

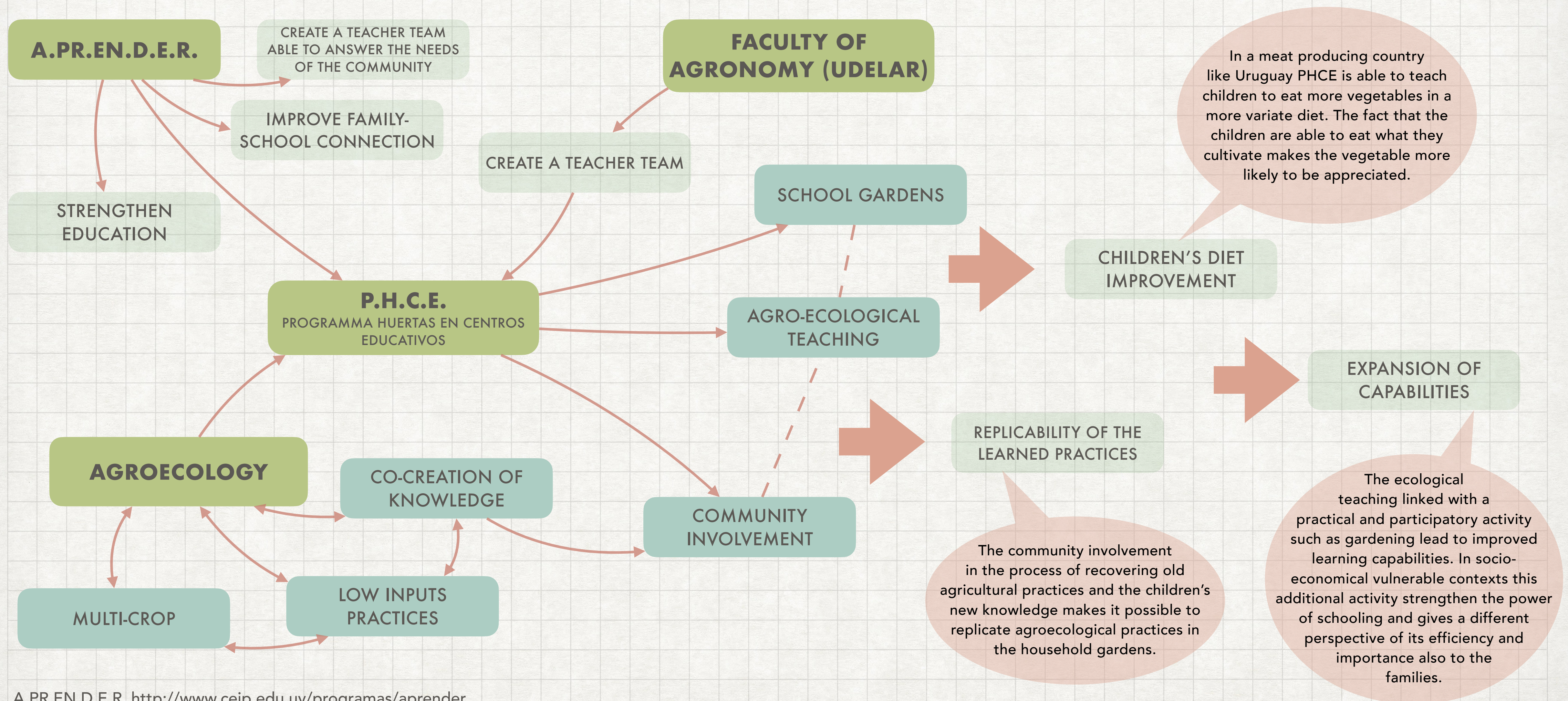
INITIAL PROPOSAL:

IMPACT EVALUATION OF PROGRAMA DE HUERTAS EN CENTROS EDUCATIVOS (MONTEVIDEO, URUGUAY)

All the informations provided here have to be intended as an ideal work and will have to face with the real possibilities given by availability of people and organisations, data, time, funds and unpredictable events.



