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**EVALUATION OF EL AGRICULTOR:
A Study of its Educational and Informational Impact**

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Evaluation of El Agricultor:
A Study of its Educational and Informational Impact

Prepared for:

Nadine Dutcher USAID/Honduras
Ellen Leddy USAID/Honduras

Prepared by:

Nancy E. Torrey
Inter-Cultural Communication Services

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I. EXECUTIVE SUMMARY

The statement of work for this consultancy called for an evaluation of the educational and informational impact of the newspaper El Agricultor. I interviewed groups of students, teachers and agricultural extension agents who use and do not use the paper to investigate the impact that the periodical has had in classrooms and homes in Honduras. In addition, I conducted point-of-sale interviews with purchasers of the paper from the general public. The total, the research team interviewed 269 people. The goal of the evaluation was to determine how the information in the paper is used in the professional and personal lives of its readers, why they choose to read or not read the paper and to determine what happens with the paper after the purchaser reads it.

I found that the paper has made a widespread and positive impact in primary schools. Teachers and students give it high praise and use it creatively in and out of the classroom. Without it, they report that their educational progress would be hindered. It presents current topics, fresh ideas, themes and projects in a steady influx of new material for classroom use in an environment generally poor in terms of materials.

Agricultural workers also laud the periodical for its practical emphasis. They are not assisted in their work as greatly as teachers by the paper because the material presented by the paper is often too simplistic or general for their professional needs. It is also not as readily available to them for purchase as they would like. They do not believe that the paper has reached its potential impact among farm families either, primarily because it is not available to them through the limited distribution system of the paper that favors sales in schools and the larger population centers.

I found that the rate of readership per copy of the paper has more than doubled since a similar study in 1986. The average number of readers per copy of paper among the point-of-sale respondents was 5.5 compared to 2 in 1986. The average number of readers reported among the focus group participants was 3.

The point-of-sale questionnaire revealed a purchasing public which is very familiar with and supportive of the paper. They like and use the information in their homes and work. They believe that it is valuable in its unique educational focus in comparison to other Honduran papers.

The positive impact that El Agricultor has achieved over the past five years is primarily due to its focus on Honduras and its specific needs, lifestyles and circumstances particularly in relation to education and agriculture. It has become an invaluable resource to students and teachers and to the general public in the classroom and home. This impact is a widespread as the

distribution system of the paper permits. Where there are people who are familiar with the paper but who do not purchase it, it is due to problems of distribution and marketing as often as to the inability of people to afford it. People who read the paper universally enjoy it, learn from it and tend to apply the information to their particular circumstances. I would conclude that the paper serves as a unique organ of information that directly affects the lives of Hondurans in many walks of life and stimulates the social and economic development of the country.

I recommend that the paper continue to strive to support the primary education system in Honduras as there is no other ready source of supplementary material for the classroom to replace it. I recommend that a stronger relationship be developed with agricultural organizations and personnel, that the distribution and marketing systems of the paper stretch to include more rural farm families, and that the price of the paper remain within the real limits of the young people and rural families in Honduras.

II. STATEMENT OF WORK AND GOALS FOR THE EVALUATION

The goal of this evaluation exercise was to investigate the educational and informational impact of the newspaper El Agricultor. The statement of work specifically requested that I interview groups of students, teachers and agricultural extension workers who use and do not use the paper to investigate the impact that the periodical has had in classrooms and homes in Honduras. In addition, I was to conduct point-of-sale interviews with purchasers of the paper from the general public. USAID expressed interest in what happens with the paper after the purchaser reads it. Is it saved? Is it passed along to others to read? How is the information used in the personal and/or professional lives of the readers? I also was asked to investigate why people choose to use or not use the paper. (See Appendix A - Statement of Work)

El Agricultor has been in print for approximately five years. The paper has gone through many changes in physical appearance, management and leadership personalities and styles, and editorial philosophy during that time. Several studies have been contracted by USAID to examine various aspects of the paper. (see Appendix B - References) I led extensive primary research regarding El Agricultor readership and comprehension as part of a larger evaluation in 1986. Another team examined all of AVANCE's projects including the paper in 1989. AVANCE had an in-house social marketing group that conducted marketing research over the course of two to three years. None of these studies, however, focused on the impact that the paper has made in Honduras in particular regard to education both of students and the public-at-large.

This study was narrowly conceived to look at impact - in the schools and on the professional lives of teachers and agricultural extension workers. It also made some attempt to examine the impact the paper has made with the general class of reader. Time limitations did not permit an extensive nor exhaustive study. Focus group discussions were selected as the primary methodology to solicit the opinions of many people over a brief period of time. In addition, we administered a quantitative survey to a small sample of readers at locations where the paper is sold to the general public. This report presents the data we collected, draws some conclusions about the paper's impact and makes recommendations with regard to the future of the paper.

III. EVALUATION METHODOLOGY

Rationale and Sampling

The statement of work required me to conduct a series of focus group discussions and individual interviews with seven specific audience groups to assess the educational and informational impact in Honduras of El Agricultor. Focus groups provide qualitative data that do not permit an accurate or true statistical measure of impact. Under typical conditions, one would conduct a baseline study and follow it up with an endline study to make accurate statistical comparisons in order to assess impact. In this case, there is no baseline data with which to compare new or "endline" data. Under these circumstances, a qualitative approach was chosen for this evaluation. The advantage that qualitative research has over strictly quantitative research is that it is rich in opinion, anecdote and personal experience. Focus groups also allow contact with a relatively large sample of people in a small amount of time. Focus groups were conducted with primary school students, primary school teachers and agricultural extension workers who use and do not use the paper in their studies and work.

Individual point-of-sale interviews supplemented the focus groups with quantitative data, albeit from a different audience group. In this case, individual interviews gave us a chance to hear from general purchasers, a sample that would have been difficult to tap into in any other manner.

The audience groups were selected according to the current focus of the paper and its educational mission. The paper has a mandate to support primary education in Honduras. In addition, it is to serve the rural public as a source of news and information targeted to their interests and written at the level of the neoliterate. The paper has developed a following primarily among students and teachers (see my '86 research and Brownlee's '89 research). That is to some degree attributable to the distribution network of El Agricultor; In many towns, the paper is sold only at the school. The statement of work included agricultural extension workers as a primary audience group for research because of their important role in rural education and as potential users of the newspaper.

I hired four Honduran researchers to assist me in the conduct of this study. They worked in teams of two to lead a total of 29 focus group discussions (a total of 222 participants) and 47 point-of-sale interviews for a total sample of 264 respondents. The research was conducted during a period of two weeks in the cities of San Pedro Sula and Tegucigalpa and in outlying areas which are within the distribution network of the newspaper. The sample was evenly divided between rural and urban participants. The towns in

which we conducted interviews are:

San Pedro Sula (Urban)	Tegucigalpa (Urban)
La Lima	Jacaleapa
El Progreso	Danli
Tacamiche	Comayagua
San Juan	Comayaguela (Urban)
Siguatepeque	Hato de Enmedio

Sites were chosen to achieve an urban-rural mix and for their inclusion in the distribution network of the newspaper. The distribution network has been streamlined over the past two years due to pressures by AID to cut costs. The paper is sold mainly in urban centers and their outlying areas in order to encourage increased advertising and to cut the overall percentage of distribution cost per copy of the paper. One normally would measure impact by comparing a test group with a control group both in a baseline and endline survey. Given the nature of this evaluation, it would not have served any purpose to go to towns where people do not have access to the paper. We did not conduct a comparative study. Our research required that the paper be available to the audience group of interest. We were interested in why and how the paper is or is not of use to them. Time limitations and logistical practicalities prevented us from traveling to distribution sites further removed from the major population centers.

The following sections describe in greater detail the methodology that we used for both the focus group discussions and the individual interviews.

