



USAID
FROM THE AMERICAN PEOPLE

EducAcción Project

Quarterly Progress Report

October 1, 2014 – December 31, 2014

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

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, 2014

Budget: \$21,300,524

Start Date: July 7, 2011

End Date: July 6, 2016

Contents

- I. Introduction 1
- II. Activities Implemented During the Quarter 1
- III. Results..... 8
- IV. Number of Participants Trained..... 8
- V. Activities Planned for Next Quarter 8
- VI. Lessons Learned and Recommendations 8
- 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

Acronyms

AIR	American Institutes for Research
CED	School Council for Educational Development
COMDE	Municipal Council for Educational Development
CRS	Catholic Relief Services
EFA	Education for All
EGRA	early grade reading assessment
EOG	end-of-grade
FEREMA	Fundación para la Educación Ricardo Ernesto Maduro Andreu
MoE/SE	Ministry of Education
OTL	opportunity to learn
TCP	Teacher-Citizen Participation Program
USAID	US Agency for International Development

I. Introduction

This report documents the technical assistance provided by the USAID/Honduras Teacher-Citizen Participation Program (TCPP) (EducAcción) Project during the fourth quarter of 2014, from 1 October to 31 December. The project is being implemented by American Institutes for Research (AIR), with CARE, Catholic Relief Services (CRS), ChildFund, Save the Children, Fundación para la Educación Ricardo Ernesto Maduro Andreu (FEREMA), and Fundación Aned.

This Quarterly Report is organized into the following sections: Activities Implemented During the Quarter; Results; Activities Planned for the Next Quarter; and Lessons Learned and Recommendations. Additionally, the Annexes include Summary of Training Events during the Quarter, Summary of Issues Encountered by Result, Annual Indicator Summary and Summary Performance Data Table.

II. Activities Implemented During the Quarter

2.1. Strategic activities

EducAcción supported the following strategic activities during the quarter: i) final phase of the diploma course in “Management for the Educational Quality”, ii) 2015 annual planning with partner organizations, and iii) the annual participatory evaluation of the project. A description of these activities is provided below.

Diploma course in “Management for Educational Quality”: EducAcción conducted the second face-to-face phase of the diploma course from the 15th-17 December in the city of Comayagua. The main topics included in this second phase addressed:

- Decision making process
- Human resources management
- Management of regulations related to educational decentralization or educational quality management.

This second phase culminated in a participatory evaluation on the virtual stage and an exhibition of best practices in educational management. At this exhibition, the educational authorities from 10 represented departments presented the products that they developed during the diploma course. They also presented other successful experiences of improving education quality in their municipalities.

The exhibition culminated with a graduation of diploma participants. The graduation ceremony included a speech by Dr. Marlon Brevé, the former Minister of Education, about the role of the district directors in the management of the quality of education. The current Minister of Education, Marlon Escoto, and representatives of USAID in Honduras also attended the event. Fifty-three of the sixty-five participants who started the diploma course attended the graduation. The participants received diplomas of participation for their attendance of 80 hours of the course’s face to face training.

Annual planning with the partner organizations: AIR and partners developed annual plans taking into consideration project results and project operational strategy, which the team updated in the previous quarter. The annual plan includes key activities that engage stakeholders in creating “effective schools” (e.g. technical assistance to implement learning opportunities, such as early

reading school intervention and parent education on education standards); and activities that involve municipalities' stakeholders (e.g. teacher training, teacher pedagogic support and technical assistance for COMDEs). Educational data outcomes reported at school and municipal level, (e.g. student drop-out rates, grade repetition rates, enrollment at the official age, student academic achievement), helped clarify what interventions to include in the annual plan as well determined what the technical support they required from the project staff.

At the school level, the annual plan includes a transition strategy to an effective school includes activities such as:

- Discussing the transition strategy with the school principals, clarifying their expectations, responsibilities and contributions. Key areas include 1) the use of educational data to make decisions, 2) the use of DCNB support materials, 3) the implementation of the communicative and problem solving approaches to math and language instruction, 4) the application and use of formative assessments, 5) the development of didactic material using local resources, 6) the application and use of Early Grade Reading Assessment (EGRA) tests, and 7) the promotion of the parents and community participation in the school.
- Developing and implementing annual school plans based on school-level analysis.
- Building capacity in the use of the DCNB support materials, the communicative and problem solving approaches, and Spanish and math content.
- Monitoring of educational indicators and providing teachers with pedagogic support in their classroom.
- Developing didactic material using local resources.
- Engaging parents and the community in the school's activities (e.g. school for parents and reading clubs using the story books written by the students from schools served by the project, which were published with the project's support).