THEORY OF CHANGE

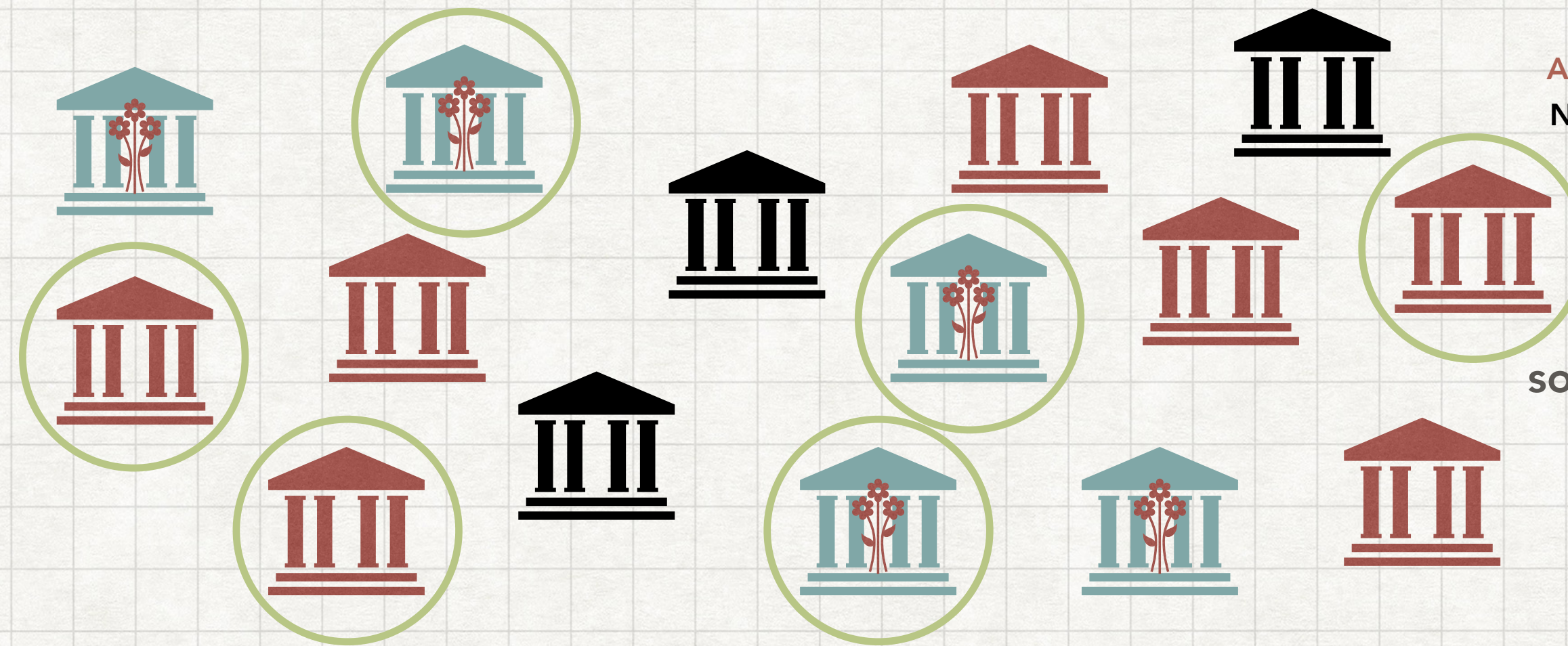


A.P.R.E.N.D.E.R. <http://www.ceip.edu.uy/programas/aprender>

Programma Huertas en Centros Educativos <http://obc.grupomontevideo.org/practicas/97programa-huertas-en-centros-educativos-phce>

