



EducAcción Project

Quarterly Progress Report

July 1, 2015 – September 30, 2015

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With:
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SUMMARY OF THE PROJECT

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Introduction

This report documents activities of the USAID-funded Honduras TCPP (EducAcción) Project during the third quarter of calendar year 2015, from July 1st to September 30th. 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.

1. Activities Implemented During the Quarter

1.1. Strategic activities

This quarter, TCPP staff implemented several strategic activities, including completing the diploma course with Intercultural Bilingual Education (IBE) authorities, coordinating the end of grade test application at the municipal level, and ending the intervention for TCPP's first cohort municipalities.

TCPP staff coordinated with the General Directorate of Teacher Professional Development (DGDP in Spanish, previously called INICE) and the Sub-Directorate of Indigenous and Afro-descendants Populations, both SE divisions in charge of the Intercultural Bilingual Education (SDGPIAH in Spanish), to complete the Diploma for "Educational Quality Management in Intercultural Bilingual Education."

Fifty participants enrolled in the diploma course; 58% were women. The participants were departmental, municipal or school educational authorities from 24 municipalities in 15 departments. They were also representatives of the Miskito, Tawahka, Chortí, Tolupan, Lenca, Garifuna, and Pech ethnic groups.

Of the 50 enrolled participants, 26 participants completed the training program and received certification, while 10 additional participants are currently finishing certification. The program included two classroom modules conducted in person, as well as an independent online study using the Moodle platform managed by the DGDP. The topics of the training program include:

- Analysis of legal framework of the IBE in Honduras,
- Community participation management,
- Rural education management,

- DCNB (Spanish and Math) as a tool of the school effectiveness,
- Learning quality assessment,
- Action research on education; and
- Teacher pedagogic support in the classroom.

In addition to online assignments, the Minister of Education asked the participants to propose measures to improve preschool coverage in their communities, expand third cycle education, and enhance L1 and L2 education in school. The proposals were presented by each participant and delivered to the Minister of Education through SDGPIAH's Director.

The 2015 end of grade tests will be applied to a sample of schools to achieve valid results at the municipal level. As agreed upon in the coordination committee, which includes MIDEH, TCPP, USAID, and the MOE, TCPP staff will train school principals on the application and analysis of test results (at least 16 hours of training). The training program will take advantage of protocols and training materials previously designed by TCPP staff (for Results 1, 2 and 3) to train municipal and school authorities.

The project will provide support by coordinating test application, gathering the applied tests and delivering the tests to the data center. This support will be provided in the municipalities in Santa Bárbara, Yoro, Colón, Intibucá, La Paz and Gracias a Dios.

52 of the 60 PRI schools are included in the municipal sample. The remaining schools in groups A and B will be included in the end of grade test application, but the analysis of these tests will be excluded from the calculation of academic achievement at the municipal and national level. The information from these schools will be used to help determine the effects of the PRI component's intervention and to continue providing the technical assistance on the use and analysis of the end of grade test. MIDEH staff will conduct data entry and academic achievement calculations, and will subsequently provide this information to TCPP staff in February 2016.

During this quarter, TCPP and partner staff finalized the intervention in the first cohort of municipalities. Table 1 shows the first cohort municipalities.

Table 1.
Municipalities included in the first cohort served by Proyecto EducAcción

Department	Municipality	Department	Municipality
Atlántida	El Porvenir	Francisco Morazán	Ojojona
Atlántida	Jutiapa	Francisco Morazán	Sabanagrande
Atlántida	La Masica	Francisco Morazán	San Antonio de Oriente
Atlántida	San Francisco	Francisco Morazán	Cantarranas
Comayagua	Esquíás	Francisco Morazán	Reitoca
Comayagua	La Libertad	Gracias a Dios	Puerto Lempira
Comayagua	San Jerónimo	Gracias a Dios	Brus Laguna
Comayagua	Siguatepeque	Gracias a Dios	Juan Francisco Bulnes
Choluteca	Choluteca	Olancho	Juticalpa
Choluteca	Concepción de María	Olancho	Campamento

Department	Municipality	Department	Municipality
Choluteca	El Corpus	Olancho	Catacamas
Choluteca	Marcovia	Olancho	San Francisco de Becerra
Choluteca	Namasigüe	Olancho	Santa María del Real
Choluteca	Orocuina	Valle	Amapala
Choluteca	San Marcos de Colón	Valle	Goascorán
Francisco Morazán	Tegucigalpa (only District 8)	Valle	Langue
Francisco Morazán	Curarén	Valle	San Francisco de Coray
Francisco Morazán	Lepaterique	Valle	San Lorenzo