The 1,035¹ schools selected to participate in effective school transformation include schools that have previously received support to strengthen the CEDs. EducAcción also included other schools with a school principal committed to implementing the aforementioned activities despite their high repetition and dropout rates.

Enrollment rates from show these schools had 215,472 students (49% female and 51% male) from 1st to 9th grade and approximately 6,307 teachers. The average school repetition rate was 2.27% for all students, but the repetition rate by sex indicates that boys were more likely than girls to repeat a grade (2.67% versus 1.67%, respectively). We observed a similar situation for student dropout rates. On average, the school dropout rate² was 2.73% for all students, but boys were more likely than girls to drop out of school. The team, along with key stakeholders will analyze repetition and dropout rate by grade, as well as the results of the end of grade test administered in November, at the beginning of the 2015 academic year. The results of this process will be reported in the next quarter.

Annual participatory evaluation of the project: EducAcción conducted its annual participatory evaluation from November 24th to 26th with 42 project beneficiaries in attendance. Workshop participants were representatives of the project's stakeholders such as CCEPREB volunteers, CED members, parents, COMDE members, District Directors, school principals and teachers

¹ 1,020 schools' data were previously reported, but subsequently the number of schools selected to receive the intervention increased to 1,035 schools.

² The dropout rate is an estimate since not all schools have entered final 2014 enrolment data in the MoE's database.

who have been participating in the project for at least two years. The purpose of the annual evaluation was to:

- Determine the impact of activities implemented by the project stakeholders in achieving EFA (Education for All) goals and its indicators at the local level.
- Identify the barriers that hinder stakeholder participation in achieving EFA goals and indicators and improving student learning outcomes.
- Influence decision-makers at the national and local level to create conditions necessary for the achievement of the EFA goals and indicators at the local level.

During the workshop, the participants evaluated the following activities: 1) the use of educational statistics in the decision making process, 2) teacher pedagogic support in the classroom, teacher training, planning (strategic and operational) at school and municipal level, 3) implementation of opportunity to learn (OTL) in the school, 4) formation of CEDs and COMDEs, 5) municipal incentive plans, 6) educational campaign to increase student enrollment in preschools, 7) implementation of town halls, and 8) application of formative tests in preschool. The evaluation criteria covered pertinence, relevance, effectiveness, impact (effect, results, benefits and satisfaction), and sustainability. Table 1 shows top two activities that received the highest scores for each type of stakeholder.

Table 1: Highest ranked activities for each key stakeholder

District Directors	<ol style="list-style-type: none"> 1. Use of educational indicators 2. Teacher pedagogic support plans
Teachers	<ol style="list-style-type: none"> 1. Training teacher facilitators 2. Providing pedagogic support to teachers in the classroom
COMDEs	<ol style="list-style-type: none"> 1. Training COMDE members 2. Using educational indicators for decision-making
CEDs	<ol style="list-style-type: none"> 1. Elaboration of didactic materials using local resources 2. Gender equity approaches in the school
CCEPREB Volunteers	<ol style="list-style-type: none"> 1. Application and use of formative tests in preschool 2. “La Educación Primero” campaign

The evaluation also incorporated elements of the collective learning process. The attendees analyzed the achievement of EFA goals and indicators, the effectiveness of implemented activities, and the barriers that hinder community participation, in order to generate recommendations to be incorporated in the project’s annual plan. For this purpose, the attendees presented the workshop’s results to the project managers and technical coordinators from partner organizations developing the 2015 annual work plan. While activities suggested by the attendees were largely foreseen and already included the work plan, the workshop was important because the required stakeholder commitment to implement the plan.

2.2. Technical/ Implementation Activities

This section summarizes the technical and implementation activities undertaken this quarter, organized by each major result area.

2.2.1. Result 1: Continued support to reach EFA goals

Activities Summary

The two main activities implemented during this quarter were: 1) providing support to the administration of the end-of-grade (EOG) test and entering test data, and 2) training the teachers, and helping the District Directors and school principals support teacher pedagogic practice in the classroom.

