



PCI Nicaragua Food for Education Intermediate Evaluation Report June-August 2015

*MESA Project - "Mejor Educación y Salud"
Nicaragua*

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Credits

Project Mejor Educación y Salud Intermediate Evaluation (MESA Project)

Research Team (Federación Red NicaSalud)

Fernando V. Campos Ordeñana. Physician, Epidemiologist. Research Team Coordinator.

Oscar Guerrero Aburto. Physician, Public Health Professional.

Gertrudis Medrano. Sociologist, Specialist in gender and qualitative evaluation.

Technical Review (PCI- Project Concern International)

Leonel Arguello Yrigoyen

Representative in Nicaragua

Mariangeles Arguello Yrigoyen

Director of Operations

Maria del Socorro Zepeda Palacios

Director of Monitoring and Evaluation

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ACRONYMS

BL	Baseline
CEDEHCA	Centro de Derechos Humanos, Ciudadanos y Autonómicos (Center for Human, Civil and Autonomous Rights)
FNS	Food and Nutrition Security
IE	Intermediate Evaluation
LQAS	Lot Quality Assurance Sampling
MESA	Mejor Educación y Salud (Better Education and Health) (MESA Project)
MGD	McGovern-Dole
MINED	Ministerio de Educación (Ministry of Education)
MINSA	Ministerio de Salud (Ministry of Health)
NER	Núcleos Educativos Rurales (Rural Education Centers)
PCI	Project Concern International
PINE-MINED	Programa Integral de Nutrición Escolar del Ministerio de Educación (Ministry of Education Integral School Nutrition Program)
PTA	Parent-Teacher Association
RACCS	Región Autónoma de la Costa Caribe Sur (Southern Caribbean Coast Autonomous Region)
SA	Supervision Areas
SFC	School Feeding Committee
SODIS	Water treatment system using solar energy
SRS	Simple Random Sample
TOR	Terms of Reference
TEPCE	Talleres de Evaluación, Programación y Capacitación Educativa (Evaluation, Programming, and Educational Training Workshops)
USDA	United States Department of Agriculture

I. EXECUTIVE SUMMARY

In partnership with PINE-MINED, CEDEHCA and local communities, PCI is implementing the MESA Project in eleven municipalities in the departments of Jinotega and the Autónoma Costa Caribe Sur (RACCS) Region in Nicaragua. The purpose of the project is to support the educational level of school-aged children. The project integrates health activities and education to improve the quality of education, attendance and attentiveness of children as well as directly support the Integral School Nutrition Program.

The project covers 409 elementary schools located in four municipalities of Jinotega (Jinotega, La Concordia, San Sebastian de Yali and Santa María de Pantasma) and 607 schools in seven municipalities in the RACCS (Bluefields, Kukra Hill, Laguna de Perla, the Cruz de Rio Grande, Mouth of Rio Grande, El Tortuguero and Corn Island), totaling 1,016 schools. The project provides school meals, training and other benefits to 95,420 students, parents, teachers and MINED officials.

To evaluate the initial conditions of the project, a study was done using qualitative and quantitative methods and the Lot Quality Assurance Sampling (LQAS) methodology to compare results at baseline with established project targets. The study included surveys of students, teachers and mothers as well as interviews, group meetings and/or focus groups with MINED and PINE-MNIED staff, PCI and CEDEHCA technical teams, teachers, and parents on the SFC. The results are described below.

Relevance of the project. Stakeholder assessment of the project has been very positive. The project provides direct support to one of the priority programs of the government (PINE-MINED), which is part of the policies established in the Human Development Plan for the educational sector.

Improved literacy for school-age children (MGD SO1)

Overall, the project has reached 94% (89,749) of the target population. According to information from MINED, reading comprehension measured in 6th grade school children has improved compared to baseline. In school girls, it has increased from 82% to 97% and in school boys from 80% to 95%, surpassing the target set for students of both sexes. The results of the project that address this result are described below.

Improved access to school supplies and materials (MGD 1.1.2). School supplies and materials were delivered in 530 schools (52.2%), directly benefiting 40,428 students and 464 teachers; this corresponds to 89.3% and 38% respectively of the target set for each population group for the year 2015. Delivery of materials was delayed due to delays in the design of some materials and their final approval by MINED authorities. In some geographical areas of the RACCS, delivery was delayed due to difficulties accessing schools.

Increased knowledge and skills of teachers (MGD 1.1.4). Of the 330 teachers to train by 2015, 55.8% (184) were trained in current teaching methodologies.

Improved school children attentiveness (MGD 1.2). 85.8% of teacher respondents expressed that they have children in their classroom who do not pay attention in class. This number was 85.3% in Jinotega and 86.2% in the RACCS. The teachers surveyed serve 7,077 students; they estimate that 773 students do not pay full attention during class. In Jinotega, the estimated percentage is 11% of students and 10.9% in the RACCS. These data show improvement over the

BL (15%). The main reasons for student distraction in school include the class not being interesting (49.4%), lack of food (33.2%), illness (25.9%), and problems at home (10.1%).

Reduced short-term hunger (MGD 1.2.1). When asked, 3% of school children said they were hungry or very hungry during the school day, half of the result found at baseline. In Jinotega this number was 1.1% and 4.2% in the RACCS. This improvement is probably directly related to the delivery of school meals in schools. Just over 90% of school children and mothers mentioned that children receive a school lunch 4-5 days per week, an increase over the baseline result of less than 90%. Jinotega had a higher percentage than the RACCS.

Improved access to food/school meals (1.2.1.1/1.3.1.1). Food supplies for school children meals distributed to all schools total 1,620 tons of food delivered or 64.4% of the target set for the first two years (2014 and 2015). It is expected that this goal will be fulfilled after the deliveries scheduled for the rest of this year.

The number of school boys and girls who have received school meals since the project started is equivalent to 98.2% and 99.8% of the target established by student sex respectively.

Of the 200 school gardens planned for 2015, 77.5% were created. The target for students and parents who benefit from these gardens is low, at 44.5% for school children and 15.9% for parents. The difficulties that arose for implementing this component include poor weather that affected much of the country as well as limited availability of tools. In the RACCS in particular the funds allocated underestimated the high cost.

Access to food was also assessed through the perception of school children and mothers in relation to the quantity and quality of food provided at school; 87.3% of students report that the amount received is sufficient, more than ten percentage points above the baseline. In addition, 71.3% of mothers believe that the amount is sufficient. Both mothers and teachers believe that the ration established for the meal is fine, but could be adjusted for preschoolers, 1st and 2nd graders compared to the requirement for older students (5th and 6th graders).

In terms of quality, 97% of students were satisfied (good and tasty) with the food received, more than 90% found at baseline. When asked specifically about the quality, 91.1% said it was very good or good, higher than the 76% result at baseline. In Jinotega this result was 95.8% and 88% in the RACCS. Although there is a high level of satisfaction with the meal, it was expressed that sometimes the meal is delivered too late; this is a result of preparing food in mothers' homes which affects the quality and timing of delivery.

Knowledge of benefits of school meals. 99.2% of students recognize that school meals have benefits for children. The main benefits cited include being more attentive in class (57.6%), improved health (49%), strengthening child development (46.3%), improving the level of learning (39.6%), and the ability to play more enthusiastically (32.2%). In turn, 87.9% of mothers surveyed say that families contribute with food to complement school meals, 81% higher than at baseline.

Improved student attendance (MGD 1.3). According to information from MINED, 95% of girls attend school 80% of the time, and 88% of boys. MINED authorities, teachers and mothers surveyed reported that school attendance has improved.

Reduced health-related absences (MGD 1.3.2). Despite an improvement in school attendance last year, 78.9% of students report having missed at least one day so far this year, higher than the 60% reported at baseline. By department, this number is 75.8% in Jinotega and 80.9% in the RACCS. The main reason for missing class is due to illness (71.3%), higher than the 41% obtained at baseline. Other reasons mentioned included helping at home (31.3%) and working outside the home (13.3%), both higher percentages than at baseline.

Improved school infrastructure (MGD 1.3.3). The progress of rehabilitation/construction according to type of infrastructure is as follows: 56 of 201 classrooms planned for 2015 were completed, corresponding to 27.9%; 50 school kitchens of 211 planned are complete for 23.7%; and 282 of 394 planned storage areas for food storage for 2015 are complete, representing 71.6%.

The percentage of population benefiting from the rehabilitated/constructed infrastructure in accordance with the established target is 13.3% for rehabilitation of classrooms, 12.1% for constructed kitchens and 49.2% for food storage areas. The reasons for these low percentages include the time taken for the initial assessment to identify the needs and costs of implementation, gain consensus with MINED authorities on the schools to be benefited and work to be rehabilitated/constructed, and engage the community and parents for contributing labor. The food storage area component made more progress because of the decision to use a quick and safe piece of infrastructure (trunks).

Increased understanding of the community about the benefits of education (MGD 1.3.5). 27.5% of mothers stated at least three benefits of education, 51.6% in Jinotega and 12.5% in the RACCS. The main benefits mentioned included learning to read, write, and analyze (92.4%); prepare for life (69%); learn to live with others (53.2%); and learn about the world (32.3%).

Increased use of health and dietary practices (SO2)

This result analyzes indicators of health and nutrition knowledge, practice and coverage.

Improved knowledge of health and hygiene practices (MGD 2.1). We measured this through hand washing, use of health services and safe water.

Hand washing. Mothers' knowledge of the key moments for hand washing improved from 49% at baseline to 76.9%. By geographical area, in Jinotega it was 89.5% and in the RACCS 69.1%. Of all the schools visited, 111 (45%) had at least one station used for hand washing, of which 35.1% (39) had soap and water; by geographical area, functioning stations with soap and water were 13.6% in Jinotega and 59.6% in the RACCS.

Use of sanitation services. 91.5% (226) of schools visited have sanitation services, 87% in the RACCS and 99% in Jinotega; 21 schools do not have plumbing, 20 of them in the RACCS and one in Jinotega. Through observation of the hygienic conditions of latrines/toilet, we found that 72.1% meet three of five conditions, 78.7% of them in Jinotega and 67.4% in the RACCS.

Use of clean water. School children knowledge about safe water improved; 83% of students recognize what safe water means, greater than 47% at baseline. In Jinotega this number is 91% of students and 78% in the RACCS.

Increased knowledge of safe food preparation and storage practices (MGD 2.2). The program has trained 2,580 parents about hygiene standards for food preparation and storage, corresponding to 72.7% of the target. Mothers' knowledge of food handling improved to 74.5% from 68% at baseline; 87.4% in Jinotega and 66.5% in the RACCS.

Increased knowledge of nutrition (MGD 2.3). The trainings programmed for students and parents exceeded the target set at 140% and 560% respectively. Teacher trainings met 84.1% of the established target. The target set for parent trainings is considered to have been too low. Only 12.6% of mothers could mention important recommendations that should be given to students to improve nutrition, a result that did not vary much in relation to the baseline. According to 67% of mothers, the main factor affecting school malnutrition is inadequate food; this is higher than at baseline (47%).

Of teacher respondents, 66.4% report that there is always water for drinking at school and 65.2% that there is always water for washing hands, demonstrating limited access to water and therefore the ability to practice personal or environmental hygiene. Of the 294 schools targeted to improve access to water, 270 (98.1%) were able to do so. Despite this progress, only 2,490 boys and girls benefited from the rehabilitation of water sources, 23.9% of the cumulative target for 2016 (10,400).

The goal for the construction/rehabilitation of latrines in schools is 209 by 2015, of which 66 (31.6%) were completed. The goal for 2016 is to benefit 16,000 students; to date the project has reached 3,508 (21.9%). This was due to delays in the initial preparation for the project, including conducting the initial assessment, defining priority schools, and conducting a cost analysis. However, this initial stage of organization is completed and the work is expected to conclude in the remainder of the year. In 45.6% of schools visited, the latrine/toilet was properly labeled for boys and girls.

Increased access to preventative health interventions (MGD 2.5). Of the 986 schools programmed, 27.1% have benefited from preventative health interventions, including 16,485 school children (27.3% of the target). 60.7% of school children have been treated for parasites with little variation compared to baseline, 91.6% of them were in Jinotega and 41.4% in the RACCS. 34% of school children have been treated for lice, more than twice the baseline; 67.4% are in Jinotega and 13.2% in the RACCS.

The **main strengths** identified in the overall performance of the project include the credibility of the implementing organizations; the commitment of all the parties involved; the level of ownership shown by MINED, parents and other local stakeholders involved in the project, all working to obtain the best results for program implementation to ensure that the child population has better development; the experience of institutional technical staff (administrative and programmatic); a good level of coordination and communication between all parties involved (MINED, PCI, CEDEHCA and others); the planning and control mechanism; field supervision; timely availability of the necessary logistics to do the work; and the project automated information system.

The **main limitations** encountered include the ability of the project and PINE-MINED technical staff to support schools due to a high average of schools assigned to technical staff and difficult access, especially in the RACCS. Some inconsistency in the records of school enrollment at the central and regional PINE-MINED level has caused difficulties in the distribution of materials, food and other products; little development of partnerships with other institutions and/or sectors; updating the database in the PINE-MINED information system with enrollment information. Although there has been good coordination, there is no space or systematic and permanent mechanism to report project progress and provide feedback. Similarly, the lack of a focal point in the central MINED office to coordinate activities is another limitation. Based on these limitations and results, we recommend:

For school lunches. Strengthen the alternatives that are being implemented for the diversification of food in school: working with a private company, developing community gardens and gathering food and fruits specifically for school lunches. To improve the quality and diversity of food, incorporate training topics related to healthy eating, the nutritional value of food and recipes.

For creating gardens. Focus on schools according to the availability of land and whether agro-ecology is viable; strengthen the participation of parents in implementation.

Knowledge and capacity building. Prepare a schedule in agreement with MINED authorities for all pending trainings to different population groups (teachers, parents, MINED officials, students) and issues (education; FNS; personal and environmental hygiene; food storage, handling and preparation), focusing on practices where less knowledge has been detected.

For improving key practices. Organize the necessary resources so that people can perform key practices. Review the budget and/or coordinate with other sectors (government, private sector).

For infrastructure. Prioritize activities that fall within the mini projects already approved, expediting the certification of materials and doing supervision to ensure that they are implemented on schedule; coordinate with partner institutions (Mayor's office and MINED) to support supervising projects.

For the evaluation system. Complement indicators that are measured with the MINED information system with the use of population surveys. Readjust underestimated targets (number of parents benefited). Conduct a training workshop with the staff of PINE-MINED to support the updating of school enrollment in the information system. Establish a formal space to meet between the departmental/regional deputies and project coordinators in each geographical area. Provide information to local stakeholders on the progress of the project. Assess mechanisms to expand coverage of schools via the technical team. Analyze results with the technical equipment based on the results by supervision area.

II. BACKGROUND AND PROGRAM DESCRIPTION

The Nicaraguan government is implementing the Ministry of Education Integral School Nutrition Program (PINE-MINED). The main objective of the program is to “Guarantee the Human Right to Adequate Food for school children through school feeding” throughout the nation as regulated in Law N° 693 “Sovereignty and Food and Nutritional Security,” Article 30, paragraph “C.”¹ PINE implements four key components:

- School meals restore the human right to food, stimulate school retention, lower dropout rates and contribute to the consumption of healthy and nutritious food. They consist of a daily food ration (of 145 grams of staple foods) for 150 days a year.
- School gardens promote love of Mother Earth and influence changes in nutritional eating habits. They are a teaching and production tool that supplement school meals and promote short periods of cultivation as well as consumption of vegetables and fruits.
- Food and Nutrition Security (FNS) Education provides education for healthier lifestyles and develops educational skills in FNS topics. Since 2009 it has been included in the basic national teaching curriculum as well as in teacher trainings (preschool, elementary, secondary and Normal Schools).
- School kiosks promote access to adequate food, revive food culture and promote consumption of nutritious and healthy food in schools through the sale of nutritious and hygienic food. They promote food produced or processed locally that meet basic hygiene standards.

PCI Nicaragua has been implementing Project Mejor Educación y Salud (MESA Project) since the end of 2013; the project duration is three years. In 2014 PCI Nicaragua initiated a partnership with CEDEHCA to implement the MESA Project in municipalities where it would have an impact on a local level.

In order to establish baseline data for project indicators, we conducted a baseline study using the Lot Quality Assurance Sampling (LQAS) methodology. After nearly two years of implementing action plans in the various project components, the mid-term evaluation focuses on measuring the level of progress according to indicators and targets as well as identifying priorities and providing key information for planning the following stages of the project.

Results and objectives of the MESA Project

The project includes both health and education interventions and aims to achieve the following results²: (See Appendix 01. Results Framework – MESA Project.)

- a) Improved literacy of school-aged children (MGD SO1) through improvement in the quality of literacy instruction (MGD 1.1), improved attentiveness (MGD 1.2) and improved student attendance (MGD 1.3).
- b) Increased use of health and dietary practices (MGD SO2) through training in health, hygiene, food preparation and nutrition knowledge (MGD 2.1, 2.2 and 2.3); greater access to potable drinking water (MGD 2.4) and sanitation and preventative health interventions (MGD 2.5).

¹Nicaragua. Ministry of Education. *Integral School Nutrition Program Regulations - MINED*

²MESA Project Results Framework and key work activities

Objectives of the MESA Project

In order to obtain results, the project includes the following objectives:

- a) Improve the literacy of school-aged children through teacher trainings and providing textbooks and school materials;
- b) Improve student attentiveness by solving short-term hunger through providing school feeding, establishing school gardens and developing partnerships with local producer groups;
- c) Improve student attendance by implementing awareness-raising activities and community outreach to promote understanding of the benefits of education and increase school enrollment in general;
- d) Improve the physical learning environment in schools through the construction and rehabilitation of school infrastructure, including classrooms and kitchens;
- e) Improve access to preventative health interventions by increasing access to health services in schools and by distributing deworming medicines and vitamins; and
- f) Improve health and eating habits by increasing access to water and sanitation services through the construction and rehabilitation of wells, water stations/systems and latrines; increasing knowledge about health and hygiene practices, nutrition and safe preparation and storage of food; and providing the necessary tools and equipment for food preparation and storage.

Coverage

The project covers 409 public elementary schools located in four municipalities of Jinotega (Jinotega, La Concordia, San Sebastian de Yali and Santa María de Pantasma) and 607 schools in seven municipalities of the Región Autónoma de la Costa Caribe Sur (RACCS) (Bluefields, Kukra Hill, Laguna de Perlas, La Cruz de Río Grande, Desembocadura de Río Grande, El Tortuguero and Corn Island) for a total of 1,016 schools in eleven municipalities. The project provides school feeding, training and other benefits to 95,420 students, parents, teachers and government officials and indirectly benefits another 304,712 family members.

Activities

The main activities planned and developed for the project include:

Teacher trainings: workshops for teachers on participatory techniques, leadership development, personal development and teaching methodology (pedagogy); food security, using MINED materials about the importance of school feeding, school gardens, food security and the sale of healthy meals in school kiosks. This also includes printing and delivery of training manuals and guides developed by MINED.

Distribution of school supplies and materials: supply and delivery of school materials (blackboard, chalk, flip charts, books, pencils, erasers, pencil sharpeners, pens, paper, notebooks, geometry sets, and sports equipment) as well as textbooks for teaching and stocking “mini” libraries.

Rehabilitation of schools: rehabilitation of school infrastructure, including classrooms, kitchens and food storage areas. PCI provides construction materials and supplies as well as skilled labor in areas where required. The community provides the unskilled labor. A training component for parents, teachers and students on how to use and maintain the infrastructure is also included.

Provision of school feeding: daily provision of food (150 class calendar days) to children in preschool and elementary schools. The PTAs organize food preparation according to the available resources.

Establishment of school gardens: promoting school gardens, encouraging parents to actively participate as mentors of this activity. Training is provided, as well as seeds and tools; it teaches children the entire cycle of production in the gardens, including soil preparation, plant protection from insects and diseases and harvesting and uses the garden as a laboratory for learning.

Training for parent-teacher associations: It supports the organization of the PTA in schools that do not yet have them, providing technical assistance, monitoring and support.

Training in food preparation and storage practices: PTA training on proper food storage and handling and hygienic food preparation, including issues of storage and handling of products, recipes for food preparation, good hygiene practices with emphasis on mandatory hand washing before cooking and eating, and proper care and handling of food and utensils at home and school. In accordance with the initial assessment, schools are given materials for food storage (barrels, skids, "trunks").

Rehabilitation of water systems: rehabilitation management of wells, water systems, hand washing stations and rainwater collection systems. Parents, teachers and students are trained on the proper use and maintenance of water systems, water conservation, the importance and benefits of hand washing, and the use of simple technology to build "tippy tap" hand washing stations.

Rehabilitation of latrines: provide design, materials, construction supplies, and skilled labor when required. This component engages the PTA and community members who contribute unskilled labor. It also includes an educational component for parents, teachers and students on the use and maintenance of latrines.

Distribution of deworming medication: in coordination with the Ministry of Health (MINSA) provide lice treatment, deworming and vitamin A.

Training in good health and nutrition practices: training students, teachers and parents in the areas of health education, nutrition and hygiene, prevention of parasitic diseases, nutritional deficiencies, infectious diseases, and proper storage and food preparation.

III. EVALUATION OBJECTIVES

The intermediate evaluation focuses on the following objectives:

- Assess the relevance of the strategy and approach of the project as well as the validity of the hypotheses established during project design;
- Measure progress from baseline, including effectiveness, efficiency, and reasons for delays in the implementation of interventions and/or achievement of obtained objectives;
- Document lessons learned, challenges and unintended effects;
- Identify facilitators and obstacles to progress (both internal and external factors) that have supported or limited project success;
- Assess sustainability efforts to date;
- Provide clear, realistic and achievable recommendations based on the results and conclusions as the project is being implemented to strengthen project performance, efficiency and sustainability; and
- Provide recommendations for areas of focus for the final evaluation, including identifying data collection systems that need to be strengthened in preparation for the final evaluation.

IV. EVALUATION METHODOLOGY

Type of study

The study uses a mixed method approach that includes both quantitative and qualitative methods to respond to the evaluation objectives as well as to the project monitoring and evaluation plan.

Study Population

Based on the components and coverage of the project, the study universe consists of different population groups linked to schools in the departments of Jinotega and the RACCS.

- Students: elementary school children from 4th to 6th grade,
- Elementary school teachers,
- School parents,
- Officials and/or staff of the Integral School Nutrition Program – MINED (PINE-MINED),
- Parent-Teacher Associations (PTAs),
- Local government officials and local private organization officials,
- PCI and CEDEHCA officials or technical staff,
- USDA/FAS Nicaragua officials and USDA/FAS Washington officials

The geographical coverage of the study includes both departments where the project is implemented: Jinotega and the RACCS.

Sample and sampling

a) Quantitative Approach

Unit of analysis. For the surveys, the unit of analysis corresponded to the target population of the program:

- Girl or boy elementary school student
- Elementary school teacher
- Mother with son or daughter studying in elementary school

Sample. We used the LQAS (Lot Quality Assurance Sampling) methodology. Supervision areas (SA) were defined as the municipalities benefiting from the project and consisted of five (5) SA in the department of Jinotega (two in the municipality of Jinotega, two in Pantasma and one in Yalí and La Concordia) and eight (8) SA in the RACCS (two in La Cruz Rio Grande and Desembocadura Rio Grande, two in the Tortuguero, two in Bluefields and Corn Island, and two in Laguna de Perlas and Kukra Hill).

In each SA, we completed a set of 19 surveys; each set consisted of the following target population groups: student, teacher and mother. The sample size for each unit of analysis corresponds to 247.

Sample size disaggregated by population group and geographical area

Supervision Area		Population Group		
No.	Municipality	Students	Teachers	Mothers
Jinotega				
1	Jinotega 1	19	19	19
2	Jinotega 2	19	19	19
3	Pantasma 1	19	19	19
4	Pantasma 2	19	19	19

5	Yalí y La Concordia	19	19	19
Subtotal	5 Supervision Areas	95	95	95
1	LCRG and Desembocadura de Río Grande 1	19	19	19
2	LCRG and Desembocadura de Río Grande 2	19	19	19
3	El Tortuguero 1	19	19	19
4	El Tortuguero 2	19	19	19
5	Bluefields and Corn Island 1	19	19	19
6	Bluefields and Corn Island 2	19	19	19
7	Laguna de Perlas	19	19	19
8	Kukra Hill	19	19	19
Subtotal	8 Supervision Areas	152	152	152
TOTAL	13 Supervision Areas	247	247	247

Sampling. The selection of each set was random and sampling was carried out in stages. The first stage was the selection of the schools, using the list of beneficiary schools by municipality. Schools were coded and selected using simple random sampling.

The next stage of selection of respondents was also conducted at random. We used a list of students and teachers attending the selected school on the day we visited. Mothers were selected from homes nearest to the selected school.

b) Qualitative Approach

In-depth interviews with key people as well as group sessions were conducted with different target populations (beneficiaries of the project or those involved in project implementation) at various levels. Participation was as follows:

Population	Number
Ministry of Education (MINED) departmental and regional officials	2
PINE MINED staff or municipal or regional official (group interview)	2
Teachers (group interview)	4
PCI official or technical staff	2
Local government officials	2
CEDEHCA official or technical staff	1
USDA/FAS Nicaragua officials	1
USDA/FAS Washington officials	1

We conducted 2 focus groups with parent members of PTAs and groups of cooperative producers in the department of Jinotega.

We conducted a reflective workshop with PCI and CEDEHCA decision-making stakeholders aimed at identifying positive elements that have facilitated project progress, sharing limitations or obstacles for taking action and identifying lessons learned that can be useful in the remainder of the project to meet project targets. Administrative and financial staff, project managers and M & E specialists located in Jinotega and the RACCS participated.

Data collection

We conducted document and system reviews provided by PCI on planning, reporting and the monitoring and evaluation system defined by the project as well as baseline and systematization studies. This information establishes the project commitments, initial results and progress reporting, allowing for comparison of results in the intermediate evaluation.

Instruments. We used the same survey instruments used during the baseline, adapting them according to the indicators to be measured in the intermediate evaluation.

Standardization of survey team. We conducted a training workshop with survey teams and supervisors where we trained them in:

- Use of instruments for data collection
- Interview techniques
- Sampling techniques (selection of respondents)
- Organizational and logistical aspects for fieldwork

Field work. Data collection was completed during the established time period with just a week of delay due to weather conditions that limited access to schools and delay in local coordination for completing the last selected schools. Some selected schools were replaced either because they were closed, were only preschools or per the recommendation of the MINED, as they were in areas of high crime conflict (three schools located in the municipality of the Tortuguero and La Cruz de Río Grande).

