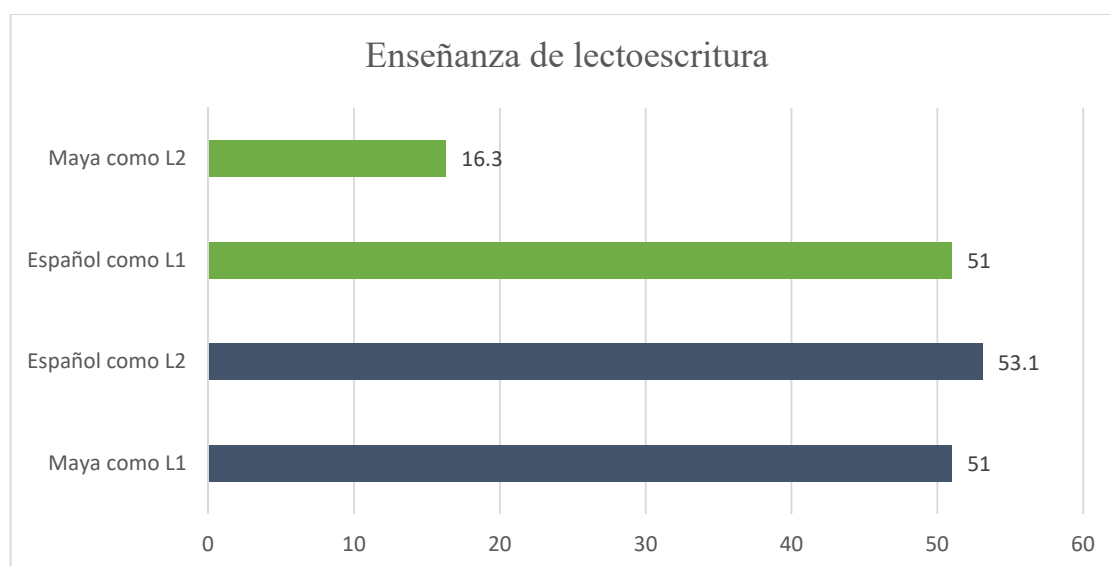
*Tabla 22. Asistencia de estudiantes a clase*

Intervalos	Intervención	Control
Menos del 70%	2.1	0
70-79%	10.7	4.7
80-89%	27.6	37.2
90 – 100%	59.6	58.1

### 1.6. Enseñanza de Lectoescritura

Se determinó que cuando el idioma L1 es el Maya, ya sea Mam o Q'anjob'al que son los idiomas de las áreas estudiadas, se enseña el Español como L2 en todos los casos, mientras que cuando el idioma L1 es el Español no necesariamente el L2 es un idioma Maya, tal como se observa en la siguiente gráfica:

Ilustración 31. Idioma de enseñanza de la lectoescritura



El tiempo promedio semanal que se dedica al desarrollo de las sub-áreas del idioma maya es de 4.86 horas y de idioma español es de 7.94 horas. El promedio de períodos semanales dedicados a la enseñanza de la lectoescritura es de 4.94

En relación a la habilidad oral de los estudiantes, los docentes informaron lo siguiente:

Tabla 23. Habilidad oral de los estudiantes

Habilidad oral estudiantes	Promedio	Intervención	Control
Aula monolingüe español	38.7%	40.7%	36.7%
Aula monolingüe maya	5.8%	5.6%	6.1%
Aula bilingüe en proceso	37.9%	37.0%	38.8%
Aula bilingüe equilibrada	14.75%	11.1%	18.4%

Se observa que en las comunidades control es menor la prevalencia de aulas monolingües en idioma español.

En las áreas de control se reportó un mayor porcentaje de aulas bilingües equilibradas (18.4%) en relación las áreas de intervención (11.1%)

Sobre la enseñanza de la lectoescritura, las formas reportadas por los maestros mostraron los siguientes datos:

Tabla 24. Enseñanza de lectoescritura en el aula

Enseñanza Lectoescritura	Promedio	Intervención	Control
Enseñanza de lectura en idioma maya y enseñanza de español como L2	14.75%	11.1%	18.4%
Enseñanza de lectura en idioma español y enseñanza de idioma maya como L2	27.02%	29.6%	24.5%

<b>Enseñanza Lectoescritura</b>	<b>Promedio</b>	<b>Intervención</b>	<b>Control</b>
Enseñanza de lectura en español pero se respeta y valora la cultura de los estudiantes	25.3%	24.1%	26.5%
Se enseña a leer en los 2 idiomas	28.2%	25.9%	30.6%

Las destrezas que más realizan los docentes con sus estudiantes fueron:

*Tabla 25. Destrezas que más realizan con estudiantes.*

	<b>Promedio</b>	<b>Intervención</b>	<b>Control</b>
Ortografía	38.2	31.5	44.9
Caligrafía	37	35.2	38.8
Escritura de palabras	34.35	29.9	38.8
Fluidez lectora	32.35	25.9	38.8
Vocabulario	30.3	25.9	34.7
Estrategias de comprensión oral	30.25	27.8	32.7
Escritura de oraciones	30.6	20.4	40.8
Escritura de párrafos	16.75	11.1	22.4
Gramática	14.55	14.8	14.3
Principio alfabético	12.8	14.8	10.8
Fluidez oral	12.9	7.4	18.4
Conciencia fonológica	12.05	3.7	20.4

### 1.7. Materiales

En promedio el 81.85% de los docentes utiliza libro de texto en L1 para la enseñanza de la lectoescritura. Desglosado se obtiene que el 85.4% es en escuelas de intervención y 78.3% en control.

El promedio de docentes que utiliza libro de texto L2 es de 78.1%. En escuelas de intervención es el 83.7% y 72.3% en control.

El 93.9% de los establecimientos en promedio cuentan con biblioteca, caja o colección de libros de lectura, correspondiendo el 90% a escuelas de intervención y 97.9% en control, mientras que, en el aula, solamente el 63.3% cuentan con biblioteca, caja o colección de libros de lectura en promedio, siendo el 51% en intervención y 75.5% en control.

En promedio el 47.9% de los docentes cuentan con un periodo asignado para visitar la biblioteca; 46.9% en intervención y 48.9 en control.

El 42.7% de los casos, los estudiantes pueden llevarse un libro de la biblioteca a su casa en promedio, correspondiendo el 39.2% en intervención y 46.7% en control.

Entre las actividades que se realizan en las bibliotecas figuran las siguientes:

*Tabla 26. Actividades que se realizan en la biblioteca*

Concepto	Promedio
Lectura individual	80.90%
Lectura grupal	27.70%
Talleres de literatura	3.40%
Presentación de autores nacionales	6.70%
Juegos literarios	15.70%
Consultas para tareas	41.60%
Consulta para actividades en clase	40.40%

Los libros de lectura no existen en abundancia especialmente si es en idioma Maya, el 21.9% en promedio se encuentran disponibles en las escuelas correspondiendo el 31.4% a los docentes de áreas de intervención y 11.1% en áreas de control.