This cohort consists of 36 municipalities (31.3% of the total municipalities served by TCPP). According to the student enrollment statistics reported by the SE in 2015, a total of 181,248 students from grades 1 through 9 (basic education) attend the 2,001 schools in these municipalities. From January 2012 to September 2015, TCPP served 36 COMDEs and 199 CEDs in this cohort (29.75% of the total CEDs attended). From September 2014 to September 2015, TCPP helped 266 schools transition to become effective schools (25.45% of the total effective schools served by TCPP). The grade repetition rates in these schools are described in the next chapter.

Per the current exit strategy developed for this cohort, the main activities implemented during this quarter were:

- Providing guidance to CEDs and COMDEs on strategies to improve education at the municipal and school levels, such as reducing grade repetition and drop-out rates, and improving academic achievement and access to pre-school and basic education.
- Providing training and guidance to educational authorities on the use of the educational indicators for decision making and providing teacher pedagogic support in the classroom; providing training to teachers on the use DCNB support materials, and communicative and problem solving approaches; and providing training to CCEPREB volunteers in pre-math and pre-reading skills.
- Coordinating with the departmental and municipal authorities, as well as other development projects with approaches similar to TCPP's, to continue providing support to the stakeholders in these municipalities. In particular, in 10 municipalities and one school district, TCPP staff met with educational authorities of the first cohort to review TCPP's activities and achieved results, and to discuss the challenges associated with ensuring sustainability of the activities.

Other development projects that may potentially provide future support to TCPP stakeholders are the FORTA Project of the Canadian Cooperation and the USDA Food for Education Project implemented by the Catholic Relief Services.

1.2. Technical/ Implementation Activities

This section summarizes the technical activities undertaken in order to achieve each project result.

1.2.1. Result 1: Continued support to reach EFA goals

Activities summary and achievements

The main activities in this area implemented during this quarter include training teachers and educational authorities, analyzing the pedagogical support in the classroom provided by the educational authorities, and discussing the educational indicators used by municipal and school authorities for decision making.

During this quarter, TCPP staff trained 808 teachers and 239 educational officials. The main topics addressed in the teacher training workshops were:

- Pre-school education (36.84% of the workshops addressed to the teachers),
- Analysis and use of educational indicators for decision making (20%),
- Community participation in education (17.89%), and
- Communicative and problem-solving approaches in Spanish and Math (14.74%)

Similar topics were addressed in training educational officials. The topics included:

- Analysis and use of educational indicators for decision-making (36.67% of the workshops addressed to the educational officials),
- Pre-school education (23.33%),
- Community participation in education (13.33%), and
- Communicative and problem-solving approaches (13.33%).

In addition, TCPP staff continues to provide guidance to educational authorities on providing pedagogic support to teachers and analyzing subsequent results, as well as analyzing educational indicators at the school level.

In 2015, 2,026 educational officials from 112 municipalities provided pedagogical support to 7,986 Spanish and Math teachers in 2,296 schools. Of the 7,986 teachers who received pedagogical support, approximately 85% received support from their school's educational authorities; the remaining 15% received support from municipal or district authorities.

The number of teachers, schools and educational teachers involved in this activity increased from the previous quarter. This demonstrates a positive change in teachers' and educational officials' attitude toward pedagogical support, and indicates changes in educational officials' tasks and roles regarding improved education quality. During the classroom visits, educational officials used a tool to help identify whether teachers are using the DCNB supports material to plan their classes and whether their approaches are based on the DCNB, thus allowing authorities to provide relevant recommendations that should be implemented before the next visit.

The educational authorities analyzed the pedagogical support tools and shared their findings in monthly School Principal Board meeting, in meetings with the municipal or district educational authorities, or with the school principals of the schools served by TCPP.

The educational authorities' findings included situations in which:

- Teachers needed more pedagogical support; in such cases the educational authorities treated her/his next visit as a priority.
- They worked with teachers to identify areas of improvement and develop remedial plans. This required the educational official to commit to additional pedagogical support in the future.
- Municipal authorities and COMDEs requested logistical support in order to provide more pedagogical support for teachers.