For process indicator data collection, we used the information system designed for the project SIMESA as well as that of the MINED. We reviewed the SIMESA system at the local and central levels, reviewing the data collection system (primary records) which is completed at the municipal, departmental and central levels. We checked the functionality of the various modules available as well as its levels of use and security in accordance with the responsibilities of the technical team.

The indicators collected through the MINED information system were requested by PCI at the local level, but access to the information system was not granted.

Data processing and analysis

Quantitative: Data entry and processing of survey data was done in Epi Info. In general, we describe each result of the project by corresponding population group. We present tables that summarize the indicators by each result and compare the results at baseline to established targets. Indicators taken from the surveys are analyzed by supervision area and are presented in order of highest priority according to the decision rule.

Qualitative. Transcripts of the interviews and focus groups were written in Word and the text coded. For data processing we used matrices, organizing the data by group participant and analysis axes/categories addressed by the project. We identify situations that explain the achievements accomplished, constraints that have influenced the results, as well as practices and lessons learned that can influence achieving the goals.

V. RESULTS

All the actors involved in implementing the project consider it very relevant. The project provides direct support to one of the priority programs of the government that is implemented through a specially organized structure (PINE-MINED) to lead it nationwide. The project is framed by at least two policies established by the Human Development Plan for the education sector³. These include **(ii) Better Education** which mainly means transforming the educational curriculum and training teachers and **(iv) Participatory and Decentralized Educational Management** which fosters the participation of Citizen Power (fathers and mothers, educators and students, civil society organizations, municipal governments, media and international aid agencies) in the formulation and management of educational policies. In addition, the results framework of the project is focused directly on the axes or components that PINE-MINED uses.

"...it is a well-focused project...it fully engages with the objectives of MINED"
-Departmental official, MINED-Jinotega

The results are presented according to the results framework and the defined indicators and are organized by two main areas of the project intervention: education/nutrition and health and hygiene. We compared these results with the overall results obtained at baseline. Some indicators/variables are broken down by geographical department (Jinotega and the RACCS). For other indicators, we present the areas (municipalities) by highest priority in accordance with LQAS methodology.

4.1 Improved literacy of school-aged children (MGD SO1)

The number of people reached by the project is 89,749, representing 94% of the established target.

The literacy capacity of 6th graders was measured by the MINED through the established institutional protocol and the data supplied to PCI. At baseline the project estimated that 82% of girls and 80% of boys had an adequate reading comprehension; these percentages had increased to 97% in girls and 95% in boys, exceeding the target established for school-aged children of both sexes (Table 01).

Table 01. School children with adequate reading comprehension, according to MINED estimates. Baseline and intermediate evaluation comparison. August 2015

Indicator	Target	Attained to date	
		Number	Percentage
Number of direct beneficiaries who benefit as a result of USDA assistance*	95,420	89,749	94.1
Indicator disaggregated by sex of student	Baseline (2013)	Target	Evaluation (2014)
Percentage of girls and boys that at the end of sixth grade exhibited reading comprehension equivalent to their grade level according to national standards**	Girls	82.0	97.0
	Boys	80.0	95.0

*Source: MESA Project Information System

**Source: PINE-MINED Information System

4.1.1 Improved quality of literacy instruction (MGD 1.1)

To improve the quality of learning of school-aged students, the project included actions aimed at increasing school supplies and materials and building the capacity of teachers. The progress of each of these goals is described below.

³ Nicaragua. Human Development Plan, 2012-2016.

Better access to school supplies and materials (MGD 1.1.2)

At the end of 2016 the target is to have supported 1,016 schools by providing school supplies and materials. To date it the project has reached 530 schools, representing 52.2% of the target. These materials have directly benefited 40,428 school children, corresponding to 89.3% of the target established for 2015. The project has also benefited 464 teachers, accounting for 38% of the target for 2015 (Table 02).

The availability of school supplies and materials is essential so that both teachers and students to develop a good learning process. Both MINED delegations agreed there was limited availability of basic materials for teachers, specific supplementary materials for promoting literacy, and support materials for implementing classes. There was a consensus for the need for materials, including school bags, mini libraries, and elementary language arts books. Although PCI has these materials, it has not been able to deliver them to schools due to delays in approval by the national PINE-MINED authorities.

Different stakeholders expressed the importance of enabling factors in schools. Mothers report that the conditions of school desks have improved and that their children go to school in better conditions for having received whiteboards, markers and elementary school books. The MINED Municipal Deputy in the Tortuguero said in this regard, *"An enabling factor is the strengthening of human resources and the aid of appropriate materials for schools."*

One factor that affected the delivery time of the materials was the delivery process itself. Materials went through a consensus process with the national authorities of PINE-MINED as well as at the local level. In particular, the process for incorporating logos took more time than expected. Furthermore, the distribution to some schools has been more complex than expected, mainly due to access and weather conditions that hindered the mobilization of support materials for schools from delivery points to less accessible schools. An example of this are the schools located in development centers which did not receive authorization until June 2015 due to inaccessibility via the Chiquito river for reasons of drought. Therefore, the materials were stored in storage areas in Puerto Principe, the RACCS.

"... In general, the delivery of school bags and mini libraries to schools has not progressed in the time required because of approval by the MINED and the arrangement of the logos to be printed." -M & E Specialist, Jinotega

"It has come to areas where other organizations have never managed to come...which has created a lot of trust in the educational community towards a serious organization and a project with a high degree of responsibility. The stipulated times must be adjusted to the dynamics of transportation in the area given the difficulty of transporting materials from one place to another. This has repercussions by delaying staff and the materials available in the intervention areas." -Health specialist, PCI - MESA Project, the RACCS

Table 02. Delivery of school supplies and materials, students and teachers benefited. Baseline and intermediate evaluation comparison. August 2015

Indicator	Target	Attained to date	
		Number	Percentage
Number of schools receiving supplies and materials as a result of USDA assistance	1016	530	52.2
Number of students who benefit from the delivery of school supplies and materials	45,292	40,428	89.3
Number of teachers who benefit from the delivery of school supplies and materials	1,220	464	38.0

Source: MESA Project Information System

Increased knowledge and skills of teachers (MGD 1.1.4)

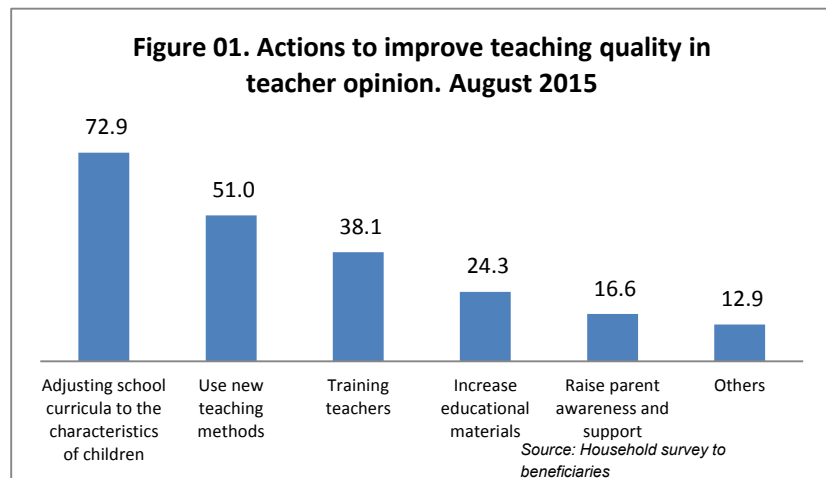
56.5% (139) of teachers interviewed are graduates of the normal school, 31.3% (79) have finished secondary school and 11.8% (29) have not completed their secondary education. Just over half have teacher training and a percentage (43%) have no basic training at the secondary level, demonstrating a deficiency in the academic preparation of current teachers.

However, of the total number of teachers 34% (84) are currently studying, 25% (21) of which are studying teaching; 32% (27) are studying to finish high school, 39% (33) are studying for a bachelor's degree, and 4% (3) are in graduate studies. These data show a great interest to be better prepared academically and to provide the best service to students.

It was projected for 2015 to train 330 teachers; 55.8% (184) of that goal was reached (Table 04). The teachers surveyed expressed that they had received training, the propose of which was to update teaching methodologies, through the support of PCI/CEDHECA between the second half of 2014 and the first half of 2015.

Data show that the training plan established by the MINED and MESA Project has been implemented. This is corroborated by the departmental and regional authorities of the MINED who expressed favorable views regarding the development of teacher skills, particularly of those teachers in the lower elementary grades (1st to 3rd grade).

On the contrary, teacher respondents were asked about actions that could be taken to improve the quality of teaching. The two actions most mentioned were adjusting school curricula to the characteristics of children (72.9%) and the use of new teaching methods (51%). These were followed by providing more training to teachers (38.1%) and increasing the number and diversity of educational materials (24.3%), the latter two having been addressed



by the project. Another action mentioned was to develop awareness processes to gain more support from parents (16.6%) (Figure 01).

At baseline the main actions mentioned were in relation to teacher training and increasing the number of educational materials. The current decline is probably due to the fact that they are already taking action on both issues, but still deserve attention for the project to continue in its development.

Other recommendations by teachers referred to a lesser extent are related to the number of students who attend each class, which in some schools is more than the teacher can handle. Therefore, it is important to consider and evaluate the possibility of increasing the number of teachers per school and reducing the number of students per teacher.

One aspect that teachers say has helped in their learning and training is the support received through comprehensive visits by NER (Rural Education Centers) directors and PCI-CEDEHCA technicians which allowed for better service and direct support for teaching methodologies.

Conversely, a factor identified as a limitation, especially in areas of the municipalities of El Tortuguero, La Cruz de Río Grande, Kukra Hill and Bluefields, is the lack of salary payments that some teachers experience, given that they are not included on the MINED payroll. Their pay depends on the financial support of the local government or of parents and is not always paid on time.

"...there are teachers discouraged because they are working without pay. The mayor just withdrew the support of 30 teachers and the parents cannot give them support required"
-PINE-MINED Representative, Tortuguero Municipality, the RACCS

Table 03. Teacher knowledge and skills. Progress made compared to the target. Intermediate evaluation. August 2015.

Indicator	Target	Attained to date	
		Number	Percentage
Number of teachers trained in participatory techniques, leadership development, personal development and educational methodologies	330	184	55.8

Source: MESA Project Information System

4.1.2 Improved school children attentiveness (MGD 1.2)

According to the teachers interviewed, 85.8% (212) they said they have children in their classroom who do not pay attention in class. In the BL, this number was higher at 92.7% (229). By department, Jinotega was 85.3% (81) and the RACCS 86.2% (139); in the BL, Jinotega was higher than the RACCS with 93.6% (89) compared to 92.1% (140).

The total number of school children located in the classrooms of the teachers interviewed is 7,077 with an average of 28.7 students per teacher (26.3 students in Jinotega schools and 30.1 in the RACCS schools). In the teachers' opinions, 10.9% (773) of school children are distracted, are not fully concentrated and do not pay full attention during class. This number is 11% in Jinotega and 10.9% in the RACCS (Table 04).

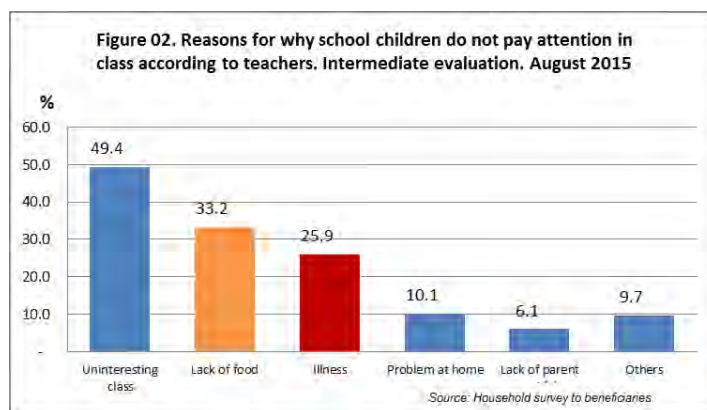
Table 04. Students who do not pay attention in class, according to teacher assessments. Comparison of baseline and intermediate evaluation results. August 2015

Indicator	Baseline	Target	Intermediate Evaluation
Percentage of students according to teachers who do not pay attention in class. MGD 1.2	15.0	10.0	10.9
<i>Jinotega</i>	16		11.0
<i>RACCS</i>	14		10.9

Source: Household survey to beneficiaries

According to teacher respondents, the main reasons why students do not pay attention in class are because class does not draw their attention (49.4%), due to lack of food (33.2%), illness (25.9%), because they have some problem at home (10.1%), and because parents do not support them, including abusing them (6.1%) (Figure 02).

The perception of teachers is that students are more alert in the classroom, follow instructions and participate in



assignments; however, there is a percentage of students who do not pay the required attention to learning. Some teachers expressed that such behavior is due to the fact that some children are eager for school meals or have family problems. On the other hand, mothers have been expressed changes in their children’s attitudes towards attending classes, including that their children are more motivated. Furthermore, the rate of students staying in school is evident.

Las acciones que maestros/as mencionan que han tomado para el abordaje y mejorar la atención de niños/as, son: Reforzamiento con otros métodos de enseñanza (71.5%), investigar cuáles son las dificultades que tienen los escolares (50.9%), cambiar a otros temas en los cuales los escolares pueden tener mayor interés (41.4%), realizar un abordaje con padres/madres de familia (9.5%). Por otro lado, un 25.7% mencionó que insistía en el método de enseñanza usual. Existe alguna diferencia de estos resultados en comparación con la línea de base, cuando se encontró que las tres principales acciones eran: Abordaje con padre/madre (43%), el refuerzo con otro método educativo (36%) y la consejería/asistencia individual (24%).

The actions that teachers mentioned they have taken to address and improve child attentiveness include reinforcing teaching with other teaching methods (71.5%), researching the difficulties faced by students (50.9%), changing topics to those that may better interest school children (41.4%), and approaching parents (9.5%). On the other hand, 25.7% mentioned insisting on the usual method of teaching. There is some difference in these results compared to the baseline. In the baseline, the three main actions were approaching the parent (43%), reinforcing with another educational method (36%) and counseling/individual attention (24%).

Reduced short-term hunger (MGD 1.2.1)

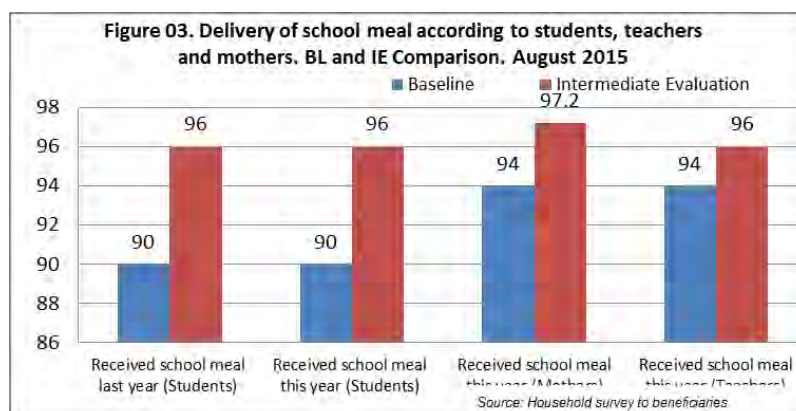
Of the school children interviewed, 3% said they are hungry or very hungry during the school day, which is half compared to the result for the baseline. In Jinotega we found this to be the case in 1.1% of children and in the RACCS 4.2% (Table 05).

Table 05. Hungry or very hungry school children. Comparison of baseline and intermediate evaluation results. August 2015

Indicator	Baseline	Target	Intermediate Evaluation
Percentage of students that indicated being “hungry” or “very hungry” during the school day. MGD 1.2.1	6.0	3.0	3.0
			<i>Jinotega</i>
			1.1
			<i>RACCS</i>
			4.2

Source: Household survey to beneficiaries

The decline in students who are hungry or very hungry is probably directly related to the increased delivery of school meals. In this regard, 96% of both students and teachers and 97.2% of mothers mentioned that they are currently receiving school meals. These percentages are higher than those obtained in the baseline (Figure 03).



In relation to the number of days they receive school meals, 92.8% of school children and 92.5% of mothers report that students receive school meals 4-5 days per week, a slight increase over the results of the baseline which were 87% and 91%, respectively. By department, Jinotega had higher

percentages with 98.9% of schoolchildren and 95.8% of mothers reporting receiving school meals 4-5 days a week compared to 88.7% and 90.3% in the RACCS, respectively (Table 06).

School meals are considered important for parents because it resolves some of their economic problems by ensuring their children have one meal at school.

"...it has managed to involve parents and improve the complementary meal. The enrollment of girls and boys increased from 2014 to the current year. More girls paying attention in class. Improved health and school nutrition." -Municipal Deputy, Kukra Hill, the RACCS

Table 06. Number of days that students receive school meals in school, according to students and mothers. Comparison of baseline and intermediate evaluation results. August 2015

Indicator/variable	Baseline	Intermediate Evaluation
Percentage of students that receive a school meal 4-5 times per week MGD 1.2.1.1/1.3.1.1	87	92.8
	<i>Jinotega</i>	98.9
	<i>RACCS</i>	88.7
Percentage of mothers that report that their child receives a school meal 4-5 times a week	91	92.5
	<i>Jinotega</i>	95.8
	<i>RACCS</i>	90.3

Source: Household survey to beneficiaries

Improved access to food/school meals (1.2.1.1/1.3.1.1)

97.2% of students say they eat at home before going to school, a slight increase compared to the baseline (94%). No significant difference between the two geographic areas was found (Table 08).

There was little variation regarding the number of times student eat in a 24-hour period compared to the baseline. The nutrition standard states that a person should eat 5 times throughout the day, including the three main courses (breakfast, lunch and dinner) and two meals (morning and afternoon). According to students, 94.3% eat 3 or more times daily, which had little variation compared to the baseline (93%) and between the two departments. Mothers were also consulted and 84.2% said they provide between 4-5 meals a day, similar to that found in the baseline (84%). In the RACCS 77% of mothers reported providing between 4-5 meals a day compared to 95.8% in Jinotega (Table 07).

Despite an improvement in these indicators, there is still a percentage of students who do not have access to food the number of times required for good nutrition.

In relation to the delivery of basic food commodities, it is recorded that a total of 1,620 tons have been received by PINE-MINED authorities, which in turn have been delivered to distribution centers in each municipality within the project coverage area and lastly to each benefited school. Thus, the project achieved 64.4% (2,517 tons) of the cumulative target for the first two years of the project (2014 and 2015). Since food donated by USDA through the project was delayed, the PINE-MINED contributed to 16% of the established target. Combined with the two deliveries pending this year, the project will be able to meet 84% the overall goal.

Table 07. Students that receive adequate food during the day (3 or more times), according to students and mothers. Baseline and intermediate evaluation comparison. August 2015

Indicator	Baseline	Intermediate Evaluation
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Percentage of students that say they eat at home before going to school	94.0	97.2
	<i>Jinotega</i>	98.9
	<i>RACCS</i>	96.1
Percentage of students that eat 3 or more times a day	93.0	94.3
	<i>Jinotega</i>	97.9
	<i>RACCS</i>	92.1
Percentage of mothers that feed their school children 3 or more times a day	84.0	84.2
	<i>Jinotega</i>	95.8
	<i>RACCS</i>	77.0

Source: Household survey to beneficiaries

The number of children who have received school meals since the project began are 98.2% and 99.8% of the target, for boys and girls, respectively (Table 08).

With regard to the benefit of school lunches, teachers expressed they are very relevant, because the meals support parents who have difficulty feeding their children. They see evidence of the additional nutritional supply in children. *"...they are now more energetic and play and participate in classes with greater enthusiasm." "The retention rate is higher in relation to the 2013-2014 academic year. There is better academic performance and they take more advantage of their classes. When there is no food, they arrive every other day."*

The whole process needed to ensure the delivery of school meals has generated better integration of the entire school population (teachers, mothers, fathers and students). There is a great motivation around activities involving the school meals which contributes directly to the sustainability of this strategy.

"A child with a full stomach learns more, the words stick better." Group meeting with teachers, Daniel Guido School, Bluefields, the RACCS

"Children now pay better attention...and they don't leave the classroom," Group meeting with teachers, Bethel School, Kukra Hill, the RACCS

"School children attendance has improved from 80% to 90%. Children are in a better mood to play, attend classes; it has improved school performance." Representative of the PINE-MINED, El Tortuguero Municipality, the RACCS

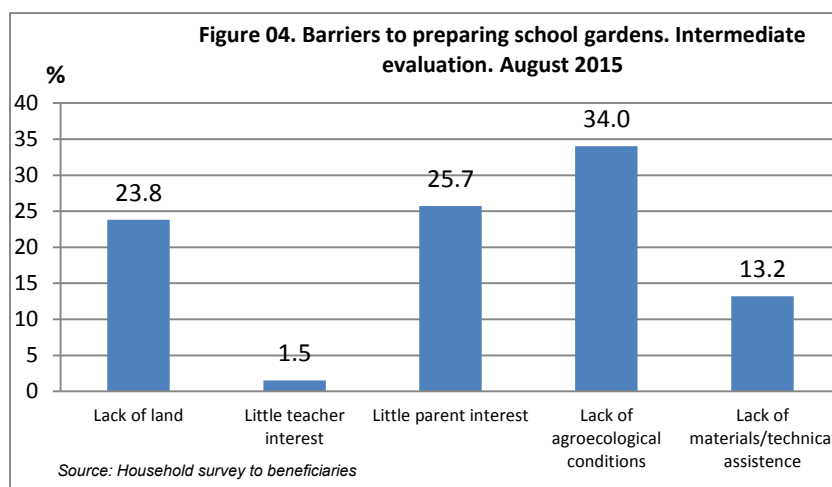
With regards to support for the creation of school gardens, the project has established 77.5% of the 200 that were promised. However, the number of students who have benefited from the gardens, only total 4,535 which corresponds to 44.5% of the target. In addition, the garden have only benefited 15.9% of fathers/mothers (Table 08).

Table 08. Process indicators associated with the preparation and delivery of school meals, according to the target. August 2015

Indicator	Accumulated target (2014-15)	Attained to date	
		Number	Percentage
Total amount of food (tons) delivered for school meals as a result of USDA assistance	2,517	1,620	64.4
Number of school boys that receive school meals as a result of USDA assistance	38,640	37,961	98.2
Number of school girls that receive school meals as a result of USDA assistance	36,784	36,722	99.8
Number of school gardens established or created	200	155	77.5
Number of students that benefit from the creation, establishment, etc. of school gardens	10,200	4,535	44.5
Number of fathers/mothers that benefit from the creation, establishment, etc. of school gardens	6,480	1,033	15.9

Source: MESA Project Information System

In the 247 schools visited to verify the existence of school gardens, only 24.9% were established, 31.6% of those were in Jinotega and 20.7% in the RACCS (Table 09). According to teacher respondents regarding limitations that arose in the promotion, creation and development of school gardens, what stands out most in both geographical areas at mid-term is little or no agro-ecological conditions for growing gardens (34%), the unavailability of land for the garden (23.8%), lack of support of parents (25.7%), and lack of required materials, supplies and technical assistance (13.2%) (Figure 04). Overall, a third of schools have no conditions or materials to develop school gardens.



This component of the project is being initiated through mini projects (school gardens) in a specific group of schools defined by the municipal authorities of the MINED. The project has provided trainings to teachers and parents, but has not yet been launched in all schools mainly due to weather conditions that have affected much of the country, limited availability of tools for land preparation and seeds, and in the case of the RACCS, underestimation of the amount of funding needed to purchase supplies and tools locally. The schools selected for the development of gardens were chosen jointly by PCI/CEDEHCA and the MINED. To date they have provided tools and seeds to 100% of the target (200), including 60 schools that were scheduled for the RACCS, despite the high cost in this area.

"The training in FSN touches on the importance of nutrition in the region. It has a guide for food, school gardens and nutrients. Teachers are trained in FSN and school gardens."
Group meeting with teachers, Daniel Guido Development Center, Bluefields, the RACCS

"School gardens provide a way to implement the food security plan. They should be promoted to develop the economic part. The school population must become integrated and take up the cultural values of the region again, and school gardens are aimed at producing for the sustainability of the ME in schools" **MINED Regional Deputy, the RACCS**

School gardens have the potential to be supply sources of ingredients that complement the preparation of school meals, but to date do not have the level of development needed to achieve this goal. On the other hand, the primary objective of school gardens is first pedagogical and secondly seeks to support school lunches. The development of both of these activities is limited and is also linked to the poor involvement of parents who have played a secondary role.

Despite these situations, we see motivation on behalf of the teachers who have even requested to be included and provide the means (tools and seeds) to start planting during the final rains of the season.

"They are renovating the school grounds and to deliver seeds and are making arrangements with INTA, MAGFOR for technical support, monitoring and seed for the school gardens while respecting the culture of the region." **CEDHECA Representative, Bluefields, the RACCS**

Table 09. Establishment of school gardens. Baseline and intermediate evaluation comparison. Agosto 2015

Indicator	Baseline	Intermediate Evaluation
Percentage of schools with established gardens	38	24.9
	<i>Jinotega</i>	31.6
	<i>RACCS</i>	20.7
Percentage of schools that do not have land for a school garden	26.0	23.8
Percentage of schools that do not have agro-ecological conditions for a school garden	21.0	34.0
Percentage of schools with little or no tools for school gardens	73.0	13.2

Source: Target group survey

Perception of quantity and quality of school meals

There is a high degree of appreciation for school meals by all stakeholders involved in the education of schoolchildren. Parents, teachers, MINED officials, students and local authorities, among others, expressed their full support for activities to ensure that school meals are delivered to schools.

To measure student access to food, we assessed perceptions of both students and mothers in relation to the quantity and quality of food offered in schools. 87.3% of students reported that the amount of food they receive is sufficient or greater, representing more than ten percentage points higher than that obtained in the baseline. In Jinotega we found 89.5% and in the RACCS 85.9%. For mothers this percentage is lower at 71.3% for the whole project and 79.2% in the department of Jinotega and 66% in the RACCS (Table 10).

Contrastingly, in group sessions with mothers and teachers both groups argued that the ration established in the meal is fine, but should be reviewed because the ration for preschool, 1st and 2nd grade children should not be the same for students in 5th and 6th grades, since the latter are bigger and require a greater quantity of food.

