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Acronyms

AIR	American Institutes for Research
AMHON	Honduran National Association of Municipalities
AMO	Association of Municipalities of Olancho
AOR	Agreement Officer's Representative
ASONOG	Association of NGOs
CIPE	Centro de Investigación, Planeamiento y Evaluación
COMDE	Consejo Municipal de Desarrollo Educativo (Municipal Committee for Educational Development)
COP	Chief of Party
COPRUMH	Colegio Profesional Union Magisterial de Honduras (Professional Association of the Teachers Union of Honduras)
CSO	Civil Society Organization
DCNB	Diseño Curricular Nacional Básico (National Basic Curriculum)
DIGECE	Dirección General de Evaluación de la Calidad de la Educación
EFA	Education for All
EFA-FTI	Education for All-Fast Track Initiative
EQUIP	Educational Quality Improvement Program
EROC	Espacio Regional de Occidente
FEREMA	Fundación para la Educación Ricardo Ernesto Maduro Andreu
GOH	Government of Honduras
GSC	Grupo de Sociedad Civil
IDP	American Institutes for Research's International Development Program
INICE	Instituto de Investigación y Capacitación Educativa
M&E	Monitoring and Evaluation
MIDEH	Mejorando el Impacto al Desempeño Estudiantil de Honduras (Honduras Improving Student Achievement Project)
NGO	Non-Governmental Organization
PIER	Pro-Integración Educativa Roatan (Partners for Education Roatan)
SE	Secretaría de Educación
SBE	Standards-Based Education
STTA	Short-Term Technical Assistance
TCPP	Teacher-Citizen Participation Project - EducAcción
TH	Transformemos Honduras
UMCE	Unidad de Medición de la Calidad de la Educación
UNAH	Universidad Nacional Autónoma de Honduras
UPN/UPNFM	La Universidad Pedagógica Nacional Francisco Morazán
USAID	United States Agency for International Development

I. Project Summary Update

The Honduras Improving Student Performance Project (MIDEH Project) concluded the calendar year with marked progress towards Honduran ownership in the processes and products once implemented only by the MIDEH Project. The Project is better positioned now to focus on providing technical assistance and advisory services to support training and evaluation activities carried out by national instances rather than direct implementation by the MIDEH Project. The sustainability of standards-based reforms is supported through the capacity and commitment of Honduran institutions, professionals, and civil society members to continue reforms beyond the end of the MIDEH Project.

The MIDEH Project is not required to submit annual progress reports to USAID; however, in conjunction with this last quarterly report for the year, the Project presents a table of 2013 annual indicators and results in Appendix A.

The major accomplishments of MIDEH Project this quarter were:

- Secure end of grade tests were successfully administered by the SE to a sample of over 110,000 students in 502 schools with the technical and monitoring assistance of the MIDEH Project. The 2013 sample test application was marked by increased civil society participation with 900 trained external monitors and more than 450 civil society observers. The design of an electronic platform for scoring open-ended items was used to increase reliability of scoring while reducing the time and resources that are required to score the writing section of the Spanish test.
- Interviews and research for a baseline study of SE institutional capacity to manage and sustain a national education evaluation system was completed in late December. The preliminary findings on 31 key functions related to administration, finances and planning and technical capacity assign an overall value of 45% established capacity in the SE. The importance of the study is that it provides information needed to formulate coherent plans and assignment of resources to the development of institutional capacity to improve the quality of education.
- The MIDEH Project sub-grantees and partners delivered training to over 500 persons this quarter on topics related to use of education evaluation results and raising awareness of the importance of education evaluation. Participants included nearly 100 youth in student governments in three municipalities in the department of Choluteca, and over 200 teachers in training replicated by the COPRUMH affiliated teachers.
- The project negotiated the final terms for the last three sub-grants under APS No. 1; agreements are to be signed in February 2014. The Riecken Foundation “Reading takes you far” program operating in nine departments was completed with great success in mid-December, the Project’s first completed sub-grant. The MIDEH Project disbursed \$228,135 against milestones achieved under active sub-grants during the quarter.
- Accrued estimated expenditures of \$763,282 for the quarter made total cumulative expenditures \$4.9 million as of December 31, 2013. Cumulative cost share rose to an

estimated \$3.5 million pending final confirmation and certification of GoH expenditures on evaluation programs during 2012-2013.

II. Education Sector Context

2013 student performance evaluations: For a second consecutive year the Ministry of Education applied both sample and census based end of grade tests nationwide. The initiative ratifies the current administration's commitment to standards based student evaluations for grades 1-9. Unlike in 2012, when sample and census evaluations were held on the same day, in 2013 testing was divided with sample tests being applied on November 12 followed by census tests on the November 29. The sample was representative at the national level and incorporated 502 schools and 110,850 students while an estimated 1.4 million students were tested at the census level. Although the 2013 end of grade academic evaluation received less media attention than the 2012 process due to the election coverage, the 2013 census tests were another landmark success for Honduras.