According to the pedagogical support tool filled out by the educational authorities, 0.4% of the teachers receiving pedagogical support are not applying the problem-solving approach to math instruction, 42.8% applied most of the key aspects that comprise this approach, and 56.8% applied all of the key aspects of the problem-solving approach. The key aspects of the problem-solving approach are: 1) beginning the Math class by proposing a problem to be solved, 2) encouraging student participation in solving the problem, 3) considering the students' answers, alternatives or solutions, 4) deducing the mathematical rules with the students' assistance and 5) using the board in a structured manner.

Similar findings have been reported for the communicative approach for teaching language. 0.5% of the teachers receiving pedagogical support are not applying the communicative approach in the classroom, 34.8% apply the majority of the key aspects that comprise the communicative approach, and 64.7% apply all the key aspects of the communicative approach, which are: 1) encouraging oral expression, 2) encouraging creative writing and 3) practicing reading with students.

School principals and municipal and district authorities in at least 33 municipalities analyzed the educational indicators this quarter. Members of community participation structures (CEDs and COMDEs) and students' parents also contributed to the analysis of educational indicators. Collectively, they analyzed the following indicators: the student enrollment rate, the student drop-out and repetition rates and student academic achievement. They used a previously developed toolkit in order to analyze indicator status, update their strategic or operational plans at the municipal or school level, identify the measures to be taken, and link these measures to the operational plans.

The participants identified and planned out several measures, which include:

- Identifying students most likely to drop out of schools, visiting their parents to learn more about the reason behind the students' absenteeism, and increasing parents' awareness about the importance of education. This activity was carried out by teachers, CED members, and the school parents committee.
- Conducting meetings with parents at the end of each academic period to report on student performance based on the monthly report that the schools prepare for the Education Municipal/District Directorate. This report includes data on student drop-out rates, transfers to another school, and student learning outcomes by subject. In addition to informing the parents, the meeting seeks to increase parents' commitment to supervising their children's homework and allows students with high academic performance to tutor other students.
- Encouraging school principals' continued collaboration with parents and community members, with the recognition that improved student performance requires collaboration between teachers, parents and community members. To this end, school principals

invited CED members and parents to continue analyzing the data after each academic period.

- Increasing the amount of time school principals spend supervising teachers' implementation of remedial plans, in order to reduce the number of students with low academic performance.

Challenges and Perspectives

One of the TCPP staff's challenges is ensuring that more teachers will receive at least one visit from the educational authorities in order to provide pedagogical support in the classroom. To date, approximately 5% of the teachers have received more than one visit this year.

An additional challenge is continuing to provide teacher pedagogical support beyond the TCPP intervention, in particular in the first cohort municipalities. The SE is requesting that educational authorities supervise rather than provide pedagogical support, using tools designed to gather schools' administrative information. These tools are more likely to be used by the educational authorities due to the SE's request. TCPP faces the challenge of convincing the SE to include the pedagogical criteria in the project's current tool, provide feedback to teachers about the use of the pedagogical approaches, and ensure that DCNB support materials are available in the schools.

1.2.2. Result 2: Strengthened community participation in education

Activities Summary and Achievements

This quarter, TCPP staff provided CED and COMDE training and assistance, provided assistance on implementing the Opportunities to Learn (OTL), assisted community members on the use of TCPP-supported community and school libraries, and documented success stories on community participation.

As in the previous quarter, TCPP personnel provided assistance to the community participation structures (COMDEs and CEDs) on the tasks that they should implement to improve access and education quality. To identify these tasks, they analyzed the educational indicators at the municipal or school level.

At the municipal level, the educational indicators were used to update their operative and strategic plans, and to provide information about the schools during town hall meetings on education. During this quarter, COMDEs hosted 30 town hall meetings. The meetings included CED members, departmental or municipal educational authorities, municipal authorities, school principals, students, parents, community organizations, and the civil society.

During the town hall meetings, the municipal authorities provide information about the portion of the municipal budget invested in education; participants discuss schools that show the progress of implemented activities; and CED members, school principal or community leaders share updates about their school and ask for support from the municipal authorities. At the end of the town hall meetings, participants agree upon measures to improve education in the municipalities. Examples include:

- Inviting COMDEs to participate in the development of the municipal budget for education.
- CEDs proposing projects to COMDEs based on a specific project included in the school action plans to improve schools' educational indicators. COMDEs will deliver the proposal to the municipal authorities or any organization in the municipality that provides support on education.
- Developing a municipal ordinance to increase preschool enrollment rates, reduce student absenteeism in schools, and increase school security and the safety of the daily commute to schools.
- Providing economic support to CCEPREB volunteers.