Focus Group Discussions

We conducted 29 focus group discussions for a total respondent sample of 222 people. The discussions were moderated by one researcher who followed a discussion guide while the other researcher acted as a notetaker. Discussion guides were developed for each of the six different audience groups. (See Appendix C for copies of all research instruments.)

The focus groups varied in size from five to eleven participants. Participants were selected according to their use or non-use of the paper. For example, we would ask two students from each grade that used the paper to join a group discussion. Normally, student groups consisted of third through sixth graders. Only a handful of second graders were included. We asked teachers to participate on the same basis although there was rarely more than one teacher per grade. We had a difficult time locating teachers and students who do not use the paper in areas where it is distributed. This resulted in a smaller sample of non-users than users of El Agricultor among teachers and students. The opposite was true for agricultural extension workers. We had a difficult

time assembling groups at all, and especially those who use the paper. Extension workers are normally out in the field rather than grouped together in any single location. We were fortunate to locate a group of workers from INA who were assembled for a conference in El Progreso. For the most part, the agricultural workers whom we interviewed were better classified as technical support people to the workers who are out in the field every day. Most had previous field experience as agricultural educators and had a good sense of what that position requires. However, they did not use the paper as an educational tool because they were not teaching farmers but rather other agricultural professionals. This will be discussed further in the section of findings. Some workers were students at the College of Forestry (ESNACIFOR) in Siguatepeque. These students were in a practicum that had them working out in the field. Many of them had previous experience as extension workers as well.

The total sample for focus groups was distributed as follows:

Teachers who use	11 groups	69 people	
Teachers who do not	2 groups	16 people	n=85
Students who use	8 groups	67 people	
Students who do not	3 groups	32 people	n=99
Ag Workers who use	2 groups	11 people	
Ag Workers who do not	3 groups	27 people	n=38
		<hr/>	
		29 groups	222 people

Point-of Sale Interviews

Point-of-sale interviews were conducted in two locations: San Pedro Sula and Danli. In San Pedro Sula, the researchers conducted interviews on a Saturday morning at various sites including the Central Park, the central bus station, and a large farmers' market. In Danli, the interviews were conducted in the Central Park, the only sales point. The purpose of these interviews was to capture the opinions of the general class of purchaser. We were not measuring impact, but rather assessing the value of the paper to those who purchase it outside of an educational setting. We wanted to know why they read the paper and how they use the information they read. The questionnaire was brief and to the point. (See Appendix C)

We interviewed 47 people in total, 37 in San Pedro Sula and 10 in Danli. We were told by the staff at El Agricultor that the paper arrives in Danli every Wednesday in the late morning. We arrived there at approximately 11:00am to find that the paper had

arrived the previous day and that over half of the copies had already been sold early Wednesday morning. Therefore, our sample from Danli was small. The ten purchasers that we interviewed there represented all of the purchases that were made over a three hour time period. Unfortunately for us, more than fifty papers had sold that morning prior to our arrival. This type of misinformation about distribution was not unusual for El Agricultor. Distribution is probably the most complex task to organize and manage for the paper, and it arose over and over again as a problem area.

IV. FINDINGS

Focus Group Discussions

I have chosen to use the term "use the paper" as opposed to "read the paper" in reference to those students, teachers and agricultural workers who use the paper in their education-related activities. Reading the paper is a more specific and limited activity which does not necessarily lead to manipulation of information either in an academic or applied sense. "Using the paper" implies that the news and or other information in the paper is consciously manipulated in an academic or theoretical exercise, or applied to a specific context in the reader's environment such as school, home or farm. Some of the respondents who do not use the paper have read or do read it from time to time. At present, they do not use the paper in their school or work-related environments. Each focus group notetaker collected demographic data from the respondents. That data will be presented first and will be followed by a report of the qualitative responses by type of audience group.

From the total sample of 222 respondents in 29 focus groups, 147 people use the paper and 75 people do not. The sample was divided 50%-50% in terms of rural-urban respondents. The majority of the urban respondents came from Tegucigalpa and the majority of rural respondents from the San Pedro Sula region. There were more women than men in the sample (61% female and 39% male). This seeming imbalance was due to the fact that almost all of the teachers were women (96%). This reflects the normal percentages for primary teachers in Honduras and therefore I do not see it as a weakness in the sample. The median age of the sample was 23 years. The range was 8 to 66 years. For women, the median age was 34 years with a range of 8 to 66 years. The girl students (n=51) had a median age of 11 years and ranged from 8 to 14 years old. The male sample had an overall median of 13 years old with a range of 8 to 47 years. The sample is younger than the women due primarily to the fact that a large part of the female sample was comprised of adult teachers in contrast to the younger boy students. For the boys, the median age (11 years old) and range (8 to 14) was the same as for the girls.

The number of years of schooling for the total sample was way above the Honduran average of 3 years. Ninety-seven percent of the sample had 3 years or more of schooling. The remaining 3% had less because they were 8 and 9 year olds in the second grade. This is not surprising due to the nature of the sample. The lowest number of years of schooling for teachers and agricultural workers was 10 years, with the mode equaling 12 years. Four percent of the sample had greater than 18 years of schooling.

Twenty-nine percent of the sample does not purchase the paper at this time. Of the remaining 71%, 55% purchases the paper at a school, 37% buys it on the street and 4% report that they subscribe to the paper. Another 4% reported receiving it as a gift from someone else who reads it. (See Table A for a summary of the demographics of the total sample of focus group participants.)

TABLE A
DEMOGRAPHICS OF FOCUS GROUP PARTICIPANTS
(total n=222)

Use the paper	66%
Do not use	34%
Rural	50%
Tegucigalpa	18%
San Pedro	32%
Urban	50%
Tegucigalpa	28%
San Pedro	22%
Male	39%
Female	61%
Median Age	23 years
Median Female	34 years
Median Male	13 years
Teachers	40%
Students	45%
Workers	15%
Do not purchase	29%
Purchase	71%
Purchase the paper at:	
school	55%
street	37%
subscription	4%
gift	4%

Teachers

"El Agricultor es un gran aliado del maestro."
"El Agricultor is a great ally of the teacher."

All of the teachers in the sample know El Agricultor and like it. In fact, it was difficult to find teachers who do not use the paper as an educational tool. Out of a total of 85 teachers, 69 (81%) use the paper and 16 (19%) do not. Five out of the 11 groups of teachers who use the paper buy it weekly, the others buying it from occasionally. Three user groups reported buying the paper for 5 years, 2 groups for 4 years, 1 group for 3 years and the other 5 groups for two years or less. Those teachers who do not use the paper still purchase it from time to time with 1 group reporting 4 years of reading and the other group 3 years of reading.

Teachers who use the paper enjoy reading it and find it interesting. When we asked them what sections they liked the best they recalled specific articles and themes. The most popular subjects/sections of the paper for these teachers are:

- Themes that support the curriculum (all 11 groups)
- Centerfold posters (laminas) (7/11 groups)
- Agricultural projects (7/11 groups)
- Natural Resources
- Health
- Kitchen recipes
- Family themes
- National stories/events
- Current events
- Ranching themes
- National values
- Economics
- Education re: the household
- Editorials
- Handicrafts or "How to" articles
- Literature

Some of the teachers reported that they did not like the sports section because it is news that other papers carry in a more timely manner. Some also commented that the paper is weak in mathematics. Another group stated that the paper should attempt to provide guidelines for solving some of the problems they present, especially in the area of health.

When asked why they like to read and use the paper, the teachers responded:

- It is a useful resource for their classes (4/11 groups)
- It is informative/educational (4/11 groups)
- It is pleasing/relaxing (4/11 groups)
- It treats important themes

- It helps decision making
- It is comprehensible by all
- It is based in reality
- It is the best paper in Honduras
- It supplements reading books
- It is current

We asked teachers who do not use the paper, "Why not?". Their answers had more to do with logistics than preference. They reported that it is not easy to find and that vendors do not have it regularly. They say that some vendors sell it for L1.00 instead of L.50. Another said that it was too expensive and another said it was only neglect. I do not know whether or not their comments on sales price and availability are accurate, but I do know that if they are accurately reporting their perceptions, it is an issue for the marketing department of the paper to take up.