"...The teacher sent me 3 pounds of food to cook. It is not enough for them, but I adjust to what they have given me (3 pounds of rice). So you do not fill the child's belly...there is not enough for all of them to eat so sometimes I complement it with tortillas, bread, coconut. I

break them into pieces for everyone and if they ask for more I give it to them if there is anything left over. The fact is that you prepare food to be eaten, not to return it home."
Mother at the Padre Hugo School, Kukra Hill, the RACCS

As for the quality of food they receive at school, 97% of students said that they are delicious, meaning they rate the food with a high degree of acceptance; this is higher than the 90% found in the baseline. By department there was greater variation; 98.9% was found in Jinotega and 95.8% in the RACCS. These figures were complemented when we asked schoolchildren about the quality of the food they receive at school and 91.1% said it was very good or good, well above the 76% who responded this way at baseline. In Jinotega 95.8% had this perception and in the RACCS 88% (Table 10).

With regards to the quality of food, respondents expressed situations that in some way affected students, including that sometimes the meal arrived too late. There are children that do not eat at home, travel long distances to go to school and are waiting for the food and not paying attention. In most schools the meal is prepared outside the school, usually by mothers in their own homes and carried over long distances which affect the timing and quality of the food.

"Many times the distance from where food is prepared means that the food arrives cold to school. The economic factor prohibits some parents from supplementing the school meals. A larger enrollment of students than anticipated reduced the number of school meal days." **PINE-MINED Representative, Tortuguero Municipality, the RACCS**

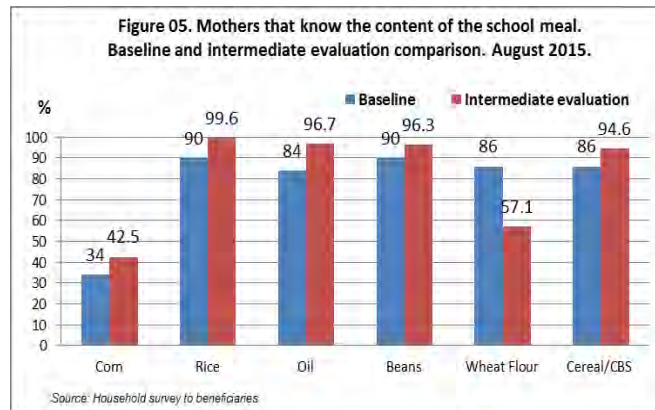
Table 10. Perception of students and mothers regarding the quantity and quality of school meals. Baseline and intermediate evaluation comparison. Agosto 2015

Indicator	Baseline	Intermediate Evaluation
Percentage of students who say the amount of food they receive is sufficient/more than enough	74	87.3
	<i>Jinotega</i>	89.5
	<i>RACCS</i>	85.9
Percentage of mothers who say that the meal their child receives is sufficient	44	71.3
	<i>Jinotega</i>	79.2
	<i>RACCS</i>	66.0
Percentage of students who say the food they receive at school is delicious	90	97.0
	<i>Jinotega</i>	98.9
	<i>RACCS</i>	95.8
Percentage of students who say that the quality of food they receive at school is good/very good	76	91.1
	<i>Jinotega</i>	95.8
	<i>RACCS</i>	88.0

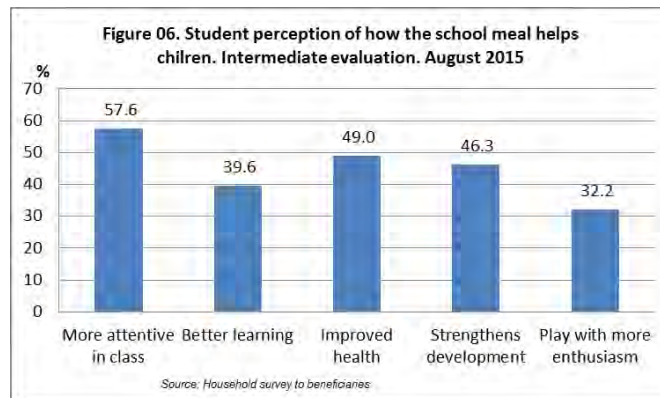
Source: Household survey to beneficiaries

Knowledge of content and benefits of school meals and delivery of meal by parents

The school meal is based on five products that are delivered through the project. Mothers were asked to state the foods that schools receive for preparing school meals. In relation to the baseline, the level of knowledge increased for all items; the most recognized products were oil, rice, cereal and beans which were mentioned by more than 94% of mothers. Corn was mentioned least at 42.5%. There was a decrease in the percentage of mentions of wheat flour likely due to the fact that in the Pacific this product is not delivered (Figure 05).

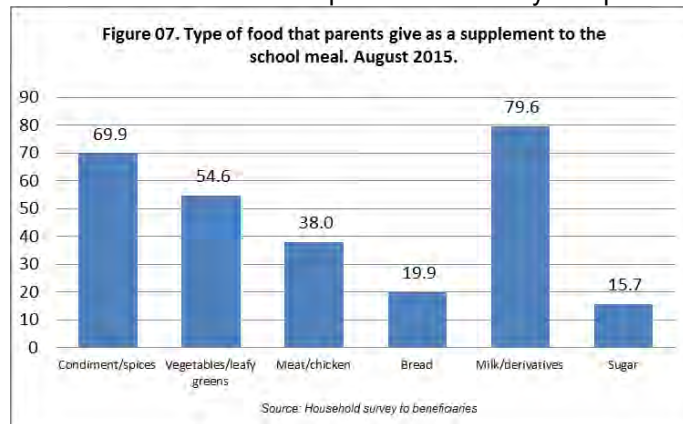


In relation to knowledge about the benefits of school feeding, 99.2% of school children recognize that school feeding has benefits for children. The benefits most often mentioned include allowing students to be more attentive in class (57.6%), improving health (49%), reinforcing child development (46.3%), improving the level of learning (39.6%), and enabling children to play with more energy (32.2%) (Figure 06).



The main focus of MESA Project is undoubtedly the preparation and delivery of school meals, for which the delivery of five basic products is crucial. However, to improve nutrition it is important that there is food available to complement the meal. Therefore, the project encourages parents to work with other types of foods to complement the meal. 87.9% of mothers interviewed believe that parents effectively complement with other foods, more than the 81% obtained in the baseline; 98.9% of mothers in Jinotega and 87.9% in the RACCS reported this belief.

Of all the foods that parents provide to complement school meals, those with the highest percentage include milk and dairy products (79.6%), condiments and spices (69.9%), vegetables and leafy green vegetables (54.6%), meat and chicken (38%), bread, tortilla and noodles (19.9%) and sugar (15.7%) (Figure 07).



The departmental, regional and municipal authorities of the MINED recognize that the accompaniment of teachers is a facilitator for supporting parents in workshops on trainings topics about the benefits and nutritional requirements that school meals provide as well as good hygiene practices during food preparation. Mothers also reported feeling the need to receive more training on key practices and behaviors that families should incorporate to ensure proper growth, development and quality of life for children.

4.1.3 Improved student attendance (MGD 1.3)

The project includes actions to improve and/or maintain high school retention rates, of which the distribution of school meals is a main focus. As mentioned previously, however, there are other actions that contribute to school attendance, including improving infrastructure conditions and raising awareness among the educational community, especially parents so that there is a permanent incentive for children to attend school.

According to information provided by the MINED, 95% of girls have attended 80% of the time compared to 88% for boys (Table 11).

MINED authorities, teachers and mothers who were interviewed all expressed school attendance has improved due to greater student participation in school in relation to the 2014 school year.

"Last year school retention was one hundred percent and right now this year it has remained at one hundred percent. There is an increase in enrollment and it remains at one hundred percent. Last year enrollment was 82,000 and right now it is 87,000; enrollment has increased and attendance remains at one hundred percent." **Group meeting with PINE-MINED technical team, Jinotega**

Reduced health-related absences (MGD 1.3.2)

Among student interviewees, 78.9% responded positively when asked if they had missed at least one day at school, a result above the 60% reported in the baseline. 75.8% of students have missed class in Jinotega and 80.9% the RACCS (Table 11).

The main reason mentioned for being absent from school was sickness at 71.3%, higher than the 41% obtained in the baseline. In Jinotega this was the reason for the 87.5% of schoolchildren and for 61.8% in the RACCS. Other reasons mentioned included helping at home (unpaid work) at 31.3% (a reduction from the 41% found in the baseline) and work outside the home (paid work) at 13.3% (lower compared to 17% at baseline).

MINED staff, PINE-MINED, local authorities, teachers and mothers report that students currently have a high school attendance rate. They believe that one of the main motivations for attending school is the daily school meal. Therefore, they believe the program has a high acceptance rate since it is very positive and important for the educational community.

Table 11. School attendance. Baseline and intermediate evaluation goal comparison. August 2015

Indicator	Target	Attained to date
Percentage of children that regularly attend (80%) class/schools supported by USDA, disaggregated by sex. MGD 1.3*		
	Girls	80.0
	Boys	88.0
Indicator	Baseline	Intermediate Evaluation
Percentage of school children that report missing class at least one day**	60.0	78.9
	Jinotega	75.8
	RACCS	80.9
Percentage of students that say that illness is the main reason why they are absent from class. MGD 1.3.2**	41.0	71.3
	Jinotega	87.5
	RACCS	61.8

*Source: PINE-MINED Information System

**Source: Household survey to beneficiaries

"...currently there are more children attending school." Group sessions with teachers, Daniel Guido Development Center, Bluefields, the RACCS

"It contributes to child retention. The 2014 – 2015 retention rate is one hundred percent." PINE-MINED Representative, Tortuguero Municipality, the RACCS

Improved school infrastructure (MGD 1.3.3)

One of the focuses of the project has been improving the infrastructure of schools, supporting the provision of an adequate and comprehensive teaching environment, thereby encouraging the participation and retention of students in schools. Advances have been made to date in rehabilitation/construction, according to the type of infrastructure and the established goal. These include 56 of 201 classrooms planned for 2015, which equals 27.9%; 50 of 211 planned school kitchens, equivalent to 23.7%; and 282 storage areas for storing food for school lunches of the 394 planned for 2015, representing 71.6% of the target (Table 12).

This rehabilitated/constructed infrastructure directly benefits the students. Of the established goal, 13.3% (2,099) of students benefited from the rehabilitation of classrooms; 12.1% (3,823) benefited from the built kitchens; and 49.2% (15,511) benefited from the food storage areas (Table 12).

Table 12. Progress in the rehabilitation/construction of school infrastructure according to targets. August 2015

Indicator	Target	Attained to date	
		Number	Percentage
Number of planned classrooms (constructed/renovated)	201	56	27.9
Number of kitchens planned (constructed/renovated)	211	50	23.7
Number of storage areas planned (constructed/renovated)	394	282	71.6
Number of students that benefited from a classroom (constructed/renovated) as a result of USDA assistance	15,760	2,099	13.3
Number of students that benefited from kitchens (constructed/renovated) as a result of USDA assistance	31,520	3,823	12.1
Number of students that benefited from storage areas (constructed/renovated) as a result of USDA assistance	31,520	15,511	49.2

Source: MESA Project Information System

Factors affecting infrastructure construction and/or rehabilitation include the implementation process itself, beginning with the initial assessment to identify the requirements and costs for implementation, which took much more time than expected; and joint decisions with the MINED authorities on which schools would be benefited and the work to be rehabilitated/constructed. Once consensus was reached, the administrative process for the procurement of works and implementation was another limiting factor. In addition, the engagement of the community and parents through their contribution of labor has also been a slow process.

However, a positive experience has been seeing steps taken for infrastructure development, which occurred in the municipality of Pantasma, Jinotega, where they were able to engage and obtain full support from the local government who directly supported the project with technical assistance and materials to build latrines. This effort was made possible by the stakeholders involved in the project, including the MINED, senior officials from the municipal government, and the town council, all being united with the purpose of improving access to health services for the school population.

Increased community understanding of the benefits of education (MGD 1.3.5)

64% of mothers have received lectures or information on the importance of education for children (88.4% in Jinotega and 48.7% in the RACCS). The main institution that has provided lectures or information is the MINED with 77.1%, followed by PCI-CEDEHCA with 52.2%. The means by which mothers have received lectures or information is at school (91.7%), via radio (26.1%), through the Parent-Teacher Association (14.6%), in conversation with other parents (9.6%) and via community fairs (7%).

One hundred percent of mothers expressed that education is important and that it provides a benefit to their children. When asked to mention the benefits they believe education offers, 27.5% mentioned at least three benefits (by geographic area, 51.6% in Jinotega and 12.5% in the RACCS) (Table 13).

In order of frequency, the benefits mentioned most often were learning to read, write, analyze (92.4%); to help them prepare for life (69%), to be able to cope or deal with life; to learn to live with others (53.2%), to help personal relationships; and to help them understand the world (32.3%).

Table 13. Perception and knowledge about the benefits of elementary education. Baseline and intermediate evaluation comparison. August 2015

Indicator	Baseline	Intermediate Evaluation
Mothers that have received lectures about the benefits of education for children	45.0	64.0
<i>Jinotega</i>		88.4
<i>RACCS</i>		48.7
Mothers that believe that education brings benefits to their children	100	100
Percentage of parents that can name at least three benefits of elementary education MGD 1.3.5	11.0	27.5
<i>Jinotega</i>		51.6
<i>RACCS</i>		12.5

Source: Household survey to beneficiaries

"School children attendance has improved from 80% to 90%. Children are in a better mood to play, attend classes; it has improved school performance. They receive education about healthy food. The teacher promotes good eating habits and helps them become adults. Children now receive another "fresco" [fruit drink] in addition to cereal. School feeding will improve with the resources that we have. Children with better nutrition get better and don't get sick again." Representative of the PINE-MINED, El Tortuguero Municipality, the RACCS

4.2 Increased use of health and dietary practices (SO2)

Five areas of work developed by the project are assessed under this outcome, including knowledge and practices in hygiene and sanitation; knowledge and practices in preparation and storage of food; knowledge in aspects of nutrition; access to safe water and sanitation; and access to preventive health interventions.

4.2.1 Improved knowledge of health and hygiene practices (MGD 2.1)

The assessment was conducted for issues of health and hygiene including hand washing and use and maintenance of health services.

Knowledge and practice of hand washing

Hand washing is a practice that contributes significantly to the prevention and reduction of many diseases, including respiratory and gastrointestinal. This is an effective method for breaking the cycle of infection (anus, hand, mouth) of many germs or parasites by using clean water, soap or a disinfectant. The five critical moments that are recommended for hand washing for one's personal health and that of children at home are before eating, after using the latrine, before giving food to children, before preparing food and after changing the baby's diaper.

Mothers were asked to mention the critical moments for hand washing. 76.9% reported at least three of these five times, higher than the 49% found in the baseline. By geographical area, in Jinotega 89.5% of mothers mentioned at least 3 of the five times compared to 69.1% in the RACCS (Table 14).

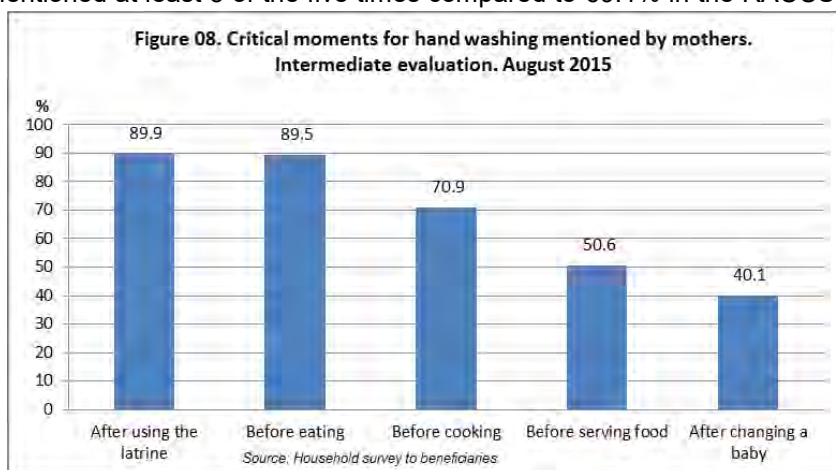
The critical moments most often identified were after using the latrine (89.9%), before eating (89.5%), before cooking (70.9%) and before serving food (50.6%) (Figure 08).

Hand washing requires schools to have basic supplies such as hand washing stations, water and soap. Of all the schools visited, 111 (45%)

had at least one station used for washing hands, of which 35.1% (39) had soap and water; by geographical area, functioning stations with soap and water were 13.6% in Jinotega and 59.6% in the RACCS (Table 14). While the overall percentage increased twice that observed in the baseline, it is still low compared to the established target (80%).

Teachers and students were asked about the school children practices of washing their hands before eating food. 96.4% of students say they practice this habit. However, according to teachers, only 80.2% do so.

There is a good assessment of the importance of educational activities among the educational community. Teachers and mothers agreed that hand washing is a practice that contributes significantly to the prevention and reduction of many diseases, particularly gastrointestinal illnesses. However, they recognize that more education is needed on this issue for both children and their parents.



While students are at school, teachers reinforce the practice of hand washing, especially before distributing meals. However, we observed in the schools that we visited a lack of supplies necessary for this exercise to be done with the correct technique.

Table 14. Knowledge and practice of hand washing. Baseline and intermediate evaluation comparison. August 2015

Indicator	Baseline	Intermediate Evaluation
Percentage of mothers that identified at least three important moments for hand washing	49.0	76.9
	<i>Jinotega</i>	89.5
	<i>RACCS</i>	69.1
School children that know two appropriate times to wash hands	77.0	77.2
	<i>Jinotega</i>	78.6
	<i>RACCS</i>	75.8
Percentage of schools that have soap and water in a hand washing station that school children use. MGD S02 (n=111)	15.0	35.1
	<i>Jinotega (n=59)</i>	13.6
	<i>RACCS (n=52)</i>	59.6
Percentage of school children that practice hand washing before eating		
	According to teachers	64.0
	According to student	47.0
		96.4

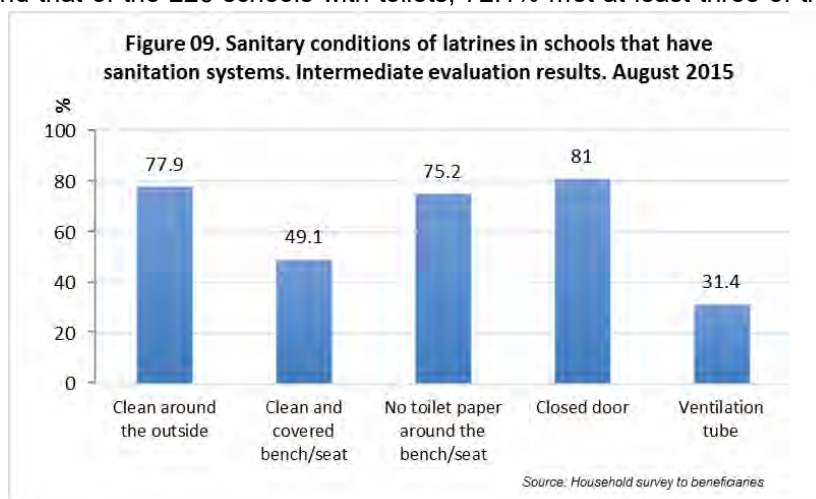
Source: Household survey to beneficiaries

Knowledge and practice of the use and maintenance of sanitation services

Of the schools visited, 91.5% (226) have a sanitation service, 76.9% of which are latrines and 14.6% of which are toilets. In the RACCS, 87% of all schools have a sanitation service compared to 99% in Jinotega. We found that 21 schools do not have any sanitation service, of which 20 correspond to the RACCS and one in Jinotega (Table 15).

Teachers were asked about the cleanliness of the sanitation services; 93% responded that their school has the practice of cleaning them at least once a day, with a similar percentage in both geographical areas. However, via direct observation of the basic hygiene conditions that sanitation services should have we found that of the 226 schools with toilets, 72.1% met at least three of the five conditions, 78.7% in Jinotega and 67.4% in the RACCS.

The hygiene and use conditions Most frequently met included keeping the door closed (81%), cleanliness around the latrine/toilet (77.9%), no dirty toilet paper around the bench/seat (75.2%), a clean and covered bench/seat (49.1%) and a tube or mechanism for ventilation (31.4%) (Figure 09).



According to the mothers interviewed, more work must be done with teachers, because not everyone provides maintenance for the sanitation services. Teachers expressed a willingness to do

so, but claim that supplies for cleaning and maintenance are not always available. Cleaning and maintenance is always done jointly with students who are directly responsible for the cleanliness of the sanitation services in each school.

77.3% of mothers identified at least three important health and hygiene practices, 85.3% of which were in Jinotega and 72.4% in the RACCS (Table 15).

The practices most often recognized included bathing daily, use of clean clothes, brushing teeth, cutting nails and using the latrine or toilet (Figure 10).

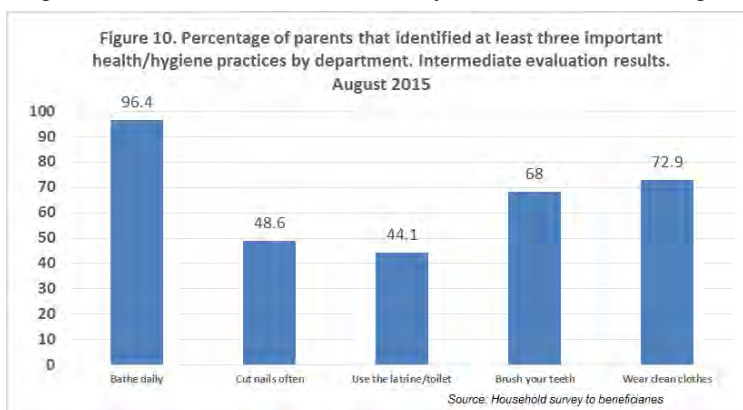


Table 15. Knowledge and practice about the use and maintenance of sanitation services and important practices in health/hygiene. Baseline and intermediate evaluation comparison. August 2015

Indicator	Baseline	Intermediate Evaluation	Target
Percentage of school that wash latrines at least once a day. MGD S02 (Observation of 3 basic hygiene practices)	39.0	72.1	50.0
		Jinotega 78.7	
		RACCS 67.4	
Percentage of parents that identified at least three important health/hygiene practices. MGD 2.1	43.0	77.3	70.0
		Jinotega 85.3	
		RACCS 72.4	

Source: Household survey to beneficiaries

Knowledge and practice about the use of clean water

Water is always exposed to contamination due to handling at the time it is consumed, during storage and during use in the school. Thus, it is important to use a method to disinfect the water stored for human consumption at the school level.

Teachers were asked if they knew the type of treatment applied to the drinking water at school. Only 65.2% (161) said they knew (by geographical area, 71.6% in Jinotega and 61.2% in the RACCS) (Table 16).

Of the teachers that said they knew which water disinfection method was used at school, the method Most often mentioned is chlorination at 83.9% (135), followed by SODIS at 7.5% (12) and filtration at 3.7% (6). In seven schools, respondents reported that the water was not treated.

We measured school children knowledge in relation to clean water. 83% answered correctly the connection between obtaining safe water when it is free of bacteria or microbes; this was 47% higher than the result obtained in the baseline. By geographical area, 91% of students responded appropriately in Jinotega and 78% in the RACCS (Table 16).

Table 16. Knowledge and practice of safe water. Baseline and intermediate evaluation comparison. August 2015

Indicator	Baseline	Intermediate Evaluation
Percentage of teachers who know the type of drinking water treatment at school	41.0	65.2
<i>Jinotega</i>		71.6
<i>RACCS</i>		61.2
Percentage of students that know what is safe water	47.0	83.0
<i>Jinotega</i>		90.5
<i>RACCS</i>		78.0

Source: Household survey to beneficiaries

Teachers said they have acquired knowledge through workshops and lectures given to the educational community, but need better coordination with the MOH because they have done no inspections of water sources and sometimes lack chlorine for treating the water source. Some families have filters and treat water with chlorine; however, this is that least frequent situation in the remote communities of the southern Caribbean. For this reason mothers and teachers mentioned that some students bring water in bottles for personal consumption.

4.2.2 Increased knowledge and practice of food preparation and storage (MGD 2.2)

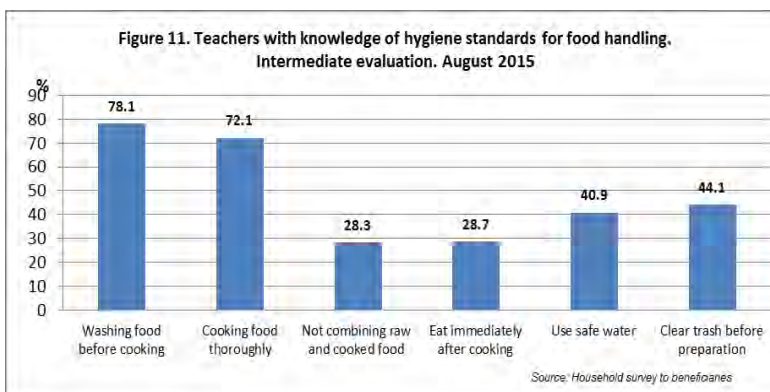
Both parents and teachers play an important role in the process of preparing school meals, from the time ingredients are received and stored to the time it is prepared and distributed to school children. Throughout this process hygiene and food handling standards must be followed so that safe food is prepared for the children. For this reason, the project includes the development of knowledge and practice among both populations, through multiple activities both theoretical and practical.

Knowledge about hygiene standards for food preparation or handling

So far the project has managed to train 2,580 parents on different topics addressing hygiene standards for food preparation and storage, corresponding to 72.7% of the target.

Teachers and mothers were considered knowledgeable as long as they mentioned at least two hygiene standards that every person must take for proper food handling. 74.5% of mothers are knowledgeable; 87.4% of them in Jinotega and 66.5% in the RACCS. This is a slight increase compared to 68% at baseline (Table 17).

