



USAID
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EducAcción Project

Quarterly Progress Report

January 1, 2015 – March 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, 2013-December 31, 2013

Budget: \$21,300,524

Start Date: July 7, 2011

End Date: July 6, 2016

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I. Introduction

This report documents the technical assistance provided by the USAID/Honduras TCPP (EducAcción) Project during the first quarter of calendar year 2015, from January 1st through March 31st. The project is being implemented by AIR, with CARE, CRS, ChildFund, Save the Children, FEREMA, and Fundación Aned.

This Quarterly Report is organized into the following sections: Activities Implemented During the Quarter; Results; Number of Participants Trained; Activities Planned for the Next Quarter; and Lessons Learned and Recommendations. Additionally, Summary of Training Events; Summary of Issues Encountered; Annual Indicator Summary; and Summary Performance Data Table are included as annexes.

II. Activities Implemented During the Quarter

2.1. Strategic activities

As was previously reported, an MOU has been signed by the TCPP Project and DIGIEM (now known as SDGEPIAH or *Sub Dirección General de Educación para los Pueblos Indígenas y Afrodescendiente*). Under this agreement, in this quarter TCPP has been coordinating with INICE and SDGEPIAH on a diploma program to be carried out in the second quarter of 2015.

This diploma program is intended for the district/municipal and departmental educational authorities who work in areas serving ethnic populations. The purpose is to train educational authorities to improve the quality of education management in their jurisdiction, while considering the context of intercultural bilingual education (IBE). This goal determines the training content, which includes the following topics: legal context of IBE, community participation, effective schools, rural education, participatory research in education, teacher pedagogic support, and education quality assessment.

The methodology to be used in this diploma course will be the same methodology implemented in the previous diploma program carried out by TCPP and INICE. The diploma course will be delivered in three phases. In the first phase (face to face classroom method), theoretical content will be taught to the participants and they will be assigned tasks that they must develop in their district/municipality or department. During the second phase, participants will develop the assigned task and attend virtual courses through INICE's virtual platform. Finally, in the third phase, the evaluation process will be carried out. There are two types of evaluations that will take place: one where the participants assess the courses, and one where the instructors assess the tasks carried out by the participants.

A total of 50 participants from several districts/municipalities are expected to attend. SDGEPIAH will be responsible for selecting participants, using criteria developed jointly by TCPP, INICE, and SDGEPIAH personnel.

The second strategic activity carried out during this quarter was the launch in January of the story book collection. Event attendees included the Minister of Education, the U.S. Ambassador to Honduras, representatives of USAID, the Director of International Development, Evaluation, and Research at AIR, local governmental authorities, local

educational authorities, parents, students, teachers who participated in the story book development process, and CED members.

During this event, TCPPP officially delivered a storybook collection called “Si creo y leo, me recreo / If I believe and read, I have fun” to the Ministry of Education to be used as a DCNB support material that helps increase student reading skills. As part of this event, selected stories were read by the Minister of Education, the U.S. Ambassador, and some of the student authors. All the storybooks developed in each municipality were also displayed.

The collection includes 23 storybooks written and illustrated by students from different communities, including the following ethnic communities: Pesh, Garifuna, Miskito, and Lenca. The six story books developed by these communities were written in Pesh, Garifuna, and Miskito and were also translated into Spanish. A total of 66,150 copies of the storybooks were printed and have been delivered to approximately 210,000 students from 1st to 3rd grade in public schools in the municipalities served by TCPPP¹. The cost of the collection is estimated to be US\$ 145,387, of which US\$ 111,250 was financed by USAID and US\$ 34,137 by the Ministry of Education.

The storybooks are also part of the municipal libraries that will be delivered next quarter to the municipalities served by TCPPP. These municipal libraries will also include 35,000 books donated by the International Book Bank. An additional 70 municipal libraries are expected to be created during the following quarters. To date, 70 municipal libraries have been created and the books available in these libraries come from previous donations made by the International Book Bank.

The third strategic activity is the expansion of an action plan by the Secretary of Education to meet the educational needs of two traditionally excluded populations: students with disabilities and indigenous and Afro-Honduran students. This activity was conducted at the request of the Minister of Education and responds to the need to extend additional support to meet the educational needs of the indigenous and Afro-Honduran populations. The work on the action plan was facilitated by a project consultant, and involved textual analysis, two consultation workshops with key actors (36 participants), and interviews, as well as a process of validation of the proposal with officials from the relevant Ministry units. The document was delivered to the Minister of Education and is pending a discussion with the Minister before approval.

