

## Nicaragua

# MESA Project Better Education and Health Baseline Evaluation Report, February-July, 2014



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## GLOSSARY

CAE	School Feeding Committee ( <i>Comité de Alimentación Escolar</i> )
CEDEHCA	Center for Human, Citizen and Autonomous Rights ( <i>Centro de Derechos Humanos, Ciudadanos y Autonómicos</i> )
COMUSSAN	Municipal Commission for Food Sovereignty and Security ( <i>Comisión Municipal de Soberanía y Seguridad Alimentaria y Nutricional</i> )
ECOFODESA	Community Credit and Marketing Development Fund Enterprise, S.A. ( <i>Empresa de Crédito y Comercialización Comunitaria Fondo de Desarrollo S.A.</i> )
FAO	Food and Agriculture Organization
FNS	Food and Nutritional Security
FUNCOS	Nicaraguan Foundation for Sustainable Harvests ( <i>Fundación Nicaragüense Cosecha Sostenible</i> )
INTA	Nicaraguan Institute for Agricultural Technology ( <i>Instituto Nicaragüense of Tecnología Agropecuaria</i> )
INTERVIDA	Spanish international organization which works in infrastructure and rehabilitation of schools, water, sanitation and training in Jinotega
MAGFOR	Ministry of Agriculture and Forestry ( <i>Ministerio of Agricultura and Forestal</i> )
MARENA	Ministry of Environment and Natural Resources ( <i>Ministerio del Ambiente and los Recursos Naturales</i> )
MINED	Ministry of Education and Sports ( <i>Ministerio de Educación and Deporte</i> )
MESA	Better Education and Health ( <i>Mejor Educación and Salud</i> )
NITLAPLAN	Institute for specialized research, creation and dissemination of new models for local, rural and urban development ( <i>Instituto Especializado en la Investigación, creación and difusión of nuevos modelos of desarrollo local, rural and urbano</i> )
PCI	Project Concern International
PINE	Integrated School Nutrition Program ( <i>Programa Integral de Nutrición Escolar</i> )
RACS	Autonomous Region of Caribe Sur ( <i>Región Autónoma del Caribe Sur</i> )
SOPPEXCCA	Union of Farm Service Cooperatives ( <i>Unión of Cooperativas Agropecuarias de Servicios</i> )
USDA	United States Department of Agriculture

## I. Background and Project Description

### 1.1 Background

Food and Nutritional Security (FNS) is one of the basic conditions for sustainable human development. It directly influences physical development, health status, the development of cognitive abilities and school performance. Thus, FNS is critical for building human capital and helping people insert themselves into society in a productive manner so that they can earn an adequate income that allows them to live with dignity.

In Nicaragua, the Ministry of Education, through the Integrated School Nutrition Program (PINE - MINED) has as its primary objective, "To guarantee the Human Right to Adequate Food for school children throughout the entire country by means of school feeding within the framework of the competencies of the Ministry of Education", as stipulated in Law N° 693 "Food and Nutritional Sovereignty and Security", article 30, sub-section "C".<sup>1</sup>

This Program has four basic components in the Food and Nutritional Security system for education:

- **School snacks** restore the human right to food, stimulate school retention and decrease dropout rates while contributing to the consumption of nutritional, healthy foods. It consists of daily distribution of a food ration (145 grams of basic foods) 150 days of the year. This provides approximately 30% of the nutritional requirements for school children between 3 and 12 years of age.
- **School gardens** promote love for mother earth and facilitate food and nutrition behavior change. They are a teaching tool as well as providing products to complement the school snack. Cultivation and consumption of vegetables and fruits with short growth cycles is promoted. Officially they have been in operation since 2007 and approximately 2,719 schools throughout the country (pre-, primary and secondary schools) have school gardens. This is a low number considering that there are more than 9,000 schools in total.
- **Education in FNS** teaches about how to live a healthier life and develops educational skills in FNS topics. This component was included in the basic national teaching curriculum and in teacher training (pre-, primary, secondary and teacher training schools) in 2009. As of 2012, FNS teaching tools have been placed in approximately 30% of the country's schools; nevertheless, fewer guidelines have been delivered at each school than the number of trained teachers who should use them.
- **School Kiosks** promote access to adequate food, encourage recovery of food culture and promote the consumption of nutritive and healthy foods within schools through the sale of nutritional and hygienic foods. Foods which are produced or prepared locally and which comply with basic hygiene norms are promoted.

Year-after-year PINE - MINED has increased and strengthened the rates of retention, grade promotion and food security education for preschool and primary school students by guaranteeing that they receive a school snack for almost the entire school year. In 2011, 960,189 boys and girls received the school snack and in 2012 that was increased to 1,040,000 children in 9,827 public and subsidized pre- and primary schools. In 2013, 1,050,000 pre- and primary school students in 10,000 public and

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<sup>1</sup>Norms for the Integrated School Nutrition Program - MINED

subsidized schools were beneficiaries of school snacks. So far in 2014, school snacks have been provided to 1,050,000 preschool and primary school children.

Given the national food insecurity situation and the government's efforts to address the learning gaps in primary and junior high students, PCI Nicaragua will implement an integrated school feeding program titled, Better Education and Health (MESA), with a local partner organization, CEDEHCA (Center for Human, Citizen and Autonomous Rights), in collaboration with the Integrated School Nutrition Program (PINE-MINED) funded by the United States Department of Agriculture (USDA). In coordination with PINE-MINED at the national and departmental level, 11 municipalities will be covered from 2014 – 2016. Seven of these are located in the Autonomous Region of Caribe Sur (RACS): Bluefields, Corn Island, Kukra Hill, Laguna de Perlas, La Cruz de Río Grande, La Desembocadura and El Tortuguero, and four are found in the Department of Jinotega: Jinotega, San Sebastián de Yalí, la Concordia and Pantasma.

## 1.2 Program Description

PCI, CEDEHCA and PINE-MINED will implement the Better Education and Health Project (MESA) with funding from the United States Department of Agriculture (USDA) in 11 municipalities, seven in RACS and four in the department of Jinotega from 2014 – 2016. The Project Results Framework<sup>2</sup> is based on McGovern-Dole (MGD) Frameworks # 1 and 2, which describe the strategic objectives and results of the MESA Project that will contribute to the USDA's strategic plan. These are:

SO1 Improve Literacy of school age children

R.I. 1.1 Improved educational quality

R.I. 1.2 Increased attention levels

R.I. 1.3 Increased school attendance

SO2 Increase health and feeding practices by means of the following results:

R.I. 2.1 Improved knowledge of health and hygiene practices

R.I. 2.2 Improved knowledge of safe food preparation and storage methods

R.I. 2.3 Improved nutrition knowledge

R.I. 2.4 Improved access to potable water and sanitation

R.I. 2.5 Improved access to preventive health interventions

The project also will increase the capacity of government institutions and the participation of local organizations and community groups.

The MESA Project will cover at least 986 schools with more than 74,000 students in pre- and primary school through school feeding programs as well as by working with parents and teachers. Additionally, the project will work with PINE-MINED staff on educational processes (trainings) and other forms of support. It is estimated that 95,420 students, parents, teachers and government officials will benefit directly from the program. Another 304,712 family members of the students will be indirect beneficiaries. The distribution of beneficiaries calculated in conjunction with the PINE – MINED officials is presented by municipality in Annex 2.

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<sup>2</sup> See Annex 1

The project has 14 activities related to provision of educational and instructional materials to schools; training and education for teachers, parents and school children in health, nutrition, food storage and preparation; school feeding; establishment of school gardens; rehabilitation of classroom infrastructure, hand washing stations, and latrines; deworming and vitamin sessions; and institutional and community strengthening. These will be carried out in close coordination with PINE - MINED. Each school will be asked to develop a Sustainability Action Plan in the first two years of project implementation.

### **1.3 Monitoring and Evaluation Focus**

The MESA Project Monitoring and Evaluation Plan (PMP) was designed based on the format established by USDA/FAS, which establishes the indicators with operational definitions for each expected result; data collection sources and methods; frequency and who is responsible for analysis to facilitate quantification of performance and results as an integrated system for ongoing follow up to evaluate the proposed goals. This will allow for timely, high quality data collection by means of systematic control using electronic communication systems. It will also facilitate measurement of the achievement of key results and identification of strengths, limitations and challenges for timely decision making to ensure relevant adjustments to the MESA Project.

The PMP was shared and training on this tool was given to PCI and CEDECA (local partner) management staff and field technicians for implementation in some RACS municipalities. Additionally, a Detailed Implementation Plan (DIP) workshop was held with all project and CEDEHCA staff and was facilitated by the IO team (the Regional Operating Officer, Commodity Logistics Manager, and the M&E Technical Advisor).

The primary purpose of the workshop was to review the goal and objectives of the program and planned program activities to achieve the established objectives from a contracts, logistics and M&E perspective. Project personnel collaborated to discuss the best approaches for rolling out the program in targeted communities and outlined key decisions in a detailed implementation plan (DIP), which, combined with the PMP, are the principal documents for helping project staff understand the linkages among planning, implementation, and monitoring of project activities.

PCI is using the following tools to monitor the program:

- Results Framework, MTP and DIP
- Stock Management Products MVP (MOVING). This is the PCI management information system (MIS) that is used to manage and track products distributed by programs funded by USAID and USDA in Guatemala and Bolivia. This same system will be used by PCI / Nicaragua.
- PINE-MINED
- Observation checklists and questionnaires
- Training records
- Work plans on activities for the Technical Coordinator
- Monthly, quarterly and annual staff reports

Information flows are bidirectional, both locally and nationally to ensure that all stakeholders - PINE-MINED, CEDECA and program communities - have access to critical data and program information for their own planning purposes and review.

## **1.4 Purpose of the Baseline Evaluation**

PCI carried out a baseline evaluation before implementation of project activities in order to collect and establish reference data based on findings for the project results indicators in order to establish realistic targets. The following areas are of interest to the project:

1. Characterization of the socio-cultural environment, infrastructure and demographics of students, teachers and mothers in the project area
2. Knowledge and practices for health, hygiene, water and sanitation of students, teachers and mothers in the project area
3. Importance of primary education for the local educational community with regard to the indicators of student attendance and learning (reading and writing) in the project area.
4. Availability, commitment and challenges of the local actors for improving the education, health and nutrition of the student population related to the project activities.
5. Organization and functioning of the Integrated School Nutrition Program (PINE-MINED) at the municipal and departmental levels in Jinotega, as well as the regional level in RACS with emphasis on the four program components.
6. Socio-cultural conditions and potential alliances that contribute to or affect sustainability of the Integrated School Nutrition Program at the local level.

## II. Baseline Methodology

The baseline evaluation for the Better Education and Health Project (MESA), was quali-quantitative and aimed at the principal key players. The instruments designed for this purpose were implemented between February and July, 2014.

### 2.1 Qualitative Study

The Qualitative Study was carried out by a well-known national consultancy firm from May to July of this year. Qualitative techniques were applied in a participatory manner using focus groups for mothers, fathers and students, group interviews with teachers, and in-depth interviews with the key players from PINE-MINED, MINSA, municipal governments, cooperatives or local producer enterprises.

Data was collected in three RACS municipalities: Bluefields, La Cruz de Rio Grande and Laguna de Perla and two municipalities in Jinotega: Jinotega and Pantasma. Specific guides were designed<sup>3</sup> for each group with different techniques being used.

The selection criteria for the participants in the baseline survey were as follows: mothers or fathers who live in the selected communities (at least one year of residence), with sons or daughters studying in the selected community's pre-school or primary school and students in fourth to sixth grade who have been in the community school for at least one year in schools that have implemented the school snack program, preferably the previous year.

Qualitative Techniques	Jinotega	RACS
In-depth interviews of PINE-MINED technicians at the departmental and regional levels	1	1
In-depth interviews with the PINE-MINED Delegate at the departmental and regional levels	1	1
In-depth interviews at the municipal MINSA level	2	3
In-depth interviews at the municipal government level	1	2
In-depth interviews at the municipal level with cooperatives or producer enterprises (private)	4	1
Group interview with teachers/school directors of the nucleus schools	2	3
Focus groups with mothers/fathers	2	3
Focus groups with fourth to sixth grade students	2	3

The topics that were discussed depending on the contact population were: importance of primary education for school age children, especially with regard to reading and writing, of regular attendance, of good classroom conditions, determination of barriers or difficulties that affect primary education, challenges for improving primary education, activities and commitments for improving health, nutrition, hygiene and sanitation, roles, strengths, weaknesses and lessons learned for the four PINE components, benefits of the school snack, participation in the training process, resources, political will and alliances for sustainability as well as recommendations for improving the School Feeding Program at the local level.

<sup>3</sup> See Annex 3: Instruments used for the Qualitative Baseline Survey, 2014

Data analysis included tabulating data in descriptive matrices. The analysis considered relevance of interventions, local capacities and sustainability.

## 2.2. Quantitative Study

The quantitative study used lot quality assurance sampling (LQAS), a methodology PCI/Nicaragua has used for over 13 years. The purpose of LQAS is to measure results related to coverage and quality, and help to identify priority areas for supervision based on the indicators being measured. A random sample of 19 interviews with each type of beneficiary was administered for each supervision area.<sup>4</sup> In this case, municipalities with no more than 100 schools was considered as a supervision area cluster; municipalities with more than 100 schools were divided into two supervision area clusters. This thus corresponds to eight supervision areas in RACS and five supervision areas in Jinotega, whereby approximately 25% of the 898 schools (n=247) were included in the study.<sup>5</sup>

The following beneficiary groups were interviewed:

- School-based survey: Teachers and Students (girls and boys in 4th, 5th and especially, 6th grade)
- Household survey: Mothers, as these are the primary targeted parent beneficiaries (both non-PTA and PTA mothers were interviewed)

Interviews and observations were the techniques used for the quantitative study. A specific instrument<sup>6</sup> was used for each randomly-selected beneficiary group based on the sampling framework designed for each of the supervision areas. Experienced interviewers were hired for data collection. Using schools that were not selected for the study, the interviewers were trained in LQAS, management of the instruments and then practiced use of the instruments. Data processing was done using Epi Info Version 3.5.1. Data entry was carried out by an experienced consultant under the supervision of the PCI monitoring and evaluation department. This department was responsible for data analysis of the variables being studied and average results were obtained for each. An advantage of the LQAS is that it allows for identification of the priority supervision areas (municipalities) by indicator or by intervention coverage. The baseline final report include the quantitative results as well as the most relevant qualitative findings presented by the consultant hired for this purpose.

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<sup>4</sup> LQAS is a standardized methodology that is commonly utilized in settings where resources (human, time and financial) are limited. A sample size of 19 for each cohort has been identified to be the minimum sample size to assess statistically significant results within a 10% alpha and beta margin of error.

<sup>5</sup> See Annex 4: Consolidated Sample Framework for LQAS – Qualitative Baseline Survey, 2014

<sup>6</sup> See Annex 5: Instruments for Qualitative Baseline Survey, 2014

### III. Findings from the Baseline Study

The information from the qualitative and quantitative studies reflected distinct realities in the two regions of the country where the MESA is being implemented. The quantitative results and most relevant qualitative findings related to the interest areas for this baseline are described below.

#### 3.1 Characterization of the socio-cultural environment, infrastructure and demographics of the students, teachers and mothers in the project area

The sampling design was followed, and 247 schools were visited for data collection in the 13 representative supervision areas of the 11 project municipalities. For this purpose, 247 students and 247 fourth through sixth grade teachers (always selecting the higher grade) were interviewed. Choosing the home closest to the school, 247 mothers of primary school children were interviewed. Of the 247 schools that were visited, 233 (94%) were in the rural area, 38% in Jinotega and 62% in RACS.