Administration of the EOG test and related data entry: The project team ensured all 1051 focused schools administered the EOG test. Of those schools, 78 are part of the national sample under an external evaluation. The remaining 942 schools served by the project participated in the census-based end-of-grade tests. The project provided training support to the District Director, school principal and volunteers, who acted as observers during the test administration and helped enter test data in the Ministry of Education (MoE) ERA database.

As a first step, the project team met with Departmental Direction of Education staff to discuss logistical support with distribution, administration and data entry for the EOG test in the municipalities served by the project. The project staff then set a meeting with the District Directors, during which they explained the process that they will use to apply the EOG test in their municipalities. During this meeting, the project provided training in the administration of the test using the MoE developed materials (e.g. the school principal's manual and the proctor's manual). The meeting also addressed test distribution to the schools, suggestions on how to recruit community volunteers to provide support while acting as external observers of the test administration. At the end of this meeting, the project staff gave test forms to the District Directors and set a date for when test forms would be delivered to the school principals. In a few cases, the District Director also invited schools principals and members of COMDEs and CEDs (e.g. municipalities of La Paz) to the meeting. After this meeting, the project trained the school principals, who in turn trained their teachers. The school principal assigned each teacher to a grade (which must be different from the grade that they teach), organized the school evaluation committee, and trained the parents and CED members in the test administration.

In most schools, teachers administered the test on November 17th, as planned. Teachers administered the test in another teacher's class, while parents, COMDE and CED members observed the process in their schools. The project received positive feedback about the process from participants. In particular, the parents and community members felt their involvement helped to ensure school transparency. They also felt that the teachers and school principals valued their participation.

The MoE ERA system was not available when the test application ended, making it difficult to promptly enter test data in the system. Once the system was ready, teachers and school principals downloaded the format to enter the data, and entered the data by student, grade and subject. In addition, the project assisted with data entry by hiring data operators to enter test data for the schools lacking internet access.

More than half the schools have entered test data to-date. The project expects all schools will complete data entry by the end of January. In conjunction with teachers and school principals, the project will analyze the EOG test results in order to develop a results-based annual school plan.

Teacher pedagogic support: Over the quarter, 491 school principals and District Directors provided pedagogic support to 1661 teachers in their classroom. Training has a positive effect on the teachers who participate, particularly in the use of DCNB support materials. The educational authorities' decision to implement teacher pedagogic support has also had a positive effect.

According to the classroom observations conducted by the school principals and District Directors, 100 percent of the teachers observed applied the communicative approach, 100 percent applied the problem solving approach and 99 percent applied both approaches in the classroom. The project compared teachers who receive training by the project with those who did not by using the information collected during the pedagogical support. The results indicate there was no difference in the application of the approaches between the teachers trained and the teachers who didn't receive training. Both groups of teachers consistently used these approaches in the classroom (99 percent of the teachers observed).

The project also looked at differences in the use of DCNB support material in the classroom between the two groups of teachers. Teachers trained by the project taught their classes by using the pacing guides and made better use of formative tests in the classroom than those who were not trained. Examining this indicator further, project staff analyzed teacher observation data gathered by the project as part of the annual monitoring against teacher observation data gathered by the District Director or/and school principal. The results show a substantial difference between the information gathered by the District Director/school principal and the information gathered by the project. According to the information gathered by the District Director/school principal, 84.6 percent of teachers developed their lesson plan according to the pacing guide, including all the content standards defined in the curriculum, but the information gathered by the project indicates that only 4.9 percent of the teachers have their lesson plan structured according to the pacing guide. One possible explanation for this difference is access to the pacing guides during observations. When the educational authorities provide pedagogical support, they may not have the pacing guide or the content standards of the grade and/or the class they are observing, thus making it difficult to determine if the teacher is actually complying with the pacing guide and/or educational standards. On the other hand, when the project team makes its observations, the observers carry with them the pacing guide and standards of the class observed.

Project staff observed similar situations when analyzing the use of the formative tests in the classroom. According to the pedagogic support results collected by the District Directors/school principals, only 11.1 percent of the teachers observed have not applied the test nor analyzed the student's results. However, observations by the project staff indicate that 57 percent of the teachers do not have access to the formative tests. Moreover, if only the teachers who have access to the formative tests are considered, 73.9% of the teachers have applied at least one formative test. Of the teachers who have access to the tests and have applied them, 39.2% documented the student's test results in order to adjust their lesson plans.