When questioned why they do not use the paper in the classroom, non-user teachers responded "because they do not buy it" (... because they do not find it available). One group had a respondent(s) who felt that it did not have enough information for classroom use. We asked these same two groups of teachers what themes they would like to see the paper address. Their responses were:

- Statistical data re: Honduras
- Honduran situations and problems
- National folklore
- Material for primary grades
- Posters
- Household education and advice
- "How to" projects and handicrafts
- Themes for specific courses

These responses indicate an unfamiliarity with the paper because all of the above are topics that are regularly treated by the paper.

All of the teacher respondents plan to continue in their career as teachers. All also believe that El Agricultor is or could be personally and professionally beneficial. Professional benefits that they mentioned include that the paper:

- Assists development of curriculum
- Provides didactic material for classes
- Is useful for group work in classes
- Helps illustrate subjects for classes
- Amplifies and reinforces learning
- Is a reference for teachers
- Is a reference for students
- Develops reading skills in students
- Provides recreation for the students

Personal benefits include that the paper:

- Augments and reinforces their knowledge
- Informs them about new subjects
- Has household applications
- Has agricultural applications
- Increases their reading skills
- Prints recipes that they like and use at home

I was interested in teachers' perceptions about using newspapers as a teaching material in classrooms. Nine of the 13 teacher groups felt that newspapers could be used in classrooms. One group qualified their opinion saying only at the secondary level, while another said not for first or second grades because they could not go from one page to the next. However, all 13 groups felt that El Agricultor could be used in the classroom. There were many reasons given for why it is an appropriate paper for classroom use. They include:

- It carries didactic material
- It is adaptable to classroom use
- The size of the letters is larger than other newspapers
- It contains a variety of information
- It is cost-effective
- The illustrations and posters are large
- It has useful articles on natural sciences, social studies, the environment and household themes

We asked all of the teachers if El Agricultor is a fundamental resource in the field of Honduran education. The response was a unanimous yes. The 11 groups of teachers who use it have become dependant on the paper for their weekly work in the classroom. They believe that it has had a real impact on their students. They do not want to see the paper pulled from circulation because it has been proven to be so useful to them and to their students. They also stated that it is a fundamental resource for rural families as the most educational and useful newspaper in Honduras. One group noted that as they are without official text books and other didactic materials in the classroom, the paper has served them as a text book as well as an encyclopedia. Only 1 of the 13 groups of teachers did not feel that they would suffer a negative impact if the paper ceased to exist. This same group used the paper regularly in their classrooms, but also had access to a large and well-supplied library. In fact, this library was the best of all the libraries we visited.

Regarding specific impact on students, the teachers who use the paper say that:

- It has improved student research skills (9/11 groups)
- It has improved student reading skills (8/11 groups)

The students present a positive attitude when working with
the paper
It motivates the students
It has improved group work skills/cooperation
Students can apply knowledge gained from it
It helps improve drawing/artistic skills
They quote it as a reference
It builds skills in independent work

Teachers use the paper in the classroom in many ways, as evidenced by the varied nature of the impact that they see upon their students. They use it as a text for both oral and silent reading. They use it as a basis for reading comprehension and writing exercises. Students are asked to search for principal ideas in the essays. Many teachers reported using it for group work. For example, the students read aloud to one another and answer questions. Or they work in teams to locate all the words on a specific page that begin with a certain letter as a basis for a vocabulary lesson. Students copy and improvise from laminas, illustrations and photos in the paper. The teachers reported that they use the word games for vocabulary building, too.

I saw laminas from El Agricultor in all of the schools that I visited. For the most part they had been preserved by mounting them on cardboard and/or covering them with plastic. They appreciate the fact that the laminas are topical and current in contrast to their other reference materials which are old and out-of-date. The teachers were enthusiastic about the laminas and used them with their accompanying articles as principal didactic materials.

We asked the teachers which parts of the paper they saved. Many reported saving the whole paper. Other groups specifically mentioned saving the laminas and articles related to the school program. They save the paper to use as a reference material and for classroom use.

We asked the teachers how many other people read the copy of the paper that they purchase. The groups' overall average was 2 additional readers per copy for a total average of 3 readers per copy.

The teachers had a mixed response to the price of the paper. Seven out of the 11 groups felt that the price is okay. Three groups felt that it is above the reach of the average student while another group said that it is too expensive. Further discussion on the matter elicited the opinion that the paper really is valuable to them and worth the purchase price. However, they also agreed that if the price were to raise, it would make it difficult for the students to purchase and, therefore, decrease its utility as a classroom material for the students to manipulate. One group suggested that there be a special reduced price for students.

Another believes that the paper needs to conduct a marketing campaign to parents to motivate them to purchase it for their children. Yet another suggestion was that the paper should donate a few copies to each school that purchases the paper for them to raffle to students.

Students

The notes from the focus groups with the children do not begin to capture the enthusiasm for the newspaper that they expressed with their animated voices and body language throughout the discussions. Students who use the paper really do like it. They recounted themes and details of articles, subjects of illustrations, and specific puzzlers and word games. They were particularly enthusiastic about the topics of the laminas and frequently mentioned the natural sciences as a favorite. Their appreciation reminded me of my own past pleasure as a student with The Weekly Reader and Junior Scholastic magazines. It was particularly poignant to me in light of the context in which they study - classrooms with little other than tables and chairs, blackboards, a string of hand-drawn characters or alphabet cards and a teacher. No science experiments, anatomic models, maps nor math games. No encyclopedias. Small libraries. The exception was that the centerfold posters (laminas) from El Agricultor were visible in the libraries and prominently displayed on the classroom walls.

We interviewed 11 groups of students, 8 who use the paper and 3 who do not (total n=99). There were 48% boys and 52% girls. Of the children who use the paper, 54% were boys and 46% were girls (total n=67). Non-using students numbered 38% boys and 62% girls (total n=32). (See Table B "Demographics of Students in Focus Groups".) We only interviewed students in primary schools because the paper is mandated to support primary education. I believe that secondary schools make use of the paper as well, though we did not visit any secondary schools for this evaluation. Thirteen percent of the newspaper-using students were in second or third grade while 87% were in fourth, fifth or sixth grade. Thirty eight percent of the non-using students were in second or third while 62% were in the upper primary grades. Two-thirds of the students reported buying the paper at school while the remaining students buy it from a streetside vendor.

The students who do not use the paper are not very familiar with it. They do not buy it due to lack of knowledge of it or, if they do know about it, due to lack of money. They also mentioned reasons such as lack of time or that they are too busy studying for their exams. None of them knew the price of the paper. Those that were familiar with it had purchased it at some time in the past. They liked it and could see the value of using it in the classroom though they did not.

TABLE B
DEMOGRAPHICS OF STUDENTS IN FOCUS GROUPS

<u>Student Users (n=67)</u>			<u>Student Non-Users (n=32)</u>		
<u>M</u>	<u>F</u>	<u>Location</u>	<u>M</u>	<u>F</u>	
9	-	SPS Urban	5	6	
17	20	SPS Rural	-	-	
10	4	Teguc. Urban	7	14	
-	7	Teguc. Rural	-	-	
<u>Years of School</u>					
1	1	2 Years	-	4	
5	2	3 Years	3	5	
13	8	4 Years	4	1	
9	9	5 Years	1	5	
8	11	6 Years	4	5	
<u>Age</u>					
1	2	8 Years	2	3	
7	4	9 Years	1	3	
8	4	10 Years	3	5	
4	11	11 Years	3	5	
10	8	12 Years	2	4	
5	-	13 Years	1	-	
1	2	14 Years	-	-	

The majority of the students who buy the paper, purchase it weekly. The others buy it sometimes, particularly when they know that the teacher will be using it in class. They always look at the lamina first and then they check to see if there are games and/or word puzzlers in the issue. (One Peace Corps Volunteer told me that kids are always dropping by his house to ask if they can have his copy of El Agricultor for the games.)