Los docentes manifestaron tener acceso a los siguientes recursos:

*Tabla 27. Recursos a los que los docentes tienen acceso*

Recursos	Promedio	Intervención	Control
Libro aprendizaje de la lectoescritura	83.35%	82.6%	84.1%
Libro herramientas de evaluación	44.50%	41.3%	47.7%
Guía orientación perfil lingüístico	8.95%	4.3%	13.6%
Libro enseñanza comprensión lectora	44.50%	41.3%	47.7%
Guía de lecciones modelo	5.50%	6.5%	4.5%

Los materiales que los docentes han utilizado para la enseñanza de la lectoescritura se encuentran los siguientes:

*Tabla 28. Materiales utilizados por los docentes para la enseñanza de la lectoescritura*

Materiales ha utilizado	Promedio	Intervención	Control
Folleto con lecturas para el estudiante	12.45%	15.8%	9.1%
Folleto con lecturas español	72.85%	68.4%	77.3%
Serie de 8 mega libros Leo y me divierto	7.50%	10.5%	4.5%

Rotafolio de la serie aprendo a leer	31.70%	31.6%	31.8%
Antología arcoíris intercultural	2.65%	5.3%	0

### 1.8. Evaluación y monitoreo

Las principales formas de comprobación del avance en el aprendizaje de los estudiantes se listan a continuación:

*Tabla 29. Formas de comprobación de avance*

Método de comprobación	Promedio	Intervención	control
Exámenes escritos	80.15%	72.50%	87.80%
Preguntas orales	81.00%	80.40%	81.60%
Tareas	77.95%	80.40%	75.50%
Observación	48.95%	51%	46.90%
Hojas de trabajo	81.00%	82.40%	79.60%
Listas de cotejo	43.20%	33.30%	53.10%

En cuanto a las herramientas de evaluación utilizadas por los docentes, se observa que predomina el uso de las preguntas y de pruebas objetivas, seguido de listado de cotejo como las más utilizadas

*Tabla 30. Herramientas de evaluación utilizadas en el aula*

Herramienta evaluación más utilizada	Promedio	Control	Intervención
Preguntas	82.40%	79.60%	85.20%
Pruebas objetivas	70.15%	75.50%	64.80%
Lista de cotejo	50.70%	55.10%	46.30%
Portafolio	30.05%	28.60%	31.50%
Resolución de problemas	25.20%	24.50%	25.90%
Diario de clase	24.10%	20.40%	27.80%
Mapa conceptual	21.25%	18.40%	24.10%
Escala de calificación	17.70%	22.40%	13%
Debate	13.70%	16.30%	11.10%
Ensayo	8.80%	10.20%	7.40%
Texto paralelo	8.55%	4.10%	13%
Proyecto	7.95%	12.20%	3.70%
Rúbrica	5.65%	2%	9.30%
Mapa mental	5.80%	6.50%	5.10%
Estudio de casos	4.90%	6.10%	3.70%

## 2. Otros resultados de Docentes

### 2.1. Formación Recibida

El 91.8% de los docentes utiliza alguna herramienta para diagnosticar el nivel de lectura de sus estudiantes. Sin embargo, solamente el 59.5% utiliza la evaluación Basada en Currículo EBC para medir el progreso de sus estudiantes en lectura.

En cuanto a la evaluación del dominio del idioma español, el 80.7% de los docentes utiliza alguna herramienta para diagnosticar el dominio, aunque solamente el 49.4% ha utilizado el perfil lingüístico para diagnosticar el dominio oral del idioma español.

Los docentes fueron consultados sobre su formación en técnicas de calidad para la enseñanza, las cuales después de aprendidas pueden ser aplicadas en su respectiva actividad magisterial. La respuesta que se obtuvo de los 103 maestros 54 de intervención y 47 de control fue la siguiente:

*Tabla 31. Formación recibida en servicio*

Tema	Intervención	Control
Metodología enseñanza L1	48.8%	68.2%
Metodología enseñanza L2	46.3%	45.5%
Educación Bilingüe	36.6%	34.1%
Evaluación Lectura	41.5%	45.5%
Uso de materiales	70.7%	68.2%
Vocabulario académico	9.8%	9.1%
Comprensión lectora	65.9%	88.6%
Lenguaje oral	46.3%	40.9%
Principios neurocognitivos	7.3%	4.5%
Manejo del aula	34.1%	50.0%
Estrategias de trabajo con padres	24.4%	18.2%

### 2.2. Gestión del aula

Dentro de las estrategias que les permiten ser más eficaces, los docentes organizan el aula en un solo grupo con todos los estudiantes en un 57%, en grupos por dominio de idioma en un 3.2%, en grupos por conocimiento / habilidad 5.4% y un 34.4% en grupos por grado en las escuelas multigrado

En la situación cuando un estudiante no sabe la respuesta correcta, el 9.7% de los maestros le dicen la respuesta correcta y pasan a otro niño, 25.8% escriben la respuesta correcta en la pizarra, 4.3% pasa a otro niño y el 60.2% le da tiempo para pensar en otra respuesta.

En cuanto a estrategias de disciplina el 13.8% de los docentes dan premios a sus estudiantes, el 44.4% explican el problema, 3.1% quitan los privilegios, 38.1% buscan el apoyo de los padres, mientras que, solamente el 1% utiliza el castigo como estrategia de disciplina.

## Annex No. 9. Techniques and Tools Used by School Administrators (Spanish)

Para determinar las técnicas y herramientas que utilizan actualmente los directores se evaluaron los siguientes aspectos:

- a. **Procedimientos básicos del MINEDUC:** Se midieron once prácticas sobre el acompañamiento pedagógico que realizan los directores con los maestros los cuales son:
  - i. Planifica con los docentes de su escuela
  - ii. Visita las aulas diariamente
  - iii. Observa a los docentes impartir clases
  - iv. Modela clases a los docentes de su escuela
  - v. Orienta la reflexión con cada docente sobre su práctica de enseñanza
  - vi. Sugiere técnicas de enseñanza a los docentes
  - vii. Sugiere herramientas de evaluación a los docentes
  - viii. Promueve la conformación de comunidades de aprendizaje entre docentes
  - ix. Trabaja con los docentes de su escuela materiales didácticos
  - x. Revisa evaluaciones de los estudiantes con los docentes de su escuela para mejorar la enseñanza
  - xi. Retroalimenta a los docentes de la escuela sobre cómo mejorar la enseñanza
  
- b. **Liderazgo en la comunidad:** Se midieron tres prácticas sobre la promoción que realizan los directores en la comunidad para la participación de los padres de familia en el proceso de enseñanza – aprendizaje de sus hijos
  - i. Promueve la participación de padres y madres en actividades de la escuela
  - ii. Se realizan actividades para promover actividades de lectoescritura
  - iii. Se realizan talleres para padres y madres enfocados en la lectoescritura
  
- c. **Gestión Escolar:** Se midieron cinco prácticas relacionadas con el Conocimiento y aplicación de formularios administrativos del MINEDUC.
  - i. Tiene una recopilación de la legislación educativa que se utiliza en la dirección
  - ii. Conoce el manual de funciones del director
  - iii. Comparte con el personal docente el contenido de las instrucciones, circulares o correspondencia que emana del CTA y DIEDUC
  - iv. Tiene una recopilación de los diferentes formatos para reportar al MINEDUC
  - v. Tiene conocimiento de los procedimientos administrativos que se usan la dirección
  
- d. **Administración de alimentos:** Se midieron cinco prácticas relacionadas a la administración y manejo de alimentos.
  - i. Cuentan con registros para el control y manejo de los alimentos dentro de la bodega escolar

- ii. Se practica en la escuela los principios básicos para mantener los alimentos almacenados
- iii. Se aplica en la escuela el principio de primero en entrar y primero en salir y se observan fechas de vencimiento de los productos alimenticios
- iv. Se practican normas de higiene al momento de manipular y preparar los alimentos
- v. Conocen y aplican técnicas de almacenamiento de alimentos perecederos y no perecederos.