2.2. *Technical/ Implementation Activities*

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

2.2.1. *Result 1: Continued support to reach EFA goals*

Activities summary

Under the TCPPP annual implementation plan - delivered to USAID Office of Education in Honduras at the beginning of February 2015 - the main activity implemented during this quarter was trainings with teachers and educational authorities.

¹ The story book collection also can be accessed through this link: <http://premiumcar.com.ua/educaccionhn>

Topics included in these trainings were chosen based on the results of the end of grade tests applied at the national level (sample) instead of the end of grade test applied in each school (census), since census tests results were in many cases not uploaded by February as planned. The circumstances that hindered school principals in uploading the end-of-grade test results to the ERA platform in the time expected included: limited internet access, limited understanding of how to carry out the process, and the multiple occupations and priorities principals have during the student enrollment period.

The TCPP personnel and the educational authorities (District Directors, school principals, and school board members) developed the municipal training plan while taking into consideration the standards that yielded poor test performance on the tests, as well as the topics that were taught the previous year.

After developing the plan, TCPP staff met with the teacher trainers in order to develop the workshop methodology, the strategy to train teachers (such as training teachers from the same schools together), and the particular plan to train the teachers in each municipality. This meeting also provided an opportunity to provide technical assistance in topic areas identified by the teacher trainers.

Teacher trainers in each municipality participated in the implementation of the municipal teacher training plan. The majority of the teacher trainers are volunteers, while others are part of the SE District/Municipal Directorate staff, INICE, or the Departmental Direction of Education.

An additional activity implemented during this quarter - which began in the previous quarter - was the provision of TCPP support to school principals from schools designated to become effective schools, in order to get approval and support to implement the strategy to transform the school into an effective school. These school principals were required to have the end-of-grade test information available in order to work with TCPP personnel to analyze the school situation during the next quarter.

As previously mentioned, test results were not available for all of the effective schools due to the difficulties faced by the school principals. Consequently, TCPP staff will provide support next quarter to these schools to upload the information to the ERA database, and then to use the information to develop an action plan to improve student academic performance.

Achievements

Per the data entered in the TCPP training database, 8,652 teachers and educational authorities were trained during this quarter. This corresponds to 49.72% of the 17,400 teachers and educational authorities to be trained in this fiscal year. Detailed information regarding the training is reported in Annex 1 of this report.

Some educational authorities have taken a leap forward and are not only participating in the design of municipal training, but are also requesting that the teacher trainer provide a copy of the workshop methodological script prior to the training, in order to guarantee that the topics included are those defined in the municipal teacher training plan (e.g. the District Director of Irióna). Other educational authorities participate during the workshops led by the teacher trainer, in order to confirm teacher attendance and observe workshop content (e.g. staff of the Departmental Directorates of Education in Olancho and Yoro).

The municipal training plan has been developed to train all teachers who serve in public primary schools in the municipalities, even though TCPP prioritizes the training of the teachers from effective schools served by the project. This is done to help provide evidence that the interventions increase student academic performance and reduce student drop-out and repetition rates in these schools.

Challenges and perspectives

One of the challenges faced during this quarter was the request by the district/municipal authorities to train more teachers than the TCPP staff was expecting to train. In some cases, this prompted district/municipal authorities to raise funds, and in other cases these authorities included more trainees than recommended in the workshops. This leads to potential concerns about the quality of the training, since it is recommended that there be no more than 30 trainees in each workshop.

In order to provide effective support to each designated effective school, the information related to educational indicators such as student drop-out and repetition rates and academic performance needs to be available. Two challenges will be faced during the next quarters. One is access to the ERA database. Only school principals have access to this database, but not all of them understand how to use it, and others don't have internet service to access the database. Additionally, the database is not always available on the web portal of the Ministry of Education. At the time of the writing of this report, the database had not been available to school principals for 8 days.