The project staff considers access to pedagogical support and materials as key variables that contribute to improving teachers' instructional techniques and their students' academic performance. Student performance will reflect the project team's training efforts. The results obtained from implementing the newly EOG tests will determine the magnitude of that effect.

Challenges and perspectives

Based on data analysis, the project staff suggest adjusting current practices for providing teacher pedagogic support and monitoring of the student learning outcomes. For both situations, having quality information makes a difference in the decision-making process at the school level.

2.2.2. Result 2: Strengthened community participation in education

Activities summary

The three main activities linked to Result 2 and implemented during this quarter were 1) customized training and support to COMDEs and CEDs according to need, 2) “La Educación Primero” campaign, and 3) technical counseling to CCEPREB volunteers in the application and use of formative tests in preschool.

Training and support to COMDEs and CEDs: During this quarter, the project completed the “community participation toolbox.” This toolbox is a collection of materials and resources aimed at COMDE and CED members, as well as those that provide assistance to strengthen these organizations. Among the materials included in the toolbox are: 1) a user-friendly version of the law on “Strengthening Public Education and Community Participation” in Spanish and Miskito, 2) guidelines to manage community participation on education, 3) guidelines to implement a town hall to discuss educational issues at the municipality level, 4) guidelines to manage CEDs, and 5) tools and techniques which help CED and COMDE members to carry out the tasks defined by the law, as previously mentioned. The toolbox includes materials and resources that the project’s staff use when supporting COMDEs and CEDs. It also includes materials and resources that the COMDE Unit of the MoE uses when providing support to other COMDEs and CEDs not attended to by the project.

At present, the toolbox has been compiled and printed, and will be delivered to the COMDEs and CEDs served by the project. It is estimated that 1,000 copies of the toolbox will be delivered. The project seeks to provide the resources and materials to help these community organizations continue beyond the project intervention, but also to eliminate one of the barriers that hinder the community participation, which is uncertainty regarding CED and COMDE members’ tasks and responsibilities. This uncertainty is prevalent because the committees restructure every two years with new members joining at that time.

“La Educación Primero” campaign: The technical committee of the campaign reorganized to include additional organizations and private companies that want to provide support to the campaign. To date, the following organizations whose representatives participate in the committee are: COHEP, Transformemos Honduras (including its partner organizations), USAID, MIDEH and the project partner organizations.

During the quarter, the project produced two radio and television spots and printed materials (e.g. posters, calendars, etc.) aimed at increasing community participation toward education and the student enrollment in preschool. The message in the printed materials was translated to Miskito and Garifuna, through the support of the Intercultural Bilingual Education Direction of the MoE. This specific printed material will be distributed in municipalities of Colón, Atlántida and Gracias a Dios. The spots and printed materials will be released before the beginning of the 2015 school year by the partner organizations, in each municipality served by the project. While this report was being written, a message to increase the student enrollment in preschool was

published a newspaper with national coverage. Additional promotional materials were produced during the quarter, such as: stickers, weatherproof bags and umbrellas, which only include the logo and slogan of the campaign. These materials will be delivered to local organizations, radio and television stations, and local enterprises that provide support to the campaign as an incentive or a reward for their support.

Technical counseling to CCEPREB volunteers in the application and use of formative tests in preschool: As mentioned in previous reports, the preschool formative testing activity is aimed at improving the quality of education in preschool. In particular, CCEPREB volunteers who have not received a formal or informal education to be a preschool teacher receive project training in topics such as the use of the methodology “Juego y Aprendo,” application and use of formative tests, CCEPREB management, and active-participatory methodologies. The training builds CCEPREB volunteers’ capacity to provide quality education to their children.

The formative tests (application and use of the test results) were developed by the MoE, and the project agreed with the Preschool Education Department to administer the test to students who attend a CCEPREB and document the application results. The process started by training 551 (all female) CCEPREB volunteers. Then 372 of the volunteers applied at least one of the three formative tests developed for preschool education. Each test measures the achievement of at least 10 content standards divided in the following content areas: social and personal development, knowledge of the surrounding environment, and development of the communication and representation. The latter includes the development of pre-writing, pre-reading, and early math skills. The test results will be analyzed and included in the next quarterly report.

