



USAID
FROM THE AMERICAN PEOPLE

EducAcción Project

Quarterly Progress Report

October 1, 2015 – December 31, 2015

Submitted by:

American Institutes for Research

With:

CARE Honduras

Catholic Relief Services Honduras

ChildFund Honduras

Fundación Aned

Fundación para la Educación Ricardo Ernesto Maduro Andreu (FEREMA)

Save the Children Honduras

U.S. Agency for International Development

Cooperative Agreement No. AID-522-A-11-00003

SUMMARY OF THE PROJECT

Title of Project: Teacher-Citizen Participation Program (Proyecto EducAcción)

Prime Contractor: American Institutes for Research (AIR)

Cooperative Agreement No.: AID-522-A-11-00003

Reporting Period: October 1, 2015-December 31, 2015

Budget: \$23,999,740

Start Date: July 7, 2011

End Date: February 27, 2017

Contents

I. Introduction	3
II. Activities Implemented During the Quarter	3
III. Results	14
IV. Number of Participants Trained	14
V. Activities Planned for Next Quarter	14
VI. Lessons Learned and Recommendations	15

I. Introduction

This report documents activities of the USAID-funded Honduras TCPP (EducAcción) Project during the last quarter of calendar year 2015, from October 1st to December 31st. The project is being implemented by the American Institutes for Research (AIR), with CARE, CRS, ChildFund, Save the Children, FEREMA, and Fundación Aned.

This Quarterly Report is organized into the following sections: 1) Activities Implemented During the Quarter, 2) Results, 3) Number of Participants trained, 4) Activities Planned for Next Quarter, and 5) Lessons Learned and Recommendations. Each section is differentiated by result. Additionally, the annexes include 1) Summary of Training Events, 2) Summary of Issues Encountered by Result, 3) Annual Indicator Summary, 4) and Summary Performance Data Table.

In May 2015, the USAID Mission in Honduras awarded the TCPP Project additional funding to implement a new component as part of a rigorous impact evaluation, which is being carried out by Mathematica. This evaluation studies the application and use of formative assessments and end of grade tests to determine their impact on students' academic achievement and early reading skills from 1st to 3rd grade. TCPP is tasked with implementing the intervention in concurrence with Mathematica's impact evaluation. The intervention has been incorporated in the project design as Result 3.

II. Activities Implemented During the Quarter

2.1. Strategic activities

EducAcción staff implemented two main strategic activities this quarter. First, the project staff worked with each implementing partner to develop a plan for the final seven months (October 1st 2015 – April 30th, 2016) of technical work in the field for TCPP Results 1 and 2. The activities will be implemented in the municipalities of the second and third cohorts, and are designed to achieve TCPP's expected results and related indicators:

- Training for teachers, educational officials and volunteers.
- Tasks carried out by COMDEs and CEDs to improve the educational indicators at the municipal and the school level.
- Change in the knowledge and attitudes of parents and CED and COMDE members toward participation in education.
- Pre-school enrollment in the municipalities directly served by TCPP.

In addition, TCPP staff reviewed the exit and sustainability strategy and identified key activities to implement during the seven month period. One of these activities will be the upcoming national event on community participation in education. This event will be implemented during the first week of March 2016. The event's purpose is for key stakeholders at the community, municipal, and departmental level to share the processes, progress, and challenges with respect to community participation in education.

The event will emphasize community participation success stories in the municipalities served by TCPP. It will also include round table discussions with academics or experts on the following topics:

- The quality of the learning process and community participation.
- Educational management and community participation.
- The organizational process for community and municipal involvement in education, and the role of civil society.

In addition to the national event, each TCPP municipality will host a workshop for CED and COMDE members, CCEPREB volunteers, teachers, and educational and municipal authorities. During the workshop, participants will assess the status of education in their municipalities, and evaluate the activities that TCPP implemented since the beginning of the project. Stakeholders are expected to gather information that explains the factors that affected the achievement of EFA goals at the municipal level. This information, as well as students' end of grade test results, will be included in a municipal report that will be delivered to the municipalities and the Ministry of Education.

For the second strategic activity, TCPP staff supported the educational authorities in application of the end of grade (EOG) tests in grades 1 through 9 in a sample of schools in the municipalities of the following Departments: Santa Bárbara, Yoro, Colón, Intibucá, La Paz and Gracias a Dios. The Ministry of Education and the MIDEH Project calculated the sample and identified 2,566 schools for testing. Of these schools, TCPP staff assisted 736 schools in applying the EOG test.

The support provided by TCPP included:

- Safeguarding the EOG tests before and after the application.
- Planning the logistics of applying the EOG test in each department. Some of the departments, such as Intibucá and Lempira, had to be divided into separate zones due to the geographical dispersion of the municipalities and schools. Resources were subsequently assigned by zone.
- Coordinating EOG test application with the educational authorities (e.g. departmental and municipal educational authorities) and other relevant stakeholders (e.g., Food for Peace Project in Intibucá, FORTA Project in Santa Bárbara and Yoro, etc.). This included training school principals, and transporting the EOG tests and proctors to and from the schools that received the test.
- Selecting, training and supervising the proctors. 1,054 proctors were hired to oversee the EOG test application in the following departments: Yoro, La Paz, Intibucá, Colón, and Gracias a Dios. Proctors were selected based upon the following criteria: academic background, previous professional experience, and work relationship with any local and national government institution.
- Training school principals of the schools that applied the EOG test. The training was related to the EOG test application, and addressed: training teachers (on test distribution and teachers' tasks and responsibilities during test application), organizing school committees for the EOG test application, and receiving, applying and delivering the EOG tests. TCPP staff used the training material developed by the MIDEH Project.