At the school level, educational indicator results were also used to update the CED plan linking the OTL as measures that contribute to improved educational indicators in the schools. Based on the implementing partners' report, 99% of the 669 CEDs served by TCPP have developed an annual plan based on the indicators, 97% of the CEDs have been implementing at least one OTL and 62% of the schools supported by TCPP (which includes the schools that the CEDs serve) have also been implementing at least one OTL.

The OTLs included in these plans help reduce student absenteeism and repetition rates, and improve student academic achievement. The OTL supported by TCPP through specific activities are indicated in the next table.

Table 2: Activities by OTL implemented in the schools with TCPP support

OTL	Activity
Early grade reading	Application of EGRA assessment
	Community libraries
Student attendance	Monitoring of the student attendance
School is open	Contingency plan when the teacher is absent
Safety and security & school climate	Peace-building plan
	Student patrols for peaceful coexistence
Mother tongue instruction	Mother tongue instruction L1 & L2 in 1st to 3rd grade
Family involvement	Parents participation on the CED
Learned centered instructional practice	Application of communicative approach in the classroom
High expectations	High expectations of the teacher and the students included in the PEC (Strategic school plan: vision and mission)
Continuous assessment	Application of the formative test in the classroom
Critical thinking skills	Application of the problem-solving approach in the classroom
Non-discriminatory policies	Implementation of the gender equity approach in the school
Learning materials	TALULAR (Teaching and Learning Using Locally Available Resources)
	Production, distribution and use of the unpublished books written by the students

As reported by the implementing partners, the most frequently implemented OTLs in these schools are early grade reading (14.7%), continuous assessment (12.5%), school climate (12.3%), learned centered instructional practice (9.9%), teacher assistance (9.1%) and school safety (8.6%); all of these OTLs belong to the cross-cutting and pedagogic-curricular dimensions of the Proyecto Educativo de Centro.

This quarter, 145 teachers applied the early grade reading assessment to approximately 3,580 students in 30 municipalities and subsequently analyzed assessment results. 1,424 of the 3,580 students who took the test needed to improve their reading skills. The report developed after the test application was presented to CED members, school principals and teachers from the schools in which the assessment was applied. The report shows results and provides recommendations on ways to improve student reading skills.

T CPP staff also worked to improve student reading skills by implementing the community libraries and providing books. During this quarter, T CPP studied the use of the community libraries and the community-developed story book collection “Si creo y leo, me recreo” in 16 municipalities. The study revealed that of the 16 community libraries visited, 6 are not operating due to the library’s location, and the absence of a volunteer reading promoter. Some of the volunteers are not living in the community, while others found employment elsewhere, and could not continue supporting the community library. At the fully operating community libraries, teachers and students have been using the books for classroom activities and homework assignments that promote reading.

130 schools have developed and implemented peace-building plans in 24 municipalities served by T CPP. These plans include activities such as promotion of humane and civil behavior practices between students and teachers, arrangement of peace marches and other civic events to promote a culture of peace, talks about values and human rights, and prevention of violence in school. These activities have been carried out by teachers, parents and students from the schools in which the peace-building plan has been developed. Some activities such as peace marches and civic events to promote the peace culture also have been implemented at the schools, and are meant to increase the population’s awareness of the importance of peaceful coexistence in their communities.

Challenges and perspectives

T CPP continues to face the challenge of achieving the expected results during the remainder of intervention. As mentioned in the previous report, both community participation structures should develop an annual work plan based on the education indicators. The remaining tasks are a result of this first task and depend on its success. To achieve this task, T CPP staff will need to provide assistance to these structures during the last quarter of this year, as scheduled in the staff and implementing partners’ adjusted work plans for the upcoming quarter.

Ensuring the sustainability of the community participation structures is another upcoming challenge. Key elements of sustainability include acquiring legal accreditation of these structures and delivering the project’s products to the SE which, in turn, will continue to provide support to these structures.

T CPP staff will coordinate with other development projects that have similar approaches to T CPP’s, in order to continue providing guidance and training to the community participation structures. T CPP staff are preparing a public event for next year, which aims to promote the community participation structures and present the challenges that these structures face to maintain sustainability.