When we asked the students how they use the paper, we got the following responses among others:

- To study themes
- To read
- For fun/diversion
- To copy drawings
- To look up information
- The teacher uses information for class exercises

Our question about their favorite parts elicited very specific responses which fall into the following categories:

- Natural sciences (dinosaurs, earthquakes, botany, etc.)
- Social studies (ancient civilization, other nations, etc.)

Animal sciences
News/current events
Laminas
Games
Health
Household themes

They like articles about Honduras, especially about areas other than where they live. They also mentioned that they liked articles about Honduras in relation to other countries (economics, exports, culture, Latin America). The sciences were the most frequently mentioned of all topics from the solar system to dinosaurs to the human body and what makes a fire burn. One group expressed practices that they have learned from the paper. For example, they have learned about cleanliness both in terms of personal hygiene and in how to care for the environment. They have learned why they should not throw their garbage in the streets. One child reported that her mother has made her clothes from the patterns in the paper. The students' ability to speak so specifically about various topics that the newspaper treats signifies their high level of interest in and attention to the paper.

The students were familiar with other Honduran newspapers but unanimously felt that El Agricultor was the best one for classroom use. Their reasoning was that it is geared towards education and the others are not. We asked them how it is useful to them in the classroom to which they responded:

For studying themes
It improves their reading skills
Teaches them how to make things
Teaches them how to research information
Teaches them health-related behaviors
Teaches them about the environment

Seven of the eight groups reported that they save the entire paper at home. The eighth group reported that they save the parts that relate to their school assignments. One group waxed poetic about this topic. They said that they save the paper but that "... the most important thing was to save it in their minds and to practice what the pages teach them".

All of the students said that their family members read the paper, too. The average number of additional readers per copy of the paper was reported to be 2 for a total average of 3 readers per copy of newspaper for the student groups. Their reaction to the price of the paper was mixed. They think that the paper is valuable but that it is expensive. They said that more students bought the paper when it was L.40 than now at the current price of L.50. If the price raises, fewer children will buy it.

Agricultural Workers

We interviewed a total of 38 agricultural extension workers in 5 focus groups. Two groups (n=11) use the paper and 3 groups (n=27) do not. Only two extension workers from the total sample were female. All respondents were familiar with the paper and had read it at some time in the past if not a current reader. Only a few workers read the paper weekly, the majority of those who use it reading it from time to time. All reported that it is difficult to locate the paper for purchase.

Those who use the paper find it interesting. They enjoy reading it and find it helpful for their work with campesinos. One group said that its technical content regarding agriculture is adequate for a newspaper. It is useful in preparing talks and lessons for farmers. It also has a multiplier effect in that it introduces many people to agricultural information. Campesinos have been stimulated to request further information from the extension workers on topics such as the cultivation of soya, beans and rice, aquaculture and the use of protein.

Those who use the paper consult it themselves for information and refer others to it as well. They believe that it supports their work indirectly as a different and unique type of extension agent. According to them, El Agricultor is of particular interest because it treats topics of relevance to the Honduran farmer in contrast to most regional or interregional periodicals. It supports agricultural development in Honduras. They believe that the paper has had an impact on campesino life because farm families have:

- Learned a lot about nutrition and protein from the paper
- Learned about treating plant diseases and eliminating pests
- Learned to cultivate food crops and fish

They also like that children have learned about gardening and have been motivated to start gardening projects in schools by the paper.

Most of those who use the paper do not save it. However, they report an average of 2 additional readers per copy for a total average of 3 readers per copy.

The extension workers who do not use the paper do not use it because they prefer a specialized library for information, or it is not readily available to them for purchase. As I mentioned in the section on methodology, the sample of extension workers was not comprised of only those people who work in the field. In fact, the majority of the sample provide technical support and information to the actual field workers. Therefore, those that do not use the paper primarily are those who do not have use for that level or

type of information in their work.

The respondents believe that the professional benefits that they could receive from the paper are:

Learning about new agricultural applications
Learning about agricultural topics outside of their particular field of study or practice

Publication of their own research and field experiences
One respondent has used the paper in the past to help him prepare radio programs on agricultural topics. One group felt that the paper was too general even for use in educating groups of farmers because farmers need information specific to their particular circumstances.

Both types of extension agents had many observations and suggestions to make about the paper. I found it interesting that they were the groups that used the paper the least but were very familiar with it and had the most to say about it. Their comments are listed below. They suggest that the paper should:

Publish more articles that report on actual projects that occurred or are on-going in Honduras
Solicit and publish articles written by Honduran extension agents
Develop a system of regional correspondents on agricultural and other topics
Publish articles about little known areas of Honduras such as La Mosquitia, Gualcince and Yamaranguila
Write articles at the true reading/comprehension level of the farmer (current level too complex)
Include articles about agricultural management for a broader understanding of farming practices, about accounting practices for farming, technical procedures for managing and executing technical projects
Curtail the practice of continuing articles from edition to edition because often people do not buy the paper when the continuation is published and the information is lost.
Improve marketing and distribution to rural areas and to outlets other than schools in outlying population centers
Make use of the organizational network of the agricultural institutions for distribution
Maintain a price compatible with the real budget of the campesino - better to stimulate more sales than raise the price
Promote ideas for how agricultural workers and teachers can use the paper
Support the formation of "Circulos de Amigos de El Agricultor" among campesinos

In fact, a group at ESNACIFOR offered to form a team to write for the paper including writers, a coordinator, artists and designers. They were sincerely interested in amplifying the forum for agricultural information. I should also note here that each of the 5 groups of agricultural workers asked for specific contact information for the paper. Whether or not they will follow through on their own is an open question, but I believe that they could be stimulated to use the paper more regularly if some of their suggestions were heeded.

Point-of-Sale Interviews

The sample for the point-of-sale interviews was 55% male (n=26) and 45% female (n=21). The median age was 41 years with a range of 14 to 65. Fifty percent of the sample was clustered between 33 and 46 years of age. (See Table C for a summary of the demographic characteristics of the sample.)

TABLE C
DEMOGRAPHIC CHARACTERISTICS OF THE SAMPLE
FOR
POINT-OF-SALE INTERVIEWS
(N=47)

Male	55%
Female	45%
Median age	41 years
Age range	14 to 65 years
Profession	Teacher 21%
	Housewife 19%
	Merchant 13%
	Business 9%
	Student 9%
	Farmer 6%
	Others 33%
Years of School	
Mean average	11 years
≤ 6 years	34%
7 to 12 years	45%
≥ 12 years	21%
Weekly purchasers	51%
Occasional purchasers	49%

A full 21% of the sample was teachers and 9% were students. Nineteen percent were housewives, many of whom indicated that they were purchasing the paper for their children to use at school. Only 6% of the sample was farmers. Twenty-two percent were business persons or merchants. Other professions included laborers, vendors, government workers, an agricultural extension agent, a radio producer and engineers.

The sample was well-educated with an average number of years of schooling of 11 years. The Honduran national average for schooling is 3 years which is the lowest number of years in our sample (range = 3 to 30 years). Thirty-four percent had 3 to 6 years, 45% had 7 to 12 years and 21% had more than 12 years of schooling.

Fifty-one percent of the sample buys the paper on a weekly basis while 49% buys it sometimes. A full 87% know that the paper is available for sale in their community on a weekly basis. Out of all the people who buy the paper at locations other than schools on a weekly basis, 46% are male and 54% are female. Twenty-one percent are teachers, 21% are housewives and 25% are business persons or merchants. Those who buy the paper occasionally are 67% male, 33% female. They are 24% teachers, 19% housewives, 14% farmers, 14% business persons and 14% students.