- Providing part of the proctor's stipend for the EOG test application. This partial stipend covered the proctor's food and transportation costs. The Ministry of Education paid the salary and the rest of the stipend.

All of the schools selected in the TCPP-supported departments successfully applied the EOG test. There were no significant difficulties that prevented test application, which was a contrast to earlier years, when proctors at times faced some resistance.

The main difficulties during test application included:

- Schools that received fewer tests than the number of enrolled students, or received tests without answer sheets.
- In first grade, teachers were required to provide instructions to students on how to take the test. Most of the teachers based their instructions on one of the three forms available, thus confusing students during the test, because in some cases the instructions were not related to the test form that the student was answering.
- School principals who did not carry out the tasks according to the EOG test guidelines and the training. Some principals did not conduct teacher training or organize the school committee for the EOG test application.
- Teachers who did not follow the instructions given by the proctor. For example, they visited their students during the test and gave them the correct answer.

The Ministry of Education and the MIDEH Project team digitalized the data and are analyzing the results. The results will be provided to the TCPP team in February 2016.

2.2. Technical/ Implementation Activities

This section summarizes the technical activities implemented in order to achieve project results.

2.2.1. Result 1: Continued support to reach EFA goals

Activities summary and achievements

The main Result 1 activity implemented this quarter was the training of teachers and educational authorities. The training was provided to 6,838 teachers and 985 educational officials, who represent 85.48% of the teachers and 98.50% of the educational officials that should be trained during the 5th fiscal year.

The main topics addressed in the teachers and educational officials training workshops were:

- End of grade tests (73.10% of the workshops addressed to teachers and educational officials),
- Pre-school education (7.93%),
- Use of DCNB support material (7.59%),
- Teacher training plans (5.17%),
- Community participation on education (5.17%),
- Communicative and problem-solving approaches in Spanish and Math (1.38%).

Most of the workshops were related to the end of grade tests, which included the application of the EOG tests and the subsequent analysis and use of test results. The Ministry of Education, with MIDEH Project support, developed the official materials that were used during the training on EOG test application. The Ministry of Education and MIDEH Project team indicated that the training should last 4 hours and should target school principals from the schools receiving EOG tests.

In addition, the school principals from the schools served by TCPP received a complementary 16-hour training on the analysis and use of EOG test results in order to develop a remedial plan. This training was conducted by volunteer teacher trainers from the municipalities served by TCPP.

These trainers were previously trained by TCPP staff. Each of them developed a training plan addressed to the principals and teachers from the schools. The trainers discussed the training plan with the municipal educational authorities. Once approved, the training plan was implemented in their municipalities.

This quarter, TCPP staff trained principals and teachers from 556 schools in the application, analysis and use of EOG test results (53% of the schools served by TCPP). The training program took advantage of the protocols and the training materials previously designed by TCPP staff (Results 1, 2 and PRI component) which included topics such as: the importance of using EOG test results to improve student academic achievement; the report structure of the EOG test results; the analysis of student academic performance by grade, subject and student; and the identification of the areas that needed to be improved and included in the remedial plan.

Challenges and Perspectives

TCPP staff trained 334 volunteer teacher trainers, who subsequently trained approximately 30 teachers and school educational authorities in each municipality served by TCPP. Not all of the teacher trainers have completed the training plan. They are expected to complete the plan next quarter, prior to the beginning of the new academic year in 2016.

Since the EOG test was not implemented in all schools in 2015, the MOE will not produce a report of student academic achievement by school. This may reduce the role of some educational authorities in analyzing EOG test results and prompt teachers to feel that results do not reflect the real situation in their classrooms.

TCPP will continue to encourage trained stakeholders to analyze and use EOG test results from the data obtained at the municipal level, which are valid for making decisions to improve student academic achievement at the school level. To do so, EOG test results must be delivered as soon as possible to the participating municipalities and schools in order to develop and implement the remedial plan to improve students' academic achievement.

2.2.2. Result 2: Strengthened community participation in education

Activities Summary and Achievements

The main Result 2 activities implemented during this quarter were: the “La Educación Primero” educational campaign, the school gender equity approach implemented in 11 municipalities of La Paz, and training CCEPREB volunteers and CED and COMDE members.

The “*La Educación Primero*” communications campaign aims to increase community participation in education, in particular by improving student enrollment and permanence in the educational system (preschool and basic education). During this period, the materials (posters and handouts) were adapted to be used at the beginning of 2016 to promote preschool enrollment. TCPP staff printed 10,000 posters and 15,000 handouts in Spanish, 1,000 posters in Garifuna, and 600 posters in Miskitu. Next quarter, all of the materials will be delivered to the stakeholders of the municipalities from the second and third cohort.