Se establecieron los siguientes criterios para determinar el cumplimiento de cada uno de los aspectos:

*Tabla 32. Criterios de evaluación del indicador*

Aspecto	Cantidad de prácticas evaluadas	Mínimo de prácticas que deben cumplir	punteo
Procedimientos básicos del MINEDUC	11	6	1
Liderazgo en la comunidad	3	2	1
Gestión Escolar	5	3	1
Administración de alimentos	5	3	1

Definidas por el equipo consultor

Los directores para cumplir con el indicador deben de poseer 4 puntos. Para obtener un punto es necesario realizar al menos 6 procedimientos básicos del MINEDUC, 2 de liderazgo en la comunidad, 3 de gestión escolar y 3 de administración de alimentos, lo que demostrará que usan nuevas técnicas o herramientas administrativas.

En áreas de intervención el 76.7% de los directores mostró el uso de herramientas administrativas, mientras que, en áreas de control el 65.5% de los directores lo hizo.

*Ilustración 32. Porcentaje de directores que cumplen con el mínimo de prácticas*



## Annex No. 8. Baseline Terms of Reference (ToR)

### REQUEST FOR PROPOSALS FOR CONSULTANCY FOR THE EDUCAMOS GUATEMALA PROGRAM BASELINE

Project Concern International (PCI) has received funding from the United States Department of Agriculture (USDA) to implement the third phase of the Food for Education program, called “Education with Quality and Improved Feeding Aimed at Sustainability (EDUCAMOS),” from 2016 to 2021. These terms of reference have been prepared in order to solicit offers from consultancy firms to carry out the baseline study for this program. The proposal document should include a technical as well as financial proposal.

#### I. EXECUTIVE SUMMARY OF THE PROGRAM

PCI, in cooperation with the USDA, has implemented two phases of the Food for Education (FFE) program from 2010 to 2013, and from 2013-2016, respectively. Currently it is working in 294 schools in the municipalities of Cuilco, San Pedro Necta, San Gaspar Ixchil, Soloma, Barillas and Santa Eulalia in the department of Huehuetenango, Guatemala. Activities are coordinated with the Ministry of Education of Guatemala (MOE), Technical Administrative Coordinators (CTA), the Ministry of Health (MOH), Municipal Councils, Parent Councils (CPF), parents, and directors. The project expects to work directly with 36,000 students, 1,400 teachers, 1,200 collaborating mothers, 294 parent councils, 330 mother leaders, and 70 literacy promoters.

The EDUCAMOS results framework is based on lessons learned from Phases I and II. There are four main intermediate results: **1) Improve the quality of literacy education**, with activities such as promotion of teacher attendance; distribution of school supplies and materials; production of books and complementary reading materials; and training of teachers and directors; **2) Improve student attentiveness**, which will be achieved by means of school feeding and the establishment of school gardens; **3) Improve School Attendance**. This will be addressed by means of rehabilitation of school kitchens, enrollment campaigns, raising awareness of the importance of education, and **4) Increased Use of Health and Dietary Practices for** reduction of health-related absences, by providing training on health, nutrition and hygiene practices, training in food preparation and storage practices, and the construction or rehabilitation of water and latrine systems.

To promote sustainability, EDUCAMOS includes four basic results: **a) Increase capacity of government institutions**, **b) Improve policies and the regulatory framework**, **c) Increase governmental support**, and **d) Increase commitment by local organizations and community groups**. These results will facilitate the involvement of key players to provide follow up for the activities. For example, through local government funding and collaboration with community authorities the program will continue to address barriers to education, hunger will be reduced by means of financial contributions to purchase food, and the establishment of school gardens. The program will also continue improving school infrastructure based on innovative designs; enrollment of school age boys and girls will be promoted; community understanding of the benefits of education will be increased, along with other activities that are expected to continue. *See Annex 1: EDUCAMOS Results Framework.*

Based on the agreement with the donor, PCI plans to carry out a Baseline study for the 2016-2021 phase, which will allow it to analyze the current status of indicators for this new phase and will provide a reference point for measuring impact at the end of the program. *See Annex 2: EDUCAMOS Indicator*

*Table.* Note that indicators measured during the final evaluation of the predecessor FFE II program will not be re-measured during the EDUCAMOS baseline.

## II. PURPOSE AND SCOPE

The baseline study will provide baseline values for key performance indicators that will be compared at mid-term and endline evaluations, assess the skills, knowledge and practices of beneficiaries in order to update the training plan, and to validate the program’s general implementation strategies.

## III. METHODOLOGY

The baseline will use a mixed methods approach which includes quantitative techniques (for example, household and individual surveys collected from a representative sample of participants) and qualitative methods (focus groups, key informant interviews, observation).

In order to better understand program impact, a quasi-experimental design will collect data in intervention schools as well as control schools that have similar characteristics in terms of four criteria: % of illiteracy, % of chronic malnutrition, Human Development Index (HDI) and main language. The external evaluation team will review and add additional criteria as needed to refine the final selection criteria for the control municipalities to guarantee that the comparison and program schools are similar and valid comparisons can be made. For example: Average height of students, number of students and teachers, lack of interventions that are comparable to those planned in EDUCAMOS (e.g., lack of NGO that supports literacy, nutrition or health, school feeding, etc.), socio-economic status, and household size can all be used. The table below presents the intervention municipalities and the proposed control municipalities.