With regard to the infrastructure of the **schools** that were visited, only 37% had potable water and of these, 40% had mini-aqueducts, 38% used wells and the rest used water from inadequate sources, such as streams. The school diagnostic found that 270 schools have permanent clean water throughout the year, and the project proposes to increase this to 394 schools with SODIS technology. When questions were asked about water availability for washing hands, the number rose slightly to 40% given that both students and teachers brought water from their homes. An average of two hand washing stations were observed in each school which is very low given that each teacher has an average of 35 students and a maximum of 69. When the conditions for hand washing were evaluated, only 13% had at least two of the required supplies (water, soap, covered containers, towel) for this practice. *Only 15% of the schools have soap and water at a hand washing station frequently used by students (MGD Indicator SO2).* The project target is to reach 80% and rehabilitate at least 132 schools. The priority municipalities (those below average) were: Bluefields, Laguna de Perlas, Tortuguero, Yalí, and Jinotega. PCI plans to provide the schools with soap to improve these conditions.

It was found that the majority (91%) of schools had latrines or toilets, although with 9% of the total group of project schools lacking latrines that would mean that almost 100 do not have any infrastructure of this kind. *Only 13% of the schools have separate latrines for boys and girls (MGD indicator 1.3.1).* This figure is very low and the project expects to increase it to at least 30% and to rehabilitate latrines in 200 schools. The priority municipalities were: Bluefields, Tortuguero, La Cruz Río Grande, and Jinotega. Only 52% of the schools have waste disposal receptacles. The **municipal governments** provide support for activities related to infrastructure improvements (installation of water systems and hygiene services) in partnership with donor agencies for school construction; they coordinate with NGOs to establish school gardens and with NITLAPLAN to give talks on healthy diets.

Of the students who were interviewed, 51% were girls, and nearly half (48%) were between 12 and 14 years of age. Sixth grade students were strongly represented (68%). With regard to socioeconomic status, when asked whether they brought money to school to buy food, only 58% said yes. Of the **teachers** who were interviewed, 58% were women and the majority (53%) were under 30 years of age (20 to 29 years, 47% and under 20, 5%). In terms of academic level, only 63% had graduated as teachers, the rest had completed high school. More than half of those interviewed (58%) had been working for more than six years as teachers. Upon analyzing whether any of them were currently

studying, it was seen that only 42% of the female teachers had opportunities to continue their studies, while 63% of the male teachers had continued higher education especially in the municipalities of La Cruz Río Grande (LCRG), Tortuguero and Bluefields. Of the **mothers** who were interviewed, only 73% said they knew how to read and write and of these, 60% had not completed primary school. That is to say that education levels were generally low. In terms of age, 51% were between 30 and 39 years of age. Additionally, 89% of those interviewed had an average of four children and each had at least two children attending school.

### **3.2 Knowledge and practices in health, nutrition, hygiene, water and sanitation of students, teachers and mothers**

Although the majority (98%) of the **students** believe that nutrition is beneficial for children, only a third or fewer, could state what these benefits were, e.g. strengthens development, improves health, makes them more attentive. The foods most mentioned as being good were beans (58%), cereals (49%), meats (38%), and fruits and vegetables (26%). This gives an indication of the need for continued teaching in this regard since a large proportion (more than 40%) need to increase their knowledge about this topic. With regard to food practices for students, the variety of products they mentioned was limited (beans, rice, tortillas), possibly affected by food availability (the project area is classified in degrees of poverty and extreme poverty). The majority (94%) of **students** said they eat something before coming to class and the four foods most frequently mentioned were: beans (77%), rice (67%), tortillas (58%), milk and dairy products (43%). Similar lists were mentioned by the **mothers** whose children go to school. Of the **students**, 93% said they ate three meals a day but only 84% of **mothers** said the same. This included the school snack. Only 90% of the students stated that both this year and last they had received the school snack, in spite of the fact that this activity is being carried out throughout the country according to PINE-MINED. A somewhat smaller number of students (87%) and 91% of mothers stated that they received the school snack four to five days a week although it is programmed to be given to all students every day. When asked about quantity and quality of the food given, 74% of students said it was sufficient and 76% said it was good. When mothers were asked, only 44% said it was sufficient. The majority of students (90%) said that the school snack tasted good. *Six percent of the students indicated that they are hungry or very hungry during the school day (MGD indicator 1.2.1).* The priority municipalities (above average) were: Jinotega, Kukra Hill, La Cruz Río Grande and Pantasma. By means of control and follow-up on school snack preparation which will be part of project implementation, the program expects to reduce this number to 3%.

**Student** knowledge about safe water is low (47%). They recognize it as clean water, without bacteria and microbes. In spite of this, the majority of those who know about safe water (86%) do know its benefits: helps one grow healthy/strong, avoids disease. With regard to treatment of drinking water at school, 34% of **students** and 41% of **teachers** are knowledgeable. The most common means of purifying water was chlorine: used by 86% of students and 94% of teachers. Knowledge about SODIS is very low for both groups (3% of students and 25% of teachers). With regard to hand washing, 77% of the students were able to state at least two instances when this practice should be used. Nevertheless, when we evaluated the actual practice of adequate hand washing, it was only done appropriately by 47% of the students.

The health services have low coverage. Only 62% of the **students** interviewed stated that they had been vaccinated at any time, 58% mentioned deworming, 54% had been measured, 52%, weighed, 30% received vitamins, and only 16% had used lice treatment. When questioned about school absences so far this year (only two or three months into the school year), 60% of the students

interviewed had missed at least one day of class; *41% of students stated that illness was the main reason for missing school (MGD indicator 1.3.2)*. This leaves much work to be done since the project expects to reduce this indicator to 20%. The priority municipalities were Jinotega, La Concordia, Yalí, Pantasma, and Laguna de Perlas. Additionally it was noted that 41% of students missed class because they needed to help at home (unpaid household work). A smaller proportion (17%) missed school due to paid work outside the home. This will require development of a strategy for working with parents to decrease absences.

In the qualitative interviews with **MINSA officials**, they mentioned carrying out health days at the schools where they give vaccinations and vitamins as well as deworming medicines to primary school students. At the same time they recognized that resource limitations prevent them from doing it systematically. They encounter similar limitations for activities for control of vector borne diseases and school hygiene. They carry out Health Days and Fairs where sixth grade students do abatement activities and pick up trash. INTERVIDA does training on these topics for boys and girls in Jinotega.

Only 25% of the **teachers** and 10% of the **mothers** said that they had received training about the importance of healthy and nutritious meals for school children, in spite of the fact that this is part of the PINE-MINED program. The low coverage of teachers is evident and the project expects to contribute to increasing this coverage. The topic of Basic Concepts of Food and Nutrition was mentioned most frequently but only by 18% of respondents – a very low result. Learning levels at these trainings are low given that only 17% of the teachers who said they had been trained were able to recognize the importance of good nutrition. These trainings have helped some of the teachers to give guidance to their students (21%). The entity that was mentioned most often as having given these trainings was MINED but only by 21%, which is again low.

When **teachers and mothers** were asked about the causes of nutritional problems in students, only 49% and 47%, respectively, mentioned inadequate diet and 45% and 36%, stated that it was due to minimal food availability. This confirmed a lack of knowledge about nutrition for school-aged children in more than half of the teachers and mothers. This may be due to the low educational level of both sets of respondents and the few opportunities they have had to be trained in this topic. *Only 14% of mothers (MGD indicator 2.3) can identify at least three important nutrition recommendations*. The project plans to increase this indicator to 50%. The priority municipalities were: Jinotega, Kukra Hill, Laguna de Perlas, and Tortuguero.

With regard to foods for the school snack, **mothers** said they receive rice and beans (90%), CSB and wheat flour in RACS (86%), oil (84%) and corn (34%). The differences in products mentioned might be due to memory gaps. When asked who gives out these foods, 46% said they didn't know or didn't remember, and 40% mentioned PINE-MINED. About 94% of the **teachers and mothers** stated that this year they have received the school snack and **students** 88%. The project plans to increase this to 92% during the life of the project; nevertheless, for those who have not received food at the school, the principal causes were because "It hasn't come" and because "there was no support for cooking it". The PCI team and CEDEHCA will take steps to improve control and follow-up at each school distribution from the delivery point to verification at the school; no matter how remote it is, as well as supporting sensitization with the parents about the importance of the school snack for their children's learning.

When **teachers** were asked if, during their classes, some of the students were inattentive, the majority (93%) said "yes." According to the perception of the teachers interviewed, *15% of students are*

*inattentive (MGD indicator 1.2)*. With project support this is expected to be reduced to 10%. The priority municipalities were: Jinotega, Pantasma, Yalí, La Concordia, and Laguna de Perlas. The most frequent reason given for inattentiveness was lack of food (36%), but additionally family mistreatment along with child labor (19%) and illness (17%) will be addressed during this project. Some of the actions teachers take to improve or capture students' attention are: look into family difficulties (43%), 36% supplement their teaching with other educational methods and 24% offer advice or individual assistance. Although these are useful strategies, the proportion of teachers who use these practices is insufficient to make the kinds of changes expected in the project. Thus it will be a project priority to deal with these issues.

With regard to **teachers' and mothers'** knowledge and practices about hygiene, we included food handling and storage. In response to this section of the study, 55% of the teachers and 68% of the mothers know at least two hygiene norms for food handling and preparation; 68% of the teachers know at least two conditions for safe food storage at the school. The practice of hand washing by children before eating is carried out in 64% of the schools according to the teachers interviewed although students' actual practice is lower (47%). Both informant groups had significant gaps in hand washing practice in spite of the fact that 97% of the teachers teach classes about this personal hygiene topic. The gap between knowledge and practice is important (more than 30%). PCI will need to apply educational methodologies as well as practice to bridge this gap. It was observed that *43% of the schools clean the latrines at least once a day (MGD indicator SO2)*. The project plans to increase this to 50%. The priority municipalities (those below the average) were the seven municipalities of RACS.

In terms of **mothers'** knowledge related to hygiene practices and hand washing, only *43% identified at least three important health/hygiene practices (MGD indicator 2.1)*. The proposed target is 70%. The priority municipalities were: Kukra Hill, Tortuguero, Yalí, and La Concordia. Although there is an increase in mothers (49%) with knowledge of at least three important times when one should wash their hands, this is not enough to improve the health and nutrition of students and their families. Additionally, only 39% of these mothers have had opportunities to receive talks or information on these topics, thus the results are low. PCI will need to work on the educational process with mothers in order to increase hygiene knowledge and practices that will benefit the entire family.

### **3.3 The importance of primary education for the local educational community with regard to the indicators for attendance and learning (literacy) for the students in the project area.**

The **teachers and parents** who participated in the qualitative evaluation stated that primary education is important so that students will be prepared to seek a better future, so that they learn ethical and cultural values, to improve discipline, and to learn to develop their mental abilities, their capacity for self expression and social norms. If education is begun too late it is harder to acquire knowledge and abilities. Primary education provides an opportunity for learning that many parents did not have and will enable students to be able to get better jobs. **Students** said that it is important to learn to read and write well so that when they are older, they can be someone important, have a better job and be responsible men and women. People who study have more opportunities to get good jobs as adults.

***“It is important for us to learn to read, write, add and multiply.  
If we study we will have more chances to get better jobs.”  
Student Focus Group in Santa María de Pantasma, May 2014***

Many schools do not provide adequate classroom conditions for education. They have too many students (more than 50 students per classroom), and there is no support from the MINED, nor from the municipal government or private sector just as support for health and nutrition activities is lacking.

***“The schools can only improve with outside help”.***  
***Group interview with teachers, La Cruz de Rio Grande, RACS, May 2014***

It is important to mention that 88% of the **teachers** teach multiple grades in all the municipalities, except Laguna de Perlas and Bluefields which registered below the averages. That is to say that these two municipalities have more teachers covering regular grades. To a lesser degree (76%) they received training to improve teaching quality. Among the topics mentioned were participatory methodology (45%) and participatory techniques (24%). The training institution most frequently mentioned was PINE-MINED (70%). Only 29% of teachers were identified by their supervisors as *having an above normal teaching level*. The project expects to collaborate with MINED to raise this number to 80%. When questioned about what could be done to improve teaching quality only 59% of the teachers mentioned more training, 54% said they needed educational materials. Additionally we found that only 11% of the **mothers** interviewed could name three benefits of primary education (MGD indicator 1.3.5). The project plans to increase this to 50%. The priority municipalities (below the average) were: Bluefields, Kukra Hill, La Cruz Río Grande and Jinotega. In spite of the fact that all the mothers interviewed (100%) think that primary education is beneficial for their children, only 45% had received talks on this topic. This is a big challenge for PCI in this project since socio-cultural and geographic conditions, especially in RACS (isolated ethnic groups, swollen rivers) limit access to schools and families which negatively affects education. These challenges will hamper project efforts.

The **municipal governments** stated that education is a right for all men and women. It teaches them about how to care for the community and prepares people for the future. Teachers can influence the lives of their students positively and negatively. **MINSA** representatives stated that students with primary education can go on to technical school and it is as important for their future as good nutrition and breastfeeding. The **Departmental and Regional MINED** consider that primary education is the infatuation stage where children become interested in their education and then can enter into the different disciplines of the educational curriculum as well as developing skills and abilities. Literacy is a basic skill that every primary school student needs to master. It is important that education be a welcoming experience using adequate teaching methodologies so that children do not get lost or discouraged in the teaching/learning process. In the rural zones illiteracy is high and children need to at least complete sixth grade. The indicator for *Percentage of children who, at the end of sixth grade demonstrate reading competency equivalent to their grade level, reflects 82% for girls and 80% for boys*. The target for girls is 85% and for boys is 83%. There are significant difficulties, however, with the records kept by MINED especially in RACS. PCI and CEDEHCA face a critical challenge for contributing to the organization and automatization of these records within the information system given the hermetic nature of the Ministry with regard to sharing information with institutions and the general population.

**CEDEHCA**, as a program implementer, considers that primary education for boys and girls and literacy are keys to helping children to be able to look after themselves in the future. The **private sector** also considers that education holds the future for boys and girls and as they grow, it gives them well being and academic training; it is the inheritance that we will leave to our sons and daughters and will contribute to the development of the municipality. It is expected that new members of cooperatives will have more knowledge in order to obtain better credit, sales and purchases and better investments at

the household level. The expectation is that the communities will have a source of men and women who administer their resources well.

***“More preparation – better future.  
This is the fundamental pillar for the country’s development”.***  
***In-depth interview with the Private Sector of Jinotega, May 2014***

With regard to regular attendance, **teachers** emphasized that it is important so that students don’t lose continuity in their studies. With daily attendance it is expected that students will achieve the competences and it allows teachers to do their job more effectively. Parental support is equally important so that children do not miss class; they are the ones who should be motivating their children to learn. Although there are plans for academic reinforcement, students lose interest and drop out because of the heavy burden of catching up. Teachers’ proposals for increasing attendance consists of sensitizing parents (82%), improving school feeding (27%) and providing supplies and services to the schools (23%). The *percentage of boys and girls with regular attendance (80%) at schools supported by USDA (MGD indicator 1.3)* was not evaluated because the project is just beginning with MINED schools supported by USDA. The established goal for boys and girls is 80%. Since the record keeping systems in the MINED information system are different in Jinotega and RACS, PCI, in conjunction with CEDEHCA, will support the process of organizing and standardizing these systems.

**Parents and teachers** agree that boys and girls should attend classes given that when they miss class they struggle to catch up and may not do well on exams. Urban schools have relatively little absenteeism but in the rural area absenteeism is high because children need to help their parents in their labors, or their families migrate, or they have difficulty reaching the school because of swollen rivers or the long distance they must travel to reach the school.