During this period, TCPP staff also established alliances with 11 media enterprises (TV, radio and digital newspapers) in order to broadcast TV and radio spots previously created by the campaign. The TV and radio spots which promote the student enrollment in preschool will be broadcast from January to March 2016. The spots with messages to reduce student repetition and dropout rates will be broadcast from April to October 2016. All of the spots will be broadcast nationally.

The school gender equity approach implemented in 112 schools in La Paz is part of the project’s larger gender equity strategy. The strategy incorporates three fields of action: 1) Adjusting project performance indicators for gender equity, 2) Emphasizing gender mainstreaming in leadership strategies and the implementation of project activities, and 3) Implementing gender equity strategies in education, which will be carried out in the municipalities of La Paz. The strategies emphasize training and assisting key stakeholders such as teachers, school authorities, and parents in gender-related issues and how to encourage gender equity in education in their schools.

The model calls for the stakeholders to implement ten actions that contribute to gender equity in each school. Five of the positive actions are related to classroom activities: equal distribution of boys and girls in the classroom, equal entrance to the classroom (traditionally, boys and girls are lined up according to gender. Girls enter the classroom first, then boys), equal participation either in groups or independently, and teachers’ use of gender sensitive pedagogy. Four of the actions are related to extracurricular activities: creating murals of photos, posters, and students’ paintings that promote gender equity, encouraging both genders to participate in the same games and share the same playgrounds, equal participation in the school’s cultural and sport activities, and peaceful coexistence in school. Finally, one positive action is related to parents’ equal participation in school activities.

To implement these actions, TCPP staff provided technical guidance to teachers, school principals and parents. TCPP staff also designed and printed 11 posters that promoted gender equity at the municipal level. In previous quarters, TCPP staff designed and printed 12 posters which promote gender equity in the schools served by TCPP. All of these posters were distributed to each school and made visible to all persons that attend or visit the schools.

During this quarter, TCPP staff provided training to 1,084 CCEPREB volunteers and CED and COMDE members. This represents 45% of the volunteers that must be trained in the fifth fiscal year. The training included topics such as using DCNB support material and developing literacy and math skills, training of trainers for CCEPREB volunteers, analyzing and using education indicators to make decisions, applying the EOG test, and identifying COMDE members’ roles and tasks in education.

The third and last formative test was applied in 19 CCEPREBs served by TCPP. 151 children took the test; 96% of them achieved satisfactory or advanced academic performance. These

levels indicate that the children have met the educational objectives for the period, according to the DCNB content standards for preschool education. In other words, the children have the knowledge and skills needed to succeed at the next grade, and some of them demonstrated exceptional performance in the subjects evaluated. In addition to the application of the tests, TCPP provided technical guidance to CCEPREB volunteers on how to analyze the test results and prepare remedial plans aimed at students who achieved lower academic performance.

The technical guidance focused on achieving the tasks that COMDEs and CEDs - from the second and third cohort - should carry out in order to improve education access and quality. In particular, TCPP provided guidance on how to implement the activities included in CED and COMDE annual work plans.

This quarter, TCPP provided guidance on the following COMDE activities: developing town halls for education, organizing CEDs at the school level, developing and implementing municipal incentive plans for education, developing and implementing systems to monitor the work plan, and distributing community libraries, among others. TCPP staff also oriented the new CED members on the tasks and roles defined in the law on community participation in public education, the use of community libraries, and the link between the opportunities to learn (OTL) and school plans (PEC-school strategic plan and POA-annual work plan).

This quarter TCPP launched an event which aims to discuss the achievements and challenges of community participation and decentralizing the education system. Event participants included educational authorities (e.g. the Minister of Education and the Vice-Minister of Education for Administrative and Financial Affairs, and Municipal/District Educational Authorities), representatives of the national association of municipalities (AHMON), representatives of education sector donors (USAID), TCPP's implementing partners, and civil society.

During the event, there were several presentations which led to constructive discussions. The presentations discussed:

- Experiences in community participation in Honduras, including 6 COMDE success stories and 1 CED success story from TCPP's intervention areas.
- Community participation organizations in education and their relationship with the MOE's Institutional Strategic Plan 2015-2018.
- Local governments' economic contributions to education in their municipalities.
- Recent agreements between the National Association of Municipalities and the Minister of Education in order to improve the education indicators. The agreement particularly focused on increasing coverage of preschool education.
- Challenges faced in the educational decentralization process.

TCPP produced a document that highlights the event's presentations and discussions and COMDE and CED success stories, and delivered copies to event attendees.

Challenges and Perspectives

Achieving the expected results for community participation structures for the remainder of the intervention continues to be a challenge. Both community participation structures must develop an annual work plan based on the status of the education indicators. The remaining tasks are a

result of this first task, and depend on its success. That means that in order to achieve this task, TCPP staff should have provided guidance to these structures during the previous quarter.

Nevertheless, the end of the academic year limited the amount of time available for providing community structures with guidance, also due to the time TCPP staff spent on preparing and implementing the EOG, and subsequently collecting test data. TCPP staff plan to continue providing guidance to community participant structures at the beginning of the 2016 academic year in TCPP schools and municipalities.