**Intervention and control municipalities based on application of initial criteria**

No.	Type	Municipality	No. Inhabitants	% Illiteracy	% Chronic Malnutrition	HDI	Main language
1	Intervention	San Gaspar Ixchil	6,800	27.25	74.7	0.516	Mam
	Control	Colotenango	25,900	34.65	73.8	0.513	Mam
2	Intervention	Cuilco	57,100	28.26	52.4	0.562	Spanish
	Control	La Democracia	43,200	29.94	47.9	0.605	Spanish
3	Intervention	San Pedro Necta	32,300	23.6	66.5	0.562	Mam
	Control	San Sebastian H.	27,800	19.82	72.2	0.508	Mam
4	Intervention	Soloma	47,700	27.22	60.2	0.627	Q’anjob’al
	Control	San Juan Ixcoy	25,800	35.27	71.3	0.474	Q’anjob’al
5	Intervention	Santa Eulalia	43,700	27.82	74.4	0.482	Q’anjob’al
	Control	San Mateo Ixtatán	38,000	47.7	79.7	0.494	Q’anjob’al

6	Intervention	Barillas	127,200	24.17	73.2	0.562	Spanish, Q'anjob'al
	Control	Nentón	41,600	27.09	60.2	0.511	Spanish, Q'anjob'al

**Sources:** Plan for Zero Hunger Pact, Secretariat for Food and Nutrition Security (SESAN), National Literacy Committee (CONALFA) of the MOE, United Nations Development Program (UNDP)

The data will be collected by an external evaluation team in the six program intervention municipalities, as well as in the six control municipalities. A total of 60 schools should be selected for the baseline study: 30 in the intervention areas and 30 in control areas. However, the consultancy team will propose the sampling strategy based on an appropriate sample power, confidence level and sampling error. These will be ratified by PCI's regional and international office M&E staff in order to ensure statistically representative data. The following method is suggested for the quantitative survey.

#### Illustrative sampling for students and parents in the intervention and control areas

Type of interviewee	Intervention Area			Control Area		
	Number of schools	Interviews per school	Total interviews	Number of schools	Interviews per school	Total interviews
Students	30	5	150	30	5	150
Parents	30	5	150			

Fourth to sixth grade students (mean age 10 – 12 years) will be randomly selected in each school as they are considered to be able to respond adequately and correctly to the evaluation questions. A parent or caregiver of the selected student will also be interviewed in the intervention areas (total 150). Key data collected from parents will include perceptions of the importance of primary education, the identification of household level practices in health and hygiene, and in food preparation and storage. The quantitative survey that is carried out with the students in the control areas will be focused on the key indicators such as eating habits, including consumption of food at school, nutrition and hygiene practices outside of school and reading comprehension. The survey with students in the program area will be broader to generate additional data related to the interventions and the indicators.

Additionally, qualitative data will be collected from key groups by means of structured or semi-structured interviews. Consider use of the following illustrative table.

#### Illustrative Sampling and Data Collection Methodology

Group	Sample size	Sample Distribution	Sampling Methodology /criteria	Key data
Teachers	60	Two (2) from each school in the sample	Random sample of teachers who have been in the school for a minimum of one year before data	<ul style="list-style-type: none"> <li>• Knowledge and practices of general and literacy teaching methodologies</li> <li>• Existing knowledge, practices and interventions on health, hygiene, nutrition, and water and sanitation</li> <li>• Potential for, and progress towards sustainability of school feeding (example of areas that should be evaluated and considered for</li> </ul>

			collection	sustainability such as government collaboration)
Directors	30	One (1) from each school in the sample	Intentional Sampling. The director of each school in the sample will be interviewed	<ul style="list-style-type: none"> <li>• Characteristics of the school (infrastructure, demographics, etc.). The data will be complemented with secondary data available from the municipalities, such as development plans and municipal evaluations</li> <li>• School indicators such as enrollment, attendance, attention and school performance (these will be cross referenced with data from the MOE, where available).</li> <li>• Potential for, and progress towards sustainability of school feeding</li> </ul>
Members of Parent Councils	60	Two (2) from each school in the sample	Random sample of those who have been members for at least one year	<ul style="list-style-type: none"> <li>• Characteristics of the school (infrastructure, demographics, etc.). The data will be complemented with secondary data available from the municipalities, such as development plans and municipal evaluations</li> <li>• School indicators such as enrollment, attendance, attention and school performance (these will be cross referenced with data from the MOE, where available).</li> <li>• Potential for, and progress towards sustainability of school feeding</li> </ul>
Municipal Technical Administrative Coordinators	6	At least one (1) from each program municipality	Intentional sampling; one representative from each program municipality will be interviewed	<ul style="list-style-type: none"> <li>• Coordination and communication among the different actors. For example, members of the communities, schools, municipal governments and organisms such as the Municipal Health, Food and Nutrition Security Commission (COMUSSAN)</li> <li>• Potential for, and progress towards sustainability of school feeding</li> </ul>

The baseline's approach should be participatory. In addition to interviews with the above groups, structured interviews should be held with the following key stakeholders:

- Municipal Council Representatives (Mayors, Council Members, Managers)
- Local authorities (Community Development Councils, Auxiliary Mayors)
- MOE staff in Huehuetenango (e.g., DIGEDUCA)
- Volunteer community staff: collaborating mothers, mother leaders
- USDA/FAS/Guatemala staff

- Municipal Councils: COMUDE, COMUSSAN
- Municipal Sustainability Commissions
- Women Empowered Groups
- PCI staff
- Others

## Gender Analysis

As part of the baseline, the consultancy team will design a gender assessment measurement tool and methodology and incorporate it into the baseline evaluation, taking into account existing tools and methodologies<sup>4</sup>. The gender assessment will help staff and key stakeholders understand the gender context to better design, implement and measure gender sensitive programming, and mitigate potentially negative gender impacts at the school, household and community levels. The inclusion of specific gender indicators should be considered for periodic measurement of progress over the life of the program.

The main objectives of the gender analysis are:

- Evaluate different roles, status and power dynamics for girls and boys in the home, community and school environment.
- Discuss the different roles and the status and power of women and men within the community, the home and the school environment.
- Identify the most prevalent social norms that prevent equitable education and propose behavior change strategies.
- Identify gaps in gender management that could affect the program's activities and results.
- Determine how the program can go beyond gender equality to ensure equitable gender results for boys and girls in the schools.

## Measurement of reading comprehension

The consultant team will implement existing Ministry of Education reading comprehension tests to measure the indicator: *"Percentage of students who, by the end of two grades of primary schooling, demonstrate that they can read and understand the meaning of grade level text."* The test will be applied to students who have completed second grade and are starting third grade. Literal comprehension includes images, phrases, word pictures, picture words, words in context, main character and sequences. Inferential reading includes measurement of elements of the main idea, prediction and differences. Three cut-off points will be used and four performance categories for the evaluation: unsatisfactory, needs improvement, satisfactory and excellent. For satisfactory and above, it is necessary to achieve the highest standard of quality. The administration of the assessment and analysis of the results will be the responsibility of the consultant team, who will provide PCI with support documentation and evidence as part of their report. The consultancy team will propose the sampling strategy based on an appropriate sample power, confidence level and sampling error, based on the expectation of random sample of students in the intervention and control schools using a 95% confidence level and a 5% margin of error.

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<sup>4</sup> Including but not limited to the following examples; Women's Empowerment and Nutrition (IFPRI)

Measuring Women's Empowerment as a Variable in International Development (World Bank)

Some additional related evaluation questions to measure students' reading improvement results might include:

- What behaviors are observed in the general baseline survey with regard to the literacy results?
- Is there a correlation between the literacy results, students, teachers and school characteristics related to program interventions (for example, reading time in class, sex of the reading teacher, and of the teacher and student, if the student ate a meal at school the day before, if a student is hungry, if the school provides access to reading corners or libraries /size, etc.)?
- What behaviors does the teacher use in their approach to learning in the classroom (for example, classroom environment and organization, teaching content and methods, class activities, evaluation and use of teaching and learning materials)?