Intense activities by SE in anticipation of a change of Minister. With the inauguration of a new government on the horizon, and the expected change in Minister of Education, the SE spurred a flurry of initiatives, policy changes and activities during the last two months of 2013. On January 30, three days after the inauguration of the new President, the current Minister, Marlon Escoto, was confirmed to continue in his post.

Before the elections, Escoto expressed a strong desire to continue as Minister regardless of the party in power. He gained strong support from civil society. Transformemos Honduras and its civil society partners circulated petitions asking political parties to keep Escoto in place. However, Escoto had been criticized by the leaders of the National and Liberal party for failing to fully implement the Fundamental Law on Education.

Government plans eight major reforms for the 2014 school year. In an effort to boost student academic performance, the Ministry of Education is set to implement a series of reforms to the school policies and calendar in 2014. These include:

1. 10,000 schools (1-9 grades) will be required to teach a minimum five hour school day, with classes from 8:00 am to 11:30 am and then from 1:00 pm to 3:00 pm. The measure seeks to increase student academic achievement as well as use part of the school day for the promotion of values and civics. Current Honduran legislation sets the school days as 5 hours of teaching Monday through Friday, and 2.5 hours on Saturday mornings.
2. The school week will be implemented in accord with current Honduran legislation (ie, including a half day on Saturdays).
3. Children will be eligible for first grade registration at age 5. By dropping the registration age from 6 to 5, the government aims to serve 130,000 children who currently do not have access to pre-school education.
4. Students will be taught in cohorts with the same teacher instructing a group of students from 1st-3rd grade. This measure aims to ensure students receive continuous instruction from teachers who are aware of individual strengths and weaknesses.
5. The minimum passing grade will increase from 60% to 70% in public and private schools.

6. End of year remedial exams will be replaced by continuous assessments that allow students to increase unsatisfactory grades each semester via compensatory education and extra credit projects or tests.
7. 22 high-school level education streams will be consolidated and replaced by diplomas in humanistic education and technical vocational education.

Minister proposes results-based incentives for teachers: A set of financial incentives for teachers and schools has been announced by the Minister for 2014. Teachers who meet specific criteria including evaluations, 200 school days and participation in trainings will receive a 7% increase over their current salary. Funds for the initiative are said to be raised internally with surplus obtained from more efficient administrative systems and reducing fraudulent activity. The Minister also announced that schools would be invited to create a community education plan and would be able to apply for funds in order to implement activities within the plan. Both of these initiatives seek to establish a results-based culture within the education sector.

Ministry of Education aims to regulate teachers unions: On December 13, 2013 the Honduran National Congress passed a series of reforms to regulate teachers unions. The reforms limit teachers to be affiliated to only one union; they also established a cap on the amount of money for affiliation fees that unions can require teacher's to contribute each month. The reforms allow the National Pension Institute for Teachers (IMPREMA) to compete with unions in providing teachers with loans, life and health insurance and pension packages. The measures have been criticized by teachers unions as a direct attack on their autonomy and financial stability. Several unions have come together in protest. The Ministry of Education states that the reforms were designed based on an online survey in which more than 11,000 teachers provided feedback on these topics.

III. Major Activities Implemented and Progress towards Results

Activities are reported here in line with the Results described in the Cooperative Agreement and in the Annual Work Plan for 2013 as approved by USAID.

Program Result 1: Technical Capacity to Reach EFA Goals under SE Leadership Strengthened

This program result can be divided in two area of concentration: completion of curriculum support materials including school-administered formative tests and consolidation of their use in the classroom; and external student performance assessments.

Activity 1.1 DCNB, Aligned Educational Materials, and School Administered Tests

With the design of formative tests and instructions for Pre-Basic Education, and Social Studies and Natural Science for grades one through nine, the MIDEH Project has completed the main body of work on curriculum support materials. The formative tests in these additional subject areas were developed with volunteer teachers who validated the test items based on their real classroom experience. The process for developing the Pre-Basic Education materials was led entirely by SE staff trained by the MIDEH Project.

The pace of direct training by the MIDEH Project in the use of the DCNB support materials and use of evaluation results with teachers and members of civil society slowed in the last quarter of the school year since project efforts were focused on the final preparations for the end of grade tests. However, during the reporting period, sub-grant partners and COPRUMH collaborators continued training in these topics as further described under Result 2.

Activity 1.2 System-Wide External Summative Tests

A major milestone in promoting greater sustainability of a national education evaluation system was achieved in 2013 when the Ministry of Education assumed control over the census and sample-based test application with MIDEH Project accompaniment. Through technical assistance from the MIDEH Project, the 2013 end of grade tests incorporated significant operational and technological advances which will also contribute to greater national capacity to practice and sustain a cultural of evaluation in the education sector. The 2013 sample test application was marked by increased civil society participation with over 900 trained external monitors and more than 450 civil society observers.

2013 Sample and Census Test Preparations, Administration, and Results

During this quarter, the final phase of preparations for the sample and census test administration centered on the editing of the test booklets, printing, packing and distribution of the sample tests which were applied on November 12 followed by census test application on November 29, 2013. Barely six weeks before the scheduled sample tests, the SE obtained funding from the InterAmerican Development Bank to print the test booklets for both census and sample test applications.