Ensuring equal participation of both mothers and fathers in school activities has been the lowest performing activity in TCPP schools. Activities related to parents' participation include: increasing women's representation in decision-making positions on the parent board, increasing men's attendance in parents' meetings and school sports and cultural activities, and increasing men's attendance in training on gender issues (parents' school engagement workshop) provided by TCPP. Fathers participated in 16% of school-related activities, such as parents' meeting or cultural and sports activities that promote gender equity. Their 16% participation rate contrasts with mothers' 84% participation rate.

Increasing parents' participation will be a challenge next quarter. This goal depends on TCPP's assistance and training to parents, teachers, and school principals, key actors who will continue to promote parents' equal participation beyond the life of TCPP.

2.2.3. Result 3: Promising Reading Interventions

Activities Summary and Achievements

During this quarter, TCPP staff implemented three strategic activities. TCPP updated the technical materials that the pedagogical advisors use to provide technical assistance in the use of EOG and formative test results. The updates included pedagogical advisors' previous experiences in 2015. As a result, the protocols were modified for the following instruments used to analyze EOG and formative test results:

1. Worksheet to enter formative test data to identify students by academic performance and content standards with the lowest achievement
2. The math and Spanish content standards evaluated in each formative test
3. The school diagnostic tool
4. The school and teacher class plans, and
5. The technical specification sheet by sub-activity.

The second strategic activity re-allocated the schools assigned to each pedagogical advisor. As was previously reported, the Implementation Monitors (3 persons) were also responsible for assigned schools, in addition to supervising pedagogical advisors. The Implementation Monitors' heavy workload made it difficult to visit all of their assigned schools to monitor the implementation of activities and to supervise all of the pedagogical advisors. As a result, the PRI coordinators decided to change the Implementation Monitors' role so that they are only in charge of supervising pedagogical advisors. They also hired additional pedagogical advisors in order to reduce the number of schools assigned to each advisor. In addition, three previously hired pedagogical advisors decided to discontinue their work, which created a need to replace the pedagogical advisors. So far, 21 pedagogical advisors have been assigned schools, and an orientation workshop will be provided to the new staff in order to implement the activities as planned.

The third strategic activity was the annual participatory evaluation. This workshop, designed for technical staff, provided a clear understanding of how the interventions have been implemented and achievement of the expected results for 2015, which contribute to decisions that increase the PRI component's effectiveness in 2016. During the workshop, the attendees analyzed the logic of the implemented interventions and the achievement of expected results from the intervention in Groups A and B. They also analyzed the internal and external factors affecting the interventions and the achievement of expected results. Finally, they identified conclusions and recommendations, and best practices and lessons learned that could improve PRI intervention in the next period.

In addition to these strategic activities, TCPP staff implemented the technical activities planned for this period. These activities are presented by school group as follows:

Group A and B

- *Training for principals, teachers, and community members in participatory, objective administration of end-of-year tests and scoring and recording of results in the system designated by the MOE.* The sub-activity related to this activity and its level of implementation in schools is indicated in Table 3.

Table 3: Level of implementation of the sub-activities related to the activity

Sub-activity	Amount of school by level of implementation			
	Group A		Group B	
	Completed	Not completed	Completed	Not completed
To coordinate support for the application of the end of grade test with the municipal and departmental educational authorities.	60	0	60	0
With the school principal, organize a workshop for school personnel, parents and community members for the application of the end of grade test.	60	0	60	0
To provide support on the application of the end of grade test and the data enter to the ERA system	60	0	60	0

The sub-activities related to this activity were designed anticipating that all students from grades 1 – 9 would take the EOG test. TCPP staff anticipated that teachers, principals, parents and community members would administer and score the EOG test, and that the MOE would carry out a more rigorous testing and scoring procedure in a randomly drawn sample of schools. When the 2015 EOG tests were applied, they were not applied to all of the schools, but only to a sample of schools.

USAID and the Ministry of Education agreed on providing technical and economic support to the application and scoring of the EOG tests. As a result, both USAID-financed projects – MIDEH and TCPP – collaborated to distribute the departments in which each project would coordinate the EOG test application. TCPP was responsible for coordinating the test application in Santa Bárbara and Lempira, both departments in which PRI operates. The MOE coordinated test application in the departments of Francisco Morazán and Atlántida.

TCPP staff collaborated with the departmental and municipal authorities to organize the test application and host training sessions for principals of schools that were to receive the EOG test. The principal, in turn, trained teachers and organized a school committee of parents and community members.

During the test application, all of PRI's staff were involved in overseeing the process. TCPP staff also helped enter data in the database designed by the Ministry of Education and MIDEH.

- *Provide technical assistance on analyzing end of grade test results, and using the results to make decisions regarding school administration and pedagogical strategies.* The sub-activity implemented this quarter and its level of implementation by group is indicated in Table 4.

Table 4: Level of implementation of the sub-activities related to the activity

Sub-activity	Amount of school by level of implementation			
	Group A		Group B	
	Completed	Not completed	Completed	Not completed
Download academic performance reports for each school from the application of the 2015 end of grade test.	0	60	0	60

This sub-activity was not completed for any of the schools in Groups A and B, since the EOG test data was collected and entered into a database designed by the Ministry of Education and the MIDEH Project. The academic performance report will be produced next quarter once MIDEH provides the results to TCPP. TCPP staff anticipate that the reports will be delivered to PRI schools at end of February.