#### IV. SELECTION OF THE EVALUATION TEAM

The external evaluation team will be selected by means of a competitive selection and hiring process based on professional competencies, experience with evaluation tasks, independence from the program, knowledge of the implementation area and understanding of the activities of a school feeding program.

#### V. DURATION OF THE CONSULTANCY

The consultancy should last no longer than 60 business days, specifically between June and July 2017. The table below illustrates the main activities with a suggested number of days for each one.

Activity	Responsible	Number of days
Review of program documentation, results framework, materials, planning of field work (office). This includes meetings with PCI representatives to review instruments, methodology, time lines, coordination and delivery of documentation.	PCI Guatemala and IO M&E staff and consultant team	10
Incorporation of PCI observations and feedback into evaluation instruments; standardization of consultant's technical field team (PCI staff will be present for the standardization)	Consultant team	10
Initial field visits (meeting with local PCI staff), validation and final editing of the data collection instruments (with PCI staff participation)	PCI staff, Consultant team	3
Field work. The consultant will use simultaneous work teams to collect data. This includes an exit meeting with key PCI staff in Huehuetenango to review, clarify, amplify or give feedback on findings or key results.	PCI staff, Consultant team	16
Data analysis/preparation and delivery of first draft of report	Consultant team	18
Results presentation workshop/final feedback	PCI, Consultant team	1

Revision and presentation of final report (including the observations of the PCI review team)	Consultant team	2
Total estimate of work days		<b>60</b>

**Note.** In August 2017 the baseline report will be presented to USDA, including an updated indicator table and the Performance Monitoring Plan (PMP).

## VI. DATA ANALYSIS

- For analysis of the quantitative data it is recommended that statistical packages such as SPSS, STATA, or Excel be used. The results should be presented in tables and graphs with the corresponding interpretation.
- For analysis of the qualitative data, it is suggested that qualitative analysis techniques such as content analysis be used to capture key topics and determine the frequency of the themes.

## VII. DELIVERABLES

- The evaluation design, including the sampling strategy, the quantitative and qualitative data collection methods and instruments, and the data analysis plan;
- A gender assessment methodology, tools and recommendations on gender-specific indicators to measure at mid-term and final evaluations;
- A literacy measurement tool and methodology specific to third graders
- A work plan and timeline defining the key activities and products of the evaluation;
- A report outline approved by PCI;
- A draft report;
- A final report in Word, in Spanish, which incorporates the feedback and contributions of the PCI staff on the quantitative and qualitative results;
- An Excel file that includes the graphs and tables in Spanish and English, so that PCI can translate the complete document into English.
- Output of all quantitative and qualitative analysis, including: frequencies, cross-tabulations, regressions, and tests of significance of quantitative data; notes, recordings, transcripts, content analysis and frequencies of qualitative data
- A PowerPoint presentation of key baseline results, in English and Spanish.
- A two to three page executive summary that describes the evaluation design, key results and lessons learned. This document will be used to inform key stakeholders about the baseline. It should be written in language that is understandable for non-evaluators.
- Electronic presentation of all the documents that are generated, including databases, recordings, etc.

These products will be reviewed by representatives designated by PCI, which might include the Country Director, the Huehuetenango Regional Director, the Program Coordinator, the Huehuetenango M&E officer and the M&E technical advisor from the PCI international office. The PCI International Office will give final approval for all the products.

## VIII. CONTENT OF THE FINAL DOCUMENT

The content of the baseline report must be approved by PCI, and must include at least the following elements:

- Cover page
- List of acronyms
- Executive summary
- Program background
- Evaluation objectives
- Methodology
- Qualitative and quantitative results, analysis by strategic objective and intermediate results
- Findings
- Recommendations
- Annexes (results indicator table, photos, tables, graphs, data collection instruments)

## IX. PROPOSAL PRESENTATION

Consultants should present the proposal according to the following guidelines:

- a. Cover page
- b. Technical narrative of no more than 10 pages that includes:
  - Qualifications of key team members and their role on the team
  - Sampling strategy
  - Quantitative data collection strategy
  - Quantitative data analysis plan
  - Qualitative data collection strategy
  - Qualitative data analysis plan
  - Quality assurance plan
  - Activity timeline that includes document review, tool and strategy development, data collection, analysis, reporting and revision, among other required activities
- c. A budget for the consultancy which includes transportation costs, room and board for field and office work. PCI will facilitate coordination in the field to present the consultant team to the key stakeholders. *See Annex 3: Budget format*
  - Mode of payment: PCI will pay 40% on signing the contract, 30% upon receipt of the approved drafts, and the remaining 30% upon delivery of the final document.
  - The services should be invoiced to Project Concern International with NIT 1790686-5.
  - National consultants and/or consulting firms should inform PCI of the tax regimen under which they are registered and they are directly responsible for presenting the corresponding declarations to the *Superintendencia de Administración Tributaria* (tax authority).

## X. REQUIREMENTS FOR THE CONSULTING FIRM OR INDIVIDUAL CONSULTANT

- a. Degree in social sciences, education, public health or similar field. Master's degree or Ph.D. preferred.
- b. At least three years' experience carrying out evaluations using qualitative and quantitative techniques.
- c. Broad experience carrying out social service and international development evaluations, preferably with experience in evaluation of school feeding programs.
- d. Experience administering reading comprehension tests with primary school children

- e. It will be advantageous to have experience in evaluation of projects/programs funded by the US government.
- f. Demonstrated ability to provide high quality results within proposed time frames.
- g. Include information about project/program evaluations carried out. Send a minimum of two evaluation examples by email.
- h. Include a minimum of three reference letters from organizations for which you have done consultancies.
- i. Knowledge of Guatemala preferred, specifically Huehuetenango: its context, population, etc. which will provide an advantage when coordinating, planning and carrying out activities within the cultural context.
- j. Ability to work in the Mam and Q'anjob'al languages preferred.

#### XI. CLARIFICATIONS OR CONSULTATIONS

- All clarifications or consultations should be sent by email to [nsosa@pciguate.org](mailto:nsosa@pciguate.org) with a copy to [pwagner@pciguate.org](mailto:pwagner@pciguate.org). Indicate your name, fax/telephone number, address and other pertinent references.
- These clarifications or consultations must be received before May 19, 2017.

#### XII. THE PROPOSAL

- PCI has the unilateral and exclusive right to evaluate, decide upon and accept the proposal that they consider most appropriate to achieve the objectives of the evaluation.
- PCI will only contact prequalified proposal submissions
- None of the documentation will be returned
- Proposals must be delivered by 4 p.m. on May 26, 2017
- Proposals should be delivered to: 20 Avenida "A" 3-25, zona 15, Vista Hermosa 1, Guatemala City in a sealed envelope and by email to [pwagner@pciguate.org](mailto:pwagner@pciguate.org) and [celliott@pciguate.org](mailto:celliott@pciguate.org).