***“We mothers have to do our part so that the children don’t miss class.  
We need to motivate them to go every day and teach them that it is important”.***  
***Focus Group with parents in Pantasma, Jinotega, May 2014***

The **governmental institutions** as well as the private sector (municipal government, MINSA, MINED, CEDEHCA, cooperatives) consider that daily attendance will ensure that students will comply with the assigned academic syllabus, they will learn to be responsible and if they don’t attend with regularity they will not get the grades they need to pass and comply with academic demands. The **PINE-MINED** official in Jinotega stated that the school snack encourages children to come to school regularly because there are many households with limited resources. The consequences of absenteeism are poor performance and it leads to repeating grades and educational instability. Some of the challenges include child labor, many responsibilities at home, and family migration. In the rural areas students over 13 years of age often leave school because they find a boy/girlfriend. In the cities, some communities struggle with insecurity and danger for students.

### **3.4 Availability, commitment and challenges of the local players for improving the education, health and nutrition of the school population in terms of project activities.**

The availability of local players to improve education, health and nutrition is good. All agree that children’s education is important. By means of the school snack it is expected that attendance will increase facilitating improved learning and retention. The municipal government of Laguna de Perlas has allocated 5% of its budget to support education. In Pantasma they promised to request funds for the school snack from the council of the Municipal Commission for Food and Nutrition Sovereignty and

Security (COMUSSAN). The **private sector** in Jinotega confirmed that the partnership already exists and they have bilateral agreements with MINED to support a scholarship program for first to sixth grade children of low income members. University scholarships for medicine, nursing, environmental development and such are also available and they are willing to support the school snack. In Pantasma, there is currently an indirect commitment with the social welfare program. Not many details are available yet on this program although they have a good relationship with PCI with whom they have worked for many years. They are willing to contribute to PINE-MINED, once coordination and partnerships are established in favor of student education and nutrition.

The Ministry of Health is responsible for carrying out educational talks in the schools about hygiene, hand washing, waste management, health days (provision of vaccinations, deworming and vitamins) for primary students. Additionally they carry out activities for control of vector borne diseases (abatment, elimination of garbage and mosquito breeding areas) among other preventive activities. Nevertheless, they are not able to accomplish all this due to lack of resources which they need to request from the municipal government, organizations like PCI, and or the private sector in order to comply with their commitment. INTERVIDA gives trainings on health and nutrition to students in the municipality of Jinotega. The project plans to support 986 schools serving more than 60,000 students with preventive health activities.

**CEDEHCA**, as the operational partner for the MESA project is responsible for ensuring that the snack reaches all the primary schools and for carrying out activities to improve the health and nutrition status of students in RACS.

The major challenges expressed by the different players regarding education, health and nutrition were:

- Guaranteeing security around the schools, coordinating with police and family bureaus.
- Providing the schools with updated texts for teaching.
- Preventing intrafamily violence that causes affects students' emotional state thus impacting their learning.
- Making parents aware of the importance of education, especially the need for their children to reach sixth grade in order to create social capital and see their children become their communities' future leaders.
- Pedagogical updating and motivation for teachers to attend trainings. Also taking education outside the classroom into the community by means of visits to their students' homes in order to know them better.

The Jinotega departmental MINED office stated that many barriers have been overcome by making the primary c more relevant and with multigrade or extra grade education as well as providing academic support. Other key players in the private sector have contributed to projects to improve educational quality (provision of educational materials, funding for teacher workshops, and funding of cultural activities for students). These include INTERVIDA in Jinotega and now PCI.

### **3.5 Organization and functioning of the Integrated School Nutrition Program (PINE-MINED) at the municipal and departmental level in Jinotega, and regional level in RACS with emphasis on the four program components.**

PINE - MINED is organized to implement four components (School snack, School gardens, FNS Education, and Student Kiosks) described in the guidelines, nevertheless, during this evaluation none of the schools visited had all the components functioning. The school snack was the only component seen in all the schools. CEDEHCA and PCI as implementers of the MESA project will contribute towards amplifying and/or strengthening the four PINE – MINED components at the school level. For this purpose more resources have been contracted to provide follow up and monitoring for the school snack provision. The project expects to cover 74,677 in the first year and reach 76,178 by the end of the project. Additionally it will supervise all of the procedures for commodity storage and transfer in order to guarantee that continuity and compliance are maintained with the established quantities. Additionally we are aware that for adequate functioning of the school gardens and kiosks, students will need appropriate agro-ecological and socio-cultural conditions that are beyond the control of the implementing organizations.

PINE-MINED presides over the education commission in the municipal government and is responsible for evaluating the school snack in the municipalities at the macro level. The municipal technician makes technical, educational visits and uses the opportunity to follow up on the school snack program in coordination with school directors and parents.

The principal roles and responsibilities of PINE-MINED described in the guidelines and mentioned in the interviews were:

- Coordinate food distribution with public schools at the national level with food rations for school children between three and twelve years of age.
- Train members of the educational community in the public schools in food storage and handling in order to preserve their quality.
- Supervise the School Feeding Projects from the central level on down to the classroom level.
- Coordinate with the departmental and municipal delegations for the food and nutrition education actions, nutritional follow up, school gardens and promotion of healthy food and nutrition habits.
- Promote school gardens and other food alternatives based on local capacities.

The School Feeding Committee (CAE) takes charge of preparation of the **school snack**. These committees which are organized by MINED are found in all the schools and have five or six members per class and from these a committee is formed to represent the entire school. The principal function of the CAE is the delivery of food commodities to the parents so that they can cook them every day based on the list of children registered in the attendance roster. They also have a notebook for commodity control and follow up managed by the teachers although only 57% use it and 20% of the schools visited did not have a notebook. Some 40% of the schools do not have a kitchen so the parents prepare the foods at their homes. Once the food is prepared, the parent in conjunction with the teacher distributes it to the children between 7 and 9 a.m. or between 12 and 2 p.m. It is important to note that 81% of the parents provide additions to the schools snack such as spices, sugar, eggs and very occasionally, meat.

The CAE meets every month to evaluate how the process is functioning. According to the teachers interviewed, 83% supervise the delivery, storage and distribution of the commodities. This project plans to provide training for 80% of the CAE on this topic. The CAEs report to the base school, which reports to the municipality and the municipalities report to the department level. This applies in the case of Jinotega which only has three PINE staff for the entire department. RACS on the other hand has no staff assigned to it so the teachers have to oversee the entire process.

It is important to note that not all the schools are standardized with regard to organizing parents and teachers (PTA) to oversee education in the schools. Some have structures such as Parent Boards or Education Associations and in others they operate as Family Bureaus. The latter respond to the party orientation of the current government rather than being available to resolve the educational problems and challenges of the schools. In the school diagnostic that was carried out in 100% of the schools, 4,772 PTA members were found with an average of six members per group. Nevertheless, only half of these work towards school improvement. The project plans to work systematically with at least 100 PTAs during the life of the project.

According to the different key players interviewed, the impact of the school snack is significant. For example, when a child has little appetite they may not eat at home but when they are with their classmates they are more motivated and eat all the food that is offered. The most evident benefit is that they gain weight and are less restless. This motivates the mothers to participate in snack preparation. Another benefit is that in many lower income homes, they need to provide one less meal for their children when they receive the snack at school.

The **School Gardens** support the snack program because the harvest from these gardens is used to complement the snack. It also serves as an educational tool by which school children learn to plant and harvest. In the rural areas, parents who have experience with food cultivation help the teachers. In the schools that were visited only 38% had established gardens, and 73% of these had few or no tools for adequate maintenance of the gardens. Another constraint is that some schools don't have land available (26%) and 21% of the schools don't have the agro ecological conditions needed to establish a school garden. Given these factors it will not be possible to establish this component at all the schools. By the end of the project it is expected that there will be at least 200 gardens benefiting approximately 10,000 students and 6,000 parents.

The **Education in Food and Nutrition Security** component was observed in 25% of the schools visited. Teachers as well as parents have received talks or training on the topic, however, they do not have educational materials to reinforce the teaching. The topics mentioned in the focus groups included: hygiene for food preparation, hand washing, nutritional foods. These topics have been shared in parent meetings and help parents know how to support their children for a better education. During school snack preparation and distribution, activities such as hand washing are practiced. They also bring utensils to receive their snack and after eating the boys and girls wash their dishes and hands. PCI plans to expand coverage of this type of training for both teachers and parents.

The **Kiosks** component was only found in two schools – the private urban schools of La Cruz de Río Grande and Laguna de Perlas. In Jinotega it was not found in any of the schools that were visited. The CAE chooses from the people who fill out a request to administer the kiosk. The school administration and the association ensure that neither junk food nor soft drinks are sold there. In the public school of Laguna de Perlas the rules about healthy foods are being followed. The kiosk at La Cruz de Río

Grande does not comply with the healthy foods guidelines as they sell some non-nutritious products based on student demand. This means that PCI and CEDEHCA will need to develop educational strategies so that parents and students contribute to a change in food habits.

### **3.6 Socio-cultural conditions and potential alliances that contribute to, or affect the sustainability of the Integrated School Nutrition Program at the local level**

Although there was no consensus among all the key local actors about PINE's sustainability, especially the **school snack** component, the **teachers** consider that economic resources are lacking to maintain it completely given that many communities are very poor. The complement for the snack will continue and currently 81% of the parents contribute. The program plans to increase this contribution to at least 90%. **Parents** think that in order for the school snack to continue, support from the government will be necessary because the communities are too poor to sustain it or to improve the quality of the food ration.

The **municipal government** of Laguna de Perlas says that they allocate 5% of their budget to support education, especially the school snack. In Pantasma they say that they need to make a proposal to the Municipal Commission for Food and Nutritional Sovereignty and Security (COMUSSAN), to request funds to support the school snack. In Jinotega, the SOPPEXCCA **cooperative** stated that a partnership already exists with MINED and they have bilateral agreements which will enable them to help with the school snack. Currently the two entities support the transfer of commodities from the central schools to the satellite schools. There are also many schools, especially in Jinotega, where the parents provide economic contributions for the transfer of commodities to the satellite school. Other cooperatives in Pantasma and Jinotega, need to know more about PINE in order to consider their contribution in coordination with PCI.

As a partner in implementation of the MESA project, **CEDEHCA** is responsible for ensuring that the snack reaches all the primary schools. In RACS, PCI and CEDEHCA hired 15 staff to follow up and monitor school snack and to supervise compliance with all the procedures for storage and transfer of commodities in order to guarantee continuity and that the established quantities of commodities are available.

With regard to **school gardens**, it was discovered that not all schools have the capacity needed for this component. Where gardens have been established follow up has been lacking, especially in some urban schools where the teacher cultivates the garden with the students. In some rural schools the gardens are established with participation by the teacher and students and support from parents who also help with follow up. Thus, rural schools have a more conducive socio-cultural environment for establishing school gardens than do those in urban areas. Nevertheless, there are other challenges that also need to be taken into account. These include the lack of management and coordination with local government and other government institutions such as MARENA, INTA and other organizations (NITLAPLAN, FUNCOS) which could provide inputs (seed that will germinate and tools) in order to improve the technical assistance and training of teachers and parents to harvest more and better foods to complement the snack. Another specific difficulty was encountered in Laguna de Perlas where the municipal government proposes standardizing the language that is taught in the schools of this municipality, that is, that all primary students receive classes in Spanish, English and a special class for indigenous language (Garifona). The involvement of parents in the school gardens will be supported by an alliance with the Black Farmer cooperative which plans to contribute seeds and technical assistance and promote planting of fruit trees and reforestation with trees which are

appropriate for the terrain and climatic conditions. It is also important to plant foods that can complement school nutrition.

**FNS education** is supported by MINSA through the Environment and Health Education program that visits schools to give talks on school and personal hygiene, nutrition and a healthy lifestyle. In order to carry out the health days (which include vaccinations, deworming and vitamins for primary school students) as well as abatement, and elimination of trash and mosquito breeding areas, as well as water quality control, they need the resources necessary to maintain these activities. They need funding sources for the inputs required for implementation. FNS training for parents and teachers could be sustainable with the support of experts in the regions, of government institutions or of the cooperatives or private enterprise as well as financial support for the training processes (food, training materials, etc.). The project plans to train more than 1,000 teachers and 2,000 parents and to replicate the training for more than 14,000 students, with support from university students.

PINE–MINED with technical and financial support from PCI, will be responsible for guaranteeing the provision of basic grains such as rice, beans, corn, flour and cereal (corn-soy mix). PCI and CEDEHCA will establish alliances with all the relevant sectors: parents, municipal MINED delegations, the Education Secretariat, PINE - MINED, municipal governments, and territorial, community and regional governments, in order to promote the sustainability of the school snack program, and improve the quality of children’s education and nutrition. It will contribute to implementation of school gardens as an educational tool and will support their sustainability. They will also work in promotion of the other two PINE – MINED components (student kiosks and FNS).

With regard to **program sustainability strategies**, all involved consider that support by the government and/or other organizations will be necessary. Cooperatives were mentioned as possible collaborators for supplying basic grains to the schools. Parents mentioned that they would continue to provide labor and complements for the snack.

With regard to strengthening of PINE-MINED, municipal government representatives consider that it is possible to continue the program by means of their participation as the municipal government with the budget allocation that is earmarked for education as well as by requesting funds from external cooperating agencies.

The private and/or cooperative sector expressed willingness and commitment to contribute to the sustainability of the program by means of the development of coordinated alliances with the education sector (schools or MINED) or with municipal governments. Some have already established support agreements and give contributions for education, but none has been invited to cooperate with the school snack. The project plans to create 35 public and/or private alliances to contribute toward the school snack

**Some of the factors that favor sustainability which were mentioned included:**

- Local capacity in the areas of health and nutrition such as MINSA and teachers, and with regard to garden management, MARENA and INTA provide technical assistance while the production cooperatives of Jinotega and Pantasma provide inputs.
- The existence of framework laws such as:

- The School Snack law initiative that has been promoted since September 11, 2013 by the Parliamentary Front against Hunger, Nicaragua chapter (web page: Asamblea Nacional Nicaragua)
- Law for Food and Nutrition Sovereignty and Security

**Limiting factors that were mentioned regarding sustainability were:**

- The poverty of the families in project area communities
- The lack of responsibility on the part of a certain percentage of parents who don't collaborate with the school snack or the cultivation of gardens
- A culture of receiving without giving back that was mentioned by teachers and parents
- The lack of a budget approved by the municipal governments in all the project areas

All of the sectors that were interviewed expressed the importance of maintaining continuity in the program as a foundational pillar for improving education quality as well as the socio-economic development of communities and municipalities.

Some strategies that were mentioned include the establishment of multi-sectoral alliances coordinated by a government entity. Some feel that the municipal governments should have this responsibility and others think MINED is the most appropriate entity. The municipal governments identified themselves as one more actor within the multisectoral alliance, contributing financially and requesting resources but coordinated by MINED.

## **IV. Recommendations**

### **4.1 Recommendations for project design**

Due to the delay in signing the cooperative agreement with the Ministry of Foreign Affairs, PCI must delay the activities programmed in conjunction with PINE MINED for the first year since they are not yet authorized for implementation.

PCI should invest more time and resources than anticipated in addressing the challenges for working with the schools in RACS, given the socio-cultural factors in the target population, the geographical accessibility challenges for many communities (more than 60% - which generates higher expenses for transportation, meals and housing) and difficulties within PINE MINED with deficient information management systems.

Given the above, PCI should request a modification to the budget lines for Staff Transportation - o cal, Staff Food odging o cal.