1.2.3. Result 3: Promising reading interventions

Activities Summary and Achievements

The technical activities planned and implemented during this quarter are presented by school group as follows:

Group A and B

- *Provide advice on analyzing end of grade test results and using the results to make decisions regarding school administration and pedagogical strategies.* The sub-activities related to this activity and its level of implementation in the schools are presented 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
With the school principal, organize a workshop for school personnel, including parents, in order to analyze results, identify standards with low performance and gender gaps.	60	0	60	0
Develop a school action plan in the suggested format and include activities to be implemented in the classroom and the school, with the parents' support.	54	6	60	0

As previously reported, not all schools in group A and B obtained a report from the application of the end of grade (EOG) test for 2014. The report was obtained by 55 schools from group A and 54 schools from group B. For the remaining schools that did not enter data in the ERA database, TCPP staff used information from the 2013 end of grade test or the 2014 national report.

Each pedagogical advisor organized a workshop in which the school principal, teachers and parents analyzed the EOG test results using the protocol developed for this purpose. All the schools in group A and 59 of the schools in group B participated in these workshops, during which they identified the percentage of students according to their academic performance, and the content areas and education standards in which students achieved low performance, disaggregated by subject and grade. During this workshop, participants also identified the causes of the student academic performance and activities that should be implemented to improve it. They also identified the difference in the academic performance between boys and girls, but they did not analyze the causes of this difference and the measures to reduce the gap.

At the end of the workshop, participants developed a school plan, which included the previously identified activities. The activities were classified according to the school's improvement areas: communication and participation, teacher pedagogical support, teacher planning, school and classroom environment, and academic performance.

54 of 60 schools served in group A and 59 of 60 schools in group B have developed a plan. The remaining schools in the group A have not completed this task, due to the interruption in assistance to these schools. This interruption was caused by the resignation of a pedagogical

advisor who provides technical assistance to these schools. A pedagogical advisor was hired in this period in order to complete this sub-activity in the upcoming months.

- *Provide assistance and monitoring to implement the school plan, with emphasis on improving students' reading skills.* To achieve this activity, TCPP staff must implement the following sub-activities: provide advice on how to review and validate an action plan, monitor the implementation of the action plan through follow-up visits with the principal and school personnel, and provide feedback to the school principal on the fulfillment of the school plan. The sub-activities are presented in Table 4.

Table 4: Implementation of the sub-activities related to the activity

Sub-activity	Number of Schools			
	Group A		Group B	
	Completed	Not completed	Completed	Not completed
Provide advice on how to review and validate the school plan	60	0	60	0
Monitor the execution of the school plan through follow-up visits with the principal and school personnel	30	30	45	15
Provide feedback to the school principal on the fulfillment of the school plan	32	28	33	27

After developing the school plan, each pedagogical advisor met with the school principal to evaluate the activities included in the plan using the following criteria: viability, verifiability, pertinence, coherence, and measurability, which resulted in eliminating or adjusting some of the initially proposed school plan activities.

To date, not all schools in group A and B have received a follow-up visit from the pedagogical advisor to monitor the implementation of the school plan, nor have all schools' educational authorities received feedback on plan fulfillment. These sub-activities depend on how much time is needed to develop and validate the school plan and how many schools have been assigned to each pedagogical advisor. Pedagogical advisors in group B are responsible for more schools; 50% of the pedagogical advisors serve 80% of the schools in this group.

Both of the aforementioned sub-activities were carried out in coordination with the school authorities. In particular, the school principal is responsible for evaluating his/her own implementation of the school plan, while taking into consideration each activity in the plan and determining the status of the implementation, the difficulties, and measures to improve the plan's implementation.

Group A

The following activities and sub-activities were implemented only in group A schools.

- Printing and distribution of the formative assessments, content standards, and pacing guides for all grades and students from 1st to 6th grade in selected schools. The related sub-activities implemented in this quarter are: managing the reproduction of the materials and distributing the formative assessments in each school.

The quantity of formative tests needed was determined based on the school enrollment rate from 1st to 6th grade and the number of tests that must be applied. Six formative tests correspond to the period from June to November 2015. A total of 14,445 formative tests were printed. 2,739 were delivered to 1st grade classes, 2,796 to 2nd grade classes, and 2,567 to 3rd grade classes. The remaining tests were delivered to the 2nd cycle grades in the schools served by TCPP/PRI.