## Annex No. 9. Gender Analysis

### 1. Educational Results

Guatemala is a country where women have been climbing to more positions that are more in alignment with their capacity. However, this progress has been slow. In section No. 1, section 22 of the United Nations Development Assistance Framework (UNDAF 2015-2019), it says "in this country, women face difficulties in fully exercising their rights. In ministerial positions, [women] occupy only 21.4% while the proportion of congressional seats of the Republic that are occupied by women is merely 11.7%. Their participation in Municipal Councils is 2%."

Girls should be encouraged so that, from their youth, they adopt a mentality of equality in participation and in decision-making, in order to forge a different and egalitarian future.

#### 1.1 Causes of Non-enrollment

Based on the school census developed in January 2017 by the Ministry of Education (MINEDUC), it was established that in the department of Huehuetenango there are 13,031 children between the ages of 4 and 15 who are outside of the educational system. Among the main causes that are mentioned in the census: poverty accounts for 47.1%, 29.9% accounts for parents' lack of interest that their children study, and the third cause is the educational supply deficit with 16.1%. In the response "others", social factors represent 2.5% and diverse reasons, 4.4%.

Enrollment in elementary school throughout the republic has been declining. In the 2016 school year, at the national level, 66,499 less students were registered in elementary school, according to data from the Directorate of Educational Planning (DIPLAN).

#### 1.2 Retention (dropout) / Graduation

According to the data obtained by the MINEDUC, it was possible to establish that in Huehuetenango the initial 2016 enrollment of primary school students (generally between seven and 12 years old) in the public sector was 96,397 boys and 89,327 girls. Final enrollment registers students enrolled by September 30 in public elementary schools, which recorded 92,485 boys and 85,976 girls according to Table 4.13.14 of the MINEDUC, which means a dropout of 3,912 boys and 3,351 girls. For girls, retention is 96.24%, with a school dropout rate of 3.75%, while for boys, retention is 95.94% and the dropout rate is 4.06%.

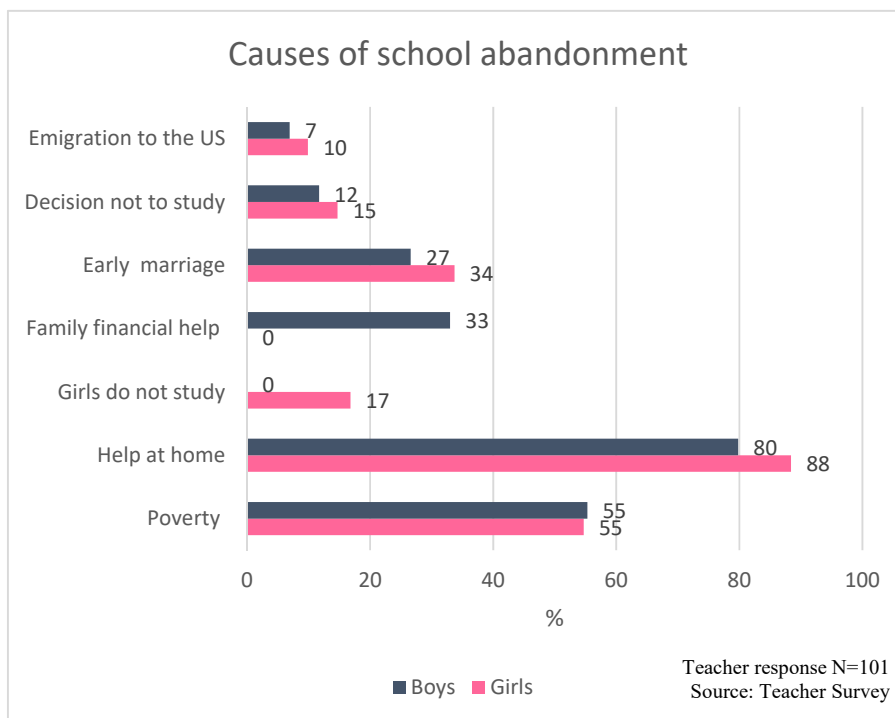
According to the survey conducted by 101 teachers in the elaboration of the EDUCAMOS baseline regarding dropout, the main cause for girl dropout rates at 88.4% is that parents decide that they need to help at home, performing domestic duties, and/or caring for their younger brothers and sisters. As for boys, at 79.8%, the main cause for dropping out is to help with family farming tasks. The question is multiple choice, therefore the percentages exceed 100%.

As can be noted, there is a difference of 8.6%, which directly affects girls, preventing them from continuing their studies and perpetuating the circle of poverty.

The second cause of dropout is poverty, however, this cause did not show significant difference between girls (54.7%) and boys (55.3%).

Among other causes mentioned by 16.8% of teachers, it is not the custom for girls to study. Also, mentioned as a cause of school dropout is marriage or civil unions, for girls, 33.7% and 26.6% for boys.

Illustration 33. Reason for Dropping Out of School



### 1.3 Attendance / Reasons for Absenteeism

According to the data obtained from interviews conducted with 802 students in the schools of baseline assessment for EDUCAMOS, it was established that 16.8% missed at least one day of school in the week prior to the survey. 15.3% of boys were absent in relation to 18.6% of the girls. Table 37 shows the causes of absenteeism, where the data are grouped by gender, and the intervention schools and control schools were tabulated together.

Table 37. Cause of School Absenteeism

Reason	Gender	
	Boys	Girls
Illness	5.4%	11.4%
Housework	0.9%	1.1%
Farm work	3.2%	0.0%
Did not want to go	0.2%	0.3%
Family Travel	5.6%	5.7%
Total	15.3%	18.6%

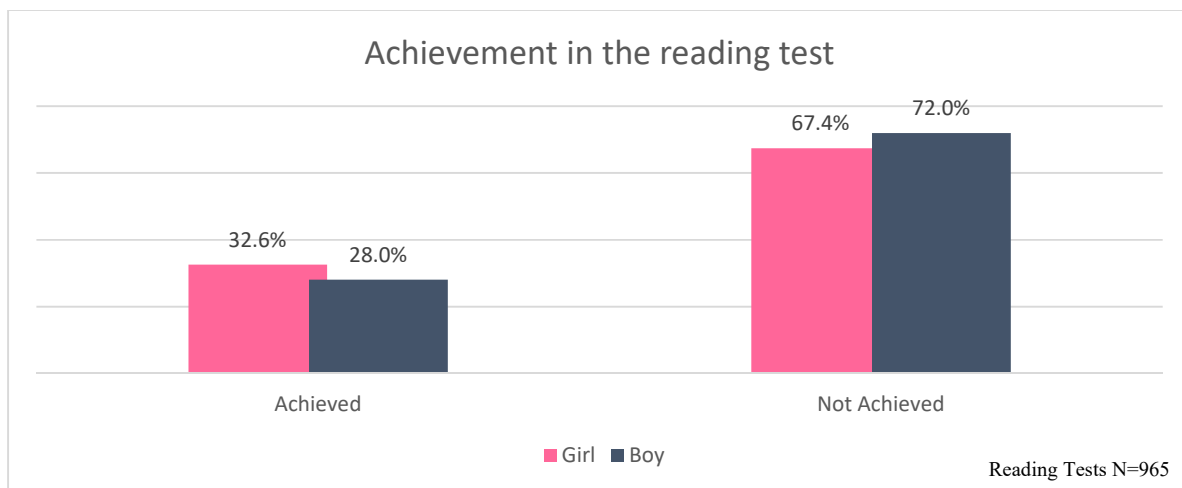
Source: Students Self-reporting

As can be seen in Table 37 in relation to illness, there is a difference of six percentage points between boys and girls, indicating that there are circumstances that place girls at a disadvantage compared to boys. In addition, this is the main reason why girls do not attend school. Family travel and work at home are the reasons that follow.