### **4.2 Recommendations for the targets proposed for the project**

Based on the quantitative LQAS data for the 13 supervision areas, the targets established with the donor in the Project Results section should be revised, increasing some and decreasing others as follows:

#### **To increase targets over the life of the project:**

- ✓ FTF Number of social assistance beneficiaries participating in productive safely nets as a result of USDA assistance and MGD SO1: Total number of individuals benefiting directly from USDA-funded interventions, from 94,729 to 95,420
- ✓ MGD SO1: Percent of boys who, by the end of 6th grade, demonstrate reading comprehension equivalent to their grade level as defined by national standards at USDA supported schools, from 80% to 83%
- ✓ MGD 1.1.2: Number of schools receiving school supplies and materials as a result of USDA assistance from 986 to 1,016
- ✓ MGD 1.2.1.1/1.3.1.1: Percent of students in target schools consuming daily meals at school, from 90% to 92%
- ✓ MGD 1.3.2: Percent of target schools that have separate latrines for boys and girls, from 20% to 30%
- ✓ Percent of students who state that illness is the primary reason they are absent from school, from 10% to 20%
- ✓ MGD 1.3.3: Number of students benefiting from the (rehabilitated or constructed) kitchens as a result of USDA Assistance, from 29,550 to 31,520
- ✓ MGD 1.3.3: Number of students benefiting from the (rehabilitated or constructed) storage areas as a result of USDA Assistance, from 29,550 to 31,520
- ✓ MGD 1.3.3: Number of students benefiting from the (rehabilitated or constructed) wells, water station/systems as a result of USDA Assistance, from 9,900 to 10,400

- ✓ MGD 1.3.3: Number of students benefiting from the (rehabilitated or constructed) latrines as a result of USDA Assistance, from 14,850 to 16,000
- ✓ MGD 1.3.5: Number of parents in target communities who are members of PTA (or a similar school-based community group), from 2,958 to 4,064

**To decrease targets over the life of the project:**

- ✓ MGD SO1: Total number of individuals benefiting indirectly from USDA-funded interventions, from 396,675 to 304,712
- ✓ MGD 1.2: Percent of students in classrooms identified as inattentive by their teachers (data collected during a single day, at specific intervals), from 15% to 10%
- ✓ 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), from 5% to 3%
- ✓ MGD 1.3.5: Percent of parents in target communities who can name at least three benefits of primary education (collected through a survey), from 80% to 50%
- ✓ MGD 2.1: Percent of parents in targeted communities who can identify at least three important health/hygiene practices (e.g. use of latrines), from 80% to 70%
- ✓ MGD 2.3: Percent of mothers (or care providers) in targeted communities who can identify at least three important nutrition or dietary guidelines/recommendations, from 80% to 50%

## **V. Annexes (attached)**

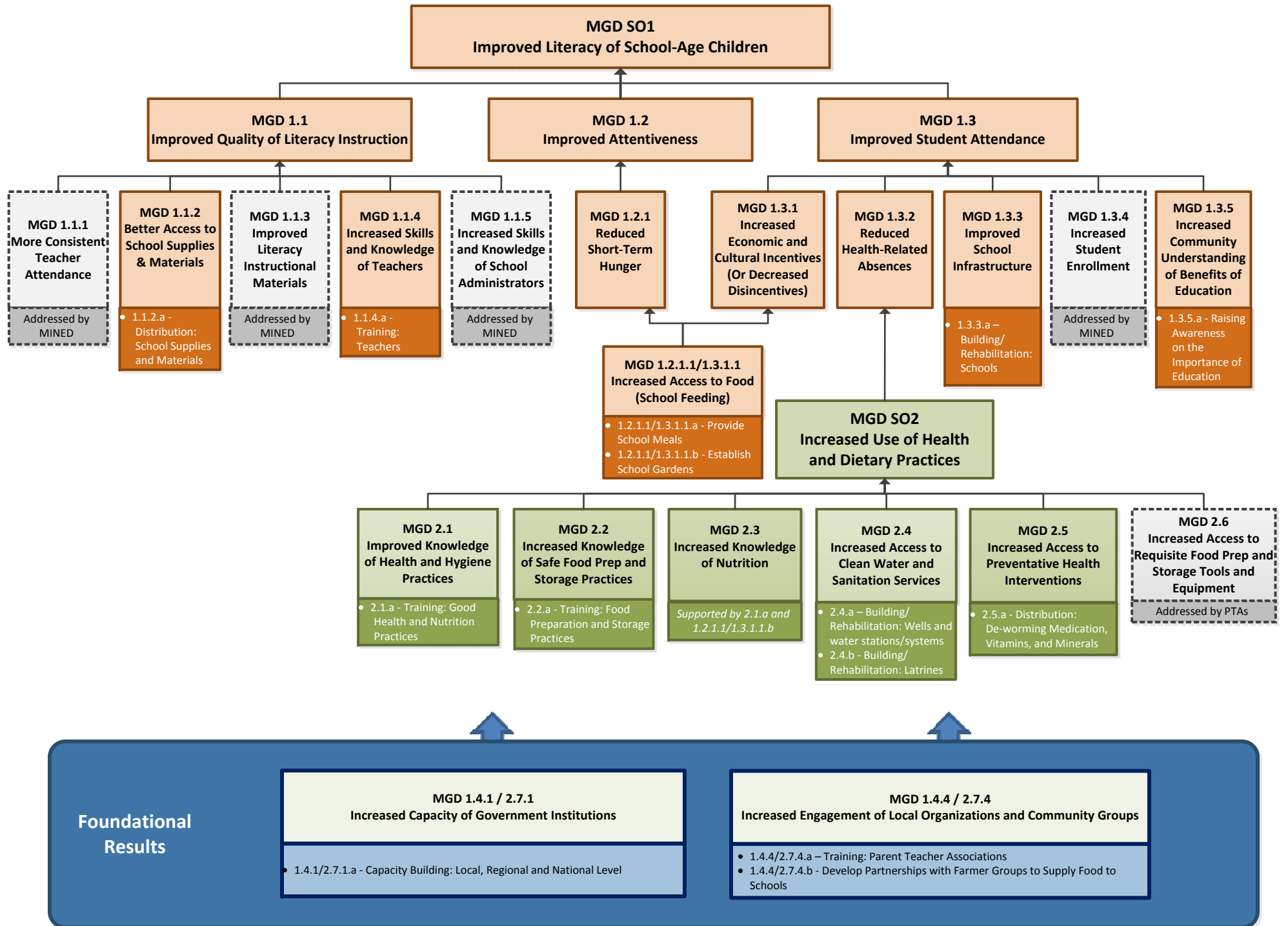
**Annex 1.** Results framework for the Better Education and Health Project (MESA) 2014–2016

**Annex 2.** Beneficiaries by municipality

**Annex 3.** Instruments for data collection – Qualitative Evaluation

**Annex 4.** Sampling framework for LQAS – Quantitative Evaluation

**Annex 5.** *Instruments for Data Collection – Quantitative Evaluation*



**Annex 2**

<b>Municipality</b>	<b>Schools</b>	<b>Students</b>	<b>Parents</b>	<b>Teachers</b>	<b>CEDEHCA</b>	<b>PINE-MINED</b>	<b>Cooperative Groups</b>	<b>RAAS University Students</b>	<b>Total Direct Beneficiaries</b>	<b>Total Indirect Beneficiaries</b>
<b><i>Jinotega</i></b>										
Jinotega	204	22,400	4,869	436		2	18		<b>27,725</b>	<b>89,600</b>
Pantasma	113	9,156	2,701	206		1	5		<b>12,069</b>	<b>36,624</b>
Yali	65	6,014	1,783	136		1	5		<b>7,939</b>	<b>24,056</b>
La Concordia	27	1,463	682	52		1	0		<b>2,198</b>	<b>5,852</b>
<b>Sub-total</b>	<b>409</b>	<b>39033</b>	<b>10035</b>	<b>830</b>		<b>5</b>	<b>28</b>		<b>49,931</b>	<b>156,132</b>
<b><i>RAAS</i></b>										
La Cruz Río Grande	156	7,151	1,646	290		2			<b>9,089</b>	<b>28,604</b>
Laguna de Perlas	59	3,700	602	106	2	1			<b>4,411</b>	<b>14,800</b>
Kukra Hill	58	3,462	693	122	2	1			<b>4,280</b>	<b>13,848</b>
Bluefields	189	14,487	2,112	372	2	4		300	<b>17,277</b>	<b>57,948</b>
Corn Island	11	1,748	125	22		1			<b>1,896</b>	<b>6,992</b>
Tortuguero	126	4,990	1,556	274		1			<b>6,821</b>	<b>19,960</b>
Desembocadura de Río Grande	8	1,607	91	16		1			<b>1,715</b>	<b>6,428</b>
<b>Sub-total</b>	<b>607</b>	<b>37145</b>	<b>6825</b>	<b>1202</b>	<b>6</b>	<b>11</b>	<b>0</b>	<b>300</b>	<b>45,489</b>	<b>148,580</b>
<b>TOTAL</b>	<b>1016</b>	<b>76178</b>	<b>16860</b>	<b>2032</b>	<b>6</b>	<b>16</b>	<b>28</b>	<b>300</b>	<b>95,420</b>	<b>304,712</b>

### Anexo 3. Instrumentos utilizados en el estudio cualitativo, 2014

**PCI Nicaragua**  
**Evaluación Inicial Cualitativa del proyecto**  
**Mejor Educación y Salud - MESA Jinotega – RACS**  
**2014 – 2016**

**GRUPOS FOCALES A MADRES Y PADRES**

Fecha: \_\_\_\_ / \_\_\_\_ / \_\_\_\_

Hora: \_\_\_\_\_

Departamento/Región: \_\_\_\_\_

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

<b>NOMBRES DE LOS PARTICIPANTES</b>	

**Objetivo: Determinar a través de herramientas cualitativas la pertinencia, efectividad y sostenibilidad de las actividades que se implementarán en el proyecto MESA (Mejor Educación y Salud)**

**Introducción:**

- Dar la bienvenida, agradeciendo la presencia de las participantes y presentar el objetivo de la actividad
- Definir las reglas y procedimientos:
  1. Cada una de ustedes esta aquí de manera voluntaria. Ninguna está obligada a responder las preguntas que no quieran responder. Si alguien quiere salirse de la reunión puede hacerlo en cualquier momento.
  2. No hay ninguna respuesta que sea incorrecta y que todos deben respetar las opiniones compartidas en este espacio sano y abierto.
  3. Para registrar sus opiniones queremos grabar la conversación - si ustedes no tienen inconveniente - por eso omitiremos sus nombres completos, pero pueden pedir interrumpir la grabación si desean expresar algo que no quieren que quede grabado.
  4. Les garantizamos que esta información será resguardada y utilizada única y exclusivamente para fines de este trabajo de investigación. Una vez utilizada la grabación borraremos la información.
- Realizar alguna dinámica de presentación y/o rompe hielo, luego proceder con la guía de preguntas.

## Guía de Preguntas

1. Para ustedes cuál es la importancia que tiene la educación primaria en los niños y niñas en edad escolar?. Enfatizar en la importancia que el niño o niña aprenda a leer y escribir, que asistan regularmente, estén en buenas condiciones para recibir sus clases y si ellos como padres o madres apoyan a sus hijos en este aprendizaje.

2. Han tenido barreras o dificultades que afecte la educación primaria de estos niños y niñas en edad escolar en su municipio? Si es afirmativa, cuáles han sido? Retos que enfrenta para mejorar la educación primaria?

3. Qué actividades se realizan en la escuela para mejorar la salud, nutrición, higiene y saneamiento en los niños y niñas? Ustedes participan en esas actividades? Explore la importancia de mejorar estas temáticas para aprendizaje en los niños y niñas

4. Ustedes saben si en la escuela realizan actividades relacionadas con:  
La merienda escolar? pueden explicarlas como lo hacen?,  
Huertos escolares, que hacen?,  
Kioscos o glorietas en sus escuelas? Como lo hacen?

5. Entrevistadora: Por favor proceda a indagar sobre la participación y organización de cada componente y la efectividad que tienen estas actividades para el grupo.

Preguntas para cada componente	Merienda escolar	Huerto	Educación en SAN	kioscos escolares
Cómo participan?				
Cómo se organizan?				
Qué opinan sobre la organización (CAE por ejemplo)				
En qué les ha servido o qué logros han tenido?				
Cómo se puede mejorar la implementación de estas actividades				
Fortalezas y Debilidades				

6. Ustedes me podrían decir cuáles son los beneficios que tiene la merienda escolar para sus niños y niñas?

7. Qué logros han obtenidos a nivel personal (el niño-a) mejora de la nutrición de la familia y a nivel de la comunidad?

8. Para los que no participan en estas actividades: Porqué algunos de ustedes no participan en estas actividades?

9. Han participado en algún proceso de capacitación sobre salud y nutrición (incluyendo los huertos escolares)? Si es afirmativo, qué utilidad ha tenido para ustedes como padres o madres

10. Han participado en algún proceso de capacitación sobre higiene y manipulación de los alimentos? Si es afirmativo, qué utilidad ha tenido para ustedes como padres o madres

11. Qué otros programas hay aquí en la comunidad para mejorar la seguridad alimentaria de los niños? Puede mencionar cuales son y en qué consisten?

12. ¿Consideran ustedes que si la comunidad tienen capacidad para mantener la merienda escolar? ¿Y que se puede hacer para mejorar la calidad actual de la merienda escolar?

13. Qué Recomendaciones darían ustedes para mejorar la enseñanza en sus hijos

Estrategias	Recomendaciones
Calidad de la enseñanza de los maestros en las escuelas	
Condiciones de la escuela	
Conocimientos de los padres o madres	
Otras	

## PCI Nicaragua

### Evaluación Inicial Cualitativa del proyecto Mejor Educación y Salud - MESA Jinotega – RACS 2014 – 2016

#### GRUPOS FOCALES CON NIÑOS Y NIÑAS DE 4TO A 6TO GRADO

Fecha: \_\_\_\_/\_\_\_\_/\_\_\_\_

Hora: \_\_\_\_\_

Departamento/Región: \_\_\_\_\_

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

NOMBRES DE LOS PARTICIPANTES	

**Objetivo: Determinar a través de herramientas cualitativas la pertinencia, efectividad y sostenibilidad de las actividades que se implementarán en el proyecto MESA (Mejor Educación y Salud)**

#### **Introducción:**

- Dar la bienvenida, agradeciendo la presencia de las participantes y presentar el objetivo de la actividad
- Definir las reglas y procedimientos:
  1. Cada una de ustedes esta aquí de manera voluntaria. Ninguna está obligada a responder las preguntas que no quieran responder. Si alguien quiere salirse de la reunión puede hacerlo en cualquier momento.
  2. No hay ninguna respuesta que sea incorrecta y que todos deben respetar las opiniones compartidas en este espacio sano y abierto.
  3. Para registrar sus opiniones queremos grabar la conversación - si ustedes no tienen inconveniente - por eso omitiremos sus nombres completos, pero pueden pedir interrumpir la grabación si desean expresar algo que no quieren que quede grabado.
  4. Les garantizamos que esta información será resguardada y utilizada única y exclusivamente para fines de este trabajo de investigación. Una vez utilizada la grabación borraremos la información.
- Realizar alguna dinámica de presentación y/o rompe hielo, luego proceder con la guía de preguntas.

## Guía de Preguntas

1. Para ustedes es importante venir a la escuela? Porque si o porque no es importante venir a la escuela? Explore sobre los beneficios, importancia asistencia regularmente y poner atención a los maestros

2. Han escuchado hablar de Alimentación escolar? (quién les ha hablado del tema, en la escuela o fuera de la escuela, que material han utilizado). Si hay algunos niños que no conocen del tema, se procederá a explicarles una definición sobre este tema a fin de continuar consultando...

3. Si respondieron que si conocen, Para ustedes porqué es importante la alimentación escolar? (considera que ayuda a los niños y niñas), en qué les beneficia?