For the first time this year, the SE took control of the sample-based testing and financial management of the Common Fund resources while the MIDEH Project provided extensive technical assistance, accompaniment, and oversight to ensure the quality, integrity and security of the 2013 sample-based tests. On November 12, more than 110,000 students in the sample were tested in Spanish and Mathematics, in grades 1 through 9, in over 500 schools. The SE was responsible for the collection and transportation of completed test booklets from the sample schools, unpacking and digitalization.

The method of evaluation of writing responses took a leap forward in 2013 with the development of a tailored software which allowed the 78 judges who were scoring the written items of third, sixth and ninth grade students to complete the work in one third the time compared to 2012, and with greater accuracy. Some 40% of the writing items were double-scored to ensure consistency by the judges in use of the rubric. The software was designed by a contracted Honduran programmer directed by MIDEH Project staff at a cost of \$4,150. The program to score open-ended items could be used with any laptop or desktop computer. To appreciate the cost-benefit ratio of this simple innovation, a sales offer made by a US company in November 2010 to the EQUIP1-MIDEH/AIR Project for a package of hardware (optical scanners) and software for scoring Spanish writing items totaled over \$100,000.

Processing of the 2013 sample-based tests was accelerated so to complete the analysis of the results before the year end and in time to draft the national report for presentation in January 2014, before the change to a new government administration. Another innovation by MIDEH Project staff cut the time required to process the tests by eliminating the need for the person who was digitalizing to enter school data for each test booklet processed. By linking the school

data base to the digitalization program, only the school code was needed to automatically register all the information on the school name, location and classification.

An estimated 1.4 million students were evaluated on November 29, 2013 through census-based tests in a process managed completely by the SE for a second year. Census-based tests were processed virtually with no need to physically transport test booklets to Tegucigalpa. Teachers in the census-based valuation uploaded their students' test responses to the SE platform which then immediately generated preliminary reports on percentage correct answers by component. The MIDEH Project helped design the SE platform for registering student academic performance in the 2012.

The participation of civil society in both the census and sample-based test applications was a critical factor for strengthening national commitment to continuously evaluate education results and quality of education in Honduras. The civil society group led by Transformemos Honduras recruited volunteers to observe the census tests in schools on November 29. Each volunteer completed a test site checklist. For the sample-based test given on November 12, the MIDEH Project mobilized 900 monitors to accompany the SE test supervisors, and recruited 450 civil society observers drawn from among our sub-grant partners, COMDE members, retired school teachers, parents, and university students. The security of the tests given in 85% of the schools in the sample was guaranteed by the presence of external monitors and observers.

Result 1 Monitoring

MIDEH Project Result 1 indicators related to student academic performance are measured on an annual basis. The indicator tables contained in Appendix A present the 2013 results for one of the three standard USAID indicators on student performance; reporting on the other two indicators will be ready the first week in February 2014 and the Appendix will be updated. Though not within the Project's management control, we report on two national context indicators on an annual basis – desertion and repetition. The Project monitors the use of DCNB materials by classroom teachers (Indicator 12) under Result 1. The results for indicator 12 were derived from data collection completed in December 2013 by a local contractor.

Program Result 2: Institutionalizing Educational Quality Inputs

*Activity 2.1 Transferring Technical Capacity to National Institutions; and
Activity 2.2 Financial and Technical Sustainability*

Institutional Capacity and Sustainability

Interviews and research for a baseline study of SE institutional capacity to manage and sustain a national education evaluation system were completed in late December. The study was undertaken by an external consultant with the approval of the Minister of Education and participation by MIDEH Project staff. The MIDEH Project provided the consultant an assessment instrument adapted from USAID's toolbox to measure organizational efficiency and capacity within an Institutional Development Framework (IDF). The instrument divides the assessment into three areas, seven sub-sections and 31 key components, rated on a scale of one to four points.

The preliminary findings on 31 key functions related to administration, finances and planning and technical capacity yield an overall average of 45% established capacity in the SE but with

marked differences in the various functions. The MIDEH Project received the final report from the consultant in late January. Once the final report is accepted and discussed with the SE, we will share the report with USAID. The importance of the baseline study is that it provides information needed by the SE to formulate coherent plans and assignment of resources to the development of institutional capacity to improve the quality of education. The study also will help the MIDEH Project to program targeted technical assistance, specific advisory services and training in the areas which are lagging behind in institutional development.

The IDF applied to the SE showed relatively high functional capacity in areas related to administration of standardized tests. The MIDEH Project role in the 2013 application of census and sample-based test was to accompany and advise the SE in the logistical operations, monitoring, and security aspects, not to implement the evaluation for the SE. The Project used a “sink or swim” tactic to spur the SE to take control of the sample-based testing by holding fast to its position announced to senior SE authorities in early June 2013 that the Project could not take administrative or financial responsibility for the secure sample evaluation but would fully support and accompany the SE throughout the process. As a result, the SE has gained valuable experience, confidence and ownership in the test processes and products once implemented only by the MIDEH Project.