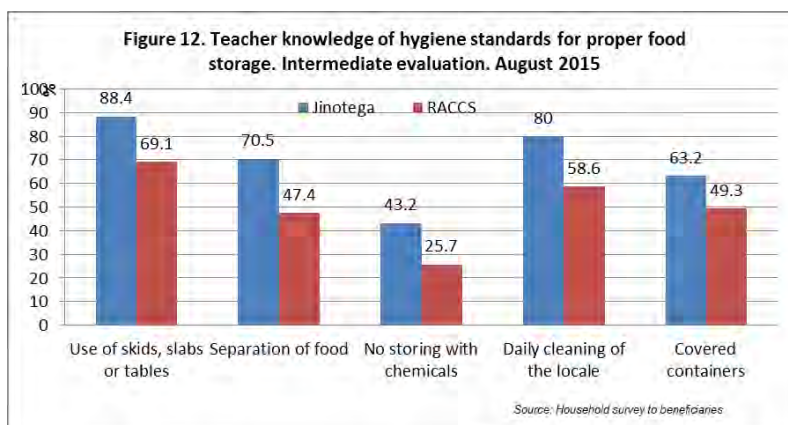
The hygiene standards for food handling most frequently mentioned are washing food before cooking, cooking food thoroughly, and using safe/clean water for food preparation (Figure 11).



Knowledge of health standards for food storage

Once food is distributed in schools, part of the role assumed by teachers is to ensure good storage, thus preventing damage or loss of food. Respondents were considered to be aware of health regulations for proper storage if they correctly mentioned at least two standards. We found that 87% are aware (95.8% in Jinotega and 81.6% in the RACCS). In relation to the baseline, the knowledge level is lower (68%) (Table 17).

The rules for proper food storage that were most frequently mentioned included using skids, daily cleaning of the locale, separation of foodstuffs and keeping food covered (Figure 12).



Proper storage requires having the minimum conditions and materials. Thus, for the project it was thought to manufacture specially designed "trunks"

prepared to provide space and proper conditions. Although progress has been made in the distribution of the "trunks" in certain schools, there remains a gap to meet the required needs, given that a large majority of schools do not have adequate infrastructure for food storage and must use classrooms or the homes of parents where there are not good conditions and parents must use different resources to create the minimum conditions.

In turn PINE-MINED officials explained that they sought solutions with different local parties to address this situation; sometimes they were able to solve the problem, as in the case of Laguna de Perlas where they negotiated and obtained the support of the Municipal Mayor, who assigned a storage area with lots of space and adequate conditions for storing food in his municipality.

"The MINED has no storage area...it has little storage capacity at both the central (municipal) level as well as in the rural schools." Teacher Focus Group Daniel Guido, Bluefields, the RACCS

Table 17. Knowledge and practice in preparation and storage of food. Baseline and intermediate evaluation comparison. August 2015

Indicator	Baseline	Intermediate Evaluation
Percentage of mothers that know at least two hygiene and food preparation standards	68.0	74.5
<i>Jinotega</i>		87.4
<i>RACCS</i>		66.5
Percentage of teachers that know at least two hygiene and food preparation standards	55.0	80.6
<i>Jinotega</i>		78.9
<i>RACCS</i>		81.6
Percentage of teachers that know at least two sanitary conditions for storing food in school	68.0	87
<i>Jinotega</i>		95.8
<i>RACCS</i>		81.6

Source: Household survey to beneficiaries

4.2.3 Improved knowledge of nutrition (MGD 2.3)

One area of the project is the training in nutrition topics to different groups of the school population. In the group of students and parents the target set for the years 2014-15 has been surpassed; in the group of school children, the target has been fulfilled by 140% and that for parents by 560%. Only in the group of teachers has the target not been fulfilled (84.1%). The progress achieved in the group of parents is evidence that the target set was underestimated. Considering that the number of beneficiaries of this population is similar to that of the students, this is a high over compliance rate (Table 18).

Table 18. Advances in training about health and nutrition, by population group according to established target. Intermediate evaluation. August 2015

Indicator	Target	Attained to date	
		Number	Percentage
Number of students trained in health and child nutrition	10,360	14,549	140
Number of teachers trained in health and child nutrition	1972	1,658	84.1
Number of parents trained in health and child nutrition	2070	11,589	560

Source: MESA Project Information System

73.3% of teachers said that last year they received training on the importance of nutrition and healthy eating at school. When asked if the trainings have been helpful for providing guidance to children at school, 87.7% said yes, 21% higher than that reported at baseline (Table 18).

Mothers were asked about what they considered to be factors affecting malnutrition of school children; 67.6% say that is inadequate nutrition, higher than the 47% at baseline; 48.2% mentioned that it is due to infections and parasitic diseases; and 25.9% due to little food availability, below the 36% mentioned at baseline. Of all mothers and teachers surveyed, 44.5% and 73.3% respectively say they have received training on the importance of a healthy, nutritious diet that school children should have; in both populations was an increase relative to the baseline (Table 19).

When mothers were asked about important guidelines or recommendations that should be given to school children to improve nutrition, only 33.2% responded with three or more, a fact with little variation in relation to the baseline. However, there is a big difference between geographical areas; in Jinotega this percentage is 56.8% and in the RACCS 18.4%.

School children were asked to name foods they considered nutritious for children. The food groups Most often mentioned are cereals, beans, fruits rich in Vitamin A and meat (beef, fish). Compared to baseline, there was greater recognition of food groups (Figure 13).

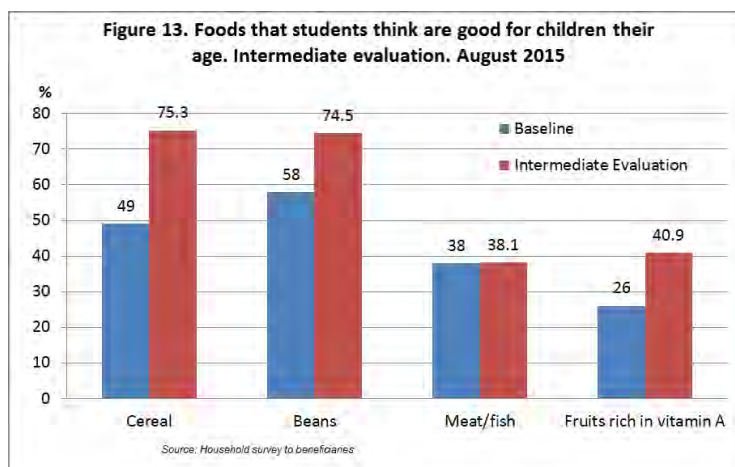


Table 19. Knowledge about food and proper nutrition in schools. Baseline and intermediate evaluation. August 2015

Indicator	Baseline	Intermediate Evaluation	Target
Percentage of teachers that say that trainings have helped them give guidance to children at school	21.0	87.7	
	<i>Jinotega</i>	89.3	
	<i>RACCS</i>	86.7	
Factors affecting the nutrition of schoolchildren, mentioned by mothers			
	<i>Inadequate nourishment</i>	47.0	67.6
	<i>Limited food availability</i>	36.0	25.9
	<i>Infection and parasites</i>		48.2
Percentage of mothers and teachers that have received training on the importance of nutritious and healthy food for school children			
	<i>Mother</i>	10.0	44.5
	<i>Teachers</i>	25.0	73.3
Percentage of mothers that can identify three important nutrition or dietary guidelines/recommendation MGD 2.3	14%	33.2	50%
	<i>Jinotega</i>	56.8	
	<i>RACCS</i>	18.4	

Source: Household survey to beneficiaries

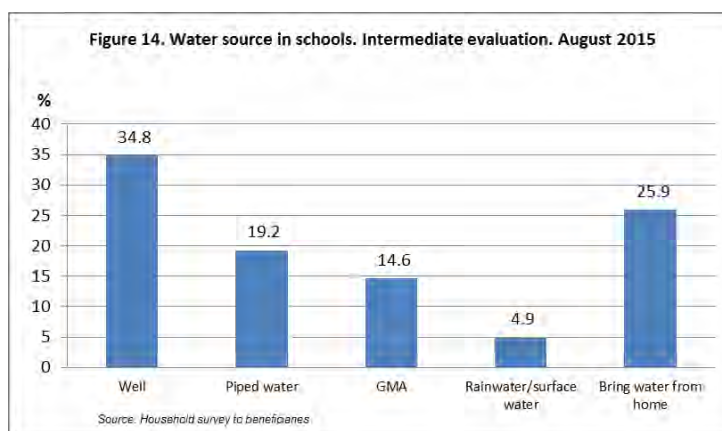
4.2.4 Increased access to safe water and sanitation services (MGD 2.4)

We asked teachers and mothers about the accessibility of water at school, the type of source from which water is obtained, the frequency with which it is obtained, and the type of treatment or disinfection method used to treat the water consumed by the school population.

Access to safe water

Drinking water in schools come from a variety of sources. We asked teachers to identify the water source at their school; 25.9% reported that there is no water source and students must bring water from home or from neighboring houses. In some cases the teacher brings it.

Among the water sources at school, the Most common is the well at 34.8%, followed by a piped water system at 19% and Gravity-fed Mini Aqueduct (GMA) systems at 14.6%. 4.9% of respondents mentioned that drinking water comes from surface water (rivers, streams, etc.) or rainwater (Figure 14).



Of 294 schools set as a target, 270 have achieved gaining access to a water source (well or post/water system) throughout the year, an increase of 98.1% from selected schools. It is expected that upon completion of the project (2016), a total of 10,400 students are benefiting from the rehabilitation of water sources, so that they have access throughout the school year. To date, 2,490 boys and girls benefit, accounting for 23.9% (Table 20).

We asked teacher respondents about the availability of water for drinking and hand washing. 66.4% say that there is always water for drinking and 65.2% that there is always water for washing hands; in relation to both geographical areas, in the RACCS access to water is less than in Jinotega, both for drinking water as well as for hand washing (Table 20).

Table 20. Access to drinking water. Progress in relation to the established target. Intermediate evaluation. August 2015

Indicator	Target	Attained to date	
		Number	Percentage
Number of selected schools with access year round to clean and secure water*	294	270	98.1
Number of students that benefit from a well or post/water system (renovated or constructed) as a result of USDA assistance*	10,400	2,490	23.9
Indicator		Línea de Base	Evaluación intermedia
Percentage of teachers who report that there is always water for drinking at school**			66.4
	<i>Jinotega</i>		67.4
	<i>RACCS</i>		65.8
Percentage of teachers who report that there is always water for hand washing at school**			65.2
	<i>Jinotega</i>		71.6
	<i>RACCS</i>		61.2

*Source: MESA Project Information System. **Source: Household survey to beneficiaries

Access to sanitation services

For 2015 the target is the construction/rehabilitation of 209 latrines in schools; thus far 66 have been completed or 31.6%. Upon completion of the project (2016) the expectation is that the construction/rehabilitation of latrines will benefit 16,000 students; to date the project has benefited 3,508 students, registering at 21.9% (Table 20). There has been a significant delay in the implementation of this activity, largely due to the initial preparation required (assessment, prioritizing schools, cost analysis, and project bids).

When asked about the availability of sanitation services at their school, teachers responded that 91% of schools have this basic service (latrines and/or toilet). One school in Jinotega and 20 schools in the RACCS do not have this type of service.

In the schools visited, we found via direct observation that 45.6% had separate sanitation services for boy and girls complete with correct signage. This was 13% higher than the same result found at baseline. In the RACCS we observed that 43.9% of schools fulfilled these criteria compared to 47.9% in Jinotega (Table 21).

Table 21. Access to sanitation services. Baseline and intermediate evaluation comparison. August 2015

Indicator	Target	Attained to date	
		Number	Percentage
Number of latrines to be (constructed, rehabilitated) 2.4.b.	209	66	31.6
Number of students that benefit from latrines (rehabilitated or constructed) as a result of USDA assistance	16,000	3,508	21.9
Indicator	Baseline	Intermediate Evaluation	Target
Percentage of target school that have separate latrines for boys and girls MGD 1.3.1	13.0	45.6	30.0
	<i>Jinotega</i>	47.9	
	<i>RACCS</i>	43.9	

Source: Household survey to beneficiaries

These results show that a group of the student population is making appropriate use of health services (latrine), although not all latrines receive proper maintenance. Some mothers report that although there are schools and homes which have not adopted protection practices (such as covering the bench/seat, trimming the surrounding brush, using lime) or continue using inappropriate practices (used toilet paper not thrown in a waste basket) this indicates the need to focus more on education while recognizing that a behavior change approach needs more time to be effective.

Actions have been taken to raise awareness within the educational community actions about the care of water sources and latrines management. However, the community believes that despite having greater knowledge, there is a need to develop a methodology to work on behavioral changes and propose specifying themselves the specific behaviors they wish the educational community to adopt.

*In general, the infrastructure component of the project is one of the least advanced in accordance with the established goals. Regarding this matter, the **Departmental deputy of the MOH in Jinotega** expressed, "...the Achilles heel of MESA Project is drinking water and sanitation support for our schools...that's expensive, but is a component of the project...that hasn't been developed, and for that reason I recommend centering efforts in one area of the municipality."*

4.2.5 Improved access to preventative health interventions (MGD 2.5)

Of 986 schools, 27.1% have benefited from preventive health interventions coordinated with local authorities of the Ministry of Health, benefitting a total of 16,485 students or 27.3% of the target.

Table 22. Schools and students benefited from preventative health interventions. Progress in relation to the target. Intermediate evaluation. August 2015

Indicator	Target	Intermediate Evaluation	
		Number	Percentage
Number of target schools that benefit from preventative health interventions	986	267	27.1
Number of student that benefit from delivery of preventative health interventions	60,390	16,485	27.3

Source: MESA Project Information System

The preventive health interventions are mainly targeted at providing treatment for parasites and lice. The student survey asked whether or not students had received such treatment this and last year. The results of the survey show that:

- 60.7% said they had been treated for parasites, a figure similar to the baseline result. However, in Jinotega this number was 91.6% and in the RACCS 41.4%;
- 34% have been treated for lice, slightly more than twice that found at baseline. The percentage is also higher in Jinotega at 67.4% compared to 13.2% in the RACCS (Table 23).

Table 23. Student access to preventative health services. Baseline and intermediate evaluation comparison. August 2015

Indicator	Baseline	Intermediate Evaluation
Percentage of students that have received treatment for parasites	58.0	60.7
<i>Jinotega</i>		91.6
<i>RACCS</i>		41.4
Percentage of students that have received treatment for lice	16.0	34.0
<i>Jinotega</i>		67.4
<i>RACCS</i>		13.2

Source: Household survey to beneficiaries

Although progress has been made to ensure preventative treatment of these diseases, there has been little coordination with the Ministry of Health to ensure that these are continuous activities completed by health authorities at both the health post and health center levels. Previous coordination between the MOH and the MINED with project managers in both geographical areas also has not been very synergetic.

In Jinotega coordination with the MOH is done through MINED, since MINSA authorities request a collaboration agreement of any organization with whom they work. Despite efforts to initiate the process, no agreement has yet been made. In the RACCS the issue has been logistical challenges, since the Regional Ministry of Health has human and budgetary resources to provide full coverage to schools, especially those that are furthest from the municipalities.

4.3 Increased engagement of local organizations and community groups

The actions related to this result were aimed mainly at strengthening the institutional capacity of the MINED and the PTA.

4.3.1 Improved capacity of government institutions (MGD 1.4.1 / 2.7.1)

The project has provided timely support to PINE-MINED and MINED. According to the priorities established with central and departmental/regional level authorities such support has consisted of human and material resources.

In human resources support, technical team staff was contracted for PINE-MINED at the departmental level (Jinotega), providing greater coverage for supporting and monitoring the entire program development process. However, stakeholders recognize that there is still an insufficient amount of human resources to provide better coverage for all schools in the department. In the RACCS, the gap is greater because there is no PINE-MINED structure. Thus all of the work for this program falls on the NER municipal technical teams and directors.

In terms of human resources, technical teams have received a training on teaching methodology, planning and coordination in the NER, management processes related to school meals and resource optimization by rotating teachers in trainings on teaching techniques.

As for material resources, schools have been supplied with computer equipment and office supplies, in accordance with the priorities established by the MINED Departmental and Regional Directorate and the National MEO-ISNP.

4.3.2 Increased engagement of local organizations and community groups (MGD 1.4.4 / 2.7.4)

Of all mothers surveyed, 91.1% were aware of the existence of a SFC in their school compared to 82.6% in the BL; in Jinotega the result is 94.7% (83.2% at baseline) of mothers and in the RACCS 88.8% (82.2% at baseline). Of all mothers who were aware of the SFC, 94.6% (similar at baseline) said that the SFC was currently functioning well (96.7% in Jinotega and 93.2% in the RACCS). There is currently good representation of mothers on the SFC with 49% of respondents stating that they are members (Table 24).

While there are some operational limitations, overall teachers and MINED officials find the SFC to be of great support to implement all the activities involved in the preparation and distribution of school meals. Without this organizational support and the food supplement, the program would not have the positive impact it has had to date and managed to maintain and even improve over time.

SFC operational limitations observed include that not all members have a full understanding of the role and functions of the committee, indicating the need for further training. Another operational challenge is member rotation, although there is no record of it, partly due to other commitments that individual members have as well as their level of commitment for providing effective support.

"...in Most communities it's just a few people do not support the school meals...the majority cook, it is a small number that do not support...(regarding those who do not support) because of their economic situation...logically that's what Most influences the contribution of parents, when they are not able, even though they may wish to for the economic part...there are many communities here in this department that are quite poor among the very poor." Group meeting with PINE-MINED technical team, Jinotega

Table 24. Existence of SFC, perception of SFC operation and engagement of mothers in the SFC. Baseline and intermediate evaluation. August 2015

Indicator	Baseline	Intermediate evaluation
Percentage of mothers that are aware of the existence of a SFC	82.6	91.1
Jinotega		94.7
RACCS		88.8
Percentage of mothers that perceive that the SFC functions well	95.1	94.6
Jinotega		96.7
RACCS		93.2
Percentage of mothers that participate as a member of the SFC	33.3	49.1
Jinotega		50.5
RACCS		48.1

Source: Household survey to beneficiaries

"Another influential factor is the attitude of the parents, because in the schools just like we have responsible parents who are helping, there are parents who have resources and provide a supplement, but there are parents who have resources and do not give. There are parents who do not have resources but look for a way to get them and provide the supplement/complement. Yet from another perspective, there are parents who never take an interest in their children, how they are doing in school, how their grades are...if they aren't interested in the educational part, they are much less likely to take an interest in the food supplement." Group meeting with the PINE-MINED technical team, Jinotega

4.4 Managerial concerns

As part of the methodological process of this evaluation we conducted a work session with the technical team of both implementing organizations, the goal of which was to share preliminary results and based on those results identify facilitating factors that contributed to the project's progress as well as identify and/or share limitations or obstacles during implementation that should be taken into consideration for the remainder of the project in order to meet targets. This session was conducted with the participation of senior authorities, departmental project coordinators, administrative-financial staff and program staff from both organizations.

Several people from different sectors participated in the work session where they had the opportunity to present different points of view regarding project achievements, facilitating factors and challenges they have faced. The most relevant aspects that have greatly influenced or still greatly influence the processes and results of the project are the following:

Principal strengths

- ✓ The credibility that implementing organizations have both with institutions as well as the communities benefited by the project. This credibility has been earned and maintained through a collective effort.
- ✓ The commitment of all the stakeholders involved; the level of ownership that the MINED, parents and other local parties involved in the project have taken, particularly in working together to obtain the best results for program implementation and ensure improved child development.
- ✓ Institutional technical staff (administrative and programmatic) with good and broad experience in program/project development, technical ability and knowledge of the geographical areas which means greater managerial and operational capacity.
- ✓ Good level of coordination and communication between all parties involved including the MOH, PCI, CEDEHCA at the operational, managerial, administrative and financial levels thus contributing to better flow in activities and decisions.
- ✓ There is a good internal organizational mechanism for planning and control which consists of conducting systematic evaluations through monthly work sessions to assess progress and define future commitments. The automated information system that was specifically designed for MESA Project contributed greatly. It allows for monitoring the level of progress by indicator.
- ✓ Creating field supervision plans, both programmatic and administrative/financial, that the technical teams implemented was very valuable as they provide insight into the real situation and facilitate better decision-making.
- ✓ The monitoring and evaluation system. The design of its own automated system for the project (SIMESA) was finalized and is in operation at the municipal, departmental/regional and central levels. This system has undergone a validation process and is currently operating at one hundred percent at all levels and modules.
- ✓ The timeliness of the logistics needed to carry out fieldwork is considered a strength and contributed to the development and implementation of operational plans.

*"...I think the basic thing is...the focal point of absolutely everything is...the good pairing of PCI with the MINED and the focus" **Departmental deputy of the MINED, Jinotega***

Main limitations or obstacles

- ✓ Lack of a focal point for coordination and communication at the central MINED level, limiting the ability to coordinate activities that are not related to the PINE-MINED.
- ✓ Limitations regarding the ability of technical staff to accompany and support schools given the high average of assigned schools per staff in addition to the fact that access to many of the schools is extremely difficult. This means that staff visits to schools occur every 3 to 4 months, thereby limiting the opportunity to directly monitor activities and provide technical support. The same situation occurs with PINE-MINED technical teams who are directly responsible for the school meal program as well as in both geographical areas where the project is located, particularly in the RACCS due to its geographical features.
- ✓ Inconsistency in the statistical records of school enrollment at the central and regional levels of PINE-MINED which has caused difficulties in the distribution of materials, food and other products covered by the project, all of which is calculated according to the number of schools and students enrolled. This has meant that the materials and supplies for school meals or teaching are not available to all beneficiaries. In the municipality of Bluefields, for example, the nuclearization process which is still in progress has led to a lack of updated information on schools, teachers and students.
- ✓ Lack of partnerships with other institutions and/or sectors. We have taken some steps in this area, but the results, specifically those focused on the private sector, have been limited and in the case of the RACCS there have been none. Priority has been given to other areas of work, such as food distribution, meal preparation and delivery, infrastructure, school gardens, and capacity-building. Alliance-building is probably the area where the least amount of time axis has been invested. In recent months progress was made in preparing staff, parents and teachers for alliance management, which is expected to be given priority in the immediate future.
- ✓ One limitation of the monitoring and evaluation system has been updating the database with information on school enrollment, due to the fact that such information provided by central PINE-MINED has been inconsistent with data at the municipal level.
- ✓ Coordination and communication with local stakeholders. In general, stakeholders acknowledge that coordination has been good during the project. MINED officials expressed that the level of coordination developed between implementing organizations and the MINED as an institution has been a strength. However, there is no systematic and permanent space or mechanism available for the main agencies involved in the project to report on progress and provide feedback. Local government officials only knew about the project when it was presented to them and occasionally received some information on it. There has been no fixed session with the MINED to present progress, proposals, and difficulties and to facilitate decision-making.

The **Departmental Deputy of MEO in Jinotega** reflected on the recent issues regarding what should be improved in the project.

*“Systematize meetings between the directors of PCI Jinotega and departmental (MINED).”
“Evaluate...we have evaluated, but not systematically. The last Friday of every month when we have TEPCE, we evaluate PCI and MINED.”*

“...I go to the schools and see PCI-USDA (in newly built latrines). Project management here in Jinotega should be less aggressive in the sense that we must communicate and agree on which geographical areas we will focus, define priorities. Probably be on target (in relation to the infrastructure already created), but the issue is not to be on target; the

issue is that they are working with us and have to tell us here are so many latrines, where do you want us to put them.

"...We have to do the project on time. Otherwise, the donor tells us we're wrong. It shouldn't be like that; the project time must be more flexible, more adjustable, must be adjusted to Nicaragua time...you have to adjust."

VI. CONCLUSION

- ✓ Literacy in school children has substantially improved, according to statistics from the MINED, measured in 6th grade students. The project was able to implement activities in two areas that support improving the quality of education: materials and capacity building for teachers. However, the distribution of materials and school supplies has been slow, and there is even a percentage of schools and teachers that have not yet received them. The project has also been unable to complete the number of teachers trained in areas that strengthen their teaching ability.
- ✓ The number of children who are distracted and not paying attention in class has decreased. The reasons teachers identified for why children do not pay attention are similar to those described at baseline: the class does not draw their attention, lack of food, sickness and problems at home. Recognizing these reasons has been very useful for teachers, enabling them to try different approaches depending to the circumstances presented.
- ✓ The number of students who attend school "hungry" or "very hunger" has halved. This is directly linked to the delivery of school meals. The school meal component of the program has seen a high level of compliance among benefited schools with regard to coverage in benefited schools, number of students (boys and girls) benefited, and number of days per week that students receive a meal.
- ✓ There is a large degree of appreciation for the school meal among all stakeholders involved in the education of students. Parents, teachers and MINED officials, students and local authorities expressed full support for it. Parents and students expressed a high degree of satisfaction with the quantity and quality of food they receive at school. Mothers recognize the benefits that school meals offer for their children's development. Parents are committed as evidenced by their willingness to store, prepare and deliver food as well as provide food to supplement the meal.
- ✓ The project includes the delivery of five basic foods to prepare the meal. This, however, does not ensure diversity of diet in the food provided to students, so parents supplement with other foods, depending on their economic possibilities. However, a diverse diet is not always possible.
- ✓ The project met the target for school retention for both girls and boys. However, thus far in the 2015 school year, a high percentage of school children have missed school at least once, the majority due to illness.
- ✓ Despite limitations (lack of land, agro-ecology, limited availability of resources), the school gardens component has met three-quarters of the established targets. However, it has had little support from parents and teachers. In addition, the weather has not been favorable for agricultural areas in different geographical areas of the country, which can affect the creation of school gardens.
- ✓ There is delay in infrastructure development, especially in classrooms, kitchens latrines, and wells due to the complexity of the implementation process. In particular, this includes making the initial assessment to identify needs and define priorities, defining investment costs, soliciting bids and contracting. However, there has been significant support and participation by parents, contributing to project sustainability. The construction of storage areas has been more successful since they can be constructed more quickly using "trunks" that offer basic features for adequate and safe food storage. Nonetheless, the initial assessment made clear that there is a greater need for improvement in the infrastructure of schools, which the project's limited budget cannot meet.