4. Qué les gusta y qué no les gusta de esta merienda escolar? Cómo se puede mejorar la merienda escolar?

5. Porqué hay algunos niños y niñas que no comen de esta merienda escolar?

6. En las escuelas se han establecidos huertos escolares? Algunos de Ustedes han participado en los huertos escolares? De qué manera han participado? Qué les ha parecido esta actividad? En qué horarios participan en esta actividad? Que han cosechado en el huerto?, si es negativo, porqué no han producido?, si es afirmativo, Han comido de lo que han cosechado?

7. En esta escuela, saben si hay kioscos escolares o glorietas? Qué tipos de comidas venden en estos Kioscos? Qué opinan de lo que venden en estos kioscos?

8. Los maestros en la escuela les han enseñado sobre salud, y nutrición? Que temas recuerdan? Para qué les ha servido a ustedes estos temas? Con quiénes comparten esta información fuera de la escuela? lo que te han enseñado en la escuela se practica en tu casa?.

**(Para el entrevistador, explore sobre lo aprendido en: Importancia de una alimentación adecuada, Alimentos balanceados, problemas en la alimentación y nutrición en el escolar)**

9. Los maestros en la escuela les han enseñado sobre temas de higiene y saneamiento?, ¿Que temas recuerdan? Para qué les ha servido a ustedes estos temas? Con quiénes comparten esta información fuera de la escuela? lo que te han enseñado en la escuela se practica en tu casa?.

**(Para el entrevistador, explore sobre lo aprendido en: Lavado de manos, Letrinas, Manejo de basura)**

10. Que Recomendaciones darían ustedes para mejorar su aprendizaje

Estrategias	Recomendaciones
Calidad de la enseñanza de los maestros en las escuelas	
Condiciones de la escuela	
Conocimientos de los alumnos	
Otras	

## PCI Nicaragua

### Evaluación Inicial Cualitativa del proyecto Mejor Educación y Salud - MESA Jinotega – RACS 2014 – 2016

#### ENTREVISTA GRUPAL A MAESTROS Y MAESTRAS

Fecha: \_\_\_\_/\_\_\_\_/\_\_\_\_

Hora \_\_\_\_\_

Departamento/Región: \_\_\_\_\_

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

NOMBRE	CARGO	ESCUELA

**Introducción:** Hola, mi nombre es \_\_\_\_\_ Soy parte del equipo de investigación que está realizando la Evaluación Inicial Cualitativa del proyecto Mejor Educación y Salud, que está desarrollando PCI/CEDEHCA. Quisiera saber si puedo realizarles una entrevista relacionada a la educación y merienda escolar será de mucha utilidad para la ejecución del proyecto. Su participación es completamente voluntaria y confidencial, y se utilizara exclusivamente para efectos de la investigación. **¿Están de acuerdo con ser entrevistado/as?**

#### DESARROLLO

1. Para ustedes cuál es la importancia que tiene la educación primaria en los niños y niñas en edad escolar?. Enfatizar en la importancia que el niño o niña aprenda a leer y escribir, que asistan regularmente, y estén en buenas condiciones para recibir sus clases y si los padres apoyan a los alumnos en este aprendizaje.
2. Han tenido barreras o oportunidades que afecte la educación primaria de estos niños y niñas en edad escolar en su municipio? Si es afirmativa, cuáles han sido? Retos que enfrenta para mejorar la educación primaria? Enfatizar sobre los retos que enfrentan para mejorar aprendizaje en el aula, estrategias para mejorar matrícula y asistencia en la escuela
3. Qué actividades se realizan en la escuela para mejorar la salud, nutrición, higiene y saneamiento en los niños y niñas? Ustedes participan en esas actividades? Explore la importancia de mejorar estas temáticas para aprendizaje en los niños y niñas
4. Ustedes desarrollan actividades relacionadas con lo siguiente:  
Merienda Escolar? Si es afirmativa pueden explicarnos como lo hacen?  
Huertos Escolares, que hacen  
Implementan kioscos o glorietas en sus escuelas? Como lo hacen?

5. Cuáles son las dificultades y debilidades que han tenido para la implementación de:

Actividades	Dificultades	Debilidades
Merienda Escolar		
Huertos Escolares		
Kioscos o Glorietas		

6. Para ustedes, qué impacto han tenido las actividades mencionadas del PINE - MINED en la retención, rendimiento y promoción escolar? (aumentar o mantener la matrícula, asistencia diaria), si puede dar un ejemplo

7. Ustedes participan en las capacitaciones para mejorar sus habilidades de enseñanza (diplomado, TEPCE mensuales)?, si es afirmativo, en qué ha contribuido para el desempeño como maestro/a? si es negativo, por qué?

8. Han participado en algún proceso de capacitación sobre salud y la nutrición (incluyendo huertos escolares)? Si es afirmativo, qué utilidad ha tenido para ustedes como maestros? Y como personas ha tenido alguna utilidad capacitarse en estos temas?.

9. Qué otros programas o proyectos hay aquí en la comunidad para mejorar la educación y la seguridad alimentaria de los niños y niñas en la escuela? Pueden explicar en que consisten?

10. Qué lecciones aprendidas tienen ustedes como maestros/as en el desarrollo de las siguientes estrategias? (relacionadas a la organización, funcionamiento, seguimiento)

Estrategias	Lecciones Aprendidas
Merienda Escolar	
Huertos Escolares	
Capacitaciones SAN	
kioscos o Glorietas	

11. Qué opinan sobre el proceso de Monitoreo, supervisión, evaluación del PINE - MINED en su escuela.....Qué les parece la utilización del cuaderno de control y seguimiento del programa de alimentación escolar (fácil o difícil) explique

12. Consideran ustedes que hay condiciones a nivel de la comunidad para la sostenibilidad del programa de alimentación escolar (qué posibilidades hay de que el programa continúe implementándose cuando ya no se cuente con financiamiento para el programa de alimentación escolar). Explique su respuesta

13. Qué Recomendaciones podría usted darnos para mejorar la educación y el programa de alimentación escolar implementado.

Estrategias	Recomendaciones
Calidad de la enseñanza en las escuelas	
Condiciones del lugar donde laboran	
Conocimientos de los maestros/a	
Otras	

## PCI Nicaragua

### Evaluación Inicial Cualitativa del proyecto Mejor Educación y Salud - MESA Jinotega – RACS 2014 – 2016

#### **ENTREVISTA CON RESPONSABLE DE SECRETARIA REGIONAL O DELEGADO DEPARTAMENTAL DEL MINED**

Fecha: \_\_\_\_/\_\_\_\_/\_\_\_\_

Hora: \_\_\_\_\_

Departamento/Región: \_\_\_\_\_

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

Nombre y Apellido: \_\_\_\_\_

Cargo: \_\_\_\_\_

Tiempo en el cargo: \_\_\_\_\_

**Introducción:** Hola, mi nombre es \_\_\_\_\_. Soy parte del equipo de investigación que está realizando la Evaluación Inicial Cualitativa del proyecto Mejor Educación y Salud, que está desarrollando PCI/CEDEHCA. Quisiera saber si puedo realizarles una entrevista relacionada a la educación y merienda escolar será de mucha utilidad para la ejecución del proyecto. Su participación es completamente voluntaria y confidencial, y se utilizara exclusivamente para efectos de la investigación. **¿Están de acuerdo con ser entrevistado/as?**

#### **Desarrollo**

1. Para ustedes cuál es la importancia que tiene la educación primaria en los niños y niñas en edad escolar?. Enfatizar en la importancia que el niño o niña aprenda a leer y escribir, que asistan regularmente, y estén en buenas condiciones para recibir sus clases y si los padres apoyan a los alumnos en este aprendizaje.
2. Han tenido barreras o dificultades que afecte la educación primaria de estos niños y niñas en edad escolar? Si es afirmativa, cuáles han sido? Retos que enfrenta para mejorar la educación primaria?
3. Cuáles son las oportunidades que tienen los escolares para mejorar la lecto-escritura.
4. Cuáles, son los compromisos y retos que tiene el MINED (o secretaria regional de educación) para mejorar la educación, salud y nutrición de la población escolar?
5. Con qué acciones, recursos cuentan el MINED (o SRE) para mejorar la educación primaria?.

6. Como implementan las estrategias del PINE - MINED?

Estrategias	Describa como se implementan
Merienda Escolar	
Huertos Escolares	
Capacitaciones SAN	
Kioscos o Glorietas	

7. Cuáles son las Fortalezas y dificultades que han tenido para la implementación de estas estrategias?

Estrategias	Fortalezas	Dificultades
Merienda Escolar		
Huertos Escolares		
Capacitaciones SAN		
Kioscos o Glorietas		

8, Cuál ha sido la experiencia del trabajo en alianza para garantizar la sostenibilidad?

9. Qué se puede hacer para garantizar la sostenibilidad del PINE - MINED (sector público y privado) a nivel local.

10. Consideran ustedes que hay condiciones a nivel local para la sostenibilidad del programa de alimentación escolar (que posibilidades hay de que el programa continúe implementándose cuando ya no se cuente con financiamiento para el programa de alimentación escolar). Explique su respuesta

11. Que Recomendaciones podría usted darnos para mejorar la educación y el programa de alimentación escolar implementado-

Estrategias	Recomendaciones
Calidad de la enseñanza en las escuelas	
Condiciones del lugar donde laboran	
Conocimientos de los maestros/a	
Otras (presupuesto)	

## PCI Nicaragua

### Evaluación Inicial Cualitativa del proyecto Mejor Educación y Salud - MESA Jinotega – RACS 2014 – 2016

#### ENTREVISTA CON TÉCNICO DEL PINE - MINED

Fecha: \_\_\_\_/\_\_\_\_/\_\_\_\_

Hora \_\_\_\_\_

Departamento/Región: \_\_\_\_\_

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

Nombre y Apellido: \_\_\_\_\_

Cargo: \_\_\_\_\_

Tiempo en el cargo: \_\_\_\_\_

**Introducción:** Hola, mi nombre es \_\_\_\_\_. Soy parte del equipo de investigación que está realizando la Evaluación Inicial Cualitativa del proyecto Mejor Educación y Salud, que está desarrollando PCI/CEDEHCA. Quisiera saber si puedo realizarles una entrevista relacionada a la educación y merienda escolar será de mucha utilidad para la ejecución del proyecto. Su participación es completamente voluntaria y confidencial, y se utilizara exclusivamente para efectos de la investigación. **¿Están de acuerdo con ser entrevistado/as?**

#### Desarrollo

1. Para ustedes cuál es la importancia que tiene la educación primaria en los niños y niñas en edad escolar? Enfatizar en la importancia que el niño o niña aprenda a leer y escribir, que asistan regularmente, y estén en buenas condiciones para recibir sus clases y si los padres apoyan a los alumnos en este aprendizaje.

2. Han tenido barreras o dificultades que afecte la educación primaria de estos niños y niñas en edad escolar? Si es afirmativa, cuáles han sido? Retos que enfrenta para mejorar la educación primaria?

3. Cuáles son las barreras y oportunidades que tienen los escolares para mejorar la lecto-escritura.

4. Como está organizado y cómo funciona el PINE - MINED (escuela, municipio, departamento o región). Incluyendo el control y seguimiento del programa alimentación escolar.

5. En su experiencia, qué fortalezas y qué debilidades tiene el PINE - MINED en su funcionamiento.

6. Para usted existen factores que influyen en (positivo o negativo) la sostenibilidad del programa de alimentación escolar

7.Cuál ha sido la experiencia del trabajo en alianza para garantizar la sostenibilidad?

8. Qué impacto ha tenido la implementación del PINE - MINED a nivel de las escuelas o m municipales.

9. Qué lecciones aprendidas tienen ustedes como técnicos del PINE - MINED en el desarrollo de las siguientes estrategias? (organización, funcionamiento, seguimiento).

Estrategias	Lecciones Aprendidas
Merienda Escolar	
Huertos Escolares	
Capacitaciones SAN	
Kioscos o Glorietas	

10. Recomendaciones para mejorar el funcionamiento del PINE - MINED

## PCI Nicaragua

### Evaluación Inicial Cualitativa del proyecto Mejor Educación y Salud - MESA Jinotega – RACS 2014 – 2016

#### ENTREVISTA CON RESPONSABLE DEL MINSA MUNICIPAL

Fecha: \_\_\_\_/\_\_\_\_/\_\_\_\_

Hora \_\_\_\_\_

Departamento/Región: \_\_\_\_\_

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

Nombre y Apellido: \_\_\_\_\_

Cargo: \_\_\_\_\_

Tiempo en el cargo: \_\_\_\_\_

**Introducción:** Hola, mi nombre es \_\_\_\_\_ Soy parte del equipo de investigación que está realizando la Evaluación Inicial Cualitativa del proyecto Mejor Educación y Salud, que está desarrollando PCI/CEDEHCA. Quisiera saber si puedo realizarles una entrevista relacionada a la educación y merienda escolar será de mucha utilidad para la ejecución del proyecto. Su participación es completamente voluntaria y confidencial, y se utilizara exclusivamente para efectos de la investigación. **¿Están de acuerdo con ser entrevistado/as?**

#### Desarrollo

1. Para ustedes cuál es la importancia que tiene la educación primaria en los niños y niñas en edad escolar? (Para los encuestadores enfatizar en la importancia que el niño o niña aprenda a leer y escribir, que asistan regularmente, y estén en buenas condiciones para recibir sus clases.
- 2.Cuál es la disponibilidad, compromisos y retos para mejorar la salud, higiene y nutrición de la población escolar?
3. De qué manera se coordina con el MINED para la implementación de las actividades de salud escolar?
4. Que actividades realizan actualmente en salud, higiene y nutrición escolar?
6. Que Factores ( socioculturales, .....), han favorecido o limitado la sostenibilidad de las actividades antes mencionadas?
7. ¿Qué recomendaciones darían para mejorar las actividades de salud, higiene y nutrición escolar?

## PCI Nicaragua

**Evaluación Inicial Cualitativa del proyecto  
Mejor Educación y Salud - MESA Jinotega – RACS  
2014 – 2016  
ENTREVISTA CON RESPONSABLE DE LA ALCALDÍA**

Fecha: \_\_\_\_/\_\_\_\_/\_\_\_\_

Hora \_\_\_\_\_

Departamento/Región: \_\_\_\_\_

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

Nombre y Apellido: \_\_\_\_\_

Cargo: \_\_\_\_\_

Tiempo en el cargo: \_\_\_\_\_

**Introducción:** Hola, mi nombre es \_\_\_\_\_ Soy parte del equipo de investigación que está realizando la Evaluación Inicial Cualitativa del proyecto Mejor Educación y Salud, que está desarrollando PCI/CEDEHCA. Quisiera saber si puedo realizarles una entrevista relacionada a la educación y merienda escolar será de mucha utilidad para la ejecución del proyecto. Su participación es completamente voluntaria y confidencial, y se utilizara exclusivamente para efectos de la investigación. **¿Están de acuerdo con ser entrevistado/as?**

### **Desarrollo**

1. Para ustedes cuál es la importancia que tiene la educación primaria en los niños y niñas en edad escolar? Enfatizar en la importancia que el niño o niña aprenda a leer y escribir, que asistan regularmente, y estén en buenas condiciones para recibir sus clases
2. Han tenido barreras o dificultades que afecte la educación primaria de estos niños y niñas en edad escolar en su municipio? Si es afirmativa, cuáles han sido? Retos que enfrenta para mejorar la educación primaria?
3. Cuáles, son los compromisos y retos que tiene usted como gobierno municipal para mejorar la salud, higiene y nutrición de la población escolar?
4. De qué manera la municipalidad participa en la implementación del programa de alimentación escolar (PINE - MINED). Roles y responsabilidades
5. Usted considera que desde los gobiernos municipales hay condiciones (recursos económicos, voluntad política y alianzas) para la sostenibilidad de la alimentación escolar?
6. Qué alianzas estratégicas se pueden hacer en el municipio para garantizar la sostenibilidad del programa de alimentación escolar PINE - MINED (sector público y privado)
7. Recomendaciones para mejorar el funcionamiento del programa de alimentación escolar PINE – MINED
8. ¿Qué recomendaciones darían para mejorar las actividades de salud, higiene y nutrición escolar?