According to our sample, education is the main motivational factor for people to purchase the paper. Allowing for multiple responses, we asked them "Why do you purchase the paper?". Nearly all of the respondents (94%) responded that they buy it to learn from it. Sixty percent reported that they buy it to use to teach others. Forty-five percent buy it because it is school or work related, and 21% said that the laminas are work or school related. Twenty-one percent reported that they buy it for their children to use at school. Another reason why 49% of the purchasers buy it is for recreation. They simply enjoy reading the paper. Ten percent of the respondents mentioned that they buy it because it is different and unique from other newspapers. Other reasons for purchasing it are for the laminas, for farm-related information, for household information and for sports. (See Table D for a summary of why respondents buy the El Agricultor.)

TABLE D
REASONS FOR PURCHASING THE PAPER

To learn	94% (n=44)
To teach others	60% (n=28)
Recreation	49% (n=23)
Work/School related	45% (n=21)
Laminas	32% (n=15)
Laminas for work or school	21% (n=10)
For kids/students	21% (n=10)
It's different	9% (n= 4)

We asked the respondents where they normally purchase the paper. Most of them (89%) purchase the paper from a streetside vendor. Seven percent said that they normally buy it at a school and 4% were subscribers buying an additional copy.

All but one respondent (98%) said that other people read the copy of the paper that was being purchased. They reported an average of 4.5 additional readers for a total average of 5.5 readers per copy of the newspaper sold at sites other than schools. This is a higher percentage than was calculated with less accuracy from the focus group discussions and higher by three persons than a similar study I conducted in 1986.

We asked a question about their personal preference for sections or types of articles. Thirteen percent reported that they like the whole paper. From the other 87% (n=40), we took multiple responses. Their preferences were:

Education	76%
Family/ household	70%
Health	68%
Agriculture	65%
News	53%
Recipes	50%
Culture	48%
Games	35%
Editorials	35%
Ranching	25%

After reading the paper, 98% of the respondents save it. In fact, 64% (n=46) reported saving the entire paper. From the remaining 36% (n=16) we took multiple responses for what part of the paper they save. Sixty-nine percent save agricultural articles, 56% save recipes, 31% save games and puzzlers and 31% save articles about ranching. Laminas and photos were both mentioned by 25% of the respondents.

Teachers make up 25% of the people who save the entire paper, matched by business persons and merchants (25%). Housewives make up 14% of those who save the entire paper followed by students (7%). Thirty-seven percent of the sample (n=46) said that they collect and archive the paper in contrast to simply saving it. This group purchases the paper weekly at a rate of 77%.

All of the respondents read other newspapers. We did not collect data on the frequency of purchase but the researchers noted that many purchasers bought other papers at the same time as El Agricultor. The sample reads El Tiempo (72%), La Prensa (72%), La Tribuna (70%) and El Heraldo (40%).

One of our concluding questions was "What value does El Agricultor have for you? The responses were varied, but for the most part focused on education. Multiple responses were coded with the majority responding that "the paper informs or instructs me well" (78%). Additional responses fell into more specific categories. The tabulation follows. The paper has value for me because it:

Instructs/Informs well	78%
Helps my family/household	21%
Is invaluable/unique	21%
Helps me with work	15%
Helps me with studies	11%
Good reference/resource	13%
Helps children/students	9%
Has health information	9%
Has agricultural information	9%
Treats issues of rural life	9%

Newspaper Distributors

The researchers conducted informal interviews with distributors of El Agricultor throughout their research. They spoke with teachers and vendors who sell the paper. One comment that they made was that they could probably sell more copies of the paper than they currently sell if marketing were increased. They also noted a drop in sales after the last price increase. Teachers who sell the paper noted that the parents of the students need to be convinced of the value of the paper before they allow the child to buy it. It was suggested that a way to promote sales would be to motivate the parents to read it and buy it themselves. Vendors did not feel threatened by the notion of increased sales by subscription. In fact, it would probably work to their advantage because more people would know and take an interest in the paper.

V. CONCLUSIONS

The following conclusions are drawn from the data presented in the preceding section of findings and from my personal experience and observations in Honduras last month.

The evidence is positive regarding the impact that El Agricultor has made in the schools and homes of Honduras. Not only do the respondents in our sample like the paper, they use it regularly in their work, study and household-related activities. The portion of our sample that does not use the paper (34% of the focus group sample) still reads it occasionally and for the most part does not use it for lack of access or money, not for lack of interest or attraction. It was difficult for us to locate a sample of non-users within the distribution network of the paper, another testament to its widespread popularity.

Teachers who know the paper give it high praise and use it in and out of the classroom. Without it, they report that the educational progress in their classrooms would be hindered. They have come to depend on its weekly appearance in their schools and homes. The teachers appreciate the stimulation the newspaper provides in the form of laminas, articles and educational games as they augment the otherwise limited classroom resources. They say that the paper provides current information on a variety of topics and could not be replaced by a text book which would soon become outdated. The centerfold posters have had a particularly successful impact in the classroom. They provide visual information on topics related to the curriculum in an environment where visual aids typically are few and far between.

Students are truly enthusiastic about the paper. Their ability to speak so specifically about various topics that the newspaper treats signifies their high level of interest in and attention to the paper. They gave their own testimony to its impact on their lives in response to our questions about what they have learned from the paper. They noted specific facts about articles, but most importantly, they said that the paper has improved their research and reading skills. This was corroborated by the teachers who stated the same things with the addition of improved individual and group study skills, and a greater interest or motivation to learn. In an environment with little else to turn to, it is helpful that the supplementary didactic material that is available to them in the form of the newspaper is so well liked and appropriate to their needs and interests.

An additional indicator of the impact of the paper on education is that the sample of purchasers at locations other than schools is still comprised in large part of students and teachers (30% in point-of-sale interviews). The low rate of farmers in point-of-sale sample could be due to the location of the research

sites in population centers rather than rural towns, but I would predict that the rate of teachers and students in real numbers would not decrease as the number of farmers increased in more rural research settings.

El Agricultor has had a positive impact upon agricultural extension workers when and where it is available to them to use. They like it even though they do not use it regularly in their work. They do not have the same access to the paper as school teachers who often can purchase the paper at their place of employment. The potential exists for greater use by extension agents if it were more readily available to them, and if it were to report more frequently on actual projects that have been undertaken or are in process in Honduras. The many suggestions and comments that the sample of agricultural workers made is evidence of the interest and thought that the paper has provoked among them. The fact that all of the groups of agents asked for specific contact information for the paper demonstrates further that the potential for greater collaboration, use and eventual impact exists. Extension agents and the paper have farm families as their mutual target audience which could benefit greatly from increased use of the paper by agents and a wider and stronger distribution system for the paper.

The impact of the paper on the general public was evidenced by the point-of-sale sample of purchasers who buy it for its educational emphasis. They save the paper and refer to it; they enjoy it and use it. They are motivated to buy it in an attempt to fill the gap of general educational materials in Honduras. The paper has provided an outlet for people who are interested in improving their own education and that of their families.

An impact can also be detected by the increased number of readers per copy of the paper over the past five years. Research in 1986 showed 2 readers per copy as compared to our current findings of 5.5 readers per copy in the point-of-sale sample and 3 per copy for the less accurate accounting among focus group participants. This data shows increased impact by the numbers alone. The paper is reaching more people per copy with its educational information. The audience of readers is not stagnant either. The fact that 5 out of 11 groups of teachers who use the paper have only used it for 2 years or less is evidence that the readership is changing and growing.

Another indicator of impact can be uncovered through simple deduction. If teachers, students and others did not find it useful and beneficial, they would not buy it. Hondurans in general do not have extra money to spend on frivolities. Many of the agricultural workers in our sample do not buy the paper because it is not salient to their work. They are not motivated to spend the money when it does not directly benefit them professionally or personally. Teachers and students find it worth the expense as it

positively impacts on their daily activities. They are willing to allocate their limited funds to the paper in place of something else. However, this line of reasoning clearly has its limits. If the paper increases in price beyond a certain point, it will experience a drop in sales, particularly among students and general purchasers.