- *Monitor and provide assistance on implementing the school plan, which should emphasize students' improved reading skills.* The sub-activities implemented during this period were: monitoring the implementation of the action plan through follow-up visits with the principal and school personnel, and providing feedback to the school principal on the fulfillment of the school plan. The next table presents the levels of achievement for these sub-activities.

Table 5: Level of implementation of the sub-activities related to the activity

Sub-activity	Amount of school by level of implementation			
	Group A		Group B	
	Completed	Not completed	Completed	Not completed
Monitor the implementation of the school plan through follow-up visits with the principal and school personnel	60	0	57	3
Provide feedback to the school principal on the fulfillment of the school plan	60	0	60	0

All schools in Groups A and B have received a follow-up visit from the pedagogical advisor to monitor school plan implementation. In 3 of the 60 Group B schools, the pedagogical advisors did not verify the plan's implementation, since the school principals from those schools often

postponed the meetings and indicated that they do not have enough time to attend these meetings. This issue will be presented to the municipal education authority to solve next quarter.

Regardless, all principals received feedback from the pedagogical advisor related to implementing the school plan. The feedback was provided during meetings with the principal, which also included implementation progress toward the activities included in the school plan and measures to comply with the plan.

Group A

Based on the work plan, the following activities and sub-activities were only implemented in Group A schools.

- *Train teachers in the administration, review, use of formative assessments and development and implementation of remedial plans in the classroom including reprogramming and/or adjustment of class plan.* The status of the sub-activity related to this activity is presented in the next table.

Table 6: Level of implementation of the sub-activities related to the activity

Sub-activity	Amount of school by level of implementation	
	Completed	Not completed
Provide the principal and teachers with technical assistance on the analysis and use of formative assessments, reprogramming, and adjustment or modification of teacher class plans, as appropriate	60	0

This sub-activity was implemented in all of the 60 schools at least once this quarter. The application and analysis of formative assessments, by grade and section, resulted in the remedial plan. The remedial plan developed in October was based on the September formative test results. Even though the formative test was analyzed in October, it was not possible to develop and implement a remedial plan due to the end of the academic year.

- *Monthly technical monitoring on administering and tabulating formative assessment results and implementing remedial plans or adjusting teacher class plans.* The status of the sub-activities related to this activity are presented in the next table.

Table 7: Level of implementation of the sub-activities related to the activity

Sub-activity	Amount of school by level of implementation	
	Completed	Not completed
Schedule visits to the teachers to support the use of the formative assessments	60	0
Provide the teachers with technical advice on how to adjust the teacher class plan or develop a remedial plan and implement it.	60	0

Both sub-activities were carried out during this quarter. The school visit was first scheduled with the school principal, who then authorized the meeting with the teachers. The schedule includes at least one visit every 5 weeks during or after the application of the formative test in the classroom.

During the scheduled visits, the pedagogical advisor visits the teacher to provide assistance in test administration, results tabulation, and results analysis. The advisor also tries to encourage the teacher to reflect on the use of the tests results to modify the teaching plan developed in October and self-evaluate the quality and level of implementation of the activities included in their plans.

Intervention Fidelity

This document reports the level of adherence to the intervention model's key components this quarter. The indicator was measured using the information that the pedagogical advisors provided in their monthly reports. Their monthly reports indicate the type and amount of sub-activities that they implemented during the period. This information was compared to the sub-activities planned in the PRI component's annual work plan. The sub-activity goals were met based on the adherence level for each school and school group. Below is the scale used to determine the level of adherence by school and school group.

Table 8: Adherence Level by School and School Group

Adherence level by school		Adherence level by school group	
Level of adherence	Criteria	Level of adherence	Criteria
Low	Less than 69% of the activities planned have been implemented in the school	Low	Less than 69% of the schools in the group achieved high fidelity
Intermediate	70% to 89% of the activities planned have been implemented in the school	Intermediate	70% to 89% of the schools in the group achieved high fidelity
High	90% to 100% of the activities planned have been implemented in the school	High	90% to 100% of the schools in the group achieved high fidelity

The next table shows the number of schools by adherence level and school group.

Table 9: Amount of School by Adherence Level

Group	Adherence level			Total schools served
	High	Intermediate	Low	
A	60	0	0	60
B	57	3	0	60

Table 9: Adherence Level by Group

Group	Percentage of schools with high adherence	Level of adherence by school group
A	100%	High
B	95%	High

Challenges and Perspectives

Next quarter's main challenge will be to develop and deliver EOG test reports to each participating school as soon as the database is available to TCPP staff.

In addition, this intervention requires the use of test results at the beginning of the school year. TCPP staff expect implementation to be more objective and complete next quarter and in the new school year, because the schools will receive evaluation results with student performance disaggregated by sex in a timely manner. In addition, beginning the new school year will be smoother, because the staff has experience and knowledge, which will help them develop more relevant plans.

III. Results

This section includes the annual status of the indicators defined in the PMP, which were updated in 2014, and are reported annually. This corresponds to the report presented at the end of the third quarter of the calendar year, or the fourth quarter of the USAID fiscal year (July to September).

IV. Number of Participants Trained

During this quarter 6,838 teachers, 985 education authorities, and 1,084 volunteers were trained. Detailed information by sex, topic and type of participant is presented in Annex 1.