**PCI Nicaragua**  
**Evaluación Inicial Cualitativa del proyecto**  
**Mejor Educación y Salud - MESA Jinotega – RAAS**  
**2014 – 2016**

**ENTREVISTA CON RESPONSABLE DE EMPRESAS O COOPERATIVAS DE PRODUCTORES LOCALES Y OTROS ACTORES DEL SECTOR PRIVADO**

Fecha: \_\_\_\_/\_\_\_\_/\_\_\_\_

Hora \_\_\_\_\_

Departamento/Región: \_\_\_\_\_

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

Empresa o Cooperativa: \_\_\_\_\_

Nombre y Apellido: \_\_\_\_\_

Cargo: \_\_\_\_\_

Tiempo en el cargo: \_\_\_\_\_

**Introducción:** Hola, mi nombre es \_\_\_\_\_ Soy parte del equipo de investigación que está realizando la Evaluación Inicial Cualitativa del proyecto Mejor Educación y Salud, que está desarrollando PCI/CEDEHCA. Quisiera saber si puedo realizarles una entrevista relacionada a la educación y merienda escolar será de mucha utilidad para la ejecución del proyecto. Su participación es completamente voluntaria y confidencial, y se utilizara exclusivamente para efectos de la investigación. **¿Están de acuerdo con ser entrevistado/as?**

**Desarrollo**

1. Para ustedes cuál es la importancia que tiene la educación primaria en los niños y niñas en edad escolar? Enfatizar en la importancia que el niño o niña aprenda a leer y escribir, que asistan regularmente, y estén en buenas condiciones para recibir sus clases
2. Han tenido barreras o dificultades que afecte la educación primaria de estos niños y niñas en edad escolar en su municipio? Si es afirmativa, cuáles han sido? Retos que enfrenta para mejorar la educación primaria?
3. Cuáles, son los compromisos que tiene usted como cooperativa o empresas para mejorar la salud y nutrición de la población escolar?
4. Conocen ustedes sobre el Programa de Alimentación Escolar en su municipio o localidad? Si es afirmativa ¿De qué manera participan en el programa de alimentación escolar (PINE - MINED), si es negativo, informe brevemente que es el programa
5. Usted considera que como empresa cuentan con las condiciones (recursos económicos, voluntad política y alianzas) para contribuir a la sostenibilidad del programa de alimentación escolar?

6. Podría darnos ejemplos de las posibles formas de contribución de su empresa, al programa de alimentación escolar?

7. Qué disponibilidad tiene la empresa para realizar alianzas con el MINED, gobiernos municipales y otros para garantizar la sostenibilidad del programa de alimentación escolar PINE - MINED

8. Qué recomendaciones darían para mejorar las actividades de salud, higiene y nutrición escolar?

PCI Nicaragua - CEDEHCA, PROYECTO MESA - USDA 2013-2016

Áreas de supervisión para LQAS según nuclearización del MINED en Jinotega y RAAS, Evaluación Inicial marzo 2014

Municipios	Escuelas	# Especialistas técnicos	Área de supervisión	Tamaño muestra con LQAS	Entrevista a maestros y escuela	Entrevista a escolares	Entrevista a madres	Total entrevistas	Total Escuelas
<b>Departamento Jinotega</b>									
Jinotega	186	3	2	19	38	38	38	<b>114</b>	<b>38</b>
Pantasma	98	2	2	19	38	38	38	<b>114</b>	<b>38</b>
Yali	59	1	1	19	19	19	19	<b>57</b>	<b>19</b>
La Concordia	26	1							
<b>Sub total</b>	<b>369</b>	<b>7</b>	<b>5</b>	<b>19</b>	<b>95</b>	<b>95</b>	<b>95</b>	<b>285</b>	<b>95</b>
<b>Región Autónoma del Atlántico Sur - RAAS</b>									
La Cruz Río Grande	132	2	2	19	38	38	38	<b>114</b>	<b>38</b>
Desembocadura de Río Grande	8								
Laguna de Perlas	71	1	1	19	19	19	19	<b>57</b>	<b>19</b>
Kukra Hill	58	1	1	19	19	19	19	<b>57</b>	<b>19</b>
Bluefields	143	3	2	19	38	38	38	<b>114</b>	<b>38</b>
Corn Island	11								
Tortuguero	106	2	2	19	38	38	38	<b>114</b>	<b>38</b>
<b>Sub total</b>	<b>529</b>	<b>9</b>	<b>8</b>	<b>19</b>	<b>152</b>	<b>152</b>	<b>152</b>	<b>456</b>	<b>152</b>
<b>TOTAL</b>	<b>898</b>	<b>16</b>	<b>13</b>	<b>19</b>	<b>247</b>	<b>247</b>	<b>247</b>	<b>741</b>	<b>247</b>

|

# ENTREVISTA

Maestro/a de escuela primaria, marzo 2014

Encuesta sobre Conocimientos, Prácticas en alimentación escolar, salud- higiene  
Proyecto MESA – PCI – CEDEHCA – USDA

IDENTIFICACIÓN DEL CUESTIONARIO	PARA USO DE OFICINA RECORD # _____
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## DATOS GENERALES

FECHA DE ENTREVISTA: _____ / _____ / _____ ESCUELA URBANA ___ RURAL ___ (dd/ mm/ aa)
DPTO/ REG: _____ MUNICIPIO: _____ NOMBRE DE LA ESCUELA: _____
COMUNIDAD DONDE ESTA LA ESCUELA: _____ CÓDIGO DE ESCUELA: _____
NOMBRE DEL ENTREVISTADOR: _____

## CONSENTIMIENTO INFORMADO

Hola. Mi nombre es \_\_\_\_\_ estoy trabajando con PCI. Estamos realizando una entrevista a los/as maestros/as de las escuelas para conocer sobre la alimentación que reciben, los aprendizajes en salud, nutrición e higiene dentro de la escuela, sus opiniones son importantes para PCI, apreciaríamos su participación.

Esta información ayudará a planificar y mejorar las actividades que estamos desarrollando con el PINE/ MINED. Esta entrevista normalmente tarda \_\_\_\_\_ minutos. Cualquier información que usted nos proporcione es estrictamente confidencial y no se mostrará a otras personas.

Su participación en esta entrevista, es voluntaria y usted puede escoger no contestar cualquier pregunta individual o todas las preguntas. Le gustaría participar?

¿En este momento, usted quiere preguntarme algo acerca de la entrevista?

Firma de entrevistador: \_\_\_\_\_

ACEPTA SER ENTREVISTADO/A?..... 1	NO ESTÁ DE ACUERDO SER ENTREVISTADO/A? 2 →FIN
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## IDENTIFICACION DEL/ LA MAESTRO/A DE LA ESCUELA PRIMARIA

NOMBRE DEL/LA MAESTRO/A: _____	COMUNIDAD DONDE VIVE: _____
SEXO DEL/LA MAESTRO/A..... F ___ M ___	CUANTOS AÑOS TIENE DE DOCENCIA: [ ][ ]
EDAD DEL/LA MAESTRO/A (AÑOS)..... [ ][ ]	SI ES MENOS DE UN AÑO ESCRIBA 00
NIVEL DE ESCOLARIDAD DEL MAESTRO/A:	CUAL(ES) GRADO/S ATIENDE ACTUALMENTE:
SECUND IMCOMPL: ___ SECUND COMPL: ___	_____
MAESTRO GRADUADO _____	CUANTOS ALUMNOS ATIENDE ACTUALMENTE:
ESTUDIA ACTUALMENTE SI.....1 NO.....2	[ ][ ]
SI ES AFIRMATIVA, QUÉ ESTUDIA: _____	

## SECCIÓN 1. SALUD Y NUTRICIÓN

No.	PREGUNTAS	RESPUESTAS Y CODIGO	PASE
1	El año pasado ¿Usted recibió capacitación sobre la importancia de la alimentación nutritiva y saludable del escolar?	SI..... 1 NO..... 2	→P6
2	¿Puede mencionar algunos de los temas de capacitación que recibió?  <b>PUEDE MARCAR VARIAS RESPUESTAS</b>	Conceptos básicos de alimentación y nutrición.....1 Alimentación balanceada.....2 Aportes nutricionales de alimentos.....3 Otros: _____96 (ESPECIFIQUE) No sabe/ No recuerda .....88	
3	Puede mencionar ¿qué ha aprendido en estas capacitaciones?  <b>PUEDE MARCAR VARIAS RESPUESTAS</b>	Promover en la clase el consumo de vegetales y frutas.....1 Mejorar los contenidos para clases.....2 Reconocer importancia de una buena alimentación.....3 Diferenciar los alimentos saludables de los chatarras.....4 Otros: _____96 (ESPECIFIQUE) No recuerda/ No sabe .....88	
4	En la escuela, ¿para qué le han servido las capacitaciones recibidas?  <b>PUEDE MARCAR VARIAS RESPUESTAS</b>	Orientar a los niños .....1 Orientar a los padres de familia .....2 Compartir con los otros maestros...3 Aplicarlo con su familia .....4 Otros: _____96 (ESPECIFIQUE) No recuerda / No sabe .....88	
5	¿De parte de quién recibió capacitaciones sobre la importancia de la alimentación nutritiva y saludable del escolar?  <b>PUEDE MARCAR VARIAS RESPUESTAS</b>	MINED/ PINE.....1 Personal de CEDEHCA .....2 Personal de PCI .....3 Brigadista de salud.....4 Otros: _____96 (ESPECIFIQUE) No recuerda / No sabe .....88	
6	El año pasado, ¿se realizó jornada o Ferias de salud en la escuela?	SI..... 1 NO..... 2 No recuerda / no sabe .....88	→P9 →P9
7	¿Qué actividades realizan en las Jornadas o Ferias en la escuela?  <b>PUEDE MARCAR VARIAS RESPUESTAS</b>	Vacunación .....1 Aplican Anti parasitarios.....2 Aplican piojicidas .....3 Aplicación de Vitamina A .....4 Charlas educativas .....5 Otros: _____96 (ESPECIFIQUE)	

No.	PREGUNTAS	RESPUESTAS Y CODIGO	PASE
8	<p>¿Quién realiza las jornadas o ferias de salud en la escuela?</p> <p><b>PUEDE MARCAR VARIAS RESPUESTAS</b></p>	<p>MINSA.....1  Brigadista de salud comunitario.....2  MINED.....3  PCI Nicaragua/ USDA.....4  CEDEHCA/ USDA.....5  Otros: _____ 96  (ESPECIFIQUE)  No recuerda / no sabe.....88</p>	
9	<p>Para usted, ¿cuáles son las causas de los problemas nutricionales en los escolares?</p> <p><b>PUEDE MARCAR VARIAS RESPUESTAS</b></p>	<p>Alimentación inadecuada(hábitos alimenticios).....1  Poca disponibilidad de alimentos.....2  Falta de higiene en la preparación de alimentos.....3  Infecciones y Parásitos.....4  Falta de conocimientos sobre alimentación y nutrición.....5  Poco acceso a los alimentos .....6  Otros: _____ 96  (ESPECIFIQUE)  No sabe/ No recuerda .....88</p>	
10	<p>¿Usted ha identificado durante el desarrollo de sus clases que algunos niños no prestan atención?</p>	<p>SI..... 1  NO..... 2</p>	→S2
11	<p>¿Cuántos de los niños que atiende en la clase no ponen atención?</p>	<p>_____</p>	
12	<p>¿Sabe usted por qué los niños no prestan atención en la clase?</p> <p><b>PUEDE MARCAR VARIAS RESPUESTAS</b></p>	<p>Falta de alimentación.....1  Enfermedad.....2  La clase no es llamativa para ellos.....3  Otros: _____ 96  (ESPECIFIQUE)  No opina/ No sabe .....88</p>	
13	<p>Cuando los niños no prestan atención, ¿Qué ha hecho para mejorar o captar la atención de los niños?</p> <p><b>PUEDE MARCAR VARIAS RESPUESTAS</b></p>	<p>Reforzar la lección con otros métodos de enseñanza.....1  Cambiar otro tema de interesante para los estudiante .....2  Investigar las dificultades del estudiante.....3  Insistir en el método de enseñanza usual.....4  Nada.....5  Otros: _____ 96  (ESPECIFIQUE)</p>	

## SECCIÓN 2. Higiene, Manipulación y Almacenamiento de los Alimentos

No.	PREGUNTAS	RESPUESTAS Y CODIGO	PASE
14	¿Se realiza en la escuela, prácticas de lavado de mano con los niños antes de comer?	SI..... 1 NO..... 2	
15	En su clase, ¿incluye el tema de Higiene Personal?	SI..... 1 NO..... 2	
16	¿Puede mencionar algunas normas de higiene para la manipulación de los alimentos?  <b>PUEDE MARCAR VARIAS RESPUESTAS</b>	Lavar los alimentos con agua potable o cloro antes de cocinarlos.....1 Cocinar bien los alimentos .....2 No juntar alimentos crudos con los cocinados .....3 Consumir inmediatamente los alimentos después de cocinados.....4 El agua que se utiliza para preparar los alimentos debe estar clorada o hervida ..5 Quitar la basura, piedras y tierra de los granos, antes de prepararlos .....6 Otros: _____96 (ESPECIFIQUE) No recuerda/ No sabe .....88	
17	¿Puede mencionar algunas condiciones sanitarias para almacenar los alimentos en la escuela?  <b>PUEDE MARCAR VARIAS RESPUESTAS</b>	Almacenarlos sobre polines, tablas o mesas .....1 Productos/ alimentos separados.....2 No almacenar los alimentos junto a productos químicos.....3 El local donde se almacenan debe limpiarse todos los días .....4 Tapar los recipientes que contiene alimentos.....5 Otros: _____96 (ESPECIFIQUE) No recuerda/ No sabe .....88	
18	¿Puede mencionar algunas condiciones higiénicas sanitarias del lugar donde se preparan los alimentos?  <b>PUEDE MARCAR VARIAS RESPUESTAS</b>	El piso, las paredes y techo deben limpiarse con frecuencia.....1 Limpiar mesas para cocinar antes y después .....2 No deben haber animales domésticos en el lugar.....3 El recipiente que se utiliza como basurero debe estar lejos y tapado.....4  Otros: _____96 (ESPECIFIQUE) No recuerda/ No sabe .....88	

19	Actualmente, ¿los alumnos están recibiendo alimentación en la escuela?	SI..... 1 NO..... 2	→P21	SI... NO.
20	Si la respuesta es negativa, pregunte ¿Por qué no?	No ha llegado alimento a la escuela...1 No habido apoyo para traslado.....2 No habido apoyo para cocinar.....3 No incluyeron a la escuela este año ...4 Otros: _____96 (ESPECIFIQUE)		
21	¿Cuántos días en la semana se les prepara alimentación a los niños?	_____		
22	¿Usan cuaderno o registros para control y seguimiento de los alimentos en la escuela?	SI..... 1 NO..... 2 No tiene cuaderno.....3		SI... NO.
23	¿El CAE supervisa la recepción de los alimentos, el almacenamiento y su distribución?	SI..... 1 NO..... 2		
24	¿Los padres de familias realizan aportes para complementar la alimentación escolar?	SI..... 1 NO..... 2		
25	¿En qué estado reciben los alimentos para los niños de la escuela?	Bueno.....1 Regular.....2 Malo.....3 No sabe .....88		
26	¿Utilizan la cocina de la escuela?	SI..... 1 NO..... 2 No tiene .....3		
27	¿Se ha establecido en la escuela Huerto Escolar?	SI..... 1 NO..... 2		
28	¿Qué limitantes o dificultades tienen para establecer un huerto escolar?	No tiene terreno..... 1 No tiene interés maestros.....2 No tienen apoyo de padres .....3 No condiciones agroecológicas.....4 Otros: _____96 (ESPECIFIQUE) No sabe .....88		