Training

MIDEH Project sub-grantees and partners delivered training to 511 persons this quarter on topics related to use of education evaluation results and raising awareness of the importance of education evaluation. Participants included 97 youth in student governments in three municipalities targeted by CIPE in the department of Choluteca, and 214 teachers in training workshops replicated by the COPRUMH affiliate teachers. A total of 200 civil society stakeholders and COMDE members were trained for two days in various events implemented by two sub-grantees, EROC and CIPE.

The SE recognizes the need to train teachers in the use of the DCNB support materials in the classroom, especially the pacing guides and formative tests but the Ministry faces serious obstacles in terms of costs and extent of coverage with traditional training. To help the SE overcome these obstacles, the MIDEH Project has contracted specialists to design audiovisual materials that the first through sixth grade teachers can use in self-paced instruction. The materials are being filmed at INICE making use of SE installed capacity. The final products will be ready for teachers’ use in February 2014.

Result 2 Monitoring

Indicators on number of persons trained are reported quarterly and are presented in the participant training summary table and the PMP indicator table in Appendix B. Annual participant training data is presented in Appendix A. Two additional indicators are designed to measure increased institutional capacity (Indicator 8) and financial investments in education evaluations (Indicator 7) on an annual basis. The baseline study of SE institutional capacity was nearly complete at year end and the final report was received in late January. A preliminary baseline value is assigned for 2013 but is subject to review and acceptance of the final consultant report by the MIDEH Project and SE. For measurement of GOH investments in education evaluations, SE/DIGECE provided a revised certificate of amounts spent on all evaluations in 2012 and 2013.

Program Result 3: Strengthening Civil Society Participation in Supporting Education

The approval of three sub-grants in the last quarter brought to nine the total number of sub-grants awarded under the first APS. The new awards approved to be made were: (1) COPRUMH for HNL2,298,000 for a program to train teachers in Spanish and Mathematics curriculum content standards in which student academic evaluations showed serious deficits. Spanish content reinforcement will focus on the first cycle grades 1-3, and Mathematics content training will focus on second cycle grades 4-6; (2) CADERH for HNL 2,236,000 to implement a program called “Learning with Technology and Innovation” comprising a pilot of virtual learning platform for interactive Spanish classes for third graders in selected schools; and (3) CIDEH for HNL2,235,000 to develop a user-friendly municipal education information system to track education statistics and performance indicators to gauge the quality of education services in 51 schools in two municipalities --La Lima, Cortes y Villa de San Antonio, Comayagua.

The first sub-grant issued under the MIDEH Project to the Riecken Foundation in 2012 came to a successful conclusion in mid-December 2013. The sub-grant demonstrated that a strong partnership between community libraries and the official education sector could contribute to reading skills for thousands of children. The Riecken Foundation had not previously worked with the CNB or the teachers’ monthly pacing guides. Their program, “Reading takes you far”, developed links between the CNB and Spanish content standards and library materials. Riecken Foundation staff trained teachers and community volunteers to use the aligned materials and methodologies to promote reading for pleasure among children, especially first through sixth graders. The program operated in 12 rural communities in nine Departments and benefitted over 11,400 students in one year.

The organizations with active sub-grants provided hundreds of volunteers to observe the 2013 sample-based test administration on November 12, 2013 as has been described in other sections of this report. Monitoring and documenting the number of class days in a sample of 452 schools by Transformemos Honduras continued through the end of the school year. TH’s final report and public presentation of the results of their social auditing of compliance with the school year calendar took place on January 22, 2014 and will be reported in full in the next quarterly report.

Result 3 Monitoring

Two of the annual indicators included in Appendix A are used to measure civil society participation in promoting improved quality of education – parental participation in monitoring their children’s education and academic performance, and municipalities making use of education evaluation results for planning improvements to and monitoring of the quality of education. Data collection for the two indicators was completed in December by a contractor. The MIDEH Project reports on these annual indicators in Appendix A. Additional analysis of the data will be undertaken in February 2014 to identify instances when gender has proven to be a critical factor in achieving the expected result.

IV. Opportunities, Constraints and Corrective Actions

A summary of issues encountered by Result and remedial actions are found in Appendix B in the format requested by USAID.

Preliminary findings from the external baseline study of SE institutional capacity points for deficiencies in key competencies required to sustain an education evaluation system. Technical area needing reinforcement include item analysis, data processing, data analysis, reporting data and others. MIDEH Project will continue to build capacity within the SE via targeted advisory services, technical assistance, and training workshops. In addition, the Project plans to carry out the post-graduate certificate program in education evaluation and psychometrics for a third time in 2014. MIDEH Project will also support the National Autonomous University in developing a curriculum for a Master's Degree in education evaluation and psychometrics. All these efforts combined aim to build a cadre of Honduran professionals who will be prepared to staff a national independent evaluation institute when it is established.

There may be better prospects in 2014 to revive congressional interest in passage of a law to create an evaluation institute. The MIDEH Project has flexibility to provide international technical experts to support congressional or SE efforts to move forward on the design for an independent education evaluation institute. Lobbying by the MERECE donor group and encouragement from USG authorities could also help obtain a favorable and rapid resolution.