The other challenge to be faced next quarter is access to the SACE database, which contains information on educational indicators and student drop-out and repetition rates. This database is accessed only by teachers and educational authorities, and as of January 2015, is the only database that the Ministry of Education will use to calculate educational statistics. TCPP staff previously used the information entered in the SEE database (Sistema de Estadística Educativas) to assess the status of the EFA indicators. The findings were reported to USAID as well as to the educational authorities, the latter in order to increase the awareness of progress toward EFA goals for each year. Since the SEE database will no longer be available, continued access to this data is a serious concern to TCPP. During this quarter, TCPP asked USINIEH regarding the possibility of being allowed limited access to the SACE database. At the moment that this report was written, TCPP is still awaiting an official response to this request.

2.2.2. Result 2: Strengthened community participation in education

Activities summary

During this quarter, TCPP staff and the Vice-Directorate of Community Participation at the Ministry of Education – recently created at the beginning of 2015 - developed a workshop with the community participation staff in the Departmental Directions of Education and TCPP staff. During this workshop, participants discussed a strategy to provide support to COMDEs and CEDs, and ways to coordinate this strategy with educational authorities.

This strategy aims to ensure the legal accreditation of COMDEs, the official accreditation of all COMDE members, and the development of internal regulations for COMDEs. The TCPP

project considers these measures crucial to providing sustainability to these structures for participation.

At the end of this workshop, participants agreed that the Vice-Direction of Community Participation will collaborate with departmental representatives of community participation to request from the District/Municipal Directions the information of each COMDE established in their jurisdiction, the list of the COMDE members, the accreditation of each member, and the internal regulations created. This information will be gathered by the departmental representative and sent to the Vice-Directorate, which in turn will send this information to the Secretary of the Interior and Population in order to obtain legal accreditation for the organization.

Two Departmental Directions of Education (Yoro and Olancho), have met with the District/Municipal Directors and provided the information required in order to obtain accreditation. In addition, they discussed the Law of Community Participation on Education and its regulations. The Departmental Director of Education participated in these meetings, as well as the representatives of COMDEs and CEDs, the representatives of local governments, and TCPP staff.

During this quarter, TCPP staff continued providing assistance to the established COMDEs. The technical staff has reported that 106 of 115 COMDEs have developed a Municipal Strategic Educational Plan. Of these, 31.13% have plans that ended in 2014 and 37.73% have plans that end in 2015. As a result, TCPP supported the process of updating the Municipal Strategic Educational Plan during this period, and will continue to do so in the next quarter. This process involves analyzing the municipal educational indicators and assessing the activities included in the plan (including implementation to date and relevance to the objectives of the plan).

In addition, the TCPP team supported the development of a toolbox to calculate, analyze, and make decisions based on educational indicators. This toolbox consists of guidelines, worksheets, and workbooks to carry out this process at the municipal and at the school level. The toolbox at the municipal level addresses the educational authorities (District/Municipal Direction) and COMDEs. The educational indicators emphasized at this level are: net enrollment rate in preschool and 1st grade, 6th grade completion rates, and repetition and dropout rates. The toolbox at the school level includes the following educational indicators: academic performance, dropout and repetition rates, student absenteeism, student failure, and net enrollment in preschool and from 1st to 6th grade.

TCPP staff will use this toolbox to facilitate meetings with the stakeholders at each level in order to develop remedial plans at schools and develop activities that should be included in the Municipal Strategic Education Plans. These meetings will be carried out at end of each academic period (every 2.5 months) during the academic year.

Challenges and perspectives

As was reported in previous quarters, legal accreditation and support structures at the municipal level are crucial to ensuring the sustainability of community participation structures such as COMDEs and CEDs. It will be important to receive information and advance in the process of obtaining legal accreditation. This challenge will be faced in the next quarters and will require close work and coordination with COMDEs and CEDs in each municipality.

At the departmental level, the Ministry of Education is taking a greater role in ensuring that the structures of participation at the municipal and community levels are functioning. This complements TCPP's work, and contributes to its sustainability. The work has been coordinated and integrated with the TCPP project team's work and has been supported by the training of project staff, with FEREMA's assistance.

III. Results

This section includes the annual status of the indicators defined in the PMP and updated in 2013, which 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 8,148 teachers, 504 education authorities, and 321 volunteers were trained. Detailed information by sex and type of participant is presented in Annex 1.