### SECCIÓN 3. AGUA Y SANEAMIENTO

No.	PREGUNTAS	RESPUESTAS Y CODIGO	PASE
29	Me gustaría preguntarte sobre el abastecimiento de agua en la escuela, ¿En la escuela, siempre tienen agua para beber?	SI..... 1 NO..... 2	
30	Me gustaría preguntarte sobre el abastecimiento de agua en la escuela, ¿En la escuela, siempre tienen agua para lavarse las manos?	SI..... 1 NO..... 2	

31	En la escuela, ¿de dónde recibe el agua para beber?	Pozo.....1 Agua entubada.....2 MAG.....3 Agua de lluvia.....4 Padres llevan baldes de agua.....5 Otros: _____96 (ESPECIFIQUE) No sabe.....88																			
32	Sabe ¿qué tratamiento de desinfección le hacen al agua de beber en la escuela?	SI..... 1 NO..... 2	→P34																		
33	¿Qué tratamiento le hacen al agua que utilizan para beber en la escuela?	La Cloran .....1 Con SODIS.....2 La Hierven .....3 La Filtran .....4 Ninguna .....88																			
34	¿Ha oído hablar de SODIS?	SI..... 1 NO..... 2	→P36																		
35	¿Qué es SODIS?	Desinfectar el agua con el sol .....1 Desinfectar el agua en botellas transparentes para asolear .....2 Desinfectar el agua en botellas transparentes para asolear de 6-8hr.....3 No sabe .....88																			
36	¿Cuántas estaciones de lavado de manos hay en la escuela? <b>Anote el número mencionado</b>  <b>Si la respuesta es 00, realizar un salto a P39</b>	_____	→P39																		
37	Observe, si en los lavamanos o estaciones de agua tienen jabón?	SI..... 1 NO..... 2																			
38	Observe, cuántos lavamanos o estaciones de agua están funcionando? <b>Anote el número mencionado</b>	_____																			
39	¿Qué tipo de deposición de excretas tiene la escuela?	Letrinas .....1 Inodoro.....2 Ninguna .....3 Otros: _____96 (ESPECIFIQUE)	→P43																		
40	¿Cuántas veces al día limpian la/as letrina/s de la escuela?	1 vez.....1 Más de una vez.....2 Ninguna vez .....3 No sabe .....88																			
41	Observe, si se cuenta con letrinas separadas para niños y niñas <b>Nota: si no están rotuladas, la respuesta es NO</b>	SI..... 1 NO..... 2																			
42	Observe, cómo se encuentran todas las letrinas de la escuela.  <b>DEBE MARCAR TODAS LAS RESPUESTAS</b>	<table style="width: 100%; border: none;"> <thead> <tr> <th></th> <th style="text-align: center;">SI</th> <th style="text-align: center;">NO</th> </tr> </thead> <tbody> <tr> <td>Limpia por fuera.....</td> <td style="text-align: center;">1</td> <td style="text-align: center;">2</td> </tr> <tr> <td>Banco limpio y tapado.....</td> <td style="text-align: center;">1</td> <td style="text-align: center;">2</td> </tr> <tr> <td>No encuentran papeles alrededor del banco.....</td> <td style="text-align: center;">1</td> <td style="text-align: center;">2</td> </tr> <tr> <td>La puerta se encuentra cerrada...</td> <td style="text-align: center;">1</td> <td style="text-align: center;">2</td> </tr> <tr> <td>Con tubo de ventilación.....</td> <td style="text-align: center;">1</td> <td style="text-align: center;">2</td> </tr> </tbody> </table>		SI	NO	Limpia por fuera.....	1	2	Banco limpio y tapado.....	1	2	No encuentran papeles alrededor del banco.....	1	2	La puerta se encuentra cerrada...	1	2	Con tubo de ventilación.....	1	2	
	SI	NO																			
Limpia por fuera.....	1	2																			
Banco limpio y tapado.....	1	2																			
No encuentran papeles alrededor del banco.....	1	2																			
La puerta se encuentra cerrada...	1	2																			
Con tubo de ventilación.....	1	2																			

43	¿Qué hacen con la basura en la escuela?  <b>PUEDE MARCAR VARIAS RESPUESTAS</b>	La tiran al patio.....1 La entierran.....2 La queman.....3 La tiran al río.....4 La reciclan.....5 Otros: _____ 96 (ESPECIFIQUE)	
44	Observe la escuela, si cuentan con recipientes para depositar la basura	SI..... 1 NO..... 2	

#### SECCIÓN 4. EDUCACION

No.	PREGUNTAS	RESPUESTAS Y CODIGO	PASE
45	El año pasado, ¿Usted recibió capacitación para mejorar la calidad de la enseñanza a los niños y niñas de la escuela?	SI..... 1 NO..... 2	→P48
46	¿Puede mencionar algunos de los temas de capacitación que recibió?  <b>PUEDE MARCAR VARIAS RESPUESTAS</b>	Técnicas de participación.....1 Desarrollo de Liderazgo.....2 Desarrollo personal.....3 Metodologías participativas.....4 Otros: _____ 96 (ESPECIFIQUE) No sabe/ No recuerda.....88	1          2
47	¿Qué institución brindó estos temas de capacitación?  <b>PUEDE MARCAR VARIAS RESPUESTAS</b>	MINED/ PINE.....1 PCI Nicaragua/ USDA.....2 CEDEHCA/ USDA.....3 Universidad.....4 Otros: _____ 96 (ESPECIFIQUE)	
48	¿Sabe usted cómo se puede aumentar la matrícula en las escuelas y la asistencia diaria de los niños?  <b>PUEDE MARCAR VARIAS RESPUESTAS</b>	Sensibilizando a los padres de familia....1 Dotando a las escuelas de servicios básicos, aulas, agua, letrinas etc.....2 Mejorando la alimentación escolar.....3 Otros: _____ 96 (ESPECIFIQUE)	
49	¿Para usted cómo se podría mejorar la calidad de la enseñanza en las escuelas?  <b>PUEDE MARCAR VARIAS RESPUESTAS</b>	Utilizando un currículo ajustado a las características de los niños.....1 Utilizar nuevas metodologías de enseñanza.....2 Capacitando a los maestros.....3 Dotando a la escuela de materiales educativos.....4 Otros: _____ 96 (ESPECIFIQUE)	

#### GRACIAS POR SU COLABORACION

##### RECOMENDACIONES IMPORTANTES PARA EL O LA ENTREVISTADORA

- CUANDO REALICE LA ENTREVISTA LEA TEXUALMENTE LAS PREGUNTAS DEL CUESTIONARIO
- NO LEA OPCIONES DE LAS RESPUESTAS
- LA O LAS RESPUESTAS DEBEN ENCERRARSE CON UN CÍRCULO



## SECCIÓN 1: ALIMENTACION Y NUTRICION

No.	PREGUNTAS	RESPUESTAS Y CODIGO	PASE
1	Normalmente ¿comes algo en tu casa antes de venir a la escuela?	SI..... 1 NO..... 2	→P3
2	¿Qué tipo de comida comes en tu casa, antes de ir a la escuela?  <b>PUEDE MARCAR VARIAS RESPUESTAS</b>	Tortilla/ pan .....1 Huevos.....2 Frijoles.....3 Verduras/ hortalizas.....4 Carne/ pollo.....5 Arroz.....6 Leche y sus derivados.....7 Atol/ cereal.....8 Frutas/Refrescos.....9 No sabe/ no responde .....88  Otros: _____96 (ESPECIFIQUE)	
3	Regularmente ¿qué tipo de comida comes en tu casa?  <b>PUEDE MARCAR VARIAS RESPUESTAS</b>	Tortilla/ pan .....1 Huevos.....2 Frijoles.....3 Verduras/ hortalizas.....4 Carne/ pollo.....5 Arroz.....6 Leche y sus derivados.....7 Atol/ cereal.....8 Frutas/Refrescos.....9 No sabe/ no responde .....88  Otros: _____96 (ESPECIFIQUE)	
4	En el día, ¿cuántas veces comes?	Una vez.....1 Dos veces.....2 Tres veces.....3 Cuatro veces.....4	
5	¿Traes de tu casa algún tipo de alimento cuando vienes a la escuela?	SI..... 1 NO..... 2 →	→P7
6	Cuáles son los alimentos que traes a la escuela?  <b>PUEDE MARCAR VARIAS RESPUESTAS</b>	Cereales .....1 Raíces y Tubérculos.....2 Legumbres y frutos secos.....3 Fríjoles .....4 Huevo.....5 Leches y derivados.....6 Carnes.....7 Frutas y verduras ricas en vitamina A.....8 Otros frutas .....9 No sabe/ no responde .....88  Otros: _____96 (ESPECIFIQUE)	

SI..  
NO

1  
2

No.	PREGUNTAS	RESPUESTAS Y CODIGO	PASE
7	¿Traes dinero a la escuela para comprar alimentos?	SI..... 1 NO..... 2	
8	El año pasado en la escuela ¿Recibiste alimentación o merienda escolar?	SI..... 1 NO..... 2	
9	Actualmente, ¿Estás recibiendo alimentación en la escuela?	SI..... 1 NO..... 2	→P11
10	¿Cuántas veces en la semana comes en la escuela?	1 día.....1 2-3 días.....2 4-5 días.....3	
11	La cantidad de alimentos que te dan o te daban ¿Es poco, suficiente, o mucho?	Poco .....1 Suficiente .....2 Mucho .....3 No opina/ No sabe .....88	
12	Para vos, ¿qué sabor tienen los alimentos que te dan o te daban en la escuela?	Rico/sabroso.....1 Feo / mal.....2 No sabe/ no responde .....88  Otros: _____96 (ESPECIFIQUE)	
13	Para vos ¿cómo es la calidad de la comida que te dan o te daban en la escuela?	Muy Buena.....1 Buena.....2 Regular.....3 Mala.....4 No sabe/ no responde .....88	
14	Cuando comes o comías en la escuela, ¿quedas muy lleno, lleno, sin hambre, con hambre o con mucha hambre?  <b>Puedes repetir más despacio la pregunta</b>	Muy lleno .....1 Lleno .....2 Sin hambre .....3 Con hambre.....4 Con mucha hambre....5 No opina/ No sabe .....88	
15	¿Crees que la alimentación en la escuela tiene algún beneficio para los niños y las niñas?	SI..... 1 NO..... 2	→P17
16	¿En qué crees que ayuda a los/as niños/as la alimentación escolar?  Algo más?  <b>PUEDA MARCAR VARIAS RESPUESTAS</b>	Más atentos en clase .....1 Mejor aprendizaje .....2 Mejora su salud .....3 Fortalece su desarrollo .....4 Jugar con más entusiasmo...5 Otros: _____96 (ESPECIFIQUE)	
17	Para usted ¿Cuáles alimentos, piensa que son buenos para los niños y niñas de tu edad?  Algo más?  <b>PUEDA MARCAR VARIAS RESPUESTAS</b>	Cereales .....1 Raíces y Tubérculos.....2 Legumbres y frutos secos.....3 Fríjoles .....4 Huevo.....5 Leches y derivados.....6 Carnes.....7	

No.	PREGUNTAS	RESPUESTAS Y CODIGO	PASE
		Frutas verduras ricas vitamina A.....8 Otros frutas .....9 No sabe/ no responde .....88  Otros: _____96 (ESPECIFIQUE)	

## SECCIÓN 2: HIGIENE Y MANIPULACION DE LOS ALIMENTOS

No	PREGUNTAS	RESPUESTAS Y CODIGO	PASE
18	Me gustaría preguntarte sobre el abastecimiento de agua en la escuela, ¿En la escuela, siempre tienen agua para beber?	SI..... 1 NO..... 2	
19	Me gustaría preguntarte sobre el abastecimiento de agua en la escuela, ¿En la escuela, siempre tienen agua para lavarse las manos?	SI..... 1 NO..... 2	
20	¿Sabes qué es agua segura?	Agua limpia/ sin bacteria/ sin microbios.....1 Otros: _____96 (ESPECIFIQUE) No sabe/ no responde .....88	→P22
21	Menciona algún beneficio del agua segura?	Evitar enfermedades ....1 Crecer sano/ fuerte .....2 Otros: _____96 (ESPECIFIQUE) No sabe/ no responde .....88	
22	¿Sabes qué tratamiento de desinfección le hacen al agua de beber en la escuela?	SI..... 1 NO..... 2	→P24
23	¿Qué tratamiento le hacen al agua que utilizan para beber en la escuela?	La Cloran .....1 Con SODIS.....2 La Hierven .....3 La Filtran .....4 Ninguna .....88	
24	Has oído hablar de SODIS?	SI..... 1 NO..... 2	→P26
25	¿Qué es SODIS?	Desinfectar el agua con el sol .....1 Desinfectar el agua en botellas transparentes para asolear .....2 Desinfectar el agua en botellas transparentes para asolear durante 6-8 horas.....3 No sabe .....88  Otros: _____96 (ESPECIFIQUE)	
26	¿Sabes cuándo te debes lavar las manos?  <b>PUEDE MARCAR VARIAS RESPUESTAS</b>	Antes de comer..... 1 Después de comer..... 2 Después de ir a la letrina .....3 No sabe/ no responde .....88 Otros: _____96 (ESPECIFIQUE)	

No	PREGUNTAS	RESPUESTAS Y CODIGO	PASE															
27	<p>En la escuela ¿En qué momentos te lavas las manos?</p> <p><i>(Si él o la encuestadora está presente durante la preparación de alimentos, distribución de alimentos debe subrayar si fue por observación, caso contrario solamente debe preguntar)</i></p> <p style="text-align: center;"><b>PUEDE MARCAR VARIAS RESPUESTAS</b></p>	<p>Antes de comer..... 1</p> <p>Después de comer..... 2</p> <p>Después de ir a la letrina .....3</p> <p>No sabe/ no responde .....88</p> <p>Otros: _____96</p> <p style="text-align: center;">(ESPECIFIQUE)</p>																
28	¿Dónde se lavan las manos en la escuela?	<p>Lavamanos/pilas de agua .....1</p> <p>Llave sin pila en el patio .....2</p> <p>No me las lavo .....3</p> <p>No tiene/ no hay lavamanos...88</p> <p>Otros: _____96</p> <p style="text-align: center;">(ESPECIFIQUE)</p>	→P30															
29	Observe el lugar donde se lavan las manos, si tienen los siguientes insumos:	<table style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th></th> <th style="text-align: center;"><u>SI</u></th> <th style="text-align: center;"><u>NO</u></th> </tr> </thead> <tbody> <tr> <td>Agua en el grifo o llave</td> <td style="text-align: center;">1</td> <td style="text-align: center;">2</td> </tr> <tr> <td>Jabón .....</td> <td style="text-align: center;">1</td> <td style="text-align: center;">2</td> </tr> <tr> <td>Recipiente de agua c/tapa</td> <td style="text-align: center;">1</td> <td style="text-align: center;">2</td> </tr> <tr> <td>Pana/guacal .....</td> <td style="text-align: center;">1</td> <td style="text-align: center;">2</td> </tr> </tbody> </table>		<u>SI</u>	<u>NO</u>	Agua en el grifo o llave	1	2	Jabón .....	1	2	Recipiente de agua c/tapa	1	2	Pana/guacal .....	1	2	
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Agua en el grifo o llave	1	2																
Jabón .....	1	2																
Recipiente de agua c/tapa	1	2																
Pana/guacal .....	1	2																
30	En tu casa ¿Qué tratamiento de desinfección le hacen al agua que utilizan para beber?	<p>La Cloran .....1</p> <p>Con SODIS.....2</p> <p>La Hierven .....3</p> <p>La Filtran .....4</p> <p>Ninguno .....5</p>																