In 2013 parents' participation in monitoring schools and student performance decreased. MIDEH Project surveyed parents' participation in a sample of over 2,000 participants. Parents displayed low levels of participation in monitoring schools and academic outcomes as well as awareness of student end of grade evaluation results. The survey highlights that parents are possibly the biggest segment of the sector that has been left out the evaluation system. Results show that the majority of parents are unaware of their school's academic performance and lack direct access to information. The MIDEH Project will ensure that 2014 training workshops with teachers, education administrators, civil society and local government authorities discuss this topic and require participants to include initiatives for increasing parent participation in strategic plans that are developed during workshops. In addition, MIDEH Project will seek to implement specific activities for increasing parents' participation and to facilitate access to evaluation data.

V. Coordination with Other Actors Coordination with other education stakeholders during the quarter is described throughout this report. Coordination with the Ministry of Education continued at a high level with the Minister and his senior advisors as well with unit heads of DIGECE, Curriculum, and Info-Technology. In September, the Minister agreed to work proposed by the MIDEH Project to establish a baseline of SE capacity for sustaining an evaluation system based on standards. The study will help to identify areas in which the MIDEH Project or other donors could provide targeted technical assistance, training, or advisory services to increase SE institutional capacity for evaluation. The study interviews and data collection were completed at the end of December. The final report delivered in January is pending review and acceptance by the SE and MIDEH Project.

MIDEH Project staff continues to coordinate work with district directors, various civil society actors, municipalities, and especially with sub-grant recipients. The MIDEH Project is consolidating its new partnership with the COPRUMH teacher union. Some 214 teachers were trained by COPRUMH affiliate teachers in replication of workshops in the last quarter of 2013.

VI. Activities Planned for next Quarter

A. 2013 Evaluation Report and Socialization of Results, Planning for 2014 Evaluation: The MIDEH project plans extensive socialization of the results of the 2013 evaluation. The National

Report was compiled and presented on January 23, 2014 by the Minister of Education in the last days of President Lobo's administration. The Project will support the SE in reaching out to all levels of the Ministry and school system to socialize results early in the school year so teachers and administrators can effectively use the results to strengthen the curricular standards which have not been mastered by students.

The Project also has planned activities with civil society and especially our sub-grant partners to make the evaluation results broadly available to parents, communities, local government authorities, COMDEs and NGOs who are willing to work for quality improvements in education. The first activity will take place in Santa Rosa de Copan on February 7 under the invitation of EROC, a MIDEH Project sub-grantee.

MIDEH Project technicians will initiate regular planning meetings with SE/DIGECE and other units of the SE to develop a detailed timeline of test preparations and responsibilities leading up to the 2014 evaluation.

B. Capacity-building: The MIDEH Project and SE will review the consultant's report on the baseline study to measure the status of technical, managerial and financial capacity in the SE to sustain the standards-based educational reforms. Once accepted, the Project and the SE will agree on an action plan for technical assistance, advisory services, and training to address weak areas in administrative and financial management, planning and technical capacities. The units to be supported with technical assistance are DIGECE, Info-Technology, INICE, Curriculum and UPEG with additional units to be determined in consultation with the SE.

The MIDEH Project is relying more on replication of training for teachers by the SE and by sub-grant partners and other collaborators including COPRUMH rather than direct implementation. Leader teachers will replicate the training in DCNB materials and education assessment in their districts in the first four months of the calendar year. Other training activities will consist mostly of short sessions to socialize the 2013 test results with departmental and district directors, and with school directors. The first sessions will begin in mid-February. The use of self-paced training with virtual multi-media materials produced together with INICE will begin in February 2014.

C. Civil Society: MIDEH Project will sign sub-grant agreements in early February with the last three applicants under the now expired APS No. 1. The Project will promote new applications under APS No. 2 at each training event with civil society members and through field visits to increase knowledge of the sub-grant program in three regions – central, western, and northern coast --to reach priority municipalities not yet benefitted. The sub-grants with Transformemos Honduras and AMO will conclude in the first quarter of 2014. The Project anticipates TEC approval of two sub-grants in the next quarter with awards before mid-April.

D. Project management and expenditures: The Project will replace the Civil Society Participation Coordinator in late February. The current coordinator resigned to accept a scholarship for doctoral studies in Australia. Projected expenditures for January through March 2014 are estimated at approximately \$480,000 for home office and field office regular operations and activities, and an additional \$156,000 for sub grant disbursements against milestones. January is usually a low month for expenditures as organizations and government entities return from the holidays and wait for the start of the school year February 1.

VII. Financial Summary

At the end of December 2013, the estimated project pipeline stood at \$2.6 million, or total expenditures needed for about three quarters. The MIDEH Project has documented \$3.5million in cumulative cost share from partners including municipalities, NGOs, the SE and counterpart funding from the Common Fund and other donors that have funded evaluation activities that contribute to the Project goals including the teacher evaluations, pre-university exams, and participation in regional and international testing.