V. Activities Planned for Next Quarter

Per the TCPP annual implementation plan, the following activities will be implemented next quarter:

- Teacher pedagogic support in the classroom
- Teacher, educational authority, and community volunteer training.
- Analysis of educational indicators at the municipal and school level.
- Support to COMDEs and CEDs in updating their strategic plans and developing annual operational plans based on the status of education indicators.
- Conduct the IBE diploma course with educational authorities.
- Printing of 19 new books in the children's literature collection, "If I believe and read, I have fun." This includes texts in the languages of Miskito, Pesh, and Tolupan.
- Receiving and organizing distribution of the books donated by the International Book Bank, which will arrive in the country in May. With the new books, TCPP staff members propose to organize 70 new community libraries.
- Within the framework of available children's books, develop a complete training cycle to ensure that the texts are used and serve to improve student reading skills in the first cycle of primary education. TCPP staff will begin by training municipal trainers, so that they can in turn train other teachers within their municipalities.

VI. Lessons Learned and Recommendations

- At this point it is especially relevant, given the beginning of the exit strategy and the final phase of project assistance by cohort, that the project teams assume the role of facilitators in ensuring that local actors assume leadership of the processes of improvement of educational results in schools and municipalities. To this effect, TCPP staff has prepared and communicated with all project personnel operational adjustments to ensure that transition.
- Although it comes somewhat late, the decision of the Ministry of Education to raise the status of the Ministry unit supporting participatory processes under the Law of Primary Education and Strengthening Public Education and Community Participation is an important step. This already has had an immediate effect on the departmental level; each department has appointed a person responsible for this area of work. The person will assume responsibility and develop knowledge in this area; these SE staff members have become a key ally in TCPP's work.
- The primary education sector continues to enjoy stability and governance in its daily operations. However, many teachers continue to follow instructions in a disciplined manner, but do not go beyond following instructions. The situation could improve if more teachers used effective teaching methods and had more resources and infrastructure to achieve educational quality. In many cases, motivated and effective teachers with access to the resources they need to achieve educational quality are still lacking.

Annexes

Annex 1: Summary of Training Events during the 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 During January 1 – March 31, 2015 Quarter

Name of Workshop	Femenine	Masculine	Grand Total
Community Participation on Education	55	21	76
Elaboración del PEC	27	8	35
Lineamientos y material de apoyo a equipos departamentales en participacion comunitaria	2	3	5
Participacion Comunitaria CED y COMDE	7	3	10
Taller de Indicadores Educativos	15	6	21
Taller Indicadores educativos , POA y Plan de monitoreo	4	1	5
Community Participation on Education	351	41	392
Estrategias Enseñanza Español y Matematicas en CCEPREB	23		23
Estrategias EE y MM en CCEPREB	19		19
Estrategias EE y MM en CCEPREB	48	1	49
Estrategias EE y MM en CCEPREB	191	12	203
Participacion Comunitaria	10	5	15
Planificacion Didactica	60	23	83
Math, Spanish and DCNB Support Material	6223	2038	8261
Enfoque de resolución de problemas Matemáticas Quinto Grado	12	11	23
Resolucion de Problemas	22	3	25
Conocimiento científico III de Ciclo de Matemáticas	17	6	23
EGRA	17	13	30
El DCNB en el aula Multigrado de Éxito	23	7	30
Enfoque comunicativo	1847	408	2255
Enfoque comunicativo I de ciclo	30	1	31
Enfoque comunicativo II de ciclo	39	15	54
Enfoque Comunicativo Primer Grado	48	1	49
Enfoque de Resolucion de Problemas	17	13	30
Enfoque de Resolución de Problemas	59	22	81
Enfoque de Resolución de problemas aula multigrado	25	11	36
Enfoque de resolución de problemas I, II y III Ciclo	14	1	15
Enfoque Resolucion de Problemas	75	16	91
Enfoque Resolucion de Problemas en Temas Especificos	24	7	31
Estrategias para Enseñanza de EE y MM en Prebasia	15		15
Herramientas del DCNB	68	14	82
Mejoramiento de la enseñanza de la matemática en el III de ciclo de la educación básica	4	7	11
Mi aula Multigrado (enfoques, comunicativo y resolucion de problemas)	35	30	65
Planificación didáctica de matemáticas	14	2	16
Planificación didáctica enfoque comunicativo	19	7	26
Planificación y Conocimiento científico I de Ciclo - Matemáticas	77	17	94
Resolucion de Problemas	1693	586	2279
Resolucion de problemas, I, II Ciclo	37	21	58
Resolucion de Problemas, Temes especificos	53	12	65
Seminario taller de reforzamiento en enfoque de resolución de problemas	16	13	29
Taller Sobre la Implementacion del DCNB en el Aula Español	13	3	16
Taller Sobre la Implementacion del DCNB en el Aula Matematica	14	20	34
Taller de Ajuste a Guion metodologico de Español y Matematica	23	13	36
Taller de enfoque de resolución de problemas	7	8	15
Taller de reforzamiento en enfoque de resolución de problemas	20	23	43
Taller en enfoque de resolución de problemas	9	6	15
Taller Enfoque Comunicativo DCNB	33	9	42
Taller Enfoque Comunicativo Primer Ciclo	33	13	46
Taller Enfoque de resolución de problemas	22	5	27
Taller Enfoque Resolucion de Problemas	52	6	58
Taller Enfoque Resolucion de Problemas en Temes Especificos	15	10	25
Taller Herramientas del DCNB en Prebásica	21		21
Taller Implementación del DCNB en el aula de Español	48	17	65
Taller sobre Conocimiento Científico I ciclo de matemáticas	19	1	20
Taller Sobre Conocimiento Científico II ciclo de matemáticas	14	2	16
Taller sobre enfoque de resolucion de problemas articulado con la metodologia TALULAR	18	8	26
Taller Sobre Implementación del DCNB en el Aula Español	49	12	61