During their visits, the pedagogical advisor delivered the tests to the school principal, who in turn delivered the test to the teachers. The pedagogical advisor also collaborated with the school principal to set the formative assessment test dates on which the test will be applied. To date, all 60 schools in group A have received the formative tests. The content standards and the pacing guides will be delivered to teachers in February 2016.

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

Table 5: Implementation of the sub-activities related to the activity

Sub-activity	Number of Schools	
	Completed	Not completed
Organize training sessions with the SE or other stakeholders in the use of formative assessments	60	0
Develop training sessions with teachers and school principals	17	43
Provide the principal and teachers with technical advice on the analysis and use of formative assessments, reprogramming, adjustment or modification of teacher class plans, as appropriate	60	0

The pedagogical advisors organized training sessions on the use of formative assessments with the permission of the school principal. In cases where the school principal required authorization from the municipal/district educational authorities, this permission was acquired from them. To date, 17 schools in group A have participated in these workshops; TCPP staff expect to receive more information about the remaining events next month. During the workshop, the participants learn how to apply the test, use the tools needed to register the results of each student, identify the content standards where student performance is lower, and analyze the causes of student performance.

Pedagogical advisors provided technical advice to principals and teachers in all 60 schools this quarter. The pedagogical advisors helped teachers and principals analyze the formative test results and prepare remedial plans by grade and section. The remedial plan includes content standards with lower performance, planned activities to improve the student performance in the content standards, resources needed to implement the activities, and the activity timeline.

- *Monthly technical monitoring on the administration and tabulation of formative assessment results and the execution of remedial plans or adjustment of teacher class plans.* The status of the sub-activities related to this activity is presented in Table 6.

Table 6: Implementation of the sub-activities related to the activity

Sub-activity	Number of Schools	
	Completed	Not completed
Schedule visits to the teachers for support in the use of the formative tests	60	0
Provide the teachers with technical advice on implementing the remedial plan or adjusting the teacher class plans	60	0

Both sub-activities were implemented this quarter. Pedagogical advisors initially scheduled the support visit through the school principal, and then set a date with the teachers based on availability. The schedule included at least one visit per month during and after the application of the formative test in the classroom.

The pedagogical advisor visits the teacher to provide advice on the administration of the formative assessment, and tabulation and analysis of test results. They also work with the teacher to review the tests results and use them to modify the class teaching plan and evaluate the quality and implementation of the activities included in their plans. The criteria to evaluate the quality of the remedial classroom teaching plan are the aforementioned criteria used to evaluate the activities included in the school plan: viability, verifiability, pertinence, coherence, and measurability.

Fidelity of Intervention

As indicated in the PRI Component’s monitoring and evaluation plan, pending final approval, the fidelity of the intervention will be measured through 5 criteria. TCPP staff is reporting on one of these, “adherence to the implementation of key components of the intervention model,” this quarter.

This criterion was measured using the information provided by the pedagogical advisors in their monthly reports, in which they indicate the type and amount of sub-activities implemented during the period. This information was compared with the sub-activities planned in the annual work plan for this component. The level of adherence depended on the amount of sub-activities compiled by each school and school group. Table 7 shows the scale used to determine the level of adherence by school and school group.

Table 7: Adherence by School and School Group

Adherence by School		Adherence 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 achieve high fidelity
Intermediate	Between 70% and 89% of the activities planned have been implemented in the school	Intermediate	Between 70% and 89% of the schools in the group achieve high fidelity
High	Between 90% and 100% of the activities planned have been implemented in the school	High	Between 90% and 100% of the schools in the group achieve high fidelity

Table 8 shows the number of schools with high, intermediate, and low adherence levels, while Table 9 shows the percentage of schools with high adherence level, according to school group.

Table 8: Number of Schools by Adherence Level

Group	Adherence Level			Total schools served
	High	Intermediate	Low	
A	28	32	0	60
B	33	12	15	60

Table 9: Adherence Level by Group

Group	Percentage of schools with high adherence	Level of adherence by school group
A	46.7%	Low
B	55%	Low

Challenges and Perspectives

The TCPP/AIR will face two major challenges in the next quarter. One of them is improving the adherence level of the key elements of implementation. Considering the impact evaluation design, it is necessary to achieve a high implementation adherence in order to determine the intervention's effects on student academic achievement. As such, it is necessary to implement the activities as planned in each school.