Pipeline Summary

Quarter October through December 2013

Pipeline at the beginning of quarter	\$ 3,363,160
New funds Obligation	\$ 0
Estimated expenses during the reporting period	\$ 763,282
Pipeline at the end of the quarter	\$ 2,599,878
Estimated expense burn rate for next quarter	\$ 636,000
Estimated quarters of pipeline	3.5*

* The estimate of quarters of pipeline remaining is not a simple average calculation given that expenditures vary over the year since sub-grant and sub-contract disbursements schedules are not uniform.

APPENDIX A

Annual Indicator Summary 2013

#	Indicator Type								
	Assistance Objective 3: Better Educated People Intermediate Result 3.1: Improved Quality of Educational Delivery Systems	Baseline	FY 2011 Result (or Project start year)	FY 2012 Result	FY 2013 Target	FY 2013 Result	FY 2014 Target	FY 2015 Target	FY 2016 Target
1	Proportion of students who, by the end of the primary cycle, are able to read and demonstrate understanding as defined by a country curriculum, standards or national experts	23%	No tests	30%	34%	30%	40%	45%	
	Men			30%		TBD			
	Women			30%		TBD			
	DQA Date: 08/22/2012								
2	Proportion of students who, by the end of the primary cycle, are able to perform math operations and demonstrate understanding as defined by a country curriculum, standards or national experts	5%	No tests	10%	18%	10%	24%	30%	
	Men			10%		TBD			
	Women			10%		TBD			
	DQA Date: 08/22/2012								
3	Percent of students achieving satisfactory or above ratings on standardized tests in Spanish and Math in Grades 1-6	Spanish: 37% Math: 28%	No tests	Spanish: 50% Math: 39%	Spanish: 55% Math: 33%	TBD February 2014	Spanish: 60% Math: 44%	Spanish: 65% Math: 47%	
	Men					TBD			
	Women					TBD			
	DQA Date: 08/22/2012								

	Indicator Type								
	F-Indicator Sub IR 3.1.1 Improved Efficiency of Educational Delivery Systems	Baseline	FY 2011 Result (or Project start year)	FY 2012 Result	FY 2013 Target	FY 2013 Result	FY 2014 Target	FY 2015 Target	FY 2016 Target
4	National repetition rates for grades 1-6	See Appendix B							
	Men								
	Women								
	DQA Date: 02/10/2013								
5	National dropout rates for grades 1-6	1.14%		1.10%	No Target	TBD	No Target	0.00%	
	Men								
	Women								
	DQA Date: 02/10/2013								
6	National Average Number of School Days in Session	152		186	175	203	182	192	200
	Men								
	Women								
	DQA Date: 11/1/2013								
7	Annual GOH expenditures for student academic performance evaluations and measurement	-	N/A	\$1.4 million	\$1.1 million	\$1.1 million	\$1.2 million	\$1.4 million	No target
	Men								
	Women								
	DQA Date: 02/10/2013								
8	Percent Capacity of a National Institution or Institutions to Manage a National Standards-based Education Evaluation System (Project Custom Indicator)	N/A	N/A	N/A	N/A	45%	60%	75%	Full capacity established in key functions (>85%)
	Men								
	Women								
	DQA Date: Pending February 2014								

	Indicator Type	Baseline	FY 2011 Result (or Project start year)	FY 2012 Result	FY 2013 Target	FY 2013 Result	FY 2014 Target	FY 2015 Target	FY 2016 Target
	Sub-Intermediate Result 3.1.2 More Effective Teaching								
9	Number of administrators and officials successfully trained with USG support (F Standard Indicator)	0	0	291	250	362	250	200	150
	Men			144		170			
	Women			147		192			
	DQA Date: 08/22/2012								
10	Number of teachers/educators/teaching assistants who successfully complete in-service training or received intensive coaching or mentoring with USG support (F Standard Indicator).	0	0	1926	2200	3888	2200	1750	1000
	Men			617		1332			
	Women			1309		2556			
	DQA Date: 08/22/2012								
11	Number of teachers/educators/teaching assistants who successfully complete pre-service training or received intensive coaching or mentoring with USG support (F Standard Indicator)	0	0	957	1000	1695	800	600	
	Men			163		494			
	Women			794		1048			
	DQA Date: 08/22/2012								
12	Percentage of teachers of grades 1-6 who use pacing guides, diagnostic and formative assessments (Project Custom Indicator)	-	-	57%	70%	67%	72%	77%	
	Men								
	Women								
	DQA Date: 08/22/2012								

	Indicator Type		FY 2011 Result (or Project start year)	FY 2012 Result	FY 2013 Target	FY 2013 Result	FY 2014 Target	FY 2015 Target	FY 2016 Target
	Sub-Intermediate Result 3.1.4 Increased Community Involvement	Baseline							
13	Number of municipalities in which community, civil society and local government organizations use evaluation data for monitoring and decision-making (Project Custom Indicator)	-	-	22	52	120	160	200	
	Men								
	Women								
	DQA Date: 08/22/2012								
14	Percentage of mothers and fathers surveyed who monitor school and student performance (Project Custom Indicator)	-	-	68%	74%	55%	78%	83%	88%
	Men			63%	68%	52%	79%	84%	89%
	Women			69%	73%	58%	73%	78%	83%
	DQA Date: 08/22/2012								