## 1.4 Literacy

Reading comprehension tests were carried out, using standardized MINEDUC booklets for second-graders. These tests were carried out in all 60 sampled schools, with the total number of students (965 boys and girls) in the third grade. When comparing the level of achievement obtained by boys and girls in the reading test, a slight difference (with no statistical significance) is observed in girls' performance, which is higher than that of boys in 4.6% of the total of the tests completed.

Figure 34. Reading Achievement Test



## 2. Nutritional Status

According to the nutritional profile of Guatemala published by the Food and Agriculture Organization of the United Nations (FAO), the food guideline is based mainly on cereals (corn), sugars, and beans. The energy adequacy of the diet is close to 90%, showing critical deficiencies in fats, animal proteins, and micronutrients.

Nutrition is the foundation of healthy growth for boys and girls and a decisive factor in achieving better learning in school. The department of Huehuetenango is one of the departments with the highest percentage of malnutrition in boys and girls older than 5 years old. According to data from the VI National Survey of Maternal and Child Health 2014-2015 (ENSMI), 68% of children who are chronically malnourished, below only Quiché (69%) and Totonicapán (70%). The national chronic malnutrition rate is 47%.

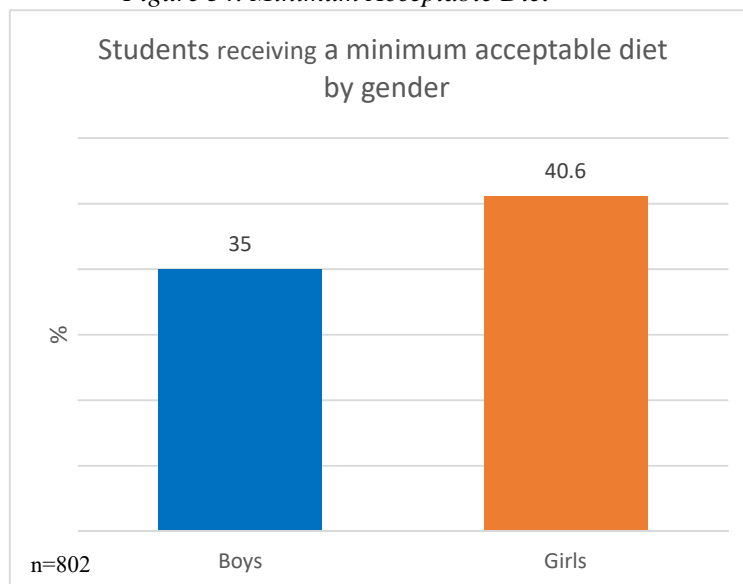
According to the third national census of this size, the prevalence of chronic malnutrition is lower in six-year-old girls than in boys of the same age with 33% and 36.6%. However, this is reversed when girls reach nine years old (63.5% of girls and 57% of boys). In general, it can be said that gender inequality becomes more significant as girls get older. Students usually enter school at six or seven years of age. For this reason, support for school feeding by the EDUCAMOS program is fundamental.

## 2.1 Difference in nutritional status by gender / Minimum Acceptable Diet

In order to determine nutritional status, the main data source is the students themselves, who according to the data obtained from personal interviews, both in intervention areas and in control areas, could establish that there are no significant differences in the number of meals that are received daily, as well as in the variety of food between boys and girls, with 82.2% of girls consuming between four and five meals a day compared to 83.9% of boys.

To establish the minimum acceptable diet, students were identified who received at least three meals a day and foods from four or more groups. In this segment, 40.6% of girls receive a minimum acceptable diet in relation to 35% of boys.

Figure 34. Minimum Acceptable Diet



### 2.1.1. Food Consumption that Affects Nutritional Outcomes

According to the 2015 first-edition UNICEF document, "More Investment", there are three micronutrients that are significantly important to children's health and nutrition, which are Vitamin A, iodine, and iron. These are essential for physical growth and the development of cognitive and physiological functions as well as resistance to infections.

## 3. Parent Involvement and Decision-Making in the Home

### 3.1 Decision-making in the Home

Important household decision-making, that continues in most cases to be men's responsibility, has been culturally assigned to them. According to the response obtained by the directors of the baseline study and from the focus groups conducted with parents in the final evaluation of FFE II, it was discovered that depending on the magnitude and importance of the decision, the man or the woman can decide, especially if the man, because of work or other circumstances is away from home, the woman makes the decision that is later shared with him. For single mothers, there is no other choice.

In relation to health issues, the woman is responsible for deciding and taking the children to the health center, although she often must leave the house very early to seek care, which does not exempt her from her responsibilities which she does before leaving and upon her return. In many cases, girls are required to remain at home to take care of their younger sisters and brothers.

In educational decisions, men decide whether children continue to study or drop out of school. It is also men who decide if the family can or should invest in some type of business.

### 3.2 Use of Time and Roles / Responsibilities

Through consultation with school administrators, an analysis of the OPF structures was carried out to determine patterns of participation among men and women. Women were found to be the main participants, and thus, occupy positions on the boards and assume the responsibility for planning and supervising activities .

This point can be taken that women have gained ground in positions of leadership and decision-making, but the following should not be forgotten: men regularly do not attend their children's school activities, as they consider that it is not part of the household provider's role, one that society has placed on them. On the other hand, it should be noted that for women attending meetings and their children's school activities it is one more task that they must perform, especially when engaged in leadership positions. Although the social skills that leadership demands help her personal growth, it is still another task in addition to those she already has, because nothing exempts her from her established responsibilities.