TCPP staff identified several measures to implement next quarter to address this challenge: increasing pedagogical advisors' supervision and number of monitoring visits to the schools, continuing monthly meetings with the pedagogical advisors to discuss implementation challenges, providing technical advice to pedagogical advisors as needed, and identifying practical measures to improve intervention fidelity and quality.

The second challenge, which also influences the level of adherence, is to change the attitudes of school principals and teachers toward the application and use of the assessment tool (both EOG and formative tests), as well the implementation of the classroom plans. Schools that achieve high adherence in the implementation of the activities are generally those where there is a positive attitude toward the assessment tools and implementation of school or remedial classroom plans.

2. Results

This section discusses the indicators defined in the Performance Monitoring Plan in the fourth year of the project implementation. This section references Annexes 3 and 4, in which annual progress and the baseline are presented by indicator.

Please note that this section only reports results by indicator; an analysis of the results by indicator is currently being prepared and will be available in December 2015, as well as an analysis of intervention fidelity for the PRI component.

Result 1: Continued support to reach EFA goals

Of the 16 indicators established in the PMP, 10 are linked to Result 1 of the project. Of these 10 indicators, 5 are related to the achievement of the indicators and educational goals defined under Plan EFA.

5 of the 10 Result 1 indicators measure the number of actors who are direct beneficiaries of the project. The remaining indicators examine the effects of teacher training implemented by the project. These indicators will be included in the final TCPP report.

Apart from the educational indicator related to the student transition from 6th to 7th grade, the educational indicators were calculated using the official information provided by the Ministry of Education, disaggregated by municipality. The data correspond to the 2014 enrollment rates (initial and final) for the municipalities of the project three cohorts, as well as INE population projections.

The analysis of these indicators show that the goals for the fourth year were not achieved in 4 of the 5 indicators (Indicators 1, 3, 4 and 12). The remaining indicator (Indicator 2: grade repetition) was not fully achieved from grades 3 to 6, even though all the repetition rates showed an improvement when compared to the project baseline. The global repetition rate is an average of the three cohorts, and since the second cohort has the highest repetition rate in all grades it affects the global rate significantly.

The dropout rate for grades 1-6 (2.49%) showed an increase compared to the baseline but also improved from the previous year. The set of municipalities most affected by student dropouts are in Cohort 1 and as a result, the overall rate is also significantly affected.

The three indicator targets related to the project beneficiaries (indicator 6, 7 and 12) were fully achieved. The trainees (teachers, educational authorities and volunteers) are only reported if they have completed a minimum of 16 hours of training during the fourth year of the intervention. Details of these participants are presented in Annex 1.

Finally, the number of learners enrolled in pre-primary schools or equivalent non-school based settings supported by the USG (indicator 12), was fully achieved in this year. This was achieved due to the number of CCEPREB volunteers and preschool teachers who received TCPP support such as training, didactic materials, and technical support and guidance.

Of the 8 indicators reported for Result 1, 4 fully achieved their targets and 1 partially achieved its target in the fourth year of implementation.

Result 2: Strengthened community participation in education

There are three indicators related to Result 2. Progress on two of the indicators will be reported in the final TCPP report.

The remaining indicator, “Number of community volunteer tutors and facilitators in USAID-supported programs,” was not fully achieved this year. This indicator includes CCEPREB volunteers, and COMDE and CED members who participate in training workshops.

3. Number of Participants Trained

During this quarter 808 teachers, 239 education authorities, and 908 volunteers were trained. Detailed information by sex, topics and type of participant is presented in Annex 1.

4. Activities Planned for Next Quarter

Taking into consideration the annual operational plan, the following activities will be implemented during the next quarter:

Results 1 and 2:

- Training of teachers, educational authorities, and community volunteers.
- Providing support to COMDEs and CEDs to update their strategic plans and to develop annual operational plans based on educational indicators.
- Support to the application of the national end of grade test

Result 3:

- Printing and delivery of the formative test.
- Follow-up on the implementation of actions plans.
- Support application of the national end of grade test

5. Lessons Learned and Recommendations

To improve the quality of education, TCPP needs to foster a positive change in the attitudes of teachers and educational officials toward pedagogical support, as well as a change in the tasks that educational officials carry out in order to improve education quality. Apart from the specific type of pedagogical accompaniment tools used or opportunities to improve the quality of the pedagogical accompaniment process, the role of this process in itself in increasing the time dedicated by education officials to providing guidance to teachers, the principal actors in improving school performance, is clear. Pedagogical accompaniment, developed together with teacher training, is a major contributor in improving educational goals and achieving Result 1 of the project.