V. Activities Planned for Next Quarter

The project staff will implement the following activities next quarter:

Results 1 and 2:

- Train teachers, educational authorities and community volunteers.
- Provide support to COMDEs and CEDs by helping them update their strategic plans and develop their annual operational plans based on the status of the education indicators.
- Host a national event on community participation in education.
- Provide training and guidance to the Gender Equity School.
- Conduct a workshop for CED and COMDE members, CCEPREB volunteers, teachers, and educational and municipal authorities. The workshop will help participants analyze the status of education in their municipalities.
- Develop municipal reports on student academic performance and achievement of EFA goals.

Result 3:

- Provide technical guidance on analyzing EOG test results to make decisions regarding school administration and pedagogical strategies.
- Develop and implement a remedial action plan based on EOG test results.

- Conduct complementary training for teachers based on DCNB.
- Deliver formative tests to the schools.
- Develop the EOG test report for each school.
- Train teachers in the use of formative assessments and how to develop and implement a remedial plan in the classroom, which may include reprogramming and/or adjusting the class plan.

VI. Lessons Learned and Recommendations

The June start of Result 3 interventions was not ideal timing, since it was the middle of the school year and also since in many cases there was an absence of preconditions for using EOG results and technical skills and for routine use of formative assessments. Component start-up involved establishing the project with the minimum conditions in schools to implement both processes.

However, this period has been very significant in terms of progress achieved in development of technical resources, generating skills among teachers and administrators, and staff training and the establishment of operational procedures to ensure full compliance with the Result 3 work plan.

Annexes

- Annex 1: Summary of Training Events during the October 1st – December 31st, 2015 Quarter
- Annex 2: Summary of Issues Encountered by Result
- Annex 3: Annual Indicator Summary
- Annex 4: Summary Performance Data Table

Annex 1: Summary of Training Events

Training Topic	Type of Participant			Sex		Total	Dates of Training* (include start and end dates)
	Teachers	Administrators & Education Officials	Volunteers	Male	Female		
Analysis and use of the educational indicators for decision-making	2	55	1	25	33	58	
Intercultural Bilingual Education	1	28	12	31	10	41	**
Community participation in education	45	12	141	24	174	198	**
Preschool education	122	6	487	18	597	615	**
Math, Spanish, EGRA, TALULAR, DCNB and Educational assessment	6121	852	344	1834	5483	7317	**
Teacher pedagogical support and teacher training plan	547	32	99	96	582	678	**
Total	6838	985	1084	2028	6879	8907	**

** Note: Since workshops are held in different cities on several dates and by different organizations, specific dates are not included. However, we can provide details of each of the workshops, if required.

Annex 2: Summary of Challenges Encountered by Result and Their Corresponding Remedial Actions

Result 1		
Issue	Description	Proposed Remedial Action
Teacher and Educational Official training	<p>T CPP trained 334 volunteer teacher trainers, who in turn trained approximately 30 teacher and school educational authorities in each municipality served by T CPP. Not all of the teacher trainers have completed the training plan on the use of the EOG test results. T CPP staff expect to complete training next quarter, before the new academic year in 2016.</p> <p>Since the EoG test was not implemented in all of the schools in 2015, the MOE will not produce a report of student academic achievement by school. This situation may reduce the role of some educational authorities in analyzing EOG test results and prompt teachers to feel that the results do not reflect the real situation in their classroom.</p>	<p>T CPP will continue to encourage the trained stakeholders to analyze and use EOG test results from the data obtained at the municipal level, which are valid for making decisions to improve the student academic achievement at the school level. To do so, EOG test results must be delivered as soon as possible to the participating municipalities and schools in order to develop and implement the remedial plan to improve students' academic achievement.</p>
Result 2		
Issue	Description	Proposed Remedial Action
CEDs and COMDEs achieving tasks	<p>The first task entails the achievement of the results expected for the remaining period of intervention. Both community participation structures must develop an annual work plan based on the situation of the education indicators; the remaining tasks are a result of this first task and depend on its success.</p>	<p>In order to achieve these tasks, T CPP staff should provide technical assistance to CEDs and COMDEs during the last quarter of the year. Consequently, project staff and implementing partners must adjust their work plan to include activities addressed to all cohorts served by T CPP, including those in which intervention finishes this year.</p>
Gender equity approach implemented in selected schools in La Paz	<p>Ensuring equal participation of both mothers and fathers in school activities has been the lowest performing activity in T CPP schools. Activities related to parents' participation include: increasing women's representation in decision-making positions on the parent board, increasing men's attendance in parents' meetings and school sports and cultural activities, and increasing men's attendance in training on gender issues (parents' school engagement workshop) provided by T CPP.</p>	<p>Increasing parents' participation will be a challenge next quarter. This goal depends on T CPP's assistance and training to parents, teachers, and school principals, key actors that will continue to promote parents' equal participation beyond the life of T CPP.</p>
Result 3		
Issue	Description	Proposed Remedial Action
Delivery of EOG test reports	<p>The main challenge next quarter will be to develop and deliver the EoG test reports to each participating school as soon as the database is available to T CPP staff.</p>	<p>T CPP and MIDEH staff met several times to coordinate the development of EOG test reports. MIDEH will provide T CPP with the database of EOG test results at the beginning of February 2016 to facilitate T CPP staff's ability to provide assistance on the use of EOG test results. In turn T CPP will develop and print the EOG test reports and deliver them to principals and teachers at the end of the month.</p>