- ✓ There was improvement in the level of knowledge among population groups in relation to safe health and hygiene practices, including hand washing, use and maintenance of sanitation services, and safe water. However, this knowledge does not always translate into practice, as confirmed via direct observation, since not all the conditions exist to accomplish this. For example, not all schools have a station for hand washing nor soap needed for proper technique. Not all schools treat the water used for consumption and a high percentage of latrines/toilets do not meet basic cleanliness standards (door closed, clean and covered bench/seat, ventilation, no used toilet paper around).
- ✓ The project provided training for the educational population on nutrition and food security, as evidenced by the increase in knowledge among teachers and mothers regarding nutrition, hygiene and food preparation. However, there is no improvement in teacher knowledge on sanitary conditions for food storage.
- ✓ The project has failed to achieve effective coordination with local health institutions for implementing preventative health interventions, thus limiting the preventative treatment for parasites, lice and vitamin A.
- ✓ There is good engagement of the educational community for preparing school meals, especially among teachers and parents through SFC. However, more training is needed about the SFC in order to fulfill the roles and functions stipulated.
- ✓ Overall, the sustainability strategy of the School Feeding Program is based on the four sectors involved in the program, of which the MOE and the organized community are those with greater development; in the MOE through the implementation of PINE, and the community through the PTA who play an important role in the process of storage, preparation and distribution of food in schools. The other two sectors: Local government and private sector are participating in the program, indicating some level of sensitivity and commitment, however, this share has been on an ad hoc and based on specific demand.

VII. RECOMMENDATIONS

Regarding actions taken to improve project performance

For school meals, the most successful component of the project, the following recommendations for improvement include:

- ✓ Strengthen alternatives for diversifying food in schools, including working with private companies, developing community gardens and collecting food and fruits specifically for school meals.
- ✓ Consider recommendations offered by mothers who are directly in charge of preparing school meals. Incorporate into trainings topics related to healthy eating, the nutritional value of food and recipes to improve the quality of food.
- ✓ Encourage promotional group activities such as fairs, gastronomic competitions and point of sales such as food kiosks during business days.

For school gardens, we recommend focusing on schools according to the availability of land and agro-ecology, if viable. Strengthen the participation of parents in garden implementation, taking into consideration that this population has experience in agriculture.

Improve knowledge and capacity-building. Considering the gap between the time needed for trainings and the time available in the current school year, we recommend the following:

- ✓ Prepare a timeline in consensus with MINED authorities, taking into consideration the various population groups (teachers, parents, MINED officials, students) and the diversity of issues to be addressed (educational, FNS, personal and environmental hygiene, storage, food handling and preparation) which will require coordinating timing among facilitators and participants.
- ✓ Continue to take advantage of all meeting times that the MINED has institutionalized to incorporate training topics. Taking advantage of the space and time.
- ✓ Focus trainings to parents and schoolchildren on those practices where there is less knowledge.
- ✓ An alternative to diffuse information and education is through an awareness campaign for parents aimed at key practices. We recommend considering the possibility of designing and implementing one focused on specific topics. Considering that the results demonstrate that media more often used is through schools and the radio, consider these for such campaigns.

Improve key practices via use of safe water, hand washing, proper use and maintenance of latrines/toilets, and proper storage and food handling.

- ✓ To perform safe or proper practices, one needs resources or basic materials in addition to knowledge. Thus, we recommend obtaining the necessary resources so that the population can do so. Review the budget and coordinate with other sectors (government, private sector) to search for and distribute materials.

Infrastructure: rehabilitation/construction of classrooms, latrines, wells, storage areas and kitchens. This is the component that has made the least progress in relationship to established targets. It takes time to execute. Thus, we recommend:

- ✓ That project technical teams prioritize activities that fall within the mini projects already approved. Streamline certification of materials and monitor to ensure that they are executed on schedule.
- ✓ Coordinate with partner institutions (Mayor's office and MINED) to ensure supervisory support for activities.

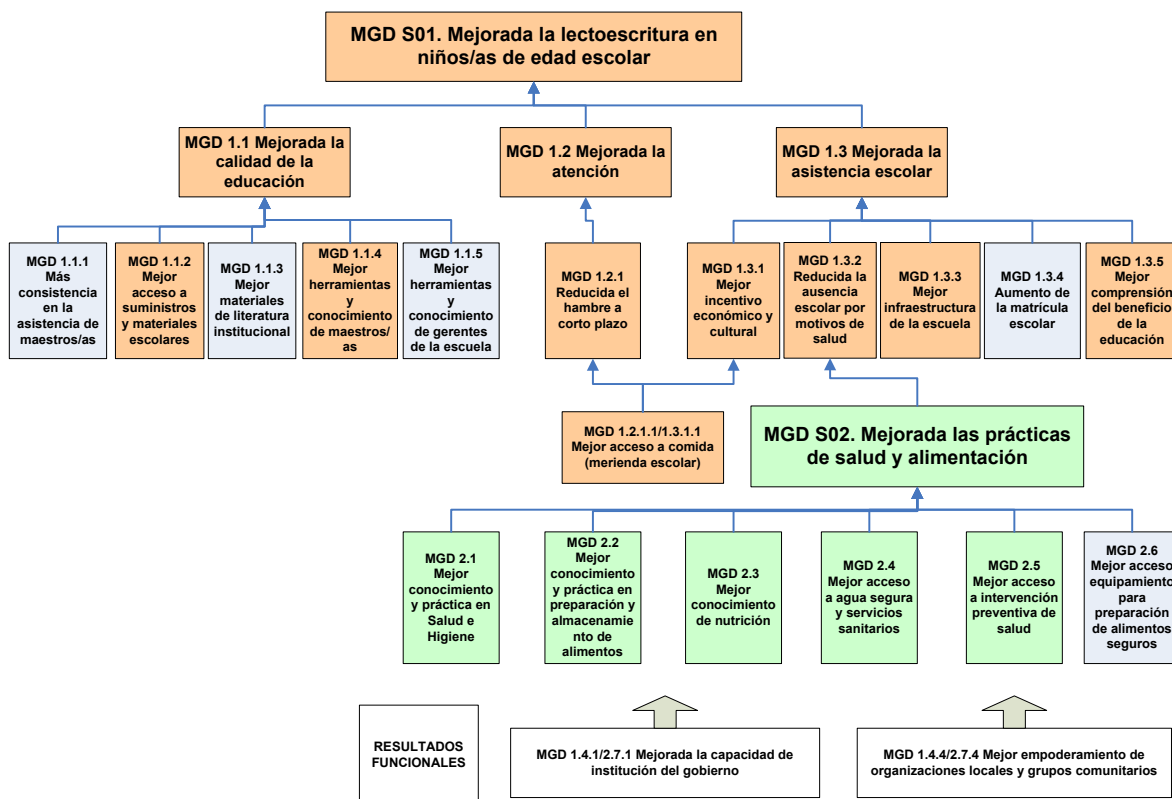
With regard to management issues and M & E

- ✓ The monitoring and evaluation system uses various sources of information to evaluate the project indicators, one of which is the MINED information system. However, whenever possible we recommend using specific population surveys via a random sample to complement evaluation of these indicators. For example, measure the indicator of fluency and student reading comprehension through the EGRA test and regular school attendance by students through a survey of teachers.
- ✓ We recommend reviewing and adjusting underestimated targets (e.g. number of parents benefited).
- ✓ Conduct a training workshop of PINE-MINED staff with staff from the central, regional and municipal levels to update school enrollment data in the information system.
- ✓ To strengthen coordination between MINED and implementing organizations, establish a formal space between the departmental / regional delegation to the project coordinators in each geographical area.
- ✓ Provide information to local stakeholders on the progress of the project. Take advantage of existing spaces such as Municipal Council sessions.
- ✓ Technical supervision capacity will improve with greater coverage of the technical team; however, more human resources are needed. Therefore, consult the budget for the possibility of new hires or alternatively strengthen the mobilization of the people responsible for the NER and have them provide support. The latter requires good coordination with MINED municipal and departmental/regional authorities.
- ✓ The approach taken in each municipality should be done according to the evaluation results. For some indicators information is available by Supervision Area, making it easy to identify which have the greatest priority by intervention area. We recommend presenting evaluation results in each geographical area, involving MINED authorities and technicians and other important partners.
- ✓ To support the sustainability of the program, it is recommended that systematically addressing the four sectors: MINED, community organizations, local government and private sector, giving priority to the last two actors, oriented in the future allocate more resources to the education sector specifically to support the School Feeding program, and encouraging to go earmarking is permanently.

VIII. APPENDICES

Appendix 01. Results Framework. MESA Project (Better Education and Health)

MARCO DE RESULTADOS. Proyecto MESA



Appendix 2. Sampling Frame

Appendix 3. Quantitative data collection instruments

ENTREVISTA

Maestro/a de escuela primaria Conocimiento y práctica en alimentación escolar, salud-higiene. Evaluación Intermedia Proyecto MESA. Junio, 2015. PCI -CEDEHCA - USDA

SECCION A. IDENTIFICACION DEL CUESTIONARIO

A01. Fecha de la entrevista:
DIA MES AÑO

A02. Número de cuestionario:

A03. Departamento: RACCS Jinotega

A04. Municipio:

A05. Nombre de escuela:

A06. Comunidad:

A07. Código único de escuela

A08. Nombre entrevistador/a

CONSENTIMIENTO INFORMADO

Hola. Mi nombre es _____ estoy trabajando con PCI-Nicaragua. Estamos realizando una entrevista a los/as maestros/as de las escuelas sobre los conocimientos y prácticas de la alimentación y los aprendizajes sobre salud e higiene dentro de la escuela. Su opinión es importante para PCI, agradeceríamos su participación.

Esta información ayudará a 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?

ACEPTA SER ENTREVISTADA?..... SI 1
NO 2 → **TERMINE**

Firma del entrevistador: _____ Nombre:

SECCIÓN B. IDENTIFICACIÓN DEL/LA MAESTRO/A DE ESCUELA PRIMARIA

B01. Nombre:

B02. Sexo: MASCULINO FEMENINO

B03. Edad: AÑOS CUMPLIDOS B04. Nivel Escolar: SEC. INCOMP. SEC. COMP. GRADUADO

B05. Estudia actualmente: SI NO B06. Qué estudia?:

B07. Comunidad donde vive:

B08. Cuántos años tiene de docencia: SI ES MENOS DE UN AÑO, ESCRIBA 00

B09. Cuál(es) grado(s) atiende actualmente:

B10. Cuántos alumnos/a atiende actualmente:

SECCION C. SALUD Y NUTRICIÓN			
NÚM.	PREGUNTAS	RESPUESTAS	PASE A
C01	El año pasado, ¿Usted recibió capacitación sobre la importancia de la alimentación nutritiva y saludable del escolar?	SI 1 NO 0	→ C05
C02	¿Puede mencionar algunos de los temas de capacitación que recibió? RESPUESTA MÚLTIPLE. PUEDE ENCERRAR EN CÍRCULO VARIAS RESPUESTAS	CONCEPTOS BÁSICOS DE ALIMENTACIÓN Y NUTRICIÓN A ALIMENTACIÓN BALANCEADA B APORTES NUTRICIONALES DE LOS ALIMENTOS C OTRO X (ESPECIFIQUE) NO RECUERDA/NO RESPONDE Y	
C03	En la escuela, ¿Para qué le han servido las capacitaciones recibidas? RESPUESTA MÚLTIPLE. PUEDE ENCERRAR EN CÍRCULO VARIAS RESPUESTAS	ORIENTAR A LOS NIÑOS/AS A ORIENTAR A PADRES DE FAMILIA B COMPARTIR CON OTROS MAESTROS/AS C APLICARLO CON SU FAMILIA D OTRO X (ESPECIFIQUE) NO RECUERDA/NO RESPONDE Y	
C04	¿De parte de quien recibió capacitaciones sobre la importancia de la alimentación nutritiva y saludable del escolar? RESPUESTA MÚLTIPLE. PUEDE ENCERRAR EN CÍRCULO VARIAS RESPUESTAS	MINED / PINE A PERSONAL DE CEDEHCA B PERSONAL DE PCI C BRIGADISTA DE SALUD D OTRO X (ESPECIFIQUE) NO RECUERDA/NO RESPONDE Y	
C05	¿Usted ha identificado durante el desarrollo de sus clases que algunos niños/as no prestan atención?	SI 1 NO 0	→ D06
C06	¿Cuántos de los niños/as que atiende en la clase no ponen atención?	<input type="text"/> <input type="text"/> NÚMERO DE NIÑOS/AS	
C07	¿Sabe Usted porqué los niños/a no prestan atención en la clase? RESPUESTA MÚLTIPLE. PUEDE ENCERRAR EN CÍRCULO VARIAS RESPUESTAS	FALTA DE ALIMENTACIÓN A ENFERMEDAD B LA CLASE NO ES LLAMATIVA PARA ELLOS ... C OTRO X (ESPECIFIQUE) NO RECUERDA/NO RESPONDE Y	
C08	Cuando los niños/as no prestan atención, ¿Qué ha hecho para mejorar o captar la atención de los niños/as? RESPUESTA MÚLTIPLE. PUEDE ENCERRAR EN CÍRCULO VARIAS RESPUESTAS	REFORZAR LA LECCIÓN CON OTROS MÉTODOS DE ENSEÑANZA A CAMBIAR OTRO TEMA DE INTERESANTE PARA LOS ESTUDIANTES B INVESTIGAR LAS DIFICULTADES DEL ESTUDIANTE C INSISTIR EN EL MÉTODO DE ENSEÑANZA USUAL D NADA E OTRO X (ESPECIFIQUE)	

SECCION D. HIGIENE, MANIPULACIÓN Y ALMACENAMIENTO DE LOS ALIMENTOS

NÚM.	PREGUNTAS	RESPUESTA/S	PASE A
D01	¿Se realiza en la escuela prácticas de lavado de mano con los niños/as antes de comer?	SI 1 NO 0	
D02	¿Puede mencionar algunas normas de higiene para la manipulación de los alimentos? RESPUESTA MÚLTIPLE. PUEDE ENCERRAR EN CÍRCULO VARIAS RESPUESTAS	LAVAR ALIMENTOS CON AGUA POTABLE O CLORO ANTES DE COCINARLOS A COCINAR BIEN LOS ALIMENTOS B NO JUNTAR ALIMENTOS CRUDOS CON LOS COCINADOS C CONSUMIR INMEDIATAMENTE LOS ALIMENTOS DESPUES DE COCINADOS D EL AGUA PARA PREPARAR ALIMENTOS DEBE ESTAR CLORADA O HERVIDA E QUITAR LA BASURA, PIEDRAS Y TIERRA DE LOS GRANOS, ANTES DE PREPARLOS F OTRO X (ESPECIFIQUE) NO RECUERDA/NO RESPONDE Y	
D03	¿Puede mencionar algunas condiciones sanitarias para almacenar los alimentos en la escuela? RESPUESTA MÚLTIPLE. PUEDE ENCERRAR EN CÍRCULO VARIAS RESPUESTAS	ALMACENAR SOBRE POLINES, TABLAS O MESAS A PRODUCTOS/ALIMENTOS SEPARADOS B NO ALMACENAR LOS ALIMENTOS JUNTO A PRODUCTOS QUÍMICOS C LOCAL DONDE SE ALMACENAN DEBE LIMPIARSE TODOS LOS DÍAS D TAPAR LOS RECIPIENTES QUE CONTIENE ALIMENTOS E OTRO X (ESPECIFIQUE) NO RECUERDA/NO RESPONDE Y	
D04	¿Puede mencionar algunas condiciones higiénicas sanitarias del lugar donde se preparan los alimentos? RESPUESTA MÚLTIPLE. PUEDE ENCERRAR EN CÍRCULO VARIAS RESPUESTAS	PISO, PAREDES Y TECHO DEBEN LIMPIARSE CON FRECUENCIA A LIMPIAR MESAS PARA COCINAR ANTES Y DESPUÉS B NO DEBEN HABER ANIMALES DOMÉSTICOS EN EL LUGAR C EL RECIPIENTE QUE SE USA DE BASURERO DEBE ESTAR LEJOS Y TAPADO D OTRO X (ESPECIFIQUE) NO RECUERDA/NO RESPONDE Y	
D05	Actualmente, ¿Los alumnos/as están recibiendo alimentación en la escuela?	SI 1 NO 0	→ D07

SECCION D. HIGIENE, MANIPULACIÓN Y ALMACENAMIENTO DE LOS ALIMENTOS

NÚM.	PREGUNTAS	RESPUESTAS	PASE A
D06	<p>SI RESPUESTA ES NEGATIVA, PREGUNTE: ¿Porqué no?</p> <p>RESPUESTA MÚLTIPLE. PUEDE ENCERRAR EN CÍRCULO VARIAS RESPUESTAS</p>	<p>NO HA LLEGADO ALIMENTO A LA ESCUELA .. A NO HA HABIDO APOYO PARA TRASLADO B NO HA HABIDO APOYO PARA COCINAR C NO INCLUYERON A LA ESCUELA ESTE AÑO .. D OTRO X (ESPECIFIQUE)</p>	
D07	¿Cuántos días a la semana se les prepara alimentación a los niños/as?	<input type="text"/> NÚMERO DE DÍAS	
D08	¿Usan cuaderno o registro para control y seguimiento de los alimentos en la escuela?	<p>SI 1 NO 2 NO TIENE CUADERNO 3</p>	
D09	¿El CAE supervisa la recepción de los alimentos, el almacenamiento y su distribución?	<p>SI 1 NO 0</p>	
D10	¿Los padres de familia realizan aportes para complementar la alimentación escolar?	<p>SI 1 NO 0</p>	
D11	¿En qué estado reciben los alimentos para los/as niños/as de la escuela?	<p>BUENO 1 REGULAR 2 MALO 3 NO SABE 88</p>	
D12	¿Utilizan la cocina de la escuela?	<p>SI 1 NO 2 NO TIENE COCINA 3</p>	
D13	¿Se ha establecido en la escuela Huerto Escolar?	<p>SI 1 NO 0</p>	
D14	<p>¿Qué limitantes o dificultades tienen para establecer un huerto escolar?</p> <p>RESPUESTA MÚLTIPLE. PUEDE ENCERRAR EN CÍRCULO VARIAS RESPUESTAS</p>	<p>NO TIENEN TERRENO A NO TIENE INTERÉS MAESTROS B NO TIENEN APOYO DE PADRES C NO CONDICIONES AGROECOLÓGICAS D OTRO X (ESPECIFIQUE) NO SABE/ NO RESPONDE Y</p>	

SECCION E. AGUA Y SANEAMIENTO			
NÚM.	PREGUNTAS	RESPUESTA/S	PASE A
E01	Me gustaría preguntarle sobre el abastecimiento de agua en la escuela, ¿En la escuela siempre tienen agua para beber?	SI 1 NO 0	
E02	¿En la escuela siempre tienen agua para lavarse las manos?	SI 1 NO 0	
E03	En la escuela, ¿De donde reciben el agua para beber?	POZO 1 AGUA ENTUBADA 2 MAG 3 AGUA DE LLUVIA 4 PADRES LLEVAN BALDES DE AGUA 5 OTRO 96 (ESPECIFIQUE) NO SABE/NO RESPONDE 88	
E04	¿Sabe qué tratamiento de desinfección le hacen al agua de beber en la escuela?	SI 1 NO 0	→ E06
E05	¿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 5	
E06	¿Cuántas estaciones de lavado de manos hay en la escuela? Anote el número mencionado SI NO HAY, ANOTE 0 Y SALTE A E09	<input type="text"/> NÚMERO DE ESTACIONES MENCIONADAS	→ E09
E07	OBSERVE , si en el lavamanos o estaciones de agua tienen jabón	SI 1 NO 0	
E08	OBSERVE , cuántos lavamanos o estaciones de agua están funcionando ANOTE EL NÚMERO OBSERVADO	<input type="text"/> NÚMERO DE ESTACIONES OBSERVADAS	
E09	¿Qué tipo de deposición de excretas tiene la escuela?	LETRINA 1 INODORO 2 NINGUNA 3 OTRO 96 (ESPECIFIQUE)	
E10	¿Cuántas veces al día limpian la(s) letrina(s) de la escuela?	UNA VEZ 1 MÁS DE UNA VEZ 2 NINGUNA 3 NO SABE/NO RESPONDE 88	

SECCION E. AGUA Y SANEAMIENTO																					
NÚM.	PREGUNTAS	RESPUESTAS	PASE A																		
E11	OBSERVE , si se cuenta con letrinas separadas para niños y niñas. SI NO ESTÁ ROTULADO, LA RESPUESTA ES NO	SI 1 NO 0																			
E12	OBSERVE , cómo se encuentran todas las letrinas de la escuela OBSERVE Y MARQUE CADA UNO DE LOS ASPECTOS	<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;">0</td> </tr> <tr> <td>BANCO LIMPIO Y TAPADO</td> <td style="text-align: center;">1</td> <td style="text-align: center;">0</td> </tr> <tr> <td>SIN PAPEL ALREDEDOR DEL BANCO</td> <td style="text-align: center;">1</td> <td style="text-align: center;">0</td> </tr> <tr> <td>PUERTA CERRADA</td> <td style="text-align: center;">1</td> <td style="text-align: center;">0</td> </tr> <tr> <td>CON TUBO DE VENTILACIÓN</td> <td style="text-align: center;">1</td> <td style="text-align: center;">0</td> </tr> </tbody> </table>		SI	NO	LIMPIA POR FUERA	1	0	BANCO LIMPIO Y TAPADO	1	0	SIN PAPEL ALREDEDOR DEL BANCO	1	0	PUERTA CERRADA	1	0	CON TUBO DE VENTILACIÓN	1	0	
	SI	NO																			
LIMPIA POR FUERA	1	0																			
BANCO LIMPIO Y TAPADO	1	0																			
SIN PAPEL ALREDEDOR DEL BANCO	1	0																			
PUERTA CERRADA	1	0																			
CON TUBO DE VENTILACIÓN	1	0																			
E13	¿Qué hacen con la basura en la escuela? RESPUESTA MÚLTIPLE. PUEDE ENCERRAR EN CÍRCULO VARIAS RESPUESTAS	<table style="width: 100%; border: none;"> <tbody> <tr> <td>LA TIRAN AL PATIO</td> <td style="text-align: center;">1</td> </tr> <tr> <td>LA ENTIERRAN</td> <td style="text-align: center;">2</td> </tr> <tr> <td>LA QUEMAN</td> <td style="text-align: center;">3</td> </tr> <tr> <td>LA TIRAN AL RÍO</td> <td style="text-align: center;">4</td> </tr> <tr> <td>LA RECICLAN</td> <td style="text-align: center;">5</td> </tr> <tr> <td>OTRO _____ ..</td> <td style="text-align: center;">96</td> </tr> <tr> <td colspan="2" style="text-align: center;">(ESPECIFIQUE)</td> </tr> </tbody> </table>	LA TIRAN AL PATIO	1	LA ENTIERRAN	2	LA QUEMAN	3	LA TIRAN AL RÍO	4	LA RECICLAN	5	OTRO _____ ..	96	(ESPECIFIQUE)						
LA TIRAN AL PATIO	1																				
LA ENTIERRAN	2																				
LA QUEMAN	3																				
LA TIRAN AL RÍO	4																				
LA RECICLAN	5																				
OTRO _____ ..	96																				
(ESPECIFIQUE)																					
E14	OBSERVE si en la escuela cuentan con recipientes para depositar la basura	SI 1 NO 0																			

SECCION F. EDUCACIÓN															
NÚM.	PREGUNTAS	RESPUESTAS	PASE A												
F01	Para Usted, cómo se podría mejorar la calidad de la enseñanza en las escuelas? RESPUESTA MÚLTIPLE. PUEDE ENCERRAR EN CÍRCULO VARIAS RESPUESTAS	<table style="width: 100%; border: none;"> <tbody> <tr> <td>UTILIZANDO UN CURRÍCULO AJUSTADO A LAS CARACTERÍSTICAS DE LOS NIÑOS/AS ...</td> <td style="text-align: center;">A</td> </tr> <tr> <td>UTILIZAR NUEVAS METODOLOGÍAS DE ENSEÑANZA</td> <td style="text-align: center;">B</td> </tr> <tr> <td>CAPACITANDO A MAESTROS/AS</td> <td style="text-align: center;">C</td> </tr> <tr> <td>DOTANDO A LA ESCUELA DE MATERIALES EDUCATIVOS</td> <td style="text-align: center;">D</td> </tr> <tr> <td>OTRO _____ ..</td> <td style="text-align: center;">X</td> </tr> <tr> <td colspan="2" style="text-align: center;">(ESPECIFIQUE)</td> </tr> </tbody> </table>	UTILIZANDO UN CURRÍCULO AJUSTADO A LAS CARACTERÍSTICAS DE LOS NIÑOS/AS ...	A	UTILIZAR NUEVAS METODOLOGÍAS DE ENSEÑANZA	B	CAPACITANDO A MAESTROS/AS	C	DOTANDO A LA ESCUELA DE MATERIALES EDUCATIVOS	D	OTRO _____ ..	X	(ESPECIFIQUE)		
UTILIZANDO UN CURRÍCULO AJUSTADO A LAS CARACTERÍSTICAS DE LOS NIÑOS/AS ...	A														
UTILIZAR NUEVAS METODOLOGÍAS DE ENSEÑANZA	B														
CAPACITANDO A MAESTROS/AS	C														
DOTANDO A LA ESCUELA DE MATERIALES EDUCATIVOS	D														
OTRO _____ ..	X														
(ESPECIFIQUE)															

MUCHAS GRACIAS POR SU COLABORACIÓN !!!!

ENTREVISTA

Niño o niña escolar del grado superior en la escuela primaria Conocimiento y práctica en alimentación escolar, salud-higiene. Evaluación Intermedia Proyecto MESA. Junio, 2015. PCI -CEDEHCA - USDA

SECCION A. IDENTIFICACION DEL CUESTIONARIO

A01. Fecha de la entrevista:

DIA		MES		AÑO	

A02. Número de cuestionario:

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A03. Departamento: RACCS

Jinotega

A04. Municipio

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A05. Nombre de escuela

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A06. Código único de escuela

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A07. Nombre entrevistador/a

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CONSENTIMIENTO INFORMADO

Hola. Mi nombre es _____ estoy trabajando con PCI-Nicaragua. Estamos realizando una entrevista a los y la niñas dentro de las escuelas, sobre la alimentación que reciben, los aprendizajes en salud, nutrición e higiene dentro de la escuela. Sus opiniones son importantes para PCI Nicaragua, apreciaríamos su participación. Esta información ayudará a 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?