Appendix B

Summary of Training Events During Quarter 4

Workshop Name	Field of Study (ie, what did the training cover)	Type of Participant (if available, disaggregate by participant type/gender)				Sex		Total	Dates of training* (include start and end dates)
		Civil Society	Central Government	Teachers	(other)	Female	Male		
Result 1: Better Educated People									
Taller de Capacitación a líderes del Colegio Profesional de Unión Magisterial de Honduras (COPRUMH). Bajo la temática "Importancia de generar una cultura de evaluación Educativa en Base a Estándares" (San Pedro Sula, Tegucigalpa, Atlántida)	Workshop implemented by COPRUMH union leaders who were trained by MIDEH Project in the use of education evaluation results and raising awareness towards the importance of education evaluation.			X		135	79	214	12-20 October
Subtotal						135	79	214	
Result 2: Increased Community Involvement									
Socialización Del Proyecto MIDEH - EROC (Dolores, San Agustín, San Antonio)	Workshop focused on raising awareness towards the project's goals, networking, and ensuring support from key stakeholders.		X			36	71	107	October 1-15th

CIPE: Taller de Liderazgo y Participación a Maestros (San Jose, San Isidro, San Antonio)	Workshop aimed at increasing awareness of education legislation and capacity in budget planning/management				COMDE members	63	30	93	November 7-8
CIPE: Taller de Liderazgo y Participación a estudiantes (San Jose, San Isidro, San Antonio)	Leadership and participation in student governments and teacher councils	X				65	32	97	November 7-8
Subtotal						164	133	297	
Total 16 Hour						299	212	511	

Appendix C

Summary Performance Data Table Indicator Baseline, Target and Actual Values

AO, IR or Sub-IR	Indicator	Unit of Measurement	Disaggregation	Sex		Quarter 4		Calendar Year 2014		Performance Ranking
				Male	Female	Target	Actual	Target	Actual	
Result 1: Better Educated People										
IR 1.1: Improved Quality of Educational Delivery Systems	1.Proportion of students who, by the end of the primary cycle, are able to read and demonstrate understanding as defined by a country curriculum, standards or national experts (F Standard Indicator) *	Percentage	Sex	-	-	-	-	34%	30%	70
	2.Proportion of students who, by the end of the primary cycle, are able to perform math operations and demonstrate understanding as defined by a country curriculum, standards or national experts (Project Custom Indicator) *	Percentage	Sex	-	-	-	-	18%	10%	70
	3.Percent of students achieving satisfactory or above ratings on standardized tests in Spanish and Math in Grades 1-6 (USAID/H Results Framework and Project Custom Indicator) *	Percentage	Grade,Sex, Locality (Urban, Rural)	-	-	-	-	N/A	TBD (January 2014)	N/A
IR 1.2: Improved Efficiency of	4.National repetition rates for grades 1-6 (USAID/H Results Framework Indicator, Contextual Indicator)	Percentage	Grade,Sex, Locality (Urban, Rural)	-	-	-	-	0.90%	TBD (January 2014)	N/A

Educational Delivery Systems	5.National dropout rates for grades 1-6 (USAID/H Results Framework Indicator, Contextual Indicator)	Percentage	Grade,Sex, Locality (Urban, Rural)	-	-	-	-	0.30%	TBD (January 2014)	N/A
	6.National Average Number of School Days in Session (USAID/H Results Framework Indicator, Contextual Indicator)	Number	Locality	-	-	-	-	175	203*	100
	7. Annual GOH expenditures on standardized assessment of student academic performance (Project Custom Indicator)	Amount is US Dollars (\$)	Funds Source	-	-	-	-	\$1.1 million	1.2 million	100
	8.Percent Capacity of a National Institution or Institutions to Manage a National Standards-based Education Evaluation System (Project Custom Indicator)	Percentage	-	-	-	-	-	-	45%	80
	9. Number of administrators and officials successfully trained with USG support (F Standard Indicator)	Number	Sex	170	192	-	-	250	362	100
IR 1.3: More Effective Teaching	10. Number of teachers/educators/teaching assistants who successfully complete in-service training or received intensive coaching or mentoring with USG support (F Standard Indicator)	Number	Sex	1217	2227	-	135	2200	3888	100
	11. Number of teachers/educators/teaching assistants who successfully complete pre-service training or received intensive coaching or mentoring with USG support (F Standard Indicator)	Number	Sex	494	1048	-	-	1000	1695	100

	12. Percentage of teachers of grades 1-6 who use pacing guides, diagnostic and formative assessments (Project Custom Indicator)	Percentage	Sex	-	-	-	-	62%	70%	90
IR 1.4 Increased community involvement	13. Number of municipalities in which community, civil society and local government organizations use evaluation data for monitoring and decision-making (Project Custom Indicator)	Number	Locality	-	-	-	-	40	52	85
	14. Percentage of mothers and fathers surveyed who monitor school and student performance (Project Custom Indicator)	Percentage	Sex	52%	58%	-	-	Male: 68% Female: 74%	Male: 52% Females 58%	65