METHODOLOGY - SAMPLING

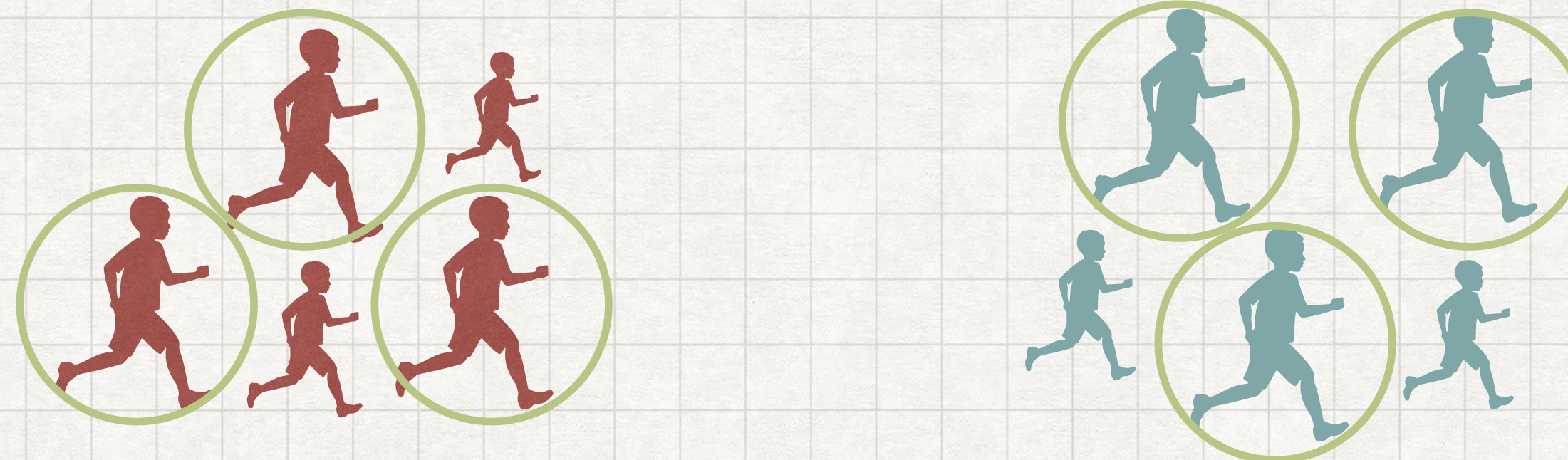
Selection of the
school sample



P.H.C.E
A.P.R.E.N.D.E.R
Normal school

The selected schools must
have matching/similar
socio-economical and geographical
characteristics

Selection of the children
sample



All the children of the
4th and 5th year

Selection of the family
sample



A smaller sample taken from
the interviewed children

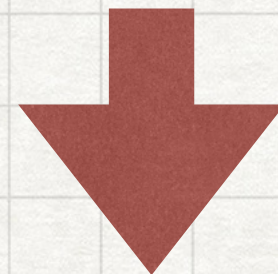
Sample size of each level will depend by time and funds available.

METHODOLOGY - SURVEYING

All the methods should be applied both to the program sample and the control sample.

IN CLASS SINGLE CHILD

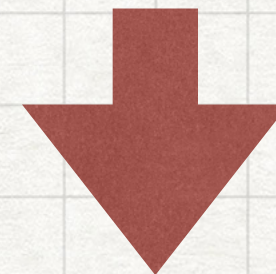
SURVEY (QUANTITATIVE)



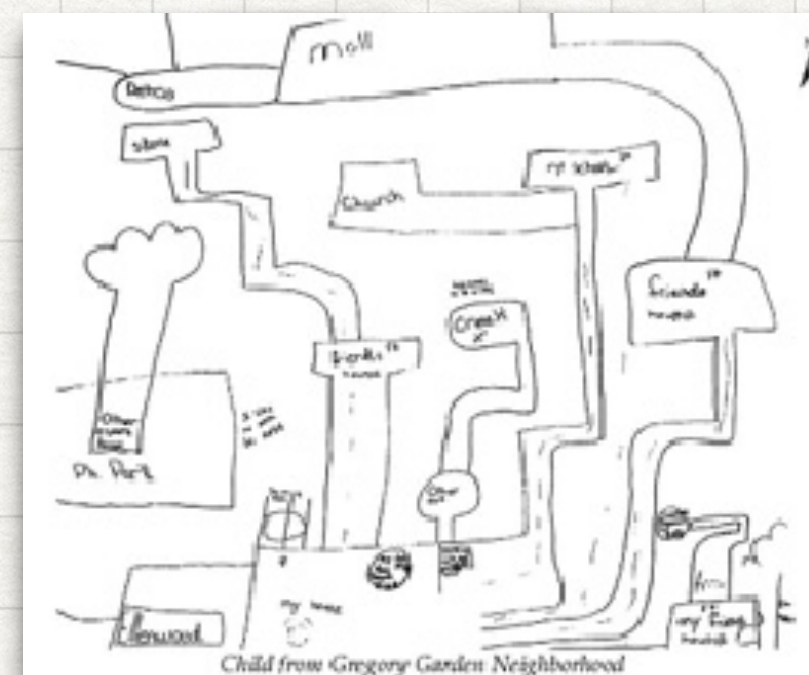
- **Personal informations**
- **Socio-economical status (child's perception)**
- **Nutrition**
- **Practices learned**

IN CLASS FOCUS GROUP

CAPABILITY MAP (QUALITATIVE)

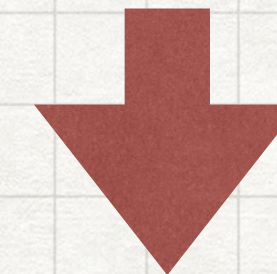


- **Capability analysis**
- **Participatory approach**



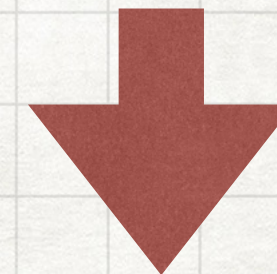
FAMILIES*

INTERVIEW/SURVEY (QUANTITATIVE)