Challenges and perspectives

In terms of the community participation towards education, next quarter’s challenge is how to ensure committees’ sustainability beyond the project’s intervention. According to the key stakeholders, some of the barriers to be overcome are:

- i) The participation level of each member (lack of commitment of the members).
- ii) Lack of support from educational and municipal authorities.
- iii) No legal recognition of these community and municipal organizations (CEDs and COMDEs, respectively).
- iv) Weak coordination between the CEDs and COMDEs.
- v) Interference of political affairs in the management of educational issues at the municipal level.

Most of these barriers are addressed by the project in its exit strategy. Strategies include providing support to COMDEs to formalize their status, developing internal norms that regulate the organization’s operations, organizing frequent visits between COMDEs and CEDs in order to augment each organization’s prioritized activities while simultaneously coordinating and implementing joint activities.

Furthermore, in the next quarter, the campaign “La Educación Primero” will require prominent efforts from key stakeholders at the municipal and community level to increase student enrollment in preschools and schools. The project must produce and deliver all campaign materials to the stakeholders in a timely manner. In addition, they must coordinate with the national media to release the messages on time.

III. Results

Results 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, the project team trained 214 teachers, 59 education authorities, and 23 volunteers. Detailed information by sex and type of participant is presented in Annex 1.

V. Activities Planned for Next Quarter

Activities that will be implemented in the next quarter include:

Result 1:

- Develop the municipal training plan
- Provide teacher training and pedagogic support
- Analyze the municipal and school educational statistics, using indicators such as dropout and repetition rates, academic achievement, net enrollment in preschool and school, transitions from 6th to 7th grade, and completion of 6th grade.

Result 2:

- Support and train CED and COMDE members based on their needs
- Continue to implement the “La Educación Primero” campaign
- Bilingual Intercultural Education: Deliver the story books written by students and parents.
- Continue to implement the Culture of Peace program
- Develop an annual work plan at the municipal and school level based on educational data.

VI. Lessons Learned and Recommendations

The following lessons were learned over the reporting quarter:

- The application of the EOG tests has become stronger and more widespread each year. However, there is very limited information on the measures that schools take to make decisions using these results. During the next quarter, it is essential to incorporate effective analyses of the census-based EOG test results in each of the 1,051 schools in order to use them as a primary basis to implement an improvement plan for each school.
- The number of District Directors and school principals applying pedagogical accompaniment in the classroom is important, but it is challenging to ensure rigorous application of the instrument while ensuring a timely process that promotes decisions aimed at improving student performance.

- Judging by the data collected by the project M&E team, training is having an impact, especially in the use of DCNB materials in the classroom. While this outcome is good in itself (for curriculum implementation and its correspondence with the EOG test), training is also anticipated to contribute to improved student performance as well. We will have a better understanding of student performance next quarter, following the analysis of EOG test data.
- In looking at participation structures, particularly COMDEs, the next challenge is to continue empowering and validating the representation of civil society actors, not just MOE representatives, in these structures. The project will dedicate more effort to guidance and training for civil society members.

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 the Quarter

Summary of Training Events During the Quarter: October 1 to December 31, 2015

Workshop Name	Field of Study (i.e., what did the training cover)	Type of Participant (if available, disaggregate by participant type/gender)			Sex		Total	Training Dates*
		Teacher	Administrators and education officials	Volunteer	Male	Female		
Development, implementation and monitoring of PEDEM	Municipal Strategic Planning	4	5	4	8	5	13	**
EGRA	Teacher Training	20	5	0	12	13	25	**
Teacher training: communicative approach	Teacher Training	66	5	4	61	14	75	**
Analysis and use of educational indicators	Leadership of educational authorities	124	44	15	130	53	183	**
Total general		214	59	23	211	85	296	**

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

Annex 2: Summary of Issues Encountered by Result

Result 1:		
Issue	Description	Proposed Remedial Action
<i>Effect of the teacher training and pedagogic support in the classroom</i>	This support, particularly related to the use of materials in support of the CNB in the classroom and the implementation of teacher pedagogic support by the educational authorities, appears to impact teachers.	Data analysis indicates it may be necessary to make adjustments to how these practices are carried out, both in teacher pedagogic support and in monitoring of the student learning outcomes. For both situations, having quality information makes a difference in the decision-making process at school level.
Result 2:		
Issue	Description	Proposed Remedial Action
<i>COMDE and CED sustainability</i>	<p>In terms of community participation towards education, the continuous challenge to be faced in the next quarter is how these committees become sustainable beyond the project intervention. During the annual evaluation, key stakeholders identified several barriers which hinder community and municipal participation, including:</p> <ul style="list-style-type: none"> i) The participation level of each member (lack of commitment of members). ii) Lack of support of the educational and municipal authorities. iii) No legal recognition of these community and municipal organizations (CED and COMDE, respectively). iv) Weak coordination between the CED and COMDE. v) Interference of political affairs in the educational issues manage at the municipal level. 	The majority of these barriers are addressed by the project in its exit strategy, which includes actions to provide support to COMDEs to obtain formal status and to develop internal norms that regulate operations, as well as the organization of frequent visits between COMDEs and CEDs in order to coordinate and implement joint activities.