Figure 36. Role of women in OPFs

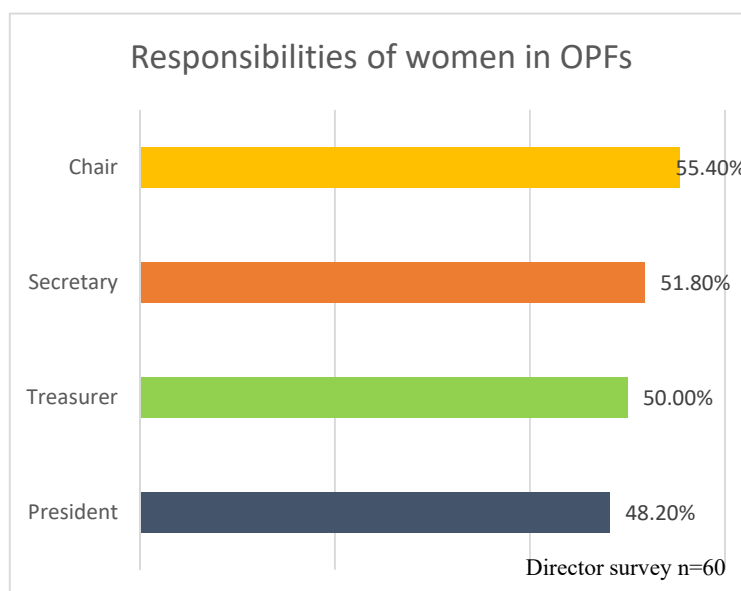
48.2% of the OPF has a female president. Also, in 50% of the OPF the treasurer position is occupied by women.

Also, the secretary and chair positions are being filled by women in 51.8% and 55.4% of cases respectively.

The time dedicated by the members of the OPF board of directors is between three to five hours a week, usually taking turns in groups of two, although there are times when the activity calls for all to attend.

Collaborating mothers have workloads according to the size of the school, whereby the more children there are, the more mothers are available to take turns to cook, so the weekly hours contributed to the school is lower.

The social norms that deal with the roles of women and men in the community are reflected in their professions. Among men, the main professions are farmers (laborers) and construction workers, while women are mostly engaged in taking care of the household, and in some cases, they are teachers, street vendors, or domestic workers for other households.



## 4. Access to Extracurricular Activities for Boys and Girls

### 4.1 Differences in chores/work between boys and girls

In the parent survey, it was asked what activities boys and girls do at home, the answers show the gender roles performed at home, as well as a significant difference between the sexes. While 73.2% of girls are assigned household tasks, only 45.6% of boys are.

Table 38. Activities performed at home

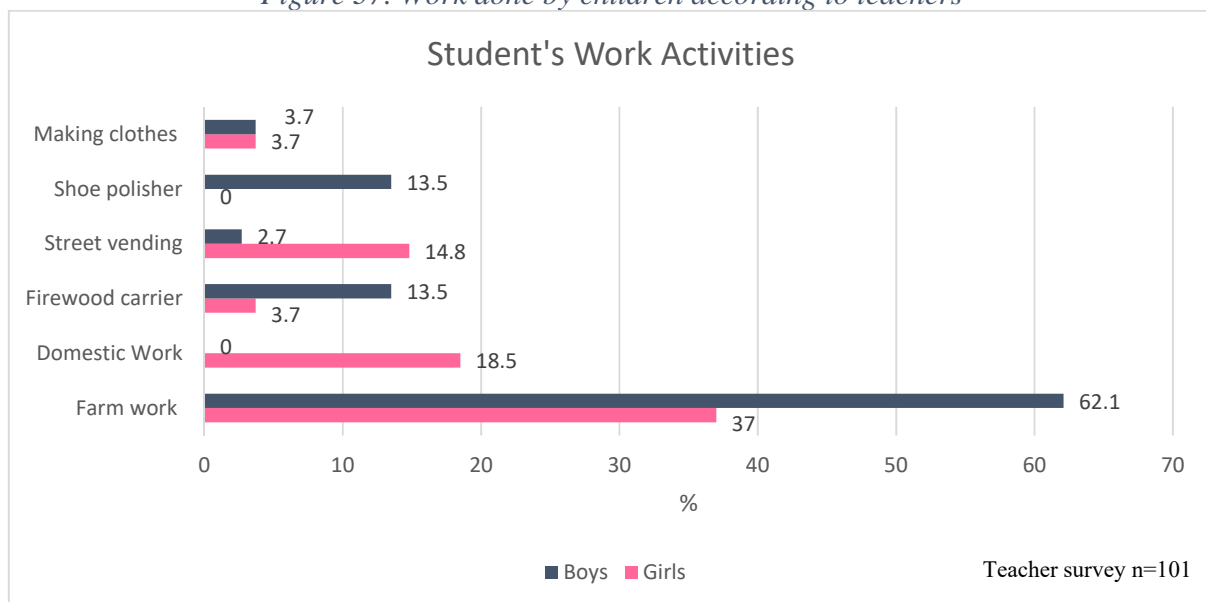
Girl Activities	%	Boy Activities	%
Make corn flour	27.20%	Helps to make firewood	20.30%
Helps to make tortillas	15.70%	Helps to feed the animals	26.60%
Helps with cleaning the house	60.40%	Carries water	7.20%
Carries water	6.40%	Does not have household chores	54.40%
Does not have household chores	26.80%		

Source: Parent Survey, n=101

Girls, despite having more household tasks to perform, maintain a school performance similar to that of boys.

Teachers are the ones who have the most information about their students. They were interviewed about student work, and according to the answers they provided, it can be said that the majority of students in the schools do not perform paid jobs, however, the main jobs they do have are divided by gender as follows:

Figure 37. Work done by children according to teachers



62.1% of the teachers interviewed said that children work mainly in agricultural activities, and 37% of teachers believe that girls also perform agricultural work, according to the information they have. The next activity that girls are more likely to complete is domestic work, with 18.5%

of the opinion of teachers, which some girls do in their own home. 14.8% of teachers say that girls help their mothers in sales as street vendors.

## 5. School infrastructure / Protection

In 2015, MINEDUC conducted a survey on violence and school climate that was published by DIGEDUCA in 2016. In the department of Huehuetenango, 58 primary level schools were surveyed, and this survey showed that in Huehuetenango, 14% of students reported bullying, 22.6% experienced violence by another student, and 30% experienced violence by a teacher. 23.4% said they were sexually harassed by another student, and 2.7% by a teacher<sup>5</sup>.

In the schools visited, due to reasons of discretion with which the issue is addressed, on the part of both the parents and children, there is no knowledge of frequent cases of intrafamily violence.

In relation to health services in all schools supported by PCI, health facilities are properly identified and are in good condition; however, in the control schools, although they are also identified and marked by gender, they are in poor condition and lack proper hygienic practices.

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<sup>5</sup> This data was not available disaggregated by boys and girls

## Annex No. 10. Baseline Evaluation Team

### Technical Team Leads

1. Lic. Julio Antonio De la Roca Cacacho
2. Lic. José Gilberto Mena Alberto
3. Lic. Víctor Manuel Palacios Marroquín
4. Licda. Dacia Marroquín Mazariegos
5. Licda. Irma Violeta Hernández
6. Licda. Vivian Cajas Ovando

### Enumerator Team

7. Dorca Lily Morales Hernández de Ramírez
8. Rosita Yesenia Domingo Ramírez
9. Juana Cristina Antonio Mateo
10. Eulalia Angela Raquel Toledo Mateo
11. María Perfecta Pascual Pablo
12. Margarita Domingo José