In many towns, the paper is sold only at the school. It is not clear how successful the paper is at reaching the general public both rural and urban in terms of availability and also of appropriate and/or comprehensible content. The distribution network has been streamlined over the past two years due to pressures by AID to cut costs. The evaluation study shows that there are marketing and distribution opportunities for the paper that have not been exploited. Those who do not use the paper experience a real or perceived lack of access to it. This should be of real concern to a paper that is feeling such financial strains as El Agricultor claims.

If AVANCE were to cease publication of the paper, the outcry of protest from the schools would be loud. Teachers and students alike would suffer from its disappearance. There does not appear to be any ready replacement for the written and visual resources that the paper provides. It is an inexpensive form of distributing effective and current materials to classrooms in a large section of the country. It is providing supplementary materials to schools that have very few resources to draw upon. Under any circumstances, the legacy of El Agricultor will continue for years to come in the schools in the form of the posters which have been so carefully preserved for repeated use.

VI. RECOMMENDATIONS

Due to the positive impact that El Agricultor has enjoyed in the schools, I recommend that the paper continue to work in support of the primary education system in Honduras.

I recommend that the paper strengthen its relationship with the professional agricultural community in Honduras by soliciting their ideas and experiences for articles and by publishing their own articles on actual projects, past or current. Creative collaboration between the paper and the many interested agricultural personnel could result in a larger readership and impact among them as well as among their mutual target audience, the farm family.

I recommend that more articles be written with the neoliterate in mind, at a level accessible to people with a third grade education. This research showed a very well educated audience of readers far removed from the original target audience of El Agricultor, the rural farm family.

I recommend that the distribution network of the paper be expanded outside of the schools and that overall marketing efforts be focused on where and when the paper is available rather than on promotion of the existence or image of the paper. Past and occasional readers of the paper know and like it, but often have difficulty encountering it for purchase.

I recommend that the price of the paper be maintained at as low a level as possible in order to remain accessible to young people and rural families. In addition, the newspaper staff should carefully research ways to continue publication including expanded distribution to increase sales, promotion of subscriptions to secure a steady source of income, a discounted price for students and increased supply to existing distributors in an attempt to bolster sales.

VII. LESSONS LEARNED

The primary lesson that could be learned from USAID's experience with this project is that a newspaper as a non-traditional, non-formal educational material can be an effective learning tool in the classroom. Additionally, we must learn that the effectiveness is in good part dependent on the materials reaching the classroom and additional public audience groups in a reliable manner. The newspaper has been well received in classrooms throughout the country since its inception five years ago. It appears that its use as a pedagogical tool has qualitatively improved over time due to changes in format, subject focus and contacts with teachers and the Ministry of Education. At the same time its use has quantitatively decreased due to a more limited distribution network and continuing weaknesses in distribution and marketing.

I think that it is important to learn that projects such as this must emphasize support for materials distribution as well as the more glamorous arena of editorial quality. Specifically, financial resources need to be allocated to the on-going planning, management and accountability of distribution. The staff of El Agricultor appears to be more interested in developing the paper's content than in the nuts and bolts hard and necessarily creative work of getting it out to the areas with people who would most benefit from its presence in their schools (eg., the most rural areas of Honduras). Successful and broad impact cannot truly be achieved without affording the most needy audience groups access to the paper in a reliable manner.

This project also demonstrates that the needs of the public schools do not necessarily need to be met by the Ministry of Education. That effective learning materials can be produced independently from the government system and still be utilized in tandem with "official" materials towards a positive end. In this case the newspaper served to fill the void where text books were not yet available in some schools.

We have learned that a newspaper written with an educational focus and a primary target audience of students can present in-depth articles to broaden the foundation of information from which the readers draw upon to understand current events. For example, articles on human anatomy and physiological systems would supplement the reader's knowledge base and augment understanding of other articles on current health concerns such as AIDS or nutrition or child development. Articles on the Honduran economy and its products would provide a basis for understanding articles (even in other papers) on world trade patterns and political-economic trends. A newspaper has the ability to adapt its content to current concerns in a manner in which textbooks do not. One does

not replace the other; Rather, the presence of both enriches the environment for cross-reference and validation of knowledge.

We also have learned that people like to teach and learn about their own environment and context. The agricultural workers who were interviewed in this study made clear their desire to publish their actual experiences to an audience that would benefit from them. The students mentioned time and again that they liked the Honduran focus of the paper. It seems clear that the newspaper headlining itself as a paper for the Honduran rural family should capitalize on the complementary interests of the two groups - one who seeks a local and appropriate outlet for sharing information and experience and another who seeks helpful and appropriate information and advice.

Another lesson is that a newspaper such as El Agricultor can serve many people other than classroom users who like to read material other than frontline news or novels. El Agricultor has provided Honduran youth and adults with a source of information that goes beyond the classroom for continuing education and social advancement. News and theme magazines and journals are commonly available in developed countries and in many developing nations as well. In the least developed countries, a paper such as El Agricultor can help fill the dearth of print materials available to the public in a fairly economical manner with positive results.

APPENDIX A
Statement of Work

STATEMENT OF WORK

Background

On March 4, 1987, A.I.D. signed a Cooperative Agreement with AVANCE, a private non-profit organization. The purpose of the Cooperative Agreement is to provide support for AVANCE's Educational Media Project in order to have a private sector institution assist in improving the quality and efficiency of primary education while attaining financial self-sufficiency.

The agreement supports the Primary Education Efficiency Project by providing a variety of media-based educational services through the Honduran private sector. Page 39 of the Primary Education Efficiency Project Paper states that AVANCE will develop and use mass media techniques to provide quick and visible improvement in the quality of primary education in Honduras. There will be three categories of activities. First, there will be an "interactive radio" component which will provide supplementary radio lessons for use in classrooms. Second, there will be a program for use of the national newspaper, "El Agricultor", for in-service teacher training and to provide supplementary materials for classroom use. Third, there will be a program of experimentation with other possible media-based services which have potential for improving the effectiveness of primary education in the future.

The amount authorized under the agreement is \$5.4 million and L10 million. The PACD is March 4, 1992.

A mid-term evaluation of AVANCE was conducted in August, 1989. The mid-term evaluation focused on level of outputs reached, implementation constraints, progress towards attaining self sufficiency and measures planned to assure that the program is strengthened through 1992.

The proposed evaluation is one of three impact evaluations focusing on the benefits produced by specific, AVANCE - managed intervention activities. It will focus on:

"El Agricultor" - a weekly newspaper primarily devoted to information and materials designed for classroom use and agricultural information.

The evaluation will be used by AVANCE and USAID/Honduras to determine the educational benefits provided by "El Agricultor" to its audience and to assist in a Mission decision about the feasibility of continued USAID financial support.

ARTICLE I - TITLE

Project - Primary Education Efficiency (Component VII Educational Media)

Number - 522-0273.1

ARTICLE II - OBJECTIVE

To provide an individual who will conduct an educational impact evaluation of "El Agricultor".

The impact evaluation of "El Agricultor" will focus primarily on the use of the newspaper by teachers, students and agricultural extension workers.

ARTICLE III - STATEMENT OF WORK

A. Tasks

The contractors will be responsible for carrying out the following activities during a three week maximum period in Honduras.

1. Review the following documents:

- a. the evaluation of "El Agricultor" written by Nancy Torrey, May 1986. A copy of the Torrey report will be provided by A.I.D. to the contractor upon the evaluator's arrival in Honduras.
- b. back issues of "El Agricultor" to become familiar with the papers content and format.

2. Conduct focus group group interviews with the following people:

- a. teachers who do and teachers who do not utilize "El Agricultor";
- b. students who do and students who do not utilize "El Agricultor"; and
- c. agricultural extension workers who do and agricultural extension workers who do not utilize "El Agricultor".