ACEPTA SER ENTREVISTADA?..... SI 1

NO 2 → **TERMINE**

Firma del entrevistador: _____

Nombre:

--

SECCIÓN B. IDENTIFICACIÓN DEL ESCOLAR

B01. Nombre:

--

B02. GÉNERO: NIÑO

NIÑA

B03. Edad:

--	--

 AÑOS CUMPLIDOS

B04. Fecha de Nacimiento:

DIA	

MES	

AÑO	

B05. Comunidad donde vive:

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B06. Grado que está cursando:

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SECCION C. ALIMENTACIÓN Y NUTRICIÓN

NÚM.	PREGUNTAS	RESPUESTAS	PASE A
C01	Normalmente, ¿Comés algo en tu casa antes de venir a la escuela?	SI 1 NO 0	
C02	Regularmente, ¿Qué tipo de comida comés en tu casa? RESPUESTA MÚLTIPLE. PUEDE ENCERRAR EN CÍRCULO VARIAS RESPUESTAS	TORTILLA/PAN A HUEVOS B FRIJOLES C VERDURAS / HORTALIZAS D CARNE / POLLO E ARROZ F LECHE Y DERIVADOS G ATOL / CEREAL H FRUTAS / REFRESCOS I OTRO X (ESPECIFIQUE) NO SABE/NO RESPONDE Y	
C03	¿En el día, cuántas veces comés?	UNA VEZ 1 DOS VECES 2 TRES VECES 3 CUATRO VECES 4	
C04	El año pasado, en la escuela, ¿Recibiste alimentación o merienda escolar?	SI 1 NO 0	
C05	Actualmente, ¿Estás recibiendo alimentación en la escuela?	SI 1 NO 0 → C11	
C06	¿Cuántas días en la semana comés en la escuela?	UN DÍA 1 DOS-TRES DÍAS 2 CUATRO-CINCO DÍAS 3	
C07	¿La cantidad de alimentos que te dan, es poco, suficiente o mucho?	POCO 1 SUFICIENTE 2 MUCHO 3 NO OPINA / NO RESPONDE 88	
C08	Para vos, ¿Qué sabor tienen los alimentos que te dan en la escuela?	RICO / SABROSO 1 FEO / MAL 2 OTRO 96 (ESPECIFIQUE) NO OPINA / NO RESPONDE 88	
C09	Para vos, ¿Cómo es la calidad de la comida que te dan en la escuela?	MUY BUENA 1 BUENA 2 REGULAR 3 MALA 4 NO OPINA / NO RESPONDE 88	

SECCION C. ALIMENTACIÓN Y NUTRICIÓN

NÚM.	PREGUNTAS	RESPUESTAS	PASE A
C10	<p>Cuando comés en la escuela, ¿Quedás muy lleno, lleno, sin hambre, con hambre o con mucha hambre?</p> <p>SI ES NECESARIO REPITA LA PREGUNTA MÁS DESPACIO</p>	<p>MUY LLENO 1</p> <p>LLENO 2</p> <p>SIN HAMBRE 3</p> <p>CON HAMBRE 4</p> <p>CON MUCHA HAMBRE 5</p> <p>NO OPINA / NO RESPONDE 88</p>	
C11	<p>¿Crees que la alimentación en la escuela tiene algún beneficio para los niños y niñas?</p>	<p>SI 1</p> <p>NO 0 → C13</p>	
C12	<p>¿En qué crees que ayuda a los niños/as la alimentación escolar?</p> <p>RESPUESTA MÚLTIPLE. PUEDE ENCERRAR EN CÍRCULO VARIAS RESPUESTAS</p>	<p>MAS ATENTOS EN CLASE A</p> <p>MEJOR APRENDIZAJE B</p> <p>MEJORA SU SALUD C</p> <p>FORTALECE SU DESARROLLO D</p> <p>JUGAR CON MÁS ENTUSIASMO E</p> <p>OTRO X</p> <p>(ESPECIFIQUE)</p>	
C13	<p>Para Usted, ¿Cuáles alimentos piensa que son buenos para los niños y niñas de tu edad?</p> <p>RESPUESTA MÚLTIPLE. PUEDE ENCERRAR EN CÍRCULO VARIAS RESPUESTAS</p>	<p>CEREALES (Arroz, pan) A</p> <p>RAICES Y TUBERCULOS (yuca, papa, malanga) B</p> <p>LEGUMBRES Y FRUTOS SECOS (repollo, zanahoria, tomate, almendra) C</p> <p>FRIJOLES D</p> <p>HUEVO E</p> <p>LECHES Y DERIVADOS F</p> <p>CARNES / PESCADO G</p> <p>FRUTAS/VERDURAS RICAS EN VIT. A H</p> <p>OTRAS FRUTAS E</p> <p>OTRO X</p> <p>(ESPECIFIQUE)</p> <p>NO SABE/NO RESPONDE Y</p>	

SECCION D. HIGIENE Y MANIPULACIÓN DE LOS ALIMENTOS																		
NÚM.	PREGUNTAS	RESPUESTA/S	PASE A															
D01	Me gustaría preguntarle sobre el abastecimiento de agua en la escuela, ¿En la escuela siempre tienen agua para beber?	SI 1 NO 0																
D02	¿En la escuela siempre tienen agua para lavarse las manos?	SI 1 NO 0																
D03	¿Sabes qué es agua segura? RESPUESTA MÚLTIPLE. PUEDE ENCERRAR EN CÍRCULO VARIAS RESPUESTAS	AGUA LIMPINA, SIN BACTERIAS / SIN MICROBIOS A OTRO X (ESPECIFIQUE) NO SABE/NO RESPONDE Y																
D04	Menciona algún beneficio del agua segura RESPUESTA MÚLTIPLE. PUEDE ENCERRAR EN CÍRCULO VARIAS RESPUESTAS	EVITAR ENFERMEDADES A CRECER SANO / FUERTE B OTRO X (ESPECIFIQUE) NO RECUERDA/NO RESPONDE Y																
D05	¿Sabes cuándo te debes lavar las manos? RESPUESTA MÚLTIPLE. PUEDE ENCERRAR EN CÍRCULO VARIAS RESPUESTAS	ANTES DE COMER A DESPUÉS DE COMER B DESPUÉS DE IR A LA LETRINA C OTRO X (ESPECIFIQUE) NO RECUERDA/NO RESPONDE Y																
D06	En la escuela, ¿En qué momentos te lavas las manos? RESPUESTA MÚLTIPLE. PUEDE ENCERRAR EN CÍRCULO VARIAS RESPUESTAS. SI ENCUESTADOR/A ESTÁ PRESENTE DURANTE PREPARACIÓN O DISTRIBUCIÓN DE ALIMENTOS, SUBRAYAR SI FUE POR OBSERVACIÓN, DE LO CONTRARIO SOLO PREGUNTAR	ANTES DE COMER A DESPUÉS DE COMER B DESPUÉS DE IR A LA LETRINA C OTRO X (ESPECIFIQUE) NO RECUERDA/NO RESPONDE Y																
D07	¿Dónde se lavan las manos en la escuela? RESPUESTA MÚLTIPLE. PUEDE ENCERRAR EN CÍRCULO VARIAS RESPUESTAS	LAVAMANOS / PILA DE AGUA A LLAVE SIN PILA EN EL PATIO B NO ME LAS LAVO C NO TIENE / NO HAY LAVAMANOS D OTRO X (ESPECIFIQUE) NO RECUERDA/NO RESPONDE Y																
D08	OBSERVE el lugar donde se lavan las manos, si tienen los siguientes insumos OBSERVE Y MARQUE CADA UNO DE LOS ASPECTOS	<table border="0"> <tr> <td></td> <td>SI</td> <td>NO</td> </tr> <tr> <td>AGUA EN EL GRIFO O LLAVE</td> <td>1</td> <td>0</td> </tr> <tr> <td>JABÓN</td> <td>1</td> <td>0</td> </tr> <tr> <td>RECIPIENTE DE AGUA C/TAPA</td> <td>1</td> <td>0</td> </tr> <tr> <td>PANA / GUACAL</td> <td>1</td> <td>0</td> </tr> </table>		SI	NO	AGUA EN EL GRIFO O LLAVE	1	0	JABÓN	1	0	RECIPIENTE DE AGUA C/TAPA	1	0	PANA / GUACAL	1	0	
	SI	NO																
AGUA EN EL GRIFO O LLAVE	1	0																
JABÓN	1	0																
RECIPIENTE DE AGUA C/TAPA	1	0																
PANA / GUACAL	1	0																

SECCION E. ACCESO A SERVICIOS DE SALUD			
NÚM.	PREGUNTAS	RESPUESTAS	PASE A
E01	¿Alguna vez te han dado a tomar pastillas para parásitos en la escuela?	SI 1 NO 0	
E02	¿Alguna vez te han aplicado líquido en la cabeza para los piojos en la escuela?	SI 1 NO 0	
E03	¿En este año has faltado a clase algún día?	SI 1 NO 0	→ FIN
E04	¿Cuáles fueron los motivos para faltar a clase? <div style="background-color: #cccccc; padding: 5px; text-align: center;"> RESPUESTA MÚLTIPLE. PUEDE ENCERRAR EN CÍRCULO VARIAS RESPUESTAS </div>	POR ENFERMEDAD A POR AYUDAR EN CASA B POR TRABAJAR FUERA DE CASA C POR NO TENER UNIFORME, ZAPATOS, CUADERNO D OTRO X (ESPECIFIQUE) NO SABE/NO RESPONDE Y	

MUCHAS GRACIAS POR SU COLABORACIÓN !!!!

ENTREVISTA

Madres de familia con niños/as la escuela primaria Conocimiento y práctica en alimentación escolar, salud-higiene. Evaluación Intermedia Proyecto MESA. Junio, 2015. PCI -CEDEHCA - USDA

SECCION A. IDENTIFICACION DEL CUESTIONARIO

A01. Fecha de la entrevista:

DIA		MES		AÑO	

A02. Número de cuestionario:

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A03. Departamento: RACCS

Jinotega

A04. Municipio

--

A05. Nombre de escuela

--

A06. Tipo de escuela:

Urbana

Rural

A07. Código único de escuela

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A08. Nombre entrevistador/a

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CONSENTIMIENTO INFORMADO

Hola. Mi nombre es _____ estoy trabajando con PCI-Nicaragua. Estamos realizando una entrevista a madres de familia con hijos/as en las escuelas, sobre los conocimientos y prácticas de la alimentación y los aprendizajes sobre salud e higiene que han recibido. Su opinión es importante para PCI, apreciaríamos su participación. Esta información ayudará a 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?

ACEPTA SER ENTREVISTADA?.....SI 1

NO 2 → **TERMINE**

Firma del entrevistador: _____

Nombre:

--

SECCIÓN B. IDENTIFICACIÓN DE LA MADRE

B01. Nombre:

--

B02. Edad:

--	--

AÑOS CUMPLIDOS

B03. Comunidad donde vive:

--

B04. Número de hijos/as:

--	--

B05. No. de hijos/as en la escuela:

--	--

B06. En qué grado está/n su/s hijo/s:

--	--

--	--

--	--

B07. Sabe leer: SI

NO

B08. Último grado aprobado:

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SECCION C. IMPORTANCIA DE LA EDUCACIÓN

NÚM.	PREGUNTAS	RESPUESTAS	PASE A
C01	¿Cree Usted que la educación es importante o aportará un beneficio para su/s hijo/s e hija/s?	SI 1 NO 0	
C02	¿Usted ha recibido charlas o información sobre la importancia de la educación para los niños y niñas?	SI 1 NO 0	→ Sec. D
C03	¿Puede mencionar algunos beneficios de la educación primaria para los niños y niñas? RESPUESTA MÚLTIPLE. PUEDE ENCERRAR EN CÍRCULO VARIAS RESPUESTAS ¿ALGO MÁS?	APRENDER A LEER, ESCRIBIR, ANALIZAR A APRENDER A CONVIVIR CON LOS DEMAS (RELACIONES INTERPERSONALES) B CONOCEN O DESCRUBREN EL MUNDO (LAS CIENCIAS, LA COMUNIDAD, SU PAÍS, OTROS PAÍSES, ETC.) C SE PREPARAN PARA SER CAPACES DE ENFRENTAR O DEFENDERSE EN LA VIDA ... D OTRO X (ESPECIFIQUE)	
C04	¿Qué institución brindó estas charlas o información sobre la importancia de la educación primaria? RESPUESTA MÚLTIPLE. PUEDE ENCERRAR EN CÍRCULO VARIAS RESPUESTAS	MINISTERIO DE EDUCACIÓN A PCI-NICARAGUA/USDA B UNIVERSIDAD C CEDEHCA/USDA D OTRO X (ESPECIFIQUE)	
C05	¿A través de qué medio recibió charlas o información sobre la importancia de la educación? RESPUESTA MÚLTIPLE. PUEDE ENCERRAR EN CÍRCULO VARIAS RESPUESTAS	DE LA ESCUELA A ASOC. PADRES DE FAMILIA B DE OTRO PADRE/MADRE DE FAMILIA C DE LA RADIO D FERIAS O REUNIONES COMUNIDATARIAS E OTRO X (ESPECIFIQUE)	

SECCION D. ALIMENTACIÓN Y NUTRICIÓN			
NÚM.	PREGUNTAS	RESPUESTAS	PASE A
D01	Actualmente ¿Su hijo/a está recibiendo alimentación en la escuela?	SI 1 NO 0	→ D06
D02	¿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	
D03	¿Sabe Usted quién entrega a las escuelas este alimento? RESPUESTA MÚLTIPLE. PUEDE ENCERRAR EN CÍRCULO VARIAS RESPUESTAS	PINE- MINISTERIO DE EDUCACIÓN A PCI-NICARAGUA/USDA B CEDEHCA/USDA C OTRO X (ESPECIFIQUE)	
D04	¿Cuáles son los alimentos que recibe la escuela para la alimentación escolar? RESPUESTA MÚLTIPLE. PUEDE ENCERRAR EN CÍRCULO VARIAS RESPUESTAS	MAÍZ A ARROZ B ACEITE C FRIJOLES D HARINA DE TRIGO E CEREAL/CSB F NO SABE/NO RESPONDE Y	
D05	¿El niño/a, cuántas veces en la semana come en la escuela?	<input type="checkbox"/> NÚMERO DE DÍAS	
D06	¿Puede mencionar algunas recomendaciones para una buena alimentación en los niños/as que van a la escuela? RESPUESTA MÚLTIPLE. PUEDE ENCERRAR EN CÍRCULO VARIAS RESPUESTAS	ALIMENTACIÓN BALANCEADA/ADECUADA A ALIMENTACIÓN COMBINADA/VARIADA B ALIMENTACIÓN FRECUENTE/VARIAS VECES.. C ALIMENTACIÓN NUTRITIVA/COLORIDA..... D ALIMENTOS CON VITAMINAS Y MINERALES ... E HIGIENE DE LOS ALIMENTOS F OTRO X (ESPECIFIQUE) NO SABE/NO RESPONDE Y	
D07	¿El año pasado recibió charlas o capacitación sobre alimentos nutritivos y saludables?	SI 1 NO 0	→ D10
D08	¿Podría mencionar qué temas recibió en estas charlas o capacitaciones? RESPUESTA MÚLTIPLE. PUEDE ENCERRAR EN CÍRCULO VARIAS RESPUESTAS	ALIMENTACIÓN BALANCEADA/ADECUADA A ALIMENTACIÓN COMBINADA/VARIADA B ALIMENTACIÓN FRECUENTE/VARIAS VECES.. C ALIMENTACIÓN NUTRITIVA/COLORIDA..... D ALIMENTOS CON VITAMINAS Y MINERALES ... E HIGIENE DE LOS ALIMENTOS F OTRO X (ESPECIFIQUE) NO RECUERDA/NO RESPONDE Y	

SECCION D. ALIMENTACIÓN Y NUTRICIÓN			
NÚM.	PREGUNTAS	RESPUESTAS	PASE A
D09	¿A través de qué medio recibió charlas o información sobre alimentación y nutrición? RESPUESTA MÚLTIPLE. PUEDE ENCERRAR EN CÍRCULO VARIAS RESPUESTAS	DE LA ESCUELA A DE OTRO PADRE/MADRE DE FAMILIA B DE LA RADIO C DE FERIAS / REUNIONES COMUNITARIAS D OTRO X (ESPECIFIQUE)	
D10	El día de ayer ¿Qué le dio de comer a su hijo/a que va a la escuela? RESPUESTA MÚLTIPLE. PUEDE ENCERRAR EN CÍRCULO VARIAS RESPUESTAS	CEREALES (Arroz, pan) A RAICES Y TUBERCULOS (yuca, papa, malanga) B LEGUMBRES Y FRUTOS SECOS (repollo, zanahoria, tomate, almendra) C FRIJOLES D HUEVO E LECHES Y DERIVADOS F CARNES / PESCADO G FRUTAS/VERDURAS RICAS EN VIT. A H OTRO X (ESPECIFIQUE) NO SABE/NO RESPONDE Y	
D11	El día de ayer, cuántas veces le ofreció comida a su hijo/a en el día?	MENOS DE 3 VECES 1 DE 3 A 5 VECES 2 MÁS DE 5 VECES 3 NINGUNA VEZ 4 NO RECUERDA/NO RESPONDE 88	
D12	Para Usted, ¿Cuáles son las causas de la desnutrición o mal nutrición en los niños y las niñas? RESPUESTA MÚLTIPLE. PUEDE ENCERRAR EN CÍRCULO VARIAS RESPUESTAS	ALIMENTACIÓN INADECUADA A POCA DISPONIBILIDAD DE ALIMENTOS B FALTA DE HIGIENE EN LA PREPARACIÓN DE ALIMENTOS C INFECCIONES Y PARÁSITOS D FALTA DE CONOCIMIENTO SOBRE ALIMENTACIÓN Y NUTRICIÓN E POCO ACCESO A LOS ALIMENTOS F OTRO X (ESPECIFIQUE) NO SABE/NO RESPONDE Y	

SECCION E. HIGIENE Y MANEJO DE LOS ALIMENTOS

NÚM.	PREGUNTAS	RESPUESTAS	PASE A
E01	¿Usted ha recibido charlas o información sobre normas de higiene y manipulación de los alimentos?	SI 1 NO 0	→ E05
E02	¿Podría mencionarme qué temas recibió en estas charlas o capacitaciones? RESPUESTA MÚLTIPLE. PUEDE ENCERRAR EN CÍRCULO VARIAS RESPUESTAS	CONDICIONES SANITARIAS PARA ALMACENAR LOS ALIMENTOS A CONDICIONES HIGIÉNICO SANITARIA DEL LUGAR DONDE SE PREPARAN LOS ALIMENTOS B HIGIENE DE UTENSILIOS DE LA COCINA C ALMACENAMIENTO DEL AGUA D MANIPULACIÓN DE LOS ALIMENTOS E HIGIENE PERSONAL F OTRO X (ESPECIFIQUE) NO RECUERDA/NO RESPONDE Y	
E03	¿Quién le dio la charla sobre higiene de los alimentos? RESPUESTA MÚLTIPLE. PUEDE ENCERRAR EN CÍRCULO VARIAS RESPUESTAS	ASOC. DE PADRES DE FAMILIA A MAESTROS B PERSONAL DE PCI NIC / USDA C CEDEHCA D ONG's E OTRO X (ESPECIFIQUE) NO RECUERDA/NO RESPONDE Y	
E04	¿A través de qué medio recibió charlas o información sobre alimentación y nutrición? RESPUESTA MÚLTIPLE. PUEDE ENCERRAR EN CÍRCULO VARIAS RESPUESTAS	DE LA ESCUELA A DE OTRO PADRE/MADRE DE FAMILIA B DE LA RADIO C DE FERIAS / REUNIONES COMUNITARIAS D ASOC. DE PADRES DE FAMILIA E OTRO X (ESPECIFIQUE) NO RECUERDA/NO RESPONDE Y	
E05	De lo que Usted sabe, ¿Puede mencionar algunas prácticas de higiene personal? RESPUESTA MÚLTIPLE. PUEDE ENCERRAR EN CÍRCULO VARIAS RESPUESTAS	BAÑARSE TODOS LOS DÍAS A CORTARSE FRECUENTEMENTE LAS UÑAS B USO DE LETRINA O INODORO C CEPILLARSE LOS DIENTES D USO DE ROPA LIMPIA E OTRO X (ESPECIFIQUE) NO RECUERDA/NO RESPONDE Y	

SECCION E. HIGIENE Y MANEJO DE LOS ALIMENTOS

NÚM.	PREGUNTAS	RESPUESTAS	PASE A
E06	<p>Sabe Usted ¿En qué momento se debe lavar las manos?</p> <p>RESPUESTA MÚLTIPLE. PUEDE ENCERRAR EN CÍRCULO VARIAS RESPUESTAS</p>	<p>DESPUÉS DE USAR LA LETRINA A</p> <p>ANTES DE COMER B</p> <p>ANTES DE COCINAR C</p> <p>ANTES DE SERVIR LOS ALIMENTOS D</p> <p>ESPUÉS DE LIMPIAR AL NIÑO/A E</p> <p>OTRO X</p> <p>(ESPECIFIQUE)</p> <p>NO RECUERDA/NO RESPONDE Y</p>	
E07	<p>¿Puede mencionar algunas prácticas de higiene en la preparación de los alimentos?</p> <p>RESPUESTA MÚLTIPLE. PUEDE ENCERRAR EN CÍRCULO VARIAS RESPUESTAS</p>	<p>LAVAR LAS MANOS ANTES DE COCINAR A</p> <p>LAVAR ALIMENTOS CON AGUA POTABLE O CLORO ANTES DE COCINARLOS B</p> <p>COCINAR BIEN LOS ALIMENTOS C</p> <p>NO JUNTAR ALIMENTOS CRUDOS CON LOS COCINADOS D</p> <p>CONSUMIR INMEDIATAMENTE LOS ALIMENTOS DESPUES DE COCINADOS E</p> <p>EL AGUA PARA PREPARAR ALIMENTOS DEBE ESTAR CLORADA O HERVIDA F</p> <p>QUITAR LA BASURA, PIEDRAS Y TIERRA DE LOS GRANOS, ANTES DE PREPARLOS G</p> <p>OTRO X</p> <p>(ESPECIFIQUE)</p> <p>NO RECUERDA/NO RESPONDE Y</p>	

SECCION F. PARTICIPACIÓN / SOSTENIBILIDAD DEL PROGRAMA DE ALIMENTACIÓN ESCOLAR

NÚM.	PREGUNTAS	RESPUESTAS	PASE A
F01	¿Sabe Usted si en la escuela hay un Comité de Alimentación Escolar (CAE)?	SI 1 NO 0	→ F04
F02	¿El Comité de Alimentación Escolar (CAE), está funcionando?	SI 1 NO 0 NO SABE/NO RESPONDE 88	
F03	¿Usted es miembro del Comité de Alimentación Escolar (CAE)?	SI 1 NO 0	
F04	Actualmente o el año pasado ¿Usted participó en la preparación de la alimentación escolar?	SI 1 NO 0	
F05	¿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	
F06	¿Los padres aportan algunos complementos alimenticios para mejorar la alimentación escolar?	SI 1 NO 0	→ FIN
F07	¿Qué tipo de aporte alimenticio dan los padres de familia para mejorar la alimentación escolar? RESPUESTA MÚLTIPLE. PUEDE ENCERRAR EN CÍRCULO VARIAS RESPUESTAS	CONDIMENTOS, ESPECIAS A VEGETALES / HORTALIZAS C LECHE / DERIVADOS D CARNE / POLLO E PAN F OTRO X (ESPECIFIQUE) NO RECUERDA/NO RESPONDE Y	

MUCHAS GRACIAS POR SU COLABORACIÓN !!!!

Appendix 4. Qualitative data collection guides

PCI Nicaragua
Evaluación Intermedia Cualitativa del proyecto
Mejor Educación y Salud - MESA Jinotega - RACCS - USDA

GUIA No. 1.
Entrevista en profundidad
Delegado/a departamental y/o Responsable de Secretaría
Regional del MINED RACCS

Datos generales:

Fecha: ____/____/____ Hora de inicio _____

Departamento/Región: _____ Municipio: _____

Nombres y Apellidos: _____

Cargo: _____

Tiempo en el cargo: _____

Entrevistador/a: _____

Hora de finalización: _____

Introducción:

Hola, mi nombre es _____ Soy parte del equipo de investigación que está realizando la Evaluación intermedia del proyecto “Mejor Educación y Salud”, que está desarrollando PCI/CEDEHCA. Quisiera saber si puedo realizarle una entrevista con el objetivo de conocer su opinión, experiencia y/o participación en las actividades que realiza el proyecto en relación a educación, nutrición y alimentación (merienda escolar) en la zona. Sus ideas, punto de vista, conocimiento o experiencia que nos pueda compartir, serán de mucha utilidad en esta evaluación para considerarlas en la ejecución del proyecto. Su participación es completamente voluntaria y confidencial, y se utilizará exclusivamente para efectos de la investigación. **¿Están de acuerdo con ser entrevistado/a?**

Temas y preguntas de indagación

Tema y criterio de evaluación	Pregunta de indagación	Respuestas /opinión
<i>Objetivos, estrategias y actividades del proyecto</i>		
Pertinencia	Cómo está la situación de la educación primaria en el departamento y/o región? • <i>Puede ser: Alfabetismo, cobertura de escuelas y maestros, rendimiento académico, retención escolar, etc, en general</i>	Esta pregunta es introductoria
	1. ¿Me podría decir cuáles son las prioridades que tiene el MINED en esta zona (departamento, región, municipio o escuela)? 2. ¿En su opinión, cómo valora Usted el proyecto en función de las prioridades que tiene el MINED, estudiantes y/o comunidad educativa, y las respuestas brindadas por éste? <i>INDAGUE: Sobre enfoque de la merienda escolar relacionada a la asistencia, retención, aprobación, y educación en seguridad alimentaria, involucramiento de la comunidad educativa. Enfoque de los huertos escolares: Organización, Producción de hortalizas y frutas de periodo corto, Educación y Nutrición Enfoque de la capacitación: incremento del conocimiento sobre seguridad alimentaria, nutrición y salud. Principalmente maestros/as</i>	
Eficiencia	3. En su experiencia ¿Cuáles son los principales resultados alcanzados producto de las actividades desarrolladas y los insumos suministrados por el proyecto? <i>Retome: Merienda escolar, capacitación y huertos escolares</i>	
	4. Cómo valora relaciones del proyecto con el MINED y/o las instancias del gobierno y socios locales?	
	5. ¿Podría mencionar alguna de las estrategias o actividades ejecutadas con el proyecto que hizo posible conseguir los resultados a menor costo o en menor tiempo?	
	6. ¿Hubo alguna estrategia o actividad que se adecuó a las condiciones particulares de la zona para conseguir los resultados? Si es afirmativo, por favor mencione en qué consistió.	
	7. En la zona de cobertura con las estrategias del proyecto ¿Conoce Usted si hay otros programas o proyectos con enfoque de seguridad alimentaria que se estén desarrollando en las escuelas y que estén "duplicando" los resultados del proyecto? Si es afirmativo por favor menciónelos.	
Efectividad	8. ¿En qué medida la alimentación escolar ha incidido en el incremento de la asistencia de los estudiantes?	
	9. ¿Cuáles de las estrategias que se están aplicando con el proyecto, han sido más efectivas para la obtención de los resultados? <i>Indague por qué?</i>	
	10. ¿Si no se están logrando los objetivos, cuáles son los motivos y cuáles ajustes se han realizado para avanzar?	
<i>Elementos facilitadores, limitantes u obstáculos enfrentados</i>		
Facilitadores y limitantes	11. ¿Se han presentado imprevistos en la implementación del programa, que han sido barreras para obtener los resultados? Si es así, ¿cuáles han sido y qué ajustes se han realizado para su abordaje?	
	12. ¿Cuáles son los principales limitantes en el desarrollo de las estrategias del programa?	