Taller Sobre Implementación del DCNB en el Aula Matematica	23	14	37
Taller Sobre la Implementacion del DCNB en el Aula Espa/Mate	17	3	20
Taller Sobre la Implementacion del DCNB en el Aula Español	35	8	43
Taller Sobre la Implementacion del DCNB en el Aula Español	751	243	994
Taller Sobre la Implementacion del DCNB en el Aula Matematica	368	216	584
Taller sobre la Implementacion del DCNB en el Aula Matemática	17	11	28
Taller Sobre la Implementacion del DCNB en el Aula Matematical	17	8	25
Taller Sobre la Implementacion del DCNB en el Aula Matematicas	113	67	180
Taller Sobre la Implementacion del DCNB en el Aula Matematica	44	21	65
Taller Sobre la Implementacion del DCNB ene Aula Español	28	14	42
Taller Tecnica Multigrado (PROHECO)	38	10	48
Técnicas en Multigrado	47	10	57
Teller Sobre la Implementacion del DCNB en el Aula Español	15	13	28
Peace Culture	25	6	31
Cultura de Paz	6	3	9
Taller de Cultura de Paz	19	3	22
Preschool Education	130	7	137
Capacitación a voluntarias de CCEPREB en metodología "juego y aprendo" o similar.	47		47
Construcción material de Prebásica y CCEPREB	12	1	13
DCNB Educación en Prebásica	14	1	15
Taller de Planificación Prebásica y CCEPREB	28		28
Taller Estrategia de EE y MM en Prebasica	29	5	34
Teacher Pedagogic Support	36	40	76
Acompañamiento docente	30	31	61
Taller de estadística educativa y acompañamiento al docente	6	9	15
Grand Total	6820	2153	8973

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

Result 1:		
Issue	Description	Proposed Remedial Action
<i>Number of trainees in each workshop</i>	<p>One of the challenges faced during this quarter was the request by district/municipal authorities to train more teachers than TCPP expected to train. While the project is pleased with the demand, in some specific cases this obligated the district/municipal authorities to fundraise, and in other cases these authorities included more trainees than recommended in the workshop. This raises potential concerns about the quality of the training, since it is recommended that there should be no more than 30 trainees in each workshop.</p>	<p>A review of the number of trainees in each workshop will be discussed with project implementation staff and partners. Spot visits will also be carried out during the trainings.</p>
Result 2:		
Issue	Description	Proposed Remedial Action
<i>Legal accreditation of COMDEs and CEDs</i>	<p>As was reported in previous quarters, the legal accreditation as well as the existence of support structures at the municipal level is a key element to provide sustainability to the community participation structures.</p>	<p>Taking into consideration the opportunity provided by the new organizational structure of the Ministry of Education, it will be important to receive information and advance in obtaining legal accreditation of these structures. This challenge will be faced in the next quarters, requiring close coordination and work with the COMDEs and CEDs in each municipality</p>