For all of the above mentioned groups, determine:

- a. why they do, or do not utilize the paper.

For all of the above mentioned groups who utilize the paper determine:

- a. how they use it (professionally and personally);
 - b. whether any or all of the paper is saved;
 - c. whether they are the purchaser; and
 - d. who reads the paper other than the purchaser.
3. Conduct interviews of casual purchasers (i.e. not teachers, students or agricultural extension workers) to determine why they purchase the paper. Determine whether any or all of the paper is saved. Determine who reads the paper other than the purchaser.
4. Describe the results of the various focus groups and individual interviews and draw a conclusion or conclusions as to the educational and informational impact of "El Agricultor".

B. Methodology

Data will be gathered by conducting focus group interviews and interviews with individuals.

For the purpose of this evaluation, a focus group is defined as a group of people with similar backgrounds or profession gathered to discuss a specific topic. For the purpose of this evaluation, the evaluator may use "teacher" and "agricultural extension worker" as unifying professions and the designation "student" as a unifying background characteristic.

The "El Agricultor" user and non user focus groups should be of similar sizes for parity and comparability.

AVANCE will assist the evaluator in identifying suitable school and agricultural sites. AVANCE will assist the evaluator in identifying newstands, "pulperias" and supermarkets where casual purchasers can be interviewed. The evaluator will chose the sites.

The evaluator may hire up to three local interviewers to provide assistance in fulfilling the scope of work.

ARTICLE IV - REPORTS

The final report shall contain the following information:

Executive Summary - The executive summary shall contain the purpose of the evaluation, study method, findings and conclusions, recommendations and lessons learned. It must be a self-contained document.

Body of the Report - The body of the report shall include the purpose of the evaluation, the areas and questions examined during the evaluation, evaluation methodology (one page maximum) and team findings (any deviation from the scope of work must be explained) conclusions, recommendations and lessons learned. Conclusions and recommendations must flow logically from the information presented.

of

Appendixes - The appendixes shall contain the scope of work and lists of individuals and agencies contacted and documents consulted.

Before clearing post, the evaluator shall participate in an exit interview and at that time shall provide a written draft report and an oral debriefing defining the issues, major findings, recommendations and lessons learned. Return travel to the evaluators point of origin will not be authorized without receipt of the oral and written reports. The Project Officer will be responsible for soliciting comments on the draft report from Mission personnel and providing a composite Mission response to the evaluator. The evaluator shall submit the final evaluation report to the Project Officer no later than 14 calendar days after the Project Officer furnishes the evaluator with comments on the draft evaluation report. The contractor shall supply ten copies of the final report, in English, to the A.I.D. Project Officer.

ARTICLE V - RELATIONSHIPS AND RESPONSIBILITIES

The Project Officer and Project Backstop Officer will schedule an entrance briefing for the evaluator.

The evaluator will report to Ellen Leddy USAID/Honduras Project Officer. Support will also be provided by Margaret Kromhout, Project Support Officer (DF).

ARTICLE VI - PERFORMANCE PERIOD

Contractor shall commence performance on March ¹²~~11~~, 1990. Evaluation team members shall arrive in Honduras no later than Sunday, March 11, 1990 in order to commence two weeks of field work on Monday, March 12, 1990. Six day work weeks are authorized. The final report shall be delivered to the Project Officer no later than May 15, 1990.

ARTICLE VII - WORK DAY ORDERED

Position

Work Days

"El Agricultor" evaluator 20

ARTICLE VIII - A.I.D. ILLUSTRATIVE BUDGET

See attachment II

ARTICLE IX - SPECIAL PROVISIONS

A. Duty Post

All investigation associated with the "El Agricultor" evaluation will take place in Honduras.

B. Language Requirements and other Required Qualifications

Minimum requirements: At least 5 years experience in evaluation-related activities. The candidate should be familiar with qualitative evaluation methods; e.g. focus groups. The candidate should be familiar with teaching or information sharing methods. An FSI S-3/R-3 level of Spanish is required. Desirable: Master's Degree.

C. Access to Classified Information

Contractors shall not have access to any Government classified material.

D. Logistical Support

AVANCE will provide office space and arrange all visits to the sites. AVANCE will assist the evaluator in locating suitable child care. All costs associated with child care are to be born by the evaluator.

APPENDIX B

References

Brownlee, Bonnie "Sani Radio Evaluation" June 1988.

Brownlee, Bonnie in Boles et al, "AVANCE: Mid-term Evaluation Draft Report" September 1989.

Torrey, Nancy, "Evaluation of the Newspaper El Agricultor: Social Research Section" May 1986.

Torrey, Nancy, "Evaluation Report: AVANCE/El Agricultor Consultancy in Tegucigalpa and La Mosquitia" November 1987.

APPENDIX C

Focus Group Interview Guides
and
Point-of-Sale Questionnaire

Guia para las Entrevistas Groupales

Estudiantes

A. TOME DATOS DEMOGRAFICOS

1. Presentacion y saludo a los presentes
2. Objetivo de la reunion
3. Presentacion del periodico El Agricultor

B. Familiaridad con el periodico

1. Conocen el periodico?
2. Como adquiere el periodico?
3. Con que frecuencia lo otineo?
4. Leen el periodico?
5. Desde cuando lo leen?
5. Ustedes se gozan en leyndo esto periodico? Lo interese?
6. Cuales partes les gustan leer? Porque?

C. Utilizacion

1. De que manera le sirve el periodico?
2. Les gustaria que se usaran periodicos en la clase?
3. Cuales conocen?
4. Cual seria el mas util en su clase?

5. Como usan El Agricultor?

6. Que han aprendido usando el periodico El Agricultor?

D. Otros

1. Guardan el periodico? Que partes? Para que?

2. Alguien mas lea el periodico suyo? Quienes? (numero de /personas)

Guia para las Entrevistas Groupales

Estudiantes-no utilizan

A. TOME DATOS DEMOGRAFICOS

1. Presentacion y saludo a los presentes
2. Objectivo de la reunion
3. Presentacion del periodico El Agricultor

B. Familiaridad con el periodico

1. Conocen el periodico?
2. Porque no lo leen?
3. Si lo conocen, que no te gusta de el?

MOSTRAR UNA COPIA DEL PERIODICO Y LO HOJEEN

4. Los gustaria utilizar este periodico en sus clases?
Porque?
5. Que te gustaria que contuviera el periodico?

Guia para las Entrevistas Groupales

Maestros Utilizan

A. TOME DATOS DEMOGRAFICOS

1. Presentacion y saludo a los presentes
2. Objetivo de la reunion
3. Presentacion del periodico El Agricultor

B. Familiaridad con el periodico

1. Conocen el periodico?
2. Frecuencia de compras.
3. Desde cuando lo compran el periodico?
4. Frecuencia de leer.
5. Ustedes disfrutan leyendo este periodico? Les interesa?
6. Cuales partes les gustan leer? Porque?

C. Utilizacion

1. Quienes de ustedes tienen planes de continuar practicando el magisterio?
2. Como benefician ustedes del periodico? Profesionalmente? Personalmente? Como?
3. Alguna gente cree que los periodicos tienen que ser utilizados para ensenanza en las escuelas. Que piensan ustedes?
4. Piensan que El Agricultor tiene que ser utilizado para ensenanza en las escuelas? Porque?

5. Como usan ustedes este periodico? Cuales partes utilizan mas? Como? Porque?

6. Piensan que el periodico es un recurso fundamental en el campo del educacion?

7. Que impacto tiene el periodico en la vida de sus estudiantes?

D. Otros

1. Guardan copias del periodico?
Cuales partes? Para que uso?

2. Alguien mas lea el periodico? Quienes? (Numero de personas)

Guia para las Entrevistas Groupales

Maestros no-Utilizan

A. TOME DATOS DEMOGRAFICOS

1. Presentacion y saludo a los presentes
2. Objetivo de la reunion
3. Presentacion del periodico El Agricultor

B. Familiaridad con el periodico

1. Conocen el periodico?
Si si, sigue con #2 y #3:
2. Porque no lo adquieren?
3. Porque no lo utilizan en su trabajo?
4. Desde cuando compran el periodico?
5. Si lo ha leído, que no le gusta del periodico?
6. Que le gustaria que el periodico trajera?