Tema y criterio de evaluación	Pregunta de indagación	Respuestas /opinión
	13. ¿Qué aspectos o elementos han sido facilitadores en la ejecución de las estrategias del programa?	
	14. ¿Cuáles han sido los mecanismos de coordinación que del proyecto ha tenido con ustedes durante la ejecución de las actividades? 15. Cómo contribuyen estas a la realización de planes de acción y obtención de resultados? Se puede mejorar?	
	16. ¿Cómo se han abordado las barreras específicas de género, las limitaciones en la educación primaria y la participación de la comunidad?	
Impacto	17. ¿Cuáles son los beneficios obtenidos con la ejecución del programa? <i>Indague sobre la incidencia en la calidad de la enseñanza al obtener estos beneficios</i> 18. ¿Podría decirme qué mejoría significativa reconoce usted que han tenido los estudiantes, padres de familia y maestros (beneficiarios del proyecto) con este proyecto ¿Podría ejemplificar por favor en qué ha observado o ha consistido esa mejoría y en quiénes. <i>Indague (salud, nutrición, educación, alimentación)</i>	
Sostenibilidad		
Sostenibilidad	19. ¿En qué medida las actividades del proyecto han llevado a cambios sostenibles en los comportamientos de estudiantes, maestros/as y padres/madres de familia? 20. ¿En qué medida los actores locales (sector privado, entidades y asociaciones de la comunidad, agencias del gobierno local, etc.) se han comprometido para garantizar la sostenibilidad de las actividades en las escuelas? <i>Indague sobre los recursos invertidos desde el nivel departamental/regional hacia el municipio</i> 21. ¿Qué necesidades específicas de capacidad institucional, por ejemplo para el PINE-MINED, debe ser considerada en el proyecto, para fomentar una mayor participación de las autoridades superiores, y la rendición de cuentas?	
Lecciones aprendidas y recomendaciones		
Lecciones aprendidas y recomendaciones	22. Qué lecciones aprendidas identifica usted de la participación en este proyecto? <i>Indague además:</i> • <i>De lo que ha aprendido, qué puede ser retomado para la continuidad del proyecto?</i> • <i>Qué cambios considera que se deben hacer para mejorar?</i>	

PCI Nicaragua
Evaluación Intermedia Cualitativa del proyecto
Mejor Educación y Salud - MESA Jinotega – RACCS – USDA

GUIA No. 2.
Entrevista en profundidad
Personal técnico gerencial del proyecto PCI y CEDEHCA

Datos generales:

Fecha: ____/____/____ Hora de inicio _____

Departamento/Región: _____ Municipio: _____

Nombre y Apellido: _____

Cargo: _____

Tiempo en el cargo: _____

Entrevistador/a: _____

Hora de finalización: _____

Introducción:

Hola, mi nombre es _____ Soy parte del equipo de investigación que está realizando la Evaluación intermedia del proyecto “Mejor Educación y Salud”, que está desarrollando PCI/CEDEHCA. Quisiera saber si puedo realizarle una entrevista con el objetivo de conocer su opinión, experiencia y/o participación en las actividades que realiza el proyecto en relación a educación, nutrición y alimentación (merienda escolar) en la zona. Sus ideas, punto de vista, conocimiento o experiencia que nos pueda compartir, serán de mucha utilidad en esta evaluación para considerarlas en la ejecución del proyecto. Su participación es completamente voluntaria y confidencial, y se utilizará exclusivamente para efectos de la investigación. ¿Están de acuerdo con ser entrevistado/a?

Temas y preguntas de indagación

Tema y criterio de evaluación	Pregunta de indagación	Respuestas /opinión
Objetivos, estrategias y actividades del proyecto		
Pertinencia	1. ¿En qué medida los resultados y el enfoque del proyecto MESA es válido para el contexto local, cultural, político, económico y social?	
	2. ¿Según su valoración el propósito del proyecto responde a las prioridades que tiene el MINED, estudiantes y/o comunidad educativa? Si es afirmativo mencione en cuales prioridades.	
	3. Las estrategias y actividades que se ejecutan cómo aportan a los procesos de desarrollo de los actores y beneficiarios? Valore el aporte que se da a lo interno y en el contexto. <i><u>INDAGUE:</u></i> <i><u>Sobre enfoque de la merienda escolar relacionada a la asistencia, retención, aprobación, y educación en seguridad alimentaria, involucramiento de la comunidad educativa.</u></i> <i><u>Enfoque de los huertos escolares: Organización, producción de hortalizas y frutas de periodo corto, educación y nutrición.</u></i> <i><u>Enfoque de la capacitación: incremento del conocimiento sobre seguridad alimentaria, nutrición y salud. Del personal técnico de PCI o CEDEHCA, Maestros, Padres de familia y escolares</u></i>	
	4. En qué medida se ha alcanzado a las personas beneficiarias a través del proyecto y en las temáticas que los actores y beneficiarios consideran prioritarios.	
	5. ¿Qué cambios considera deben hacerse y en qué sentido para mejorar la pertinencia del proyecto?	
Eficiencia	6. En su experiencia ¿Cuáles son los principales resultados alcanzados producto de las actividades desarrolladas y los insumos suministrados por el proyecto? <i><u>Retome: Merienda escolar, capacitación y huertos escolares</u></i>	
	7. Cómo valora relaciones establecidas entre personal del proyecto con personal MINED y/o las instancias del gobierno y socios locales?	
	8. ¿Podría mencionar alguna de las estrategias o actividades ejecutadas con el proyecto que hizo posible conseguir los resultados a menor costo o en menor tiempo?	
	9. ¿Hubo alguna estrategia o actividad que se adecuó a las condiciones particulares de la zona para conseguir los resultados? Si es afirmativo, por favor mencione en qué consistió.	
	10. En la zona de cobertura con las estrategias del proyecto ¿Conoce usted si hay otros programas o proyectos con enfoque de seguridad alimentaria que se estén desarrollando en las escuelas y que estén "duplicando" los resultados del proyecto? Si es afirmativo por favor menciónelos.	
Efectividad	11. ¿En qué medida la alimentación escolar ha incidido en el incremento de la asistencia de los estudiantes?	

Tema y criterio de evaluación	Pregunta de indagación	Respuestas /opinión
	12. ¿En qué medida las actividades del proyecto están llegando por igual a los escolares masculinos y femeninos?	
	13. ¿Cuáles de las estrategias que se están aplicando con el proyecto, han sido más efectivas en la obtención de los resultados?	
	14. De acuerdo al conocimiento e información que tienen, cree que se están alcanzando los objetivos específicos del proyecto? ¿Si no se están logrando los objetivos, cuáles son los motivos y cuáles ajustes se han realizado para avanzar?	
	15. ¿Cómo son el personal del proyecto y los interesados que utilizan datos para la toma de decisiones estratégicas?	
Elementos facilitadores, limitantes y obstáculos enfrentados		
Facilitadores y limitantes	16. ¿Se han presentado imprevistos en la implementación del programa, que han sido barreras para obtener los resultados? Si es así, ¿cuáles han sido y qué ajustes se han realizado para su abordaje?	
	17. ¿Qué aspectos o elementos han sido facilitadores en la ejecución de las estrategias del programa?	
	18. ¿Cuáles son los principales limitantes en el desarrollo de las estrategias del programa?	
	19. ¿Cuáles han sido los mecanismos de coordinación que del proyecto ha tenido con ustedes durante la ejecución de las actividades, y cómo contribuye a la realización de planes de acción y obtención de resultados? Se puede mejorar?	
	20. ¿Cómo se han abordado en el programa las barreras específicas de género y las limitaciones en la educación y la participación de la comunidad?	
Impacto	21. ¿Cuáles son los beneficios obtenidos con la ejecución del programa seguridad alimentaria? <i>Indague sobre la incidencia en la calidad de la enseñanza al obtener estos beneficios</i>	
	22. ¿Podría decirme qué mejoría significativa reconoce usted que han tenido los beneficiarios del proyecto en relación a sus condiciones de vida? ¿Podría ejemplificar por favor en qué ha observado o ha consistido esa mejoría y en quiénes. <i>Indague (salud, nutrición, educación, alimentación)</i>	
Sostenibilidad		
Sostenibilidad	23. ¿En qué medida las actividades del proyecto han llevado a cambios sostenibles en los comportamientos de estudiantes, maestros/as y padres/madres de familia?	
	24. ¿Qué necesidades específicas de capacidad institucional, por ejemplo para el PINE-MINED, debe ser considerada en el proyecto, para fomentar una mayor participaci3n, de las autoridades superiores, y la rendici3n de cuentas?	
Lecciones aprendidas y recomendaciones		
Lecciones aprendidas y recomendaciones	25. Qué lecciones aprendidas identifica Usted de ejecuci3n del proyecto? <i>Indague adem3s:</i> <ul style="list-style-type: none"> • De lo que ha aprendido, qué puede ser retomado para la continuidad del proyecto? • Qué cambios considera que se deben hacer y en qué sentido para mejorar? 	

PCI Nicaragua
Evaluación Intermedia Cualitativa del proyecto
Mejor Educación y Salud - MESA Jinotega – RACCS – USDA

GUIA No. 3.
Entrevista en profundidad
Representante de Alcaldía municipal

Datos generales:

Fecha: ____/____/____ Hora de inicio _____

Departamento/Región: _____ Municipio: _____

Nombre y Apellido: _____

Cargo: _____

Tiempo en el cargo: _____

Entrevistador/a: _____

Hora de finalización: _____

Introducción:

Hola, mi nombre es _____ Soy parte del equipo de investigación que está realizando la Evaluación intermedia del proyecto “Mejor Educación y Salud”, que está desarrollando PCI/CEDEHCA. Quisiera saber si puedo realizarle una entrevista con el objetivo de conocer su opinión, experiencia y/o participación en las actividades que realiza el proyecto en relación a educación, nutrición y alimentación (merienda escolar) en la zona. Sus ideas, punto de vista, conocimiento o experiencia que nos pueda compartir, serán de mucha utilidad en esta evaluación para considerarlas en la ejecución del proyecto. Su participación es completamente voluntaria y confidencial, y se utilizará exclusivamente para efectos de la investigación. ¿Están de acuerdo con ser entrevistado/a?

Temas y preguntas de indagación

Tema y criterio de evaluación	Pregunta de indagación	Respuestas /opinión
Objetivos, estrategias y actividades del proyecto		
Pertinencia	<p>Cómo está la situación de la educación primaria en el departamento y/o región?</p> <p>1. <i>Puede ser: Alfabetismo, cobertura de escuelas y maestros, rendimiento académico, retención escolar, etc, en general</i></p>	Esta pregunta es introductoria
	<p>2. Qué conoce usted sobre el proyecto que desarrolla PCI con el MINED en este municipio sobre seguridad alimentaria (merienda, capacitación, huertos)?</p>	
	<p>3. De qué manera cree usted que la merienda escolar, los huertos y la capacitación aportan a los procesos de desarrollo de las personas beneficiarios del proyecto?</p>	
Eficiencia	<p>4. En su experiencia ¿Cuáles son los principales resultados alcanzados producto de las actividades desarrolladas y los insumos suministrados por el proyecto?</p> <p><u>Retome: Merienda escolar, capacitación y huertos escolares</u></p>	
	<p>5. Cómo valora las relaciones de la Alcaldía con el proyecto (MESA), el MINED y/o las instancias del gobierno y socios locales?</p>	
	<p>6. En la zona de cobertura con las estrategias del proyecto ¿Conoce usted si hay otros programas o proyectos con enfoque de seguridad alimentaria que se estén desarrollando en las escuelas y que estén "duplicando" los resultados del proyecto? Si es afirmativo por favor menciónelos.</p>	
Efectividad	<p>7. ¿De acuerdo al conocimiento e información que usted tiene, cree que se están alcanzando los objetivos específicos del proyecto? ¿Si no se están logrando los objetivos, cuáles son los motivos y cuáles ajustes se han realizado para avanzar?</p>	
	<p>8. Cuáles de las estrategias que se están aplicando con el proyecto, han sido más efectivos en la obtención de los resultados?</p>	
Elementos facilitadores, limitantes u obstáculos enfrentados		
Facilitadores y limitantes	<p>9. ¿Qué aspectos o elementos han sido facilitadores en la ejecución de las estrategias del programa?</p>	
	<p>10. ¿Cuáles son los principales limitantes en el desarrollo de las estrategias del programa?</p>	
	<p>11. ¿Cuáles han sido los mecanismos de</p>	

Tema y criterio de evaluación	Pregunta de indagación	Respuestas /opinión
	<p>coordinación que del proyecto ha tenido con ustedes durante la ejecución de las actividades, y cómo contribuye a la realización de planes de acción y obtención de resultados? Se puede mejorar?</p>	
	<p>12. ¿Cómo se han abordado en el programa las barreras específicas de género y las limitaciones en la educación y la participación de la comunidad?</p>	
Impacto	<p>13. ¿Cuáles son los beneficios obtenidos con la ejecución del programa seguridad alimentaria?</p>	
	<p>23. ¿Podría decirme qué mejoría significativa reconoce usted que han tenido los estudiantes, padres de familia y maestros (beneficiarios del proyecto) con este proyecto? ¿Podría ejemplificar por favor en qué ha observado o ha consistido esa mejoría y en quiénes. <u>Indague (salud, nutrición, educación, alimentación)</u></p>	
Sostenibilidad		
Sostenibilidad	<p>14. ¿En qué medida las actividades del proyecto han llevado a cambios sostenibles en los comportamientos de estudiantes, maestros/as y padres/madres de familia?</p>	
	<p>15. ¿En qué medida las autoridades locales se han comprometido para garantizar la sostenibilidad de las actividades en las escuelas? <u>Indague sobre los recursos invertidos desde el nivel departamental/regional hacia el municipio y alianza con el sector privado.)</u></p>	
Lecciones aprendidas y recomendaciones		
Lecciones aprendidas y recomendaciones	<p>16. Qué lecciones aprendidas identifica Usted de ejecución del proyecto? <i>Indague además: De lo que ha aprendido, qué puede ser retomado para la continuidad del proyecto? Qué cambios considera que se deben hacer y en qué sentido para mejorar?</i></p>	

PCI Nicaragua
Evaluación Intermedia Cualitativa del proyecto
Mejor Educación y Salud - MESA Jinotega - RACCS - USDA

Guía No. 4
Entrevista Grupal
Funcionarios/as PINE-MINED y Delegados/as municipales MINED
Tema de discusión: Estrategias de Seguridad Alimentaria Escolar

Datos generales:

Fecha: ____/____/____ Hora de inicio _____

Departamento/Región: _____ Municipio: _____

Lugar: _____

No. de Participantes: _____

Moderador/Facilitador/a: _____

Anotador/a y apoyo logístico: _____

Hora de finalización: _____

Introducción:

Hola, mi nombre es _____ Soy parte del equipo de investigación que está realizando la Evaluación intermedia del proyecto “Mejor Educación y Salud”, que está desarrollando PCI/CEDEHCA. Hoy estamos aquí para realizar una Entrevista grupal en el marco de la Evaluación Intermedia del proyecto que se está implementando en esta zona.

El propósito es conocer de Ustedes su opinión, experiencia y/o participación que han tenido en las actividades que realiza el proyecto en relación a las estrategias de seguridad alimentaria, con énfasis en educación, nutrición y alimentación (merienda escolar, capacitación, huertos y kioscos escolares) en las escuelas beneficiarias del proyecto.

Sus ideas, puntos de vista, conocimiento o experiencia que nos pueda compartir, serán de mucha utilidad en esta evaluación para considerarlas en la continuidad de la ejecución del proyecto. Su participación es completamente voluntaria y lo que aquí se exprese será confidencial, y se utilizará exclusivamente para efectos de la evaluación. ¿Están de acuerdo en participar en esta entrevista de grupo? Muchas gracias.

Metodología

I. Actividades iniciales

1. Presentarse y dar la bienvenida nuevamente, agradeciendo la presencia de las personas participantes; y presentar el objetivo de la Entrevista grupal.
2. Explicar las reglas y procedimientos a seguir durante la entrevista grupal:
 - Cada una de ustedes está aquí de manera voluntaria. Ninguna está obligada a responder las preguntas que no quiera responder. Si alguien quiere salirse de la reunión puede hacerlo en cualquier momento.
 - 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.
 - Les garantizamos que esta información será resguardada y utilizada única y exclusivamente para fines de esta evaluación; una vez utilizada la grabación borraremos la información.
3. Realizar dinámica de presentación y/o rompe hielo con las personas participantes, luego proceder con la guía de preguntas.
4. Coloque una tarjeta con el nombre de la persona para facilitar la comunicación personalizada, también debe estar identificado el equipo que facilita la Entrevista grupal.
5. Dé a conocer el objetivo: Compartir las experiencias, conocimientos y puntos de vista sobre la implementación y resultados de las estrategias de seguridad alimentaria (merienda, capacitación, huertos y kioskos) que se ejecutan en las escuelas y cómo se ha involucrado la comunidad educativa.
6. Explique cómo se desarrollará la actividad, dé a conocer los temas o contenidos que se estarán abordando. Dígalos que se estarán haciendo preguntas en cada tema (por bloque) y que a través de estas preguntas generadoras que Usted hará, se irá desarrollando la discusión grupal.
7. La discusión se organizará en 5 bloques de temas y para cada una hay preguntas; cada persona puede opinar en el momento que desee, pero se insta a que todas participen de forma activa.
 - Primer tema: Merienda Escolar
 - Segunda parte: Capacitación
 - Tercera parte: Huertos escolares
 - Cuarta parte: Kioskos escolares saludables
 - Quinta parte: Lecciones aprendidas y recomendaciones

II. Desarrollo de la entrevista grupal

Contenido y preguntas de la discusión

Primer tema: Merienda escolar

1. En base a la experiencia y conocimientos de Ustedes ¿En qué consiste y cómo se implementa la Merienda Escolar en las escuelas? Nos pueden comentar de acuerdo al área de cobertura de los municipios que atienden, mencionando lo que se hace de forma general, y sí en alguna escuela se hace diferente?

- ¿Qué contempla la merienda escolar (componentes, insumos, etc)?
- ¿Cómo se organiza su implementación?
- ¿Quiénes participan y qué papel o rol desempeña?
- ¿Cuántas escuelas tienen en cobertura actual?
- Cómo valora sus resultados, en términos de lo que funciona bien y lo que debe mejorar.

Estrategia Merienda Escolar	Descripción	Valoración. Aspectos positivos y por mejorar
Qué contempla		
Cómo se organiza		
Quiénes participan		
Cómo funciona		

2. Podría indicar cuál es la contribución que ha tenido la merienda escolar para las escuelas, familias, niños y niñas beneficiarias?

- *Asistencia*
- *Retención escolar*
- *Rendimiento académico*
- *Salud, nutrición, alimentación*
- *Involucramiento de la comunidad educativa.*

3. ¿Cuáles son los beneficios obtenidos con la ejecución del programa seguridad alimentaria? Indague sobre la incidencia en la calidad de la enseñanza al obtener estos beneficios

- *Escuelas*
- *Docentes*
- *Niñas y niños*
- *Familia*
- *Comunidad*

4. En la zona de cobertura con las estrategias del proyecto ¿Conoce Usted si hay otros programas o proyectos con enfoque de seguridad alimentaria que se estén desarrollando en las escuelas y que estén "duplicando" los resultados del proyecto? Si es afirmativo por favor menciónelos.

5. Podría valorar si la estrategia de merienda escolar se puede mantener en el tiempo a pesar de que el proyecto finalice? Por qué sí o por qué no?

6. ¿En qué medida los actores locales (sector privado, entidades y asociaciones de la comunidad, agencias del gobierno local, etc.) se han comprometido para garantizar la sostenibilidad de las actividades en las escuelas? Indague sobre los recursos invertidos desde el nivel departamental/regional hacia el municipio

Segundo tema: Capacitación SAN

7. En relación a la capacitación que contempla el programa, ¿En qué temas fueron capacitados, docentes, estudiantes y familias?
8. ¿Cómo aportó la capacitación en los conocimientos, actitudes y comportamientos de docentes, estudiantes y familia?
 - *Conocimientos nuevos adquiridos*
 - *Actitudes mejoradas (en comparación antes de la intervención)*
 - *Comportamientos en prácticas (en comparación antes de la intervención)*
9. ¿A qué necesidades o prioridades de capacitación se les dio atención en el programa, y con qué beneficiario?
 - *Temáticas abordadas*
 - *Metodología, herramientas, instrumentos brindados*
 - *Herramientas para seguimiento y monitoreo*
 - *Materiales, otros*

Tercer tema: Huertos escolares

10. En base a la experiencia y conocimientos de Ustedes ¿En qué consiste la estrategia de Huertos escolares y cómo se implementaron en las escuelas? Nos pueden comentar de acuerdo al área de cobertura de los municipios que atienden, mencionando lo que se hizo de forma general, y sí en alguna escuela se hace diferente, o no se hizo nada?
 - ¿Qué contempla los huertos familiares (componentes, insumos, etc)?
 - ¿Cómo se organiza su implementación?
 - ¿Quiénes participan y qué papel o rol desempeña?
 - ¿Cuántas escuelas tienen en cobertura actual?
 - Cómo valora sus resultados, en términos de lo que funciona bien y lo que debe mejorar.

Estrategia Huerto escolar	Descripción	Valoración Aspectos positivos y por mejorar
Qué contempla		
Cómo se organiza		
Quiénes participan		
Cómo funciona		

11. En base a la experiencia y conocimientos de Ustedes ¿Hay aceptabilidad de los huertos escolares y cómo ha sido la experiencia para que cumplan con la razón de ser? Podría valorar si esta estrategia se puede mantener en el tiempo a pesar de que el proyecto finalice? ¿Por qué sí o por qué no?

Cuarto tema: Kioskos escolares saludables

12. ¿En qué consiste la estrategia de Kioskos escolares saludables?
13. Qué se ha hecho en las escuelas para promover el concepto de Kiosko saludable? ¿Cómo ha sido la experiencia y cómo han funcionado?
- ¿Qué cambios se introdujeron en los kioskos (componentes, insumos, etc)?
 - ¿Cómo se garantiza que su funcionamiento sea acorde al programa?
 - ¿Qué resistencias han encontrado por parte de los dueños o de estudiantes?
 - Cómo valora sus resultados, en términos de lo que funciona bien y lo que debe mejorar.

Quinto tema: Lecciones aprendidas y recomendaciones

14. En relación factores facilitadores y limitantes para lograr los resultados de las estrategias qué otros elementos puede mencionar? Por ejemplo, refiriéndose a los siguientes puntos:
- ¿Hubo alguna estrategia o actividad que se adecuó a las condiciones particulares de la zona para conseguir los resultados? Si es afirmativo, por favor mencione en qué consistió.
 - ¿Cuáles han sido los mecanismos de coordinación que el proyecto ha tenido con Ustedes durante la ejecución de las actividades, y cómo contribuye a la realización de planes de acción y obtención de resultados? Se puede mejorar?
 - ¿Cuál ha sido la experiencia del trabajo en alianza para garantizar la sostenibilidad?
15. ¿Cómo se han abordado las barreras específicas de género y las limitaciones en la educación y la participación de la comunidad?
16. Podrían identificar desde su experiencia qué aprendizajes tuvieron Ustedes con la implementación de las estrategias del proyecto
17. Del resultado alcanzado en esta estrategias qué lecciones aprendidas se pueden sacar?

Lecciones aprendidas				
Estrategias	Por su nivel de Organización	En base a su Funcionamiento	Por el Seguimiento y monitoreo dado	De acuerdo al resultado alcanzado (positivo o negativo)
Merienda Escolar				
Huertos Escolares				
Capacitaciones SAN				
Kioscos o Glorietas				

18. Para mejorar las estrategias del proyecto (programa PINE-MINED: merienda escolar, huertos, capacitación y kioskos escolares) que recomendaciones sugiere que se deben retomar?

Recomendaciones					
Estrategias	Organización	Funcionamiento	Seguimiento y monitoreo	Capacitación	Sostenibilidad
Merienda Escolar					
Huertos Escolares					
Capacitaciones SAN					
Kioscos o Glorietas					

III. Finalización de la actividad

1. Agradezca nuevamente la participación de todas las personas
2. Pregunte si hay algo más que deseen mencionar
3. Concluya la actividad haciendo ver lo importante que fueron los aportes brindados.
4. Revise la lista de asistencia para verificar que todas las personas están anotadas.
5. Ofrezca un refrigerio para compartir.

Muchas gracias por su participación!

Evaluación cualitativa intermedia PCI
Proyecto “Mejor Educación y Salud” (MESA)-PCI/USDA/FAS

Guía No. 5
Entrevista Grupal
Docentes de escuelas beneficiarias PINE-MINED
Tema de discusión: Estrategias de Seguridad Alimentaria Escolar

Datos generales:

Fecha: ____/____/____ Hora de inicio _____

Departamento/Región: _____ Municipio: _____

Lugar: _____

No. de Participantes: _____

Moderador/Facilitador/a: _____

Anotador/a y apoyo logístico: _____

Hora de finalización: _____

Introducción:

Hola, mi nombre es _____ Soy parte del equipo de investigación que está realizando la Evaluación intermedia del proyecto “Mejor Educación y Salud”, que está desarrollando PCI/CEDEHCA. Hoy estamos aquí para realizar una Entrevista grupal en el marco de la Evaluación Intermedia del proyecto que se está implementando es esta zona.