Annex 3: Annual Indicator Summary

Type of indicator	Indicator	Baseline	FY 2012 Target (1)	FY 2013 Target (2)	FY 2014 Target (3)	FY 2015 Target (4)	FY 2016 Target (5)	
OA 3	Net primary completion rate	62.72%	67.11%	71.80%	75.39%	79.16%	83.12%	
Sub. IR 3.1.1	Repetition rates for grades 1-6	Grade 1	8	6.3	4.7	4.0	3.5	3.0
		Grade 2	7	5.5	4.1	4.0	3.5	3.0
		Grade 3	6	4.7	3.5	3.0	2.5	2.0
		Grade 4	4	3.2	2.3	2.0	1.8	1.5
		Grade 5	3	2.4	1.8	1.5	1.0	0.7
Sub. IR 3.1.1	Dropout rates for grades 1-6	1.10%	0.90%	0.50%	0.45%	0.40%	0.30%	
Sub. IR 3.1.1	Transition rate from 6 th to 7 th grade	83.00%	84.00%	86.00%	86.50%	87.00%	87.50%	
Sub IR 3.1.2	Percentage of trained teachers (who have DCNB materials) using DCNB standards and assessment tools in the classroom	NE: 30% NI: 33.1% IP: 31.6% OL: 0.4%	60%	65%	70%		85%	
	Percentage of schools achieving at least satisfactory or advanced scores on School Gender Equity Approach (SGEA)	41.7% of schools implementing SGEA			60% of schools implementing SGEA	80% of schools implementing SGEA	90% of schools implementing SGEA	
Sub IR 3.1.2	Number of teachers/educators/teaching assistants who successfully completed in-service training or received intensive coaching or mentoring with USG support	0	4000	12,000	20,000	16,000	8,000	
Sub IR. 3.1.2	Number of administrator trained with USG support	0	500	1,000	1,500	1,400	1,000	
Sub IR 3.1.4	Number of community volunteer tutors and facilitators in USAID-supported programs	0	952	1145	2300	3500	2400	

Type of indicator	Indicator	Baseline		FY 2012 Target (1)	FY 2013 Target (2)	FY 2014 Target (3)	FY 2015 Target (4)	FY 2016 Target (5)
Sub IR 3.1.4	Percentage of municipalities with COMDE implementing tasks to improve municipal educational indicators	0		70% municipalities achieving at least one of the four tasks	75% municipalities achieving at least two of four tasks	80% municipalities achieving two of the four tasks	85% municipalities achieving three of the four tasks	90% municipalities achieving the four tasks
Sub IR 3.1.4	Percentage of CEDs implementing an annual work plan	0		25% CED achieving at least one of the three tasks	50% CED achieving at least two of the three tasks	70% CED achieving at least two of the three tasks	75% CED achieving the three tasks	75% CED achieving the three tasks
IR 3.2	Net enrollment rate of children of 5 years of age in pre-school who receive one year of pre-school education	68.86%		73%	80%	82%	85%	87%
IR 3.2	Number of learners enrolled in USG-supported pre-primary schools or equivalent non-school-based settings	0		8980	28266	29114	29987	9306
Cross cutting results	The percent change in community members' knowledge of and attitudes toward community participation in the education system (targeted municipalities)	COMDE	Knowledge = 36.3% (medium and high) Attitude: moderately positive toward participation		Knowledge = 50% (medium and high) Attitude: moderately positive toward participation. (80 municipalities)			Knowledge = 70% (medium and high) Attitude: strongly positive toward participation
		CED	Knowledge = 51.81% (medium and high) Attitude: strongly positive toward participation		Knowledge = 65% (medium and high) Attitude: strongly positive toward participation. (80 municipalities)			Knowledge = 80% (medium and high) Attitude: strongly positive toward participation

Type of indicator	Indicator	Baseline		FY 2012 Target (1)	FY 2013 Target (2)	FY 2014 Target (3)	FY 2015 Target (4)	FY 2016 Target (5)
		Parents	Knowledge = 52.3% (medium and high) Attitude: strongly positive toward participation		Knowledge = 65% (medium and high) Attitude: strongly positive toward participation. (80 municipalities)			Knowledge = 80% (medium and high) Attitude: strongly positive toward participation
Cross cutting results	Gender representativeness of project beneficiaries	3:1		100%	100%	100%	100%	100%
Cross cutting results	Number of School Days in Session	158		165	175	182	192	200 days