Issues encountered and their corresponding remedial actions

Result 1: Technical Capacity to Reach EFA Goals under SE Leadership Strengthened		
Issue	Description	Proposed Remedial Action
<i>SE lacks technical capacity in key competencies</i>	An external review of the SE's capacity to uphold an education evaluation system revealed a lack of capacity in key competencies such as item analysis, data processing, data analysis, reporting data, among others.	MIDEH Project will continue to build capacity within the SE via targeted technical assistance, advisory accompaniment and workshops. In addition, the Project plans to carry out the post-graduate certificate program in education evaluation and psychometrics for a third time in 2014. MIDEH Project will also support the National Autonomous University in developing a curriculum for a Master's Degree in education evaluation and psychometrics.
Result 3: Strengthening Civil Society Participation in Supporting Education		
Issue	Description	Proposed Remedial Action
<i>In 2013 parents' participation in monitoring schools and student performance decreased.</i>	MIDEH Project surveyed parent's participation in a sample of over 2,000 participants. Parents displayed low levels of participation in monitoring schools and academic outcomes as well as awareness of student's end of grade evaluation results. The survey highlights that parents are a major segment of the sector that has been left out the evaluation system. Results show that the majority of parents are unaware of their school's academic performance and lack direct access to information.	Ensure 2014 training workshops with teachers, administrators, civil society and local government authorities discuss this topic; require participants to include initiatives for increasing parent participation in strategic plans that are developed during workshops. In addition, MIDEH Project will seek to implement specific activities for increasing parents' participation and facilitate access to evaluation data.



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PHOTO & CAPTION

Honduras Measures Student Academic Achievement



“USAID has played a significant role in supporting the Honduran Ministry of Education in building and sustaining a national system to monitor and improve the quality of education.”

For a second consecutive year the Honduran Ministry of Education evaluated student academic achievement in Reading, Writing and Math. Close to 1.7 million students from grades 1-9 were evaluated, while thousands of parents and civil society members took part as independent observers during the testing process.

The initiative is important because it provides teachers and a stakeholder with valuable feedback with regard to students learning outcomes. The evaluations inspire stakeholders to ask hard questions: "Are students learning what they are supposed to be learning?" and "Is there a way to teach the subject better, thereby promoting more efficient learning?"

Since 2006, USAID has played a significant role in supporting the Honduran Ministry of Education in building and sustaining a national system to monitor and improve the quality of education. USAID has guided local stakeholders during every stage of the student evaluation process offering strategic advice and accompaniment. In previous years USAID had directly overseen evaluations, however the past year saw large scale appropriation on behalf of Honduran institutions. The 2013 student evaluation represents seven years of ongoing effort from USAID staff and partners. It is an indicator of the success of USAID's overarching strategy towards developing local human capital within target countries in order to achieve sustainable growth and decrease dependence on external assistance.



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SNAPSHOT

Honduran Students Read for Pleasure

Rural children in Honduras engage in reading for pleasure.



“USAID and its partners developed a curriculum that provides teachers and community volunteers with guidelines for motivating children in grades 1-6 to read, not for school credit, but for fun.”

“I cannot remember reading a book for enjoyment while growing up, we had four or five books for the entire school and we would read them in class, but very few students in my school could claim to have developed a reading habit, a big part of that was lack of reading materials... our village, to this day, doesn't even receive daily newspapers. We are trying to change this and ensure children in our community discover the joy of reading while also developing skills that will benefit their personal and academic growth.”

These are the words of Juan Moncada, a local librarian in the small village of Cuyali, El Paraiso. Juan is an important part of a USAID initiative to promote reading for pleasure in rural schools and communities in Honduras. In 2013, via its “Reading takes you far” initiative, USAID and its partners developed a curriculum that provides teachers and community volunteers with guidelines for motivating children in grades 1-6 to read, not for school credit, but for fun. The project also increased target communities' access to reading materials by donating over 7,000 books to community libraries, mobile libraries and rural schools.

Standardized end of grade tests results in 2013 show that currently only 30% of 6th grade students in Honduras are able to read at a satisfactory level. Children who fail to obtain adequate reading skills in primary school will fall further behind each school year, when reading ability is progressively used as a tool for acquiring other types of knowledge. Poorly performing students struggle to catch up and some of them simply drop out of school. Evidence suggests that children who read for enjoyment every day not only perform better in reading tests than those who don't, but also develop a broader vocabulary, increased general knowledge and a better understanding of other cultures.

As a result of the “Reading takes you far” project, close to 2,500 teachers and community volunteers were trained in methods for promoting reading for pleasure in local communities. These individuals now have the knowledge and ability to continue to promote reading for generations to come. Already in the first year of the initiative, over 11,400 students have benefitted from “Reading takes you far.”

Telling Our Story

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