El propósito es conocer de Ustedes su opinión, experiencia y/o participación que han tenido en las actividades que realiza el proyecto en relación a las estrategias de seguridad alimentaria, con énfasis en educación, nutrición y alimentación (merienda escolar, capacitación, huertos y kioskos escolares) en las escuelas beneficiarias del proyecto.

Sus ideas, puntos de vista, conocimiento o experiencia que nos pueda compartir, serán de mucha utilidad en esta evaluación para considerarlas en la continuidad de la ejecución del proyecto. Su participación es completamente voluntaria y lo que aquí se exprese será confidencial, y se utilizará exclusivamente para efectos de la evaluación. ¿Están de acuerdo en participar en esta entrevistada de grupo? Muchas gracias.

Metodología

IV. Actividades iniciales

8. Presentarse y dar la bienvenida nuevamente, agradeciendo la presencia de las y los docentes participantes; y presentar el objetivo de la Entrevista grupal
9. Explicar las reglas y procedimientos a seguir durante la entrevista grupal:
 - Cada una de ustedes está aquí de manera voluntaria. Ninguna está obligada a responder las preguntas que no quiera responder. Si alguien quiere salirse de la reunión puede hacerlo en cualquier momento.
 - 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.
 - Les garantizamos que esta información será resguardada y utilizada única y exclusivamente para fines de esta evaluación; una vez utilizada la grabación borraremos la información.
10. Realizar dinámica de presentación y/o rompe hielo con las personas participantes, luego proceder con la guía de preguntas.
11. Coloque una tarjeta con el nombre de la persona para facilitar la comunicación personalizada, también debe estar identificado el equipo que facilita la Entrevista grupal.
12. Dé a conocer el objetivo: Compartir las experiencias, conocimientos y puntos de vista sobre la implementación y resultados de las estrategias de seguridad alimentaria (merienda, capacitación, huertos y kioskos) que se ejecutan en las escuelas y cómo se ha involucrado la comunidad educativa.
13. Explique cómo se desarrollará la actividad, dé a conocer los temas o contenidos que se estarán abordando. Dígales que se estarán haciendo preguntas en cada tema (por bloque) y que a través de estas preguntas generadoras que Usted hará, se irá desarrollando la discusión grupal.
14. La discusión se organizará en 5 bloques de temas y para cada una hay preguntas; cada persona puede opinar en el momento que desee, pero se insta a que todas participen de forma activa.
 - Primer tema: Merienda Escolar
 - Segunda parte: Capacitación
 - Tercera parte: Huertos escolares
 - Cuarta parte: Kioskos escolares saludables
 - Quinta parte: Lecciones aprendidas y recomendaciones

V. Desarrollo de la entrevista grupal

Contenido y preguntas de la discusión

Primer tema: Merienda escolar

19. En las escuelas donde trabajan Ustedes se implementa la Merienda Escolar? Nos podrían contar desde hace cuánto tiempo y qué les parece esa estrategia?

20. En base a la experiencia y conocimientos de Ustedes nos pueden contar ¿En qué consiste la estrategia?

- ¿Cómo se organiza y cómo se implementa?
- ¿Quiénes participan (comité escolar) y qué papel o rol desempeñan?
- ¿Cómo funciona el comité escolar en relación a la merienda escolar?
- ¿Conocen si hay alguna escuela en que funciona diferente?

Estrategia Merienda Escolar	Descripción	Valoración Aspectos positivos y por mejorar
Qué contempla		
Cómo se organiza		
Quiénes participan		
Cómo funciona		

2. Podría indicar cuál es la contribución en términos de beneficios que ha tenido la merienda escolar para, niños y niñas, familias, docentes, escuelas y comunidades beneficiarias?

- *Asistencia*
- *Retención escolar*
- *Rendimiento académico*
- *Salud, nutrición, alimentación*
- *Involucramiento de la comunidad educativa.*

3. En base a lo mencionado en la pregunta anterior, ¿Cuál es la incidencia en la calidad de la enseñanza al obtener estos beneficios?

4. Según su experiencia como docente ¿Qué es lo que ha funcionado bien de la merienda escolar y qué no ha funcionado como se esperaba? Indague:

- *De lo que ha funcionado bien, ¿Cuáles fueron los elementos o factores facilitaron que funcionara bien*
- *De lo que no funcionó bien, ¿Qué elementos o factores pudieron incidir de forma negativa?*
- *¿Qué aspectos se deben mejorar y qué se debe hacer para lograrlo?*

5. Podría valorar si la estrategia de merienda escolar se puede mantener en el tiempo a pesar de que el proyecto finalice? Por qué sí, o por qué no? Indague:

- *Si hay otros programas o proyectos que se estén desarrollando "duplicando" los resultados del proyecto?*
- *Qué aportan la familia de niños y niñas para la merienda escolar*
- *¿En qué medida los actores locales (sector privado, entidades y asociaciones de la comunidad, agencias del gobierno local, etc.) se han comprometido para garantizar la sostenibilidad de las actividades en las escuelas?*
- *Recursos invertidos en esta estrategia desde el nivel departamental/regional hacia el municipio o escuela.*

Segundo tema: Capacitación SAN

6. Para desarrollar las estrategias del programa ¿En qué temas fueron capacitados Ustedes, estudiantes, comité escolar y familias? *Procure que mencione por cada beneficiario de ser posible; tenga en cuenta para explorar los temas de alimentación, nutrición, higiene de los alimentos, lavado de manos, métodos de desinfección del agua.*
- *Temas de capacitación*
 - *Metodología, herramientas, instrumentos*
 - *Herramientas para seguimiento y monitoreo*
 - *Materiales, otros*
7. ¿Cómo aportó la capacitación en los conocimientos, actitudes y comportamientos de docentes, estudiantes, comité escolar, y familia?
- *Conocimientos nuevos adquiridos*
 - *Actitudes mejoradas (en comparación antes de la intervención)*
 - *Comportamientos en prácticas (en comparación antes de la intervención)*
8. Qué necesidades de capacitación o prioridades todavía falta por atender para que el programa funcione mejor o se obtengan mejores resultados?

Tercer tema: Huertos escolares

9. ¿En qué consiste la estrategia de huertos escolares? Hay huertos en las escuelas donde trabajan Ustedes?
10. ¿Nos pueden comentar la experiencia que han tenido con los huertos escolares? *Indague cómo se implementaron, y sí en alguna escuela se hizo diferente, o no se hizo nada?*
- *¿Qué contempla los huertos familiares (componentes, insumos, etc)?*
 - *¿Cómo se organiza su implementación?*
 - *¿Qué productos producen?*
 - *¿Quiénes participan y qué papel o rol desempeña, por ejemplo el comité escolar?*
 - *¿Cómo valora sus resultados, en términos de lo que funciona bien y lo que debe mejorar.*

Estrategia Huerto escolar	Descripción	Valoración Aspectos positivos y por mejorar
Qué contempla		
Cómo se organiza		
Quiénes participan		
Cómo funciona		

11. ¿Hay aceptabilidad de los huertos escolares y cómo ha sido la experiencia para que cumplan con la razón de ser? *Indague*
- *Si los productos que se producen en la escuela (corto plazo) son consumidos sin resistencia por las niñas y niños.*
 - *Si hay algunas familias que han hecho huertos en sus casas.*

- *Hay compromiso de las partes involucradas para mantener os huertos*
12. En su criterio, ¿Qué funcionó bien de los huertos escolares y qué no lo logró funcionar de la manera en que se esperaba? *Indague:*
- *¿Cuáles fueron los factores que facilitaron*
 - *¿Cuáles fueron las limitantes o los elementos que afectaron los resultados esperados de los huertos escolares?*
13. Podría valorar si esta estrategia se puede mantener en el tiempo a pesar de que el proyecto finalice? ¿Por qué sí o por qué no?

Cuarto tema: Kioskos escolares saludables

14. ¿En qué consiste la estrategia de Kioskos escolares saludables?
15. Qué se ha hecho en las escuelas para promover comida saludable en los Kioskos escolares? *Indague:*
- *¿Qué cambios se introdujeron en los kioskos (componentes, insumos, etc)?*
 - *¿Cómo se garantiza que su funcionamiento sea acorde al programa (alimentos saludables)?*
 - *¿Qué resistencias han encontrado por parte de los dueños de kioskos o de parte de estudiantes?*
16. Cómo valora sus resultados, en términos de lo que funciona bien y lo que debe mejorar.

Quinto tema: Lecciones aprendidas y recomendaciones

17. En relación factores facilitadores y limitantes para lograr los resultados de las estrategias en general, ¿Qué otros elementos puede mencionar? Por ejemplo, refiriéndose a los siguientes puntos:
- *Adecuación de estrategia o alguna actividad*
 - *Mecanismos de coordinación*
 - *Planes de acción y de mejora*
 - *Monitoreo, supervisión, evaluación en su escuela*
 - *Alianza para garantizar la sostenibilidad*
18. ¿Cuáles son las barreras de género y cómo participan las mujeres y los hombres en las estrategias del programa? *Indague:*
- *¿Qué barreras de género identifican todavía y cómo han tratado estas cuestiones?*
 - *¿Se integran los hombres (padres) en la elaboración de la merienda escolar o todavía es una actividad sólo para las mujeres (madres)*
 - *¿Las niñas y los niños se integran por igual a las actividades del programa?*
19. ¿Podrían identificar desde su experiencia qué aprendizajes tuvieron Ustedes con la implementación de las estrategias del proyecto?
20. Del resultado alcanzado en cada una de las estrategias qué lecciones aprendidas se pueden sacar? Merienda, huertos, capacitación, kioskos. *Ubicar las lecciones en la tabla siguiente (Puede llevarlo en un papelógrafo para llenarlo en conjunto).*

Lecciones aprendidas				
Estrategias	Por su nivel de Organización	En base a su Funcionamiento	Por el Seguimiento y monitoreo dado	De acuerdo al resultado alcanzado (positivo o negativo)
Merienda Escolar				
Huertos Escolares				
Capacitaciones SAN				
Kioscos o Glorietas				

21. Para mejorar las estrategias del proyecto (programa PINE-MINED: merienda escolar, huertos, capacitación y kioscos escolares) que recomendaciones sugiere que se deben retomar?

Recomendaciones					
Estrategias	Organización	Funcionamiento	Seguimiento y monitoreo	Capacitación	Sostenibilidad
Merienda Escolar					
Huertos Escolares					
Capacitaciones SAN					
Kioscos o Glorietas					

VI. Finalización de la actividad

6. Agradezca nuevamente la participación de todas las personas
7. Pregunte si hay algo más que deseen mencionar
8. Concluya la actividad haciendo ver lo importante que fueron los aportes brindados.
9. Revise la lista de asistencia para verificar que todas las personas están anotadas.
10. Ofrezca un refrigerio para compartir.

Muchas gracias por su participación!

Appendix 5. Table of survey results by Supervision Area

Cod	INDICADOR	Código Encuesta	JINOTEGA										RACCS										TOTAL				Línea de base	META	
			Áreas de Supervisión					Cobertura Promedio					Áreas de Supervisión					Cobertura Promedio					Cobertura Promedio						
			J1	J2	CyY	P1	P2	Total	n	%	RD	B1	B2	KH	LP	T1	T2	LC1	LC2	Total	n	%	RD	Total	n	%			RD
INCREMENTADA LA ATENCIÓN DE ESCOLARES																													
MGD 1.2	Porcentaje de estudiantes en las aulas que los maestros identifican como que no prestan atención (datos recopilados durante un solo día, a intervalos específicos)	C06	10.9	10.7	14.8	9.8	9.5	11.0	95			13.2	10.2	11.9	11.4	9.4	8.6	12.3	11.0	10.9	152			10.9	247		NA	15%	10%
MGD 1.2.1	Porcentaje de estudiantes en escuelas seleccionadas que indican que tienen "hambre" o "mucho hambre" durante el día escolar (recopilado mediante encuestas a estudiantes)	C10	19	19	19	18	19	94	95	98.9	16	15	18	16	17	19	19	17	15	136	142	95.8	15	230	237	97.0	16	6%	3%
MGD 1.2.1	Porcentaje de escolares que dicen que actualmente están recibiendo merienda escolar	C05	19	19	19	19	19	95	95	100.0	16	18	18	16	19	19	19	17	16	142	152	93.4	16	237	247	96.0	16	88%	92%
MGD 1.2.1.1	Porcentaje de escolares que dicen recibir la merienda escolar 4-5 veces a la semana	C06	19	18	19	19	19	94	95	98.9	16	16	14	13	18	17	18	15	15	126	142	88.7	13	220	237	92.8	15	87%	92%
MGD 1.3.1.1	Porcentaje de madres que dicen que su hijo/a recibe merienda escolar 4-5 veces a la semana	D05	18	16	19	19	19	91	95	95.8	16	19	18	15	17	15	17	15	15	131	145	90.3	14	222	240	92.5	15	91%	92.5%
	Porcentaje de madres que dicen que este año, sus hijos/as han recibido merienda escolar	D01	19	19	19	19	19	95	95	100.0	16	19	19	16	19	19	19	17	17	145	152	95.4	16	240	247	97.2	16		
	Porcentaje de maestros/as que dicen que este año, en la escuela se ha recibido merienda escolar	D05	19	19	19	19	19	95	95	100.0	16	18	18	16	18	19	19	17	17	142	152	93.4	16	237	247	96.0	16		
	Porcentaje de escolares que dicen que comen algo en su casa antes de ir a la escuela	C01	19	19	18	19	19	94	95	98.9	16	18	18	18	17	19	19	19	18	146	152	96.1	16	240	247	97.2	16		
	Porcentaje de escolares que dicen comer 3 o más veces al día	C03	19	19	17	19	19	93	95	97.9	16	15	17	17	18	19	16	19	19	140	152	92.1	15	233	247	94.3	16		
	Porcentaje de madres que dicen que le dan comida a su hijo/a escolar 3 o más veces al día	D11	18	19	16	19	19	91	95	95.8	16	11	13	17	17	18	13	16	12	117	152	77.0	13	208	247	84.2	14		
	Porcentaje de escuelas que no tienen terreno para huerto escolar	D14A	4	8	6	6	6	30	95	31.6	4	2	2	4	3	2	3	4	4	24	152	15.8	NA	54	247	21.9	1		
	Porcentaje de escuelas que no tienen condicionaes agroecológica para huerto escolar	D14D	6	11	12	6	3	38	95	40.0	5	8	7	11	6	3	3	2	1	41	152	27.0	3	79	247	32.0	3		
	Porcentaje de escuelas con poca o ningún instrumentos/herramienta para huertos escolares	D14Otros	5	4	0	2	1	12	95	12.6	NA	1	1	1	4	4	0	2	3	16	152	10.5	NA	28	247	11.3	NA		
	Porcentaje de escolares que dicen que la cantidad de alimentos que reciben es suficiente/mucho	C07	15	16	19	16	19	85	95	89.5	15	15	15	13	15	17	16	16	15	122	142	85.9	13	207	237	87.3	13		
	Porcentaje de madres que dicen que la merienda que recibe su hijo/a es suficiente	D02	17	11	15	16	17	76	95	80.0	13	8	12	8	8	18	15	13	13	95	145	65.5	10	171	240	71.3	11		
	Porcentaje de escolares que dicen que los alimentos que reciben en la escuela son ricos/sabrosos	C08	19	19	19	18	19	94	95	98.9	16	16	17	15	18	18	19	17	16	136	142	95.8	15	230	237	97.0	15		
	Porcentaje de escolares que dicen que la calidad de la comida que reciben en la escuela son bueno/muy buena	C09	18	18	18	18	19	91	95	95.8	16	15	17	13	15	17	17	16	15	125	142	88.0	14	216	237	91.1	15		
	Porcentaje de estudiantes que dicen haber faltado a clases algún día este año	E03	15	13	17	15	12	72	95	75.8	13	14	16	18	11	14	19	15	16	123	152	80.9	14	195	247	78.9	13		
MGD 1.3.2	Porcentaje de estudiantes que dicen que las enfermedades son la principal razón por la que se ausentan de clases	E04A	13	9	17	13	11	63	72	87.5	11	8	11	12	7	9	12	11	6	76	123	61.8	7	139	195	71.3	9	41%	20.0%
	Porcentaje de madres que han recibido charlas sobre beneficios de la educación a sus hijos/as	C02	15	15	17	18	19	84	95	88.4	15	8	7	6	13	9	18	8	5	74	152	48.7	7	158	247	64.0	10		
MGD 1.3.5	Porcentaje de madres que creen que la educación trae beneficio a sus hijos/as	C01	19	19	19	19	19	95	95	100.0	16	19	19	19	19	19	19	19	19	152	152	100.0	16	247	247	100.0	16	100%	100%
MGD 1.3.5	Porcentaje de padres y madres de familia en las comunidades meta que pueden nombrar al menos tres beneficios de la educación primaria	C03	6	8	3	6	0	23	95	24.2	8	2	0	0	8	3	3	1	2	19	152	12.5	NA	42	247	17.0	3	11%	50.0%

Cod	INDICADOR	Código Encuesta	JINOTEGA									RACCS									TOTAL				Linea de base	META			
			Áreas de Supervisión					Cobertura Promedio				Áreas de Supervisión					Cobertura Promedio				Cobertura Promedio								
			J1	J2	CyY	P1	P2	Total	n	%	RD	B1	B2	KH	LP	T1	T2	LC1	LC2	Total	n	%	RD	Total			n	%	RD
AUMENTADA LAS PRÁCTICAS DE SALUD Y ALIMENTACIÓN (S02)																													
	Porcentaje de maestros que saben el tratamiento al agua de beber en la escuela	E04	16	13	16	13	10	68	95	71.6	11	7	9	11	12	18	19	9	8	93	152	61.2	9	161	247	65.2	10		
	Porcentaje de escolares que reconocen qué es agua limpia (sin bacteria, microbios)	D03	17	17	16	17	19	86	95	90.5	15	16	15	17	17	12	17	13	12	119	152	78.3	13	205	247	83.0	13		
MGD 2.1	Porcentaje de padres y madres de familia en las comunidades meta que pueden identificar al menos tres prácticas importantes de salud/higiene (ej., el uso de letrinas)	E05	14	11	18	19	19	81	95	85.3	15	15	10	9	14	14	18	17	13	110	152	72.4	12	191	247	77.3	13	43%	70%
	Porcentaje de maestros/as que conocen al menos 2 normas de higiene y preparación de alimentos	D04	8	10	19	19	19	75	95	78.9	13	17	15	16	13	14	18	16	15	124	152	81.6	13	199	247	80.6	13		
	Porcentaje de maestros/as que conocen al menos 2 condiciones sanitarias para almacenar los alimentos en la escuela	D03	18	17	19	18	19	91	95	95.8	16	18	14	15	16	18	18	14	11	124	152	81.6	13	215	247	87.0	15		
	Porcentaje de maestros/as que dicen que las capacitaciones les ha servido para orientar a niños/as en la escuela	C03A	11	8	13	16	19	67	75	89.3	11	10	11	10	15	13	14	10	8	91	106	85.8	6	158	181	87.3	10		
	Porcentaje de madres que mencionó Alimentación Inadecuada como problema nutricional en escolares	D12A	15	17	18	18	19	87	95	91.6	16	6	13	10	14	14	8	7	8	80	152	52.6	7	167	247	67.6	11		
	Porcentaje de madres que mencionó Poca disponibilidad de alimentos como problema nutricional en escolares	D12B	5	5	8	4	1	23	95	24.2	5	6	4	1	5	1	4	2	1	24	152	15.8	NA	47	247	19.0	3		
	Porcentaje de madres de familia (o cuidadores/as) en las comunidades meta que pueden identificar al menos tres lineamientos/recomendaciones importantes nutrición o dieta	D06	14	12	17	19	19	81	95	85.3	15	12	7	14	9	12	10	11	6	81	152	53.3	8	162	247	65.6	10	11%	50%
MGD 2.4	Porcentaje de maestros que refieren que siempre hay agua para beber en la escuela	E01	13	12	16	13	8	62	95	65.3	7	7	10	7	10	14	17	8	11	84	152	55.3	7	146	247	59.1	9		
	Porcentaje de maestros que refieren que siempre hay agua para lavado de manos en su escuela	E02	13	12	19	13	7	64	95	67.4	7	10	13	9	9	15	18	6	10	90	152	59.2	7	154	247	62.3	9		
MGD S02	Porcentaje de escuelas que cuentan con jabón y agua en un puesto de lavado de manos utilizado comúnmente las y los estudiantes	E07	1	1	5	0	1	8	67	11.9		4	3	5	1	10	13	2	0	38	66	57.6		46	133	34.6	NA	15%	80%
	Porcentaje de escuelas que tienen servicio sanitario (letrina y/o inodoro)	E09	18	19	19	19	19	94	95	98.9	16	18	18	16	7	18	17	19	19	132	152	86.8	15	226	247	91.5	12		
MGD 1.3.1	Porcentaje de escuelas meta que cuentan con letrinas separadas para niños y niñas	E11	8	5	6	9	17	45	95	47.4	7	9	6	8	10	11	14	7	7	72	152	47.4	7	117	247	47.4	7	13%	30%
MGD S02	Porcentaje de escuelas meta que lavan sus letrinas al menos una vez al día	E10	17	16	19	19	19	90	94	95.7	16	16	15	16	7	16	17	15	16	118	132	89.4	15	208	226	92.0	16	43%	50%
	Porcentaje de escolares que dicen que han sido desparasitados	E01	17	15	19	17	19	87	95	91.6	15	11	7	5	10	7	12	7	4	63	152	41.4	5	150	247	60.7	9		
	Porcentaje de escolares que dicen que les han aplicado piojicidas	E02	12	12	11	16	13	64	95	67.4	11	6	2	2	1	2	3	3	1	20	152	13.2	NA	84	247	34.0	4		

Cod	INDICADOR	Código Encuesta	JINOTEGA								RACCS								TOTAL				Línea de base	META					
			Áreas de Supervisión					Cobertura Promedio			Áreas de Supervisión					Cobertura Promedio			Cobertura Promedio										
			J1	J2	CyY	P1	P2	Total	n	%	RD	B1	B2	KH	LP	T1	T2	LC1	LC2	Total	n	%			RD	Total	n	%	RD
OTROS INDICADORES																													
	Porcentaje de estudiantes en las escuelas seleccionadas que consumen una comida diaria en la escuela	C06	19	19	19	19	19	95	95	100.0	16	17	16	16	19	19	19	17	16	139	142	97.9	16	234	237	98.7	16		
	Porcentaje de padres y madres en las escuelas meta que obtienen una calificación aprobatoria en una prueba sobre preparación y almacenamiento seguro de alimentos	E07	14	15	17	18	19	83	95	87.4	15	12	8	12	14	15	17	13	10	101	152	66.4	11	184	247	74.5	12	0%	80%
	Porcentaje de padres/madres que brindan/aportan complemento a la merienda escolar	F06	19	18	19	19	19	94	95	98.9	16	16	16	13	18	17	19	14	10	123	152	80.9	13	217	247	87.9	15		
	Porcentaje de escuelas con huertos establecidos	D13	10	4	11	1	4	30	95	31.6	4	7	2	3	3	7	6	1	2	31	152	20.4	1	61	247	24.7	2		
	Porcentaje de escolares que dicen que han faltado a clase por ayudar en sus casas (trabajo no remunerado)	E04B	3	5	1	4	0	13	72	18.1	NA	5	5	6	3	5	7	7	10	48	123	39.0	NA	61	195	31.3	NA		
	Porcentaje de escolares que dicen que han faltado a clase por trabajar fuera de casa (trabajo remunerado)	E04C	1	1	2	0	1	5	72	6.9	NA	1	3	2	0	0	7	3	5	21	123	17.1	NA	26	195	13.3	NA		
	Porcentaje de escolares que practican lavado de manos antes de comer, según maestros/as	D01	19	19	19	18	8	83	95	87.4	15	15	15	13	12	17	17	13	13	115	152	75.7	12	198	247	80.2	13		
	Porcentaje de escolares que practican lavado de manos antes de comer, según el propio escolar	D06A	16	19	19	19	11	84	95	88.4	15	16	19	17	16	19	19	14	14	134	152	88.2	15	218	247	88.3	15		
	Porcentaje de madres que conocen al menos 3 momentos importantes en que deben lavar las manos	E06	17	19	19	19	19	93	95	97.9		19	19	12	19	19	19	17	16	140	152	92.1	16	233	247	94.3	16		
	Porcentaje de escuelas que utilizan cloro para tratamiento al agua de consumo, según maestro/a	E05A	16	9	16	13	8	62	68	91.2	NA	7	8	10	8	17	11	8	4	73	93	78.5	NA	135	161	83.9	NA		
	Porcentaje de maestros/as que conocen metodología SODIS	E05B	0	1	0	0	0	1	68	1.5		0	0	0	1	1	7	0	2	11	93	11.8	NA	12	161	7.5	NA		
	Porcentaje de escolares que conocen 2 momentos adecuados de lavado de manos	D05	15	18	19	16	19	87	95	91.6	15	17	14	16	15	15	19	16	15	127	152	83.6	14	214	247	86.6	14		
	Porcentaje de escolares que practican de forma adecuada el lavado de manos (en dos momentos)	D06	12	17	19	18	11	77	95	81.1		17	13	9	10	15	17	13	14	108	152	71.1		185	247	74.9			
	Porcentaje de maestros/as que dicen haber recibido capacitación sobre importancia de alimentación nutritiva y saludable del escolar	C01	14	12	14	16	19	75	95	78.9	13	11	14	12	16	14	14	14	11	106	152	69.7	11	181	247	73.3	12		
	Porcentaje de escolares que reconocen que la alimentación en la escuela tiene beneficios para niños/as	C11	19	19	19	19	19	95	95	100.0	16	19	19	19	19	18	19	19	18	150	152	98.7	16	245	247	99.2	16		
	Porcentaje de maestros/as que utilizan cuaderno de control de alimentos	D08	19	19	19	19	19	95	95	100.0	16	17	12	14	16	19	19	16	13	126	152	82.9	13	221	247	89.5	15		
	Porcentaje de escuelas que no tienen cuaderno de control de alimentos	D08	0	0	0	0	0	0	95	0.0		1	4	1	2	0	0	2	3	13	152	8.6	NA	13	247	5.3	NA		
	Porcentaje de maestros/as que dicen supervisar la recepción de alimentos (CAE)	D09	19	19	19	19	19	95	95	100.0	16	19	18	15	19	19	18	15	13	136	152	89.5	15	231	247	93.5	16		