### SECCIÓN 3: ACCESO A SERVICIOS DE SALUD EN LA ESCUELA

No.	PREGUNTAS	RESPUESTAS Y CODIGO	PASE
31	Si te enfermas a donde te lleva tu mamá?	Puesto/ Centro de salud.....1 Hospital.....2 Médico Privado.....3 Ningún lugar .....4 No sabe/ no responde .....88 Otros: _____96 (ESPECIFIQUE)	
32	¿Alguna vez te han pesado en la escuela?	SI..... 1 NO..... 2	
33	¿Alguna vez te han medido tu altura o tamaño en la escuela?	SI..... 1 NO..... 2	
34	¿Alguna vez te han vacunado en la escuela?	SI..... 1 NO..... 2	
35	¿Alguna vez te han dado a tomar pastillas para parásitos en la escuela?	SI..... 1 NO..... 2	
36	¿Alguna vez te han aplicado líquido en la cabeza para los piojos en la escuela?	SI..... 1 NO..... 2	
37	¿Alguna vez te han dado a tomar vitaminas en la escuela?	SI..... 1 NO..... 2	
38	En este año, has faltado a clase alguna día?	SI..... 1 NO..... 2	→FIN
39	Cuáles fueron los motivos para faltar a clase?  <b>PUEDE MARCAR VARIAS RESPUESTAS</b>	Por enfermedad ..... 1 Por ayudar en casa..... 2 Por trabajar fuera de casa.....3 Por no tener uniforme/ zapatos/ cuaderno .....4 No responde/ no sabe .....88 Otros: _____96 (ESPECIFIQUE)	

### GRACIAS POR SU COLABORACION

#### RECOMENDACIONES IMPORTANTES PARA EL O LA ENTREVISTADORA

- CUANDO REALICE LA ENTREVISTA LEA TEXUALMENTE LAS PREGUNTAS DEL CUESTIONARIO
- NO LEA OPCIONES DE LAS RESPUESTAS
- LA O LAS RESPUESTAS DEBEN ENCERRARSE CON UN CÍRCULO

## ENTREVISTA

### Madres de familia con niños en la escuela primaria, febrero 2014 Encuesta sobre Conocimientos, Prácticas en alimentación escolar, salud - higiene Proyecto MESA – PCI – CEDEHCA – USDA

IDENTIFICACIÓN DEL CUESTIONARIO	PARA USO DE OFICINA RECORD # _____
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#### **DATOS GENERALES**

FECHA DE ENTREVISTA: _____ / _____ / _____ ESCUELA URBANA ____ RURAL ____ (dd/ mm/ aa)
DPTO/ REG: _____ MUNICIPIO: _____ NOMBRE DE LA ESCUELA: _____
CÓDIGO DE ESCUELA: _____ NOMBRE DEL ENTREVISTADOR: _____

#### **CONSENTIMIENTO INFORMADO**

Hola. Mi nombre es \_\_\_\_\_ estoy trabajando con PCI-Nicaragua. Estamos realizando una entrevista a las madres de familia que tienen hijos/as dentro de las escuelas para conocer sobre los conocimientos y prácticas de la alimentación y los aprendizajes en salud e higiene que han recibido, sus opiniones son importantes para PCI, apreciaríamos su participación. Esta información ayudará a planificar y mejorar las actividades que estamos desarrollando con el PINE/ MINED. Esta entrevista normalmente tarda \_\_\_\_\_ minutos. Cualquier información que usted nos proporcione es estrictamente confidencial y no se mostrará a otras personas.

Su participación en esta entrevista, es voluntaria y usted puede escoger no contestar cualquier pregunta individual o todas las preguntas. Le gustaría participar?

¿En este momento, usted quiere preguntarme algo acerca de la entrevista?

Firma de entrevistador: \_\_\_\_\_

ACEPTA SER ENTREVISTADO/A?..... 1	NO ESTÁ DE ACUERDO SER ENTREVISTADO/A? 2→FIN
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#### **IDENTIFICACION DE LA MADRE CON HIJOS EN LA ESCUELA PRIMARIA**

NOMBRE DE LA MADRE: _____	EN QUE COMUNIDAD VIVE: _____
EDAD DE LA MADRE (AÑOS).....    _ _ _	SABE LEER Y ESCRIBIR: SI _____ NO _____
CUANTOS HIJOS TIENE.....        _ _	CUAL ES EL ULTIMO GRADO APROBADO: _____
CUANTOS HIJOS TIENE EN LA ESCUELA    _ _	
EN QUÉ GRADO ESTA/AN SU/S HIJO/S:  _ _ _ _ _ _ _ _ _	

## SECCIÓN 1: IMPORTANCIA DE LA EDUCACION

No.	PREGUNTAS	RESPUESTAS Y CODIGO	PASE
1	Cree usted que la educación es importante o aportará un beneficio para su/s hijo/s e hija/s	SI..... 1 NO..... 2	
2	Usted ha recibido charlas o información sobre la importancia de la educación para los niños y niñas?	SI..... 1 NO..... 2 →	SECCION - 2
3	Puede mencionar algunos beneficios de la educación primaria para los niños y niñas  <b>PUEDE MENCIONAR VARIAS RESPUESTAS</b>	Aprenden a Leer, escribir, analizar... 1 Aprenden a convivir con los demás (Relaciones interpersonales).....2 Conocen o descubren el mundo (las ciencias, la comunidad, su país, otros países, etc.).....3 Se preparan para ser capaces de enfrentar o defenderse en la vida ....4 Otros: _____ 96 (ESPECIFIQUE)	
4	¿Qué institución brindó estas charlas o información sobre la importancia de la educación primaria?  <b>PUEDE MENCIONAR VARIAS RESPUESTAS</b>	MINED.....1 PCI Nicaragua/ USDA.....2 Universidad.....3 CEDEHCA/ USDA.....4 Otros: _____ 96 (ESPECIFIQUE)	
5	A través de qué medio recibió charlas o información sobre la importancia de la educación?  <b>PUEDE MENCIONAR VARIAS RESPUESTAS</b>	De la Escuela.....1 Asoc. de Padres de Familia.....2 De otro Padre o madre de familia....3 De la Radio.....4 De Ferias o reuniones comunitarias...5 Otros: _____ 96 (ESPECIFIQUE)	

## SECCIÓN 2: ALIMENTACION Y NUTRICION

No.	PREGUNTAS	RESPUESTAS Y CODIGO	PASE
6	Actualmente, ¿Su hijo o hija está recibiendo alimentación en la escuela?	SI..... 1 NO..... 2 →	P11
7	Considera usted que los alimentos que reciben los niños/as es poca, suficiente o mucho para el período del año?	Poca .....1 Suficiente .....2 Mucho .....3	
8	¿Sabe usted quién entrega a las escuelas este alimento? <b>PUEDE MENCIONAR VARIAS RESPUESTAS</b>	PINE MINED.....1 PCI Nicaragua/ USDA.....2 CEDEHCA / USDA .....3 Otros: _____ 96 (ESPECIFIQUE) No sabe/ No recuerda .....88	
9	Cuáles son los alimentos que recibe la escuela para la alimentación escolar? Algo más?  <b>PUEDE MARCAR VARIAS RESPUESTAS</b>	Maíz.....1 Arroz.....2 Aceite.....3 Frijoles.....4 Harina de trigo.....5 Cereal/ CSB.....6 No sabe/ no responde 88	

10	¿El niño o niña cuántas veces en la semana come en la escuela?	1 días.....1 2-3 días.....2 4-5 días.....3	
11	¿Puede mencionar algunas recomendaciones para una buena alimentación en los niños o niñas que van a la escuela?  <b>PUEDE MARCAR VARIAS RESPUESTAS</b>	Alimentación balanceada/ adecuada..1 Alimentación combinada/ variada.....2 Alimentación frecuente/ varias veces.....3 Alimentación nutritivo/ colorido.....4 Alimentos con vitaminas y minerales..5 Higiene en los alimentos .....6 Otros: _____96 (ESPECIFIQUE) No sabe/ no responde .....88	
12	¿El año pasado recibió charlas o capacitación sobre alimentos nutritivos y saludables?	SI..... 1 NO..... 2 →	P15
13	¿Podría mencionar qué temas recibió en estas charlas o capacitaciones?  <b>PUEDE MARCAR VARIAS RESPUESTAS</b>	Alimentación balanceada/ adecuada..1 Alimentación combinada/ variada.....2 Alimentación frecuente/ varias veces.....3 Alimentación nutritivos/ coloridas.....4 Alimentos con vitaminas y minerales..5 Higiene en los alimentos .....6 Otros : _____96 (ESPECIFIQUE) No recuerda/ no responde .....88	
14	A través ¿de qué medio recibió charlas o información sobre alimentación y nutrición?  <b>PUEDE MARCAR VARIAS RESPUESTAS</b>	De la Escuela.....1 De otro Padre o madre de familia....2 De la Radio.....3 De Ferias o reuniones comunitarias...4 Otros : _____96 (ESPECIFIQUE)	
15	El día de ayer, ¿qué le dio de comer a su hijo o hija que va a la escuela?  <b>PUEDE MARCAR VARIAS RESPUESTAS</b>	Cereales (arroz, pan).....1 Raíces y Tubérculos (yuca, papa, malanga) .....2 Legumbres y frutos secos (repollo, zanahoria, tomate, almendra).....3 Frijoles .....4 Huevo.....5 Leches y derivados.....6 Carnes/ Pescado.....7 Frutas/verduras ricas en vitamina A...8 Otros : _____96 (ESPECIFIQUE) No sabe/ no responde .....88	
16	El día de ayer, cuántas veces le ofreció comida a su hijo o hija en el día?	Menos de 3 veces .....1 3 a 5 veces.....2 Más de 5 veces .....3 Ninguna vez.....4	

		No recuerda/ no responde ....88	
17	<p>Para usted, cuáles son las causas de la desnutrición o mal nutrición en los niños y las niñas?</p> <p><b>PUEDE MARCAR VARIAS RESPUESTAS</b></p>	<p>Alimentación inadecuada(hábitos alimenticios).....1  Poca disponibilidad de alimentos.....2  Falta de higiene en la preparación de alimentos.....3  Infecciones y Parásitos.....4  Falta de conocimientos sobre alimentación y nutrición.....5  Poco acceso a los alimentos .....6  Otros : _____96  (ESPECIFIQUE)</p> <p>No opina/ No sabe .....88</p>	

### SECCIÓN 3: HIGIENE Y MANEJO DE LOS ALIMENTOS

No.	PREGUNTAS	RESPUESTAS Y CODIGO	PASE
18	<p>Usted ha recibido charlas o información sobre Normas de Higiene y manipulación de los alimentos?</p>	<p>SI..... 1  NO..... 2 →</p>	P22
19	<p>Podría mencionarme ¿qué temas recibió en estas charlas o capacitaciones?</p> <p><b>PUEDE MARCAR VARIAS RESPUESTAS</b></p>	<p>Condiciones sanitarias para almacenar los alimentos.....1  Condiciones higiénico sanitaria del lugar donde se preparar los alimentos.....2  Higiene de los utensilios de la cocina.....3  Almacenamiento del agua.....4  Manipulación de los alimentos.....5  Higiene personal.....6  Otros : _____96  (ESPECIFIQUE)</p> <p>No sabe/ No recuerda .....88</p>	
20	<p>¿Quién les dio la charla sobre higiene de los alimentos?</p> <p><b>PUEDE MARCAR VARIAS RESPUESTAS</b></p>	<p>Asoc. de Padres de Familia.....1  Maestros.....2  Personal de PCI NIC/ USDA.....3  CEDEHCA .....4  ONG's.....5  Otros : _____96  (ESPECIFIQUE)</p> <p>No sabe/ No recuerda .....88</p>	
21	<p>A través ¿de qué medio recibió charlas o información sobre higiene?</p> <p><b>PUEDE MARCAR VARIAS RESPUESTAS</b></p>	<p>De la Escuela.....1  De otro Padre o madre de familia....2  De la Radio.....3  De Ferias o reuniones comunitarias...4  Asoc. de Padres de Familia.....5  Otros : _____96  (ESPECIFIQUE)</p> <p>No sabe/ No recuerda .....88</p>	

22	De lo que usted sabe, ¿puede mencionar algunas prácticas de higiene personal?  <b>PUEDE MARCAR VARIAS RESPUESTAS</b>	Bañarse todos los días.....1 Cortarse frecuentemente las uñas.....2 Uso de letrina o inodoro .....3 Cepillarse los dientes .....4 Uso de ropa limpia .....5  Otros : _____ 96 (ESPECIFIQUE) No sabe/ No recuerda .....88	
23	Sabe usted, ¿en qué momentos se debe lavar las manos?, <b>La respuesta es Si, puede mencionarme cuales:</b>  <b>PUEDE MARCAR VARIAS RESPUESTAS</b>	Lavarse las manos después de usar la letrina.....1 Lavarse las manos antes de comer...2 Lavarse las manos antes de cocinar..3 Lavarse las manos antes de servir los alimentos .....4 Lavarse las manos después de limpiar al niño .....5  Otros : _____ 96 (ESPECIFIQUE) No sabe/ No recuerda .....88	
24	¿Puede mencionar algunas prácticas de higiene en la preparación de los alimentos?  <b>PUEDE MARCAR VARIAS RESPUESTAS</b>	Lavar las manos antes de cocinar ....1 Lavar los alimentos con agua potable o cloro antes de cocinarlos.....2 Cocinar bien los alimentos .....3 No juntar alimentos crudos con los cocinados .....4 Consumir inmediatamente los alimentos después de cocinados.....5 El agua para preparar los alimentos debe estar clorada o hervida .....6 Quitar la basura, piedras y tierra de los granos, antes de prepararlos .....7  Otros : _____ 96 (ESPECIFIQUE) No recuerda/ No sabe .....88	

#### SECCIÓN 4. SOSTENIBILIDAD DEL PROGRAMA DE ALIMENTACION ESCOLAR

No.	PREGUNTAS	RESPUESTAS Y CODIGO	PASE
25	¿Sabe usted si en la escuela hay un Comité de Alimentación Escolar (CAE)	SI..... 1 NO..... 2 →	P27
26	¿El Comité de Alimentación Escolar (CAE) está funcionando?	SI..... 1 NO..... 2	
27	¿Usted es miembro del Comité de Alimentación Escolar?	SI..... 1 NO..... 2	
28	Actualmente o el año pasado, ¿usted participó en la preparación de la alimentación escolar?	SI..... 1 NO..... 2	
29	¿Cómo considera usted que es la participación de los padres en la preparación de los alimentos?	Buena.....1 Regular.....2 Mala.....3 No sabe/ No opina .....88	
30	¿Los Padres aportan algunos complementos alimenticios para mejorar la alimentación escolar?	SI..... 1 NO..... 2 →	FIN

31	¿Qué tipos de aportes alimenticios dan los padres de familia para mejorar la alimentación escolar?	Condimentos, especias.....1 Vegetales/ hortalizas.....2 Leche/derivados.....3 Carne/pollo.....4 Pan.....5 Otros : _____ 96 (ESPECIFIQUE) No sabe/ No recuerda .....88	
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**GRACIAS POR SU COLABORACION**