C. Utilizacion

1. Quienes de ustedes tienen planes de continuar practicando el magisterio?
2. Piensan que el periodico puede beneficiar a ustedes?
Profesionalmente? Personalmente? Como?
3. Alguna gente cree que los periodicos tienen que ser utilizados para ensenanza en las escuelas. Que piensan ustedes?
4. Piensan que El Agricultor tiene que ser utilizado para ensenanza en las escuelas? Porque?

5. Creen que el periodico puede ser un recurso fundamental en el campo de la educacion?

7. Tiene el periodico un impacto en la vida de sus estudiantes?

Guia para las Entrevistas Groupales

Extensionistas-no Utilizan

A. TOME DATOS DEMOGRAFICOS

1. Presentacion y saludo a los presentes
2. Objectivo de la reunion
3. Presentacion del periodico El Agricultor

B. Familiaridad con el periodico

1. Conocen el periodico?
Si sí, sigue con #2 y #3:
2. Frecuencia de compras.
3. *Desde* ~~hace~~ cuando ~~se~~ compra el periodico?
4. Porque no utilizan el periodico?

C. Utilizacion

1. Quienes de ustedes tienen planes de continuar practicando el extension?
2. Piensen que el periodico puede beneficiar ustedes?
Profesionalmente? Personalmente? Como?
3. ~~Alguna~~ gente cree que los periodicos tienen que ser utilizados para ^{Capacitación de} ~~enseñanza~~ en los grupos de agricultores. Que piensan ustedes?
4. Piensan que El Agricultor tiene que ser utilizado para enseñanza en los grupos? Porque?
6. Piensan que el periodico es un recurso fundamental en el campo de la educacion de los agricultores?

Guia para las Entrevistas Groupales

Extensionistas - *Utilizan*

A. TOME DATOS DEMOGRAFICOS

1. Presentacion y saludo a los presentes
2. Objetivo de la reunion
3. Presentacion del periodico El Agricultor

B. Familiaridad con el periodico

1. Conocen el periodico?
2. Frecuencia de compras.
3. *Desde* ~~Hace~~ cuando ~~lo~~ compran el periodico?
4. Frecuencia de leer.
5. Ustedes *disfrutan leyendo este* ~~se gozan en leyendo este~~ periodico? *Los interesa?* ~~Los interesa?~~
6. Cuales partes les gustan leer? Porque?

C. Utilizacion

1. Quienes de ustedes tienen planes de continuar practicando el extension?
2. Como *se* ~~benefician~~ *benefician* ustedes del periodico? Profesionalmente? Personalmente? Como?
3. Alguna gente cree que los periodicos tienen que ser utilizados para ensenanza en los grupos de agricultores. Que piensan ustedes?
4. Piensan que El Agricultor tiene que ser utilizado para ensenanza en los grupos? Porque?

5. Como usan ustedes este periodico? Cuales partes utilizan mas? Como? Porque?

6. Piensan que el periodico es un recurso fundamental en el campo del educacion de los agricultores?

7. Que impacto tiene el periodico en la vida de la gente del campo?

D. Otros

1. Guardan copias del periodico?
Cuales partes? Para que uso?

2. Alguien mas lea el periodico? Quienes? (Numero de personas)

DATOS DEMOGRAFICOS PARA LAS ENTREVISTAS GRUPALES

BEST AVAILABLE COPY

Grupo No. _____ Fecha _____ Equipo No. _____

Aldea _____ Moderador _____

Departamento _____ Secretaria _____

NOMBRE DE LOS PARTICIPANTES	PROFESION U. OFICIO	AÑOS DE ESCOLARIDAD	EDAD	SEXO	Donde consigue el periódico
1					
2					
3					
4					
5					
6					
7					
8					
9					
10					

BEST AVAILABLE COPY

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Encuesta Individual

Lugar _____ Encuesta # _____
Nombre Entrevistador _____
Fecha _____

1. DATOS DEMOGRAFICOS

_____ 1.1 Sexo M _____ F _____

____ 1.2 Edad _____

____ 1.3 Ocupacion:

1. Ama de Casa _____

2. Albañil _____

3. Agricultor _____

4. Zapatero _____

5. Comerciante _____

6. Secretaria _____

7. Maestro _____

8. Perito Mercantil _____

9. Agronomo _____

10. Licenciado _____

11. Ingeniero _____

12. Estudiante _____

13. Doctor _____

14. Otros _____

____ 1.4 ¿Cuantos años de escolaridad cursados tiene usted? _____

2. DATOS SOBRE EL PERIODICO "EL AGRICULTOR"

_____ 2.1 Cada cuanto tiempo compra "El Agricultor"?

1. Semanalmente _____

2. Algunas veces _____

_____ 2.2 Cuando esta disponible el periodico en la comunidad?

1. dia de _____

2. semanalmente _____

3. algunas veces _____

___ ___ ¿Porque compra usted el periodico? (Tome todas respuestas)

1. Porque es el unico en la zona _____
2. Porque aprendo de los articulos _____
3. Porque sirve para recrearme _____
4. Para enseñar a otros _____
5. Para hacer uso de las laminas _____
6. Porque esta relacionado con mi trabajo _____
7. Para usar las laminas en mi trabajo _____
8. otros _____

___ ___ 2.4 ¿Generalmente donde compra el periodico?

1. escuela _____
2. canillita _____
3. puesto de venta _____
4. otros _____

___ ___ 2.5 Alguien mas leyo el ultimo ejemplar que usted compro?

1. si ___
2. no ___

___ ___ 2.5 Cuantas personas? _____

___ 2.6 Generalmente, que contenido de "El Agricultor"

___ le gusta mas? (Tome todas respuestas)

- ___ 1. salud _____
- ___ 2. educacion _____
- ___ 3. agrarios _____
- ___ 4. familiar _____
- ___ 5. noticias _____
- ___ 6. editorial _____
- ___ 7. anurcicios comerciales _____
- ___ 8. recetas _____
- ___ 9. fotografias _____
- ___ 10. recreativos _____
- ___ 11. culturales _____
- ___ 12. ganaderos _____
- ___ 13. pasatiempos _____
- ___ 14. laminas _____
- ___ 15. ninguno _____
- ___ 16. otros _____

___ 2.7 ¿Que hace con el periodico despues de lo leyo?

- ___ 1. compartir _____
- ___ 2. guardar _____
- ___ 3. echar _____
- ___ 4. coleccionar/archivar _____
- ___ 5. otro _____

___ 2.8 ¿Guarda el periodico?

- 1. si ___ 2. no ___

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- — 2.9 Cuales partes?
- — 1. recetas _____
- — 2. juegos _____
- — 3. crucigramas _____
- — 4. articulos agricòlos _____
- — 5. articulos ganaderos _____
6. fotografias _____
7. deportivos _____
8. salud _____
9. vida infantil _____
10. educativos _____
11. otras _____

— — 2.10 ¿Que valor tiene el periodico para usted?

— — 2.11 ¿Lee otros periodicos?

1. si ___ 2. no ___
- cuales? 1. Tiempo _____
2. Heraldò _____
3. Prensa _____
4. Tribuna _____
5. otros _____

APPENDIX D

Contacts in Honduras

Nadine Dutcher
USAID/HRD

Ellen Leddy
Project Officer
USAID/HRD

Margaret Kromhout
Project Support Officer
USAID

Dr. Carleton Corrales
General Manager
AVANCE

Ing. Horacio Medina
Director
El Agricultor

Jessica Martinez
Director of Marketing
El Agricultor