Annex 3: Annual Indicator Summary

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
		Grade 6	1	0.8	0.6	0.4	0.3	0.2
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 4 tasks	75% municipalities achieving at least 2 of the 4 tasks	80% municipalities achieving 2 of the 4 tasks	90% municipalities achieving 3 of the 4 tasks	95% municipalities achieving the 4 tasks
Sub IR 3.1.4	Percentage of CED implementing an annual work plan	0		25% CED achieving at least 2 of the 3 tasks	50% CED achieving at least 2 of the 3 tasks	70% CED achieving at least 2 of the 3 tasks	75% CED achieving the 3 tasks	75% CED achieving the 3 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: 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
		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 representation 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

Summary Performance Data Table Indicator Baseline, Target and Actual Values

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%	
								Grade 6: 0.8%	0.81%		Grade 6: 0.6%	1.11%	1.42%	0.76%	1.12%		Grade 6: 0.5%	1.02%	
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%	
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%				
	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	

Result 2:																			
Sub-IR 3.1.4	Percentage of COMDES reaching milestones toward developing and monitoring municipal strategic plans for education	Percentage	Municipality					70% achievement of at least 1 out of 4 tasks	71% 1 of 4 tasks		75% achievement of at least 2 out of 4 tasks in 80 municipalities	55%	47%	N/A	51%		80% achievement of at least 2 out of 4 tasks in 120 municipalities	54%	
Sub-IR 3.1.4	Number of CED Implementing an Proyecto Educativo de Centro (PEC)	Percentage	Municipality					25% achievement of 2 of 3 tasks	23% 2 of 3 tasks; 24.44% 3 of 3 tasks		50% achievement of 2 out of 3 tasks in 80 municipalities	68.3% 3 out of 3 tasks	69% 3 of 3 tasks	N/A	68% 3 out of 3 tasks		80% achievement of 2 out of 3 tasks in 120 municipalities	56%	
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		2300	2635	
Crosscutting Result																			
	Average number of school days in session (Contextual Indicator)	Number	Municipality					165	188		175						182	186	
	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: moderate positive toward participation (80 municipalities)	Knowledge = 36% (medium and high) Attitude: moderate positive toward participation	Knowledge = 40.74% (medium and high) Attitude: moderate positive toward participation	N/A	Knowledge = 38.5% (medium and high) Attitude: moderate positive toward participation				
											CED knowledge = 65% (medium and high) Attitude: strong positive toward participation (80 municipalities)	Knowledge = 53.24% (medium and high) Attitude: strong positive toward participation	Knowledge = 50.37% (medium and high) Attitude: strong positive toward participation	N/A	Knowledge = 51.9% (medium and high) Attitude: strong positive toward participation				
											Parents' knowledge = 65% (medium and high) Attitude: strong positive toward participation(80 municipalities)	Knowledge = 51.3% (medium and high) Attitude: strong positive toward participation	Knowledge = 60.1% (medium and high) Attitude: strong positive toward participation	N/A	Knowledge = 56.1% (medium and high) Attitude: strong positive toward participation				
	Gender -representativeness of project beneficiaries	Ratio	Municipality, type of trainee, sex					2:1	3:1		3:1				3:1		3:1	3:1	

Notes: (a) NE: No evidence; NI: Need to improve; IP: In process of improvement; OL: Optimal level
(b) Considering teachers with and with out availability of DCNB support material in their classroom
(c) Considering only teachers with DCNB support material available
*** This indicator is monitored every two years

Ranking

RANKING		
Category	Greater than or equal to (%)	Less than (%)
<i>Below Expectations</i>	0	69
<i>In process</i>	70	89
<i>Acceptable</i>	90	100
<i>Beyond Expectations</i>	101	