Annex 3: Annual Indicator Summary

Type of Indicator	Indicator	Baseline		FY 2012 Target	FY 2013 Target	FY 2014 target	FY 2015 Target	FY 2016 Target
OA 3	Net primary completion rate	62.72%		67.11%	71.80%	76.83%	84.52%	85%
Sub. IR 3.1.1	Repetition rates for grades 1-6	Grade 1	8	6.3	4.7	3.0	2.0	1.3
		Grade 2	7	5.5	4.1	2.6	1.8	1.2
		Grade 3	6	4.7	3.5	2.2	1.5	1.0
		Grade 4	4	3.2	2.3	1.5	1.0	0.7
		Grade 5	3	2.4	1.8	1.1	0.8	0.5
Sub. IR 3.1.1	Dropout rates for grades 1-6	1.10%		0.90%	0.50%	0.30%	0.10%	0.00%
Sub. IR 3.1.1	Transition rate from 6 th to 7 th grade	83.00%		84.00%	86.00%	88.00%	90.00%	91.00%
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%	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 complete in-service training or receive 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
Sub IR 3.1.4	Percentage of municipalities with COMDES implementing tasks to improve municipal educational indicators	0		70% municipalities achieving at least 1 of the four tasks	75% municipalities achieving at least two of four tasks	80% municipalities achieving two of the four tasks	90% municipalities achieving three of the four tasks	95% municipalities achieving the four tasks
Sub IR 3.1.4	Percentage of CED implementing an annual work plan	0		25% CED achieving at least two 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%	90%	95%	100%
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 member's knowledge of and attitudes toward community participation in the education system (targeted municipalities)	COMDE	Knowledge=36.3% (medium and high) Attitude: moderate positive toward participation		Knowledge=50% (medium and high) Attitude: moderate positive toward participation.(80 municipalities)			Knowledge=70% (medium and high) Attitude: strong positive toward participation
		CED	Knowledge=51.81% (medium and high) Attitude: strong positive toward participation		Knowledge=65% (medium and high) Attitude: strong positive toward participation.(80 municipalities)			Knowledge=80% (medium and high) Attitude: strong positive toward participation
		Parents	Knowledge=52.3% (medium and high) Attitude: strong positive toward participation		Knowledge=65% (medium and high) Attitude: strong positive toward participation. (80 municipalities)			Knowledge=80% (medium and high) Attitude: strong 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
DQA last revision: November 2013								

Annex 4: Summary Performance Table

AO, IR or Sub-IR	Indicator	Unit of Measurement	Disaggregation	Sex		Quarter		FY 1		Performance Ranking	FY 2					Performance Ranking	FY 3		Performance Ranking
				Male	Female	Target	Actual	Target	Actual C1		Target	Actual C1	Actual C2	Actual C3	Actual Global		Target	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%		75.39%	58.02%	
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 1: 4%	9.3%	
								Grade 2: 5.5%	6.31%		Grade 2: 4.10%	6.50%	8.97%	6.41%	7.34%		Grade 2: 4%	5.90%	
								Grade 3: 4.7%	5.21%		Grade 3: 3.50%	5.40%	8.28%	5.70%	6.51%		Grade 3: 3%	4.85%	
								Grade 4: 3.2%	3.56%		Grade 4: 2.30%	3.67%	5.17%	3.99%	4.29%		Grade 4: 2%	3.68%	
								Grade 5: 2.4%	2.26%		Grade 5: 1.80%	2.36%	3.21%	2.66%	2.75%		Grade 5: 1.5%	2.59%	
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%		0.45%	2.31%	
Sub-IR 3.1.1	Transition rate from 6th to 7th grade	Percentage	Municipality, sex					84%	98.00%		86%	68%	71%	74%	71%		87%	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)		70% (IP+OL) in 120 municipalities	65.50%	
									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														60% of schools implementing SGEA	91% of schools implementing SGEA	
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		20000	19724	
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		1500	1500	
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%		82%	69.96%	
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		29114	58064	