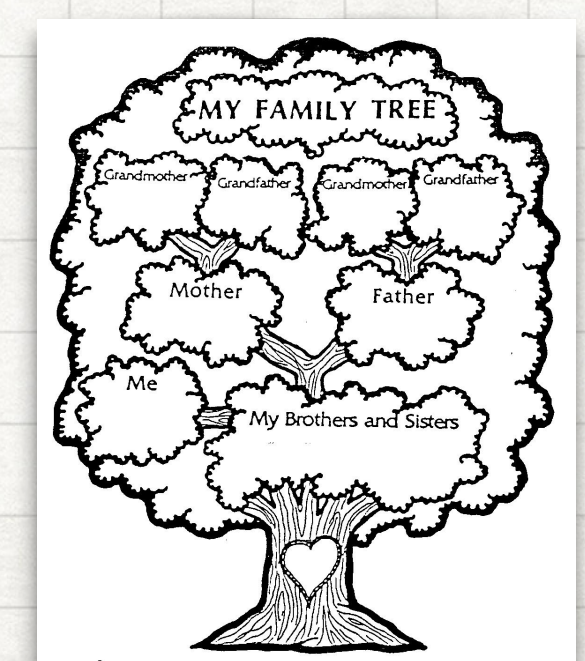


- **Personal informations**
- **Socio-economical status**
- **Nutrition**
- **Practices learned**

HOUSEHOLD TREE (QUALITATIVE)



- Gender imbalances
- Participatory approach



* Only in a smaller sample and depending on available funds

IMPACT EVALUATION ADVANTAGES

FOR THE GOVERNMENT

- Evidence-based data
- Policy advise tool
- Improving the program if this proves to be impactful



FOR THE PROGRAM

- Evidence-based data
- A framework for future analysis
- Comparable data (with and without program)
- Powerful tool for funding
- Infos on what drives change and where innovations are more effective
- Understanding unintended consequences

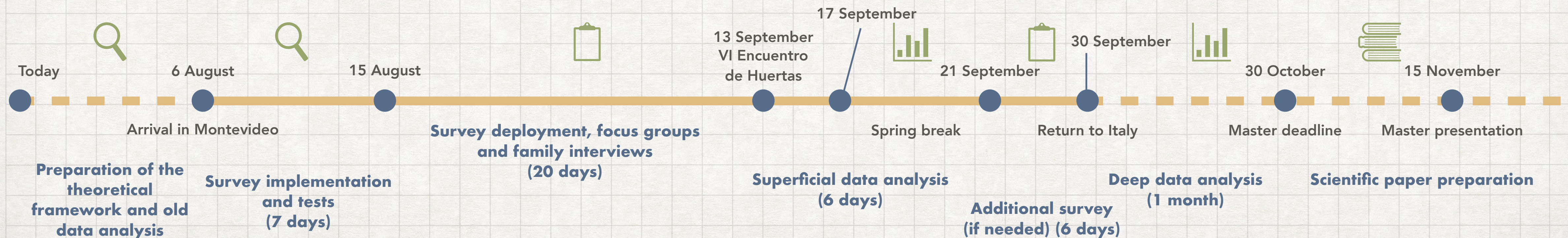


FOR THE RESEARCHERS

- Possibility of a scientific publication
- Using capability and participatory approaches
- Using the impact evaluation method



PLANNING PROPOSAL



PROJECT SUPPORTERS

FRANCESCO BURCHI
GERMAN DEVELOPMENT
INSTITUTE (DIE)

DANIELE MALERBA
GERMAN DEVELOPMENT
INSTITUTE (DIE)

ISABEL ANDREONI
MONTEVIDEO RURAL

BEATRIZ BELLEND
FACULTY OF AGRONOMY
UDELAR

FEDERICO ROSCIOLI
MASTER HDFS
UNIVERSITY OF ROMATRE



WHAT WE NEED

- An official definition of the research (as an internship, university exchange, student exchange, etc...)
- Fundings for the research (transportation, survey copies, chancellery, additional expenses, etc...)
- Eventual involvement of an agronomic researcher who could help me with: the agroecological framework, understanding all the practices that are part of the program and work along with me during data collection
- The availability of A.PR.EN.D.E.R. to run our evaluation also into their schools, some results might also interest them (otherwise we should take as control group families of students that just joined P.H.C.E. or that intend to join next year)
- Additional preliminary data: a list of all the school of both programs and the number of years they have been involved (having also the addresses would allow us to draw a map); access to the registers of P.H.C.E. (are they digital?) in order to understand better the data; details on how the community is involved into the program; definition of all the agroecological and ecological practices taught and that could be replicable from the families; additional informations on A.PR.EN.D.E.R.
- The availability of some families to be interviewed

The more we are able to work before my arrival, the easier will be to collect the data!