Along with the above, another key activity that contributes to the school improvement process is conducting workshops that focus on analyzing the educational indicators and making decisions through the community participation structures, specifically CEDs and COMDEs, as well as the school, municipal, and district education authorities. The project has wholeheartedly promoted this process by providing training and technical guidance and tools. Through these tools, civil society actors (including parents) exercise their responsibility and take actions that focus on

achieving educational goals. This increases local actors' sense of responsibility, while ensuring their inclusion in a field that has traditionally excluded them.

By developing work plans with CEDs and COMDEs, TCPP activities have increased local actors' involvement in improving educational attainment. Increased local involvement is likely to impact key indicators such as drop-out and repetition rates. It remains to be seen whether there is a similar impact on students' academic performance. Under this framework, establishing municipal education town halls is becoming the norm. The event itself is not the important issue, but it is critically important as a means of ensuring accountability, building consensus, and making decisions that engage the municipal government and civil society organizations.

In terms of Result 3, in some ways the PRI component design did not sufficiently take into account the degree to which school functioning is not necessarily stable or linear in some cases. Consequently, in verifying implementation fidelity, the team has observed different and varied rhythms of work, and as a result, in some cases, non-adherence to the planned implementation schedule. The primary reasons why these cases are not on schedule include festivals and their preparations, as well as the participation of the schools and teachers in professional development activities and administrative activities; most of the activities are in the school calendar, but in reality, the time requirements for these activities are more than what is planned for in the calendar. In summary, this affects the number of class days and hours, which impacts the planned implementation of formative assessments and the subsequent intervention. The challenge in the project is to analyze implementation fidelity thoroughly in light of this, as well as the opportunities for implementing the system of formative assessments and use of the end of grade tests in the context of what really occurs in schools. This consideration and analysis of the application of the evaluation system and subsequent project intervention is a topic that will be shared and discussed further with USAID and Mathematica.

Annexes

Annex 1: Summary of Training Events during the July 1, 2015-September 30, 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 education indicators for decision making	153	90	58	152	149	301	
Community participation in education	31	52	244	98	229	327	**
Gender equity	4	3		2	5	7	**
Preschool education	168	34	555	16	741	757	**
Math, Spanish, EGRA, TALULAR and Educational assessment	428	43	46	99	418	517	**
Teacher pedagogical support and teacher training plan	24	17	5	7	39	46	**
Total	808	239	908	374	1581	1955	**

** 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 pedagogic support in the classroom	One of the challenges that TCPP faces in the following quarters is ensuring that teachers receive at least one visit from the educational authorities in order to provide pedagogical support in the classroom. The TCPP project encourages these visits to ensure project sustainability, because after being visited by the educational authorities, teachers are more likely to use the approaches and the DCNB support materials when teaching their students.	<p>The TCPP team proposes to provide pedagogical support training to the educational authorities who have not previously attended a workshop on this topic.</p> <p>TCPP staff proposes to provide technical assistance to the educational authorities in order to analyze the results of the pedagogical support provided to the teachers. During this analysis, the educational authorities will use the support tool to compare the results of the pedagogical support provided to the teachers and the EOG test results. Through this analysis, the educational authorities will identify gaps between the use of the pedagogical approaches and students' academic achievement.</p>
Result 2		
Issue	Description	Proposed Remedial Action
CEDs and COMDEs achieving tasks	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.	In order to achieve these tasks, TCPP staff should provide technical assistance to CEDs and COMDEs during the last quarter of this year. Consequently, project staff and implementing partners must adjust their work plan to include activities addressed to all cohorts served by TCPP, including those in which intervention finishes this year.
Result 3		
Issue	Description	Proposed Remedial Action
Intervention fidelity	One of the challenges to be faced in the next quarter is ensuring that the implementing partners and key stakeholders adhere to the key elements of the intervention. Due to the impact evaluation design, it is necessary to adhere strictly to the implementation plan in order to determine the intervention's effects on student academic achievement.	TCPP staff identified several measures for implementation next quarter: increasing pedagogical advisors' supervision and number of monitoring visits to the schools, continuing monthly meetings with the pedagogical advisors to discuss implementation challenges, providing technical advice to pedagogical advisors as needed, and identifying practical measures as needed to improve intervention fidelity and the quality.

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 COMDES 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	