Annex 4: Summary Performance Data Table

AO, IR or Sub-IR	Indicator	Unit of Measurement	Disaggregation	Sex		Quarter		FY 1		Performance Ranking	FY 2					Performance Ranking
				Male	Female	Target	Actual	Target	Actual C1		Target	Actual C1	Actual C2	Actual C3	Actual Global	
Result 1																
AO3	Net primary completion rate	Percentage	Municipality					67.11%	67.55%		71.80%	66.15%	66.26%	68.55%	66.89%	
Sub-IR 3.1.1	Repetition rates for grades 1-6	Percentage	Grade, sex, municipality					Grade 1: 6.3%	7.58%		Grade 1: 4.70%	8.9%	11.3%	9.2%	9.8%	
								Grade 2: 5.5%	6.31%		Grade 2: 4.10%	6.50%	8.97%	6.41%	7.34%	
								Grade 3: 4.7%	5.21%		Grade 3: 3.50%	5.40%	8.28%	5.70%	6.51%	
								Grade 4: 3.2%	3.56%		Grade 4: 2.30%	3.67%	5.17%	3.99%	4.29%	
								Grade 5: 2.4%	2.26%		Grade 5: 1.80%	2.36%	3.21%	2.66%	2.75%	
							Grade 6: 0.8%	0.81%		Grade 6: 0.6%	1.11%	1.42%	0.76%	1.12%		
Sub-IR 3.1.1	Dropout rates for grades 1-6	Percentage	Grade, sex, municipality					0.90%	1.16%		0.50%	1.42%	1.23%	1.23%	1.30%	
Sub-IR 3.1.1	Transition rate from 6th to 7th grade	Percentage	Municipality, sex					84%	98.00%		86%	68%	71%	74%	71%	
Sub-IR 3.1.2	Percentage of teachers observed (who have DCNB materials) using DCNB standards and assessment tools in the classroom	Percentage	Sex, municipality and training					60% (IP+OL) (a)	NE: 27.4%; NI: 69.95%; IP: 3% (b)		65% (IP+OL) in 80 municipalities	38.3% (b)	37.1% (b)	N/A	37.6% (b)	
									NE: 18.8%; NI: 18.8%; IP: 62.5% (c)			66.7% (c)	68.6% (c)	N/A	61.2%(c)	
Sub-IR 3.1.2	Percentage of teachers observed using gender-sensitive pedagogies in the classroom	Percentage	Grade, sex and municipality					60% Always and most of the time	**		65% Always and most of the time				Boys: 50%	
												Girls: 48.5%				
	Percentage of schools achieving at least satisfactory or advanced scores on School Gender Equity Approach (SGEA)	Percentage	School													
Sub-IR 3.1.2	Number of teachers/educators/teaching assistants who successfully complete in-service training or receive intensive coaching or mentoring with USG support	Number	Municipality, sex, education cycle and type of training					4000	5031		12000				12442	
Sub-IR 3.1.2	Number of administrators and officials trained with USG support	Number	Municipality, sex, type of recipient and type of training					500	895		1000				1816	
IR-3.2	Net enrollment rate of children of 5 years of age in pre-school who receive one year of pre-school education	Percentage	Municipality, sex and modality					73%	70.63%		80%	71.34%	68.29%	67.38%	69.10%	
IR-3.2	Number of learners enrolled in USG-supported pre-primary schools or equivalent non-school-based settings	Number	Municipality, sex and modality					8980	8516		28266				23229	
Result 2:																
Sub-IR 3.1.4	Percentage of COMDES reaching milestones toward developing and monitoring municipal strategic plans for education	Percentage	Municipality					70% achieving at least 1 of 4 tasks	71% 1 of 4 tasks		75% achieving at least 2 of 4 tasks in 80 municipalities	55%	47%	N/A	51%	
Sub-IR 3.1.4	Number of CED Implementing an Proyecto Educativo de Centro (PEC)	Percentage	Municipality					25% achieving 2 of 3 tasks	23% 2 of 3 tasks; 24.44% 3 of 3 tasks		50% achieving 2 of 3 tasks in 80 municipalities	68.3% 3 of 3 tasks	69% 3 of 3 tasks	N/A	68% 3 of 3 tasks	
Sub-IR 3.1.4	Number of community volunteer tutors and facilitators in USAID-supported programs	Number	Municipality and type of volunteer					952	1012		1145				2805	
Crosscutting Results																
	Average number of school days in session (Contextual Indicator)	Number	Municipality					165	188		175					
	The percent change in community member's knowledge of and attitudes toward community participation in the education system (targeted municipalities)***	Percentage	Municipality, sex, stakeholder group					N/A	N/A		COMDE Knowledge=50% (medium and high) Attitude: moderately positive toward participation (80 municipalities)	Knowledge=36% (medium and high) Attitude: moderately positive toward participation	Knowledge=40.74% (medium and high) Attitude: moderately positive toward participation	N/A	Knowledge=38.5% (medium and high) Attitude: moderately positive toward participation	
											CED Knowledge=65% (medium and high) Attitude: strongly positive toward participation (80 municipalities)	Knowledge=53.24% (medium and high) Attitude: strongly positive toward participation	Knowledge=50.37% (medium and high) Attitude: strongly positive toward participation	N/A	Knowledge=51.9% (medium and high) Attitude: strongly positive toward participation	
											Parents Knowledge=65% (medium and high) Attitude: strongly positive toward participation(80 municipalities)	Knowledge=51.3% (medium and high) Attitude: strongly positive toward participation	Knowledge=60.1% (medium and high) Attitude: strongly positive toward participation	N/A	Knowledge=56.1% (medium and high) Attitude: strongly positive toward participation	
	Gender -representativeness of project beneficiaries	Ratio	Municipality, type of trainee, sex					2:1	3:1		3:1				3:1	