



EducAcción Project
Quarterly Progress Report
July 1, 2013 – September 30, 2013

Submitted by:
American Institutes for Research

With:
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SUMMARY OF THE PROJECT

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

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I. Introduction

This report documents the activities of the USAID/Honduras TCPP (EducAcción) Project during the July 1, 2013 to September 30, 2013 quarter. The Project is implemented and managed by AIR, along with partners CARE, CRS, ChildFund, Save the Children, FEREMA, and Fundación Aned.

The Quarterly Report is organized into the following sections: activities implemented, results, activities planned for the next quarter, and lessons learned. The report also includes annual data on the Project's progress toward the indicators established in the Performance Monitoring Plan (PMP). This information is presented in section III.

II. Activities Implemented During the Quarter

2.1. Strategic activities

During this quarter, the main strategic activities implemented by the project were the signing of an agreement with the Ministry of Culture, Arts and Sports (SCAD) and the strategic analysis of the second year of the project implementation.

An agreement was established between the SCAD and EducAcción for the following joint efforts:

- Provide technical assistance to train volunteers from the municipalities to promote reading in communities, particularly among children.
- Monitor and gather information from these experiences developed in the communities.
- Support reading workshops facilitated by the trained volunteers.
- Promote and locally support the implementation of mobile libraries in each municipality.

Through the SCAD agreement and the agreement established with the Miskito organization MASTA, reported in the previous report, the initiative to improve first language learning and instruction is growing. This work will be expanded from 22 schools in 2013 to 70 schools in 2014. These schools are located in municipalities with indigenous population in the departments of Gracias a Dios, Colón, Atlántida y Cortes.

The strategic analysis of the project's implementation was carried out with project staff in each implementing partner organization in order to analyze the following: the results obtained in their intervention area, the internal and external factors affecting the results, the technical strategies used, the results expected for next year, and the strategies needed to achieve them. As results-based 2014 annual work plan is now being developed by each partner organization.

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

In accordance with the annual work plan, the following activities were implemented during the reporting period:

- *Monitoring availability and use of DCNB-support materials:* Members of 160 CED in 32 municipalities gathered information with respect to the availability of DCNB-support materials in 160 schools. Among the findings: 80% of schools have at least one pacing guide, one set of content standards, one set of formative tests for each grade, and one set of pedagogical support tools used by Schools Principals and District Directors.

CED members will seek to get these materials for schools through the SE District (DDIE) or Departmental (DDE) offices. During this quarter, the DDIEs in nine municipalities distributed textbooks to their respective schools.

Through pedagogical support provided by School Principals and District Directors, the availability and use of the DCNB support materials in the classroom is monitored and supported. During this period, 579 School Principals and 55 District Directors provided this support to teachers.

- *Capacity building for principals and teachers:* during this quarter, teacher training and experience sharing sessions among teachers from different schools were carried out.

The training was provided to 4051 teachers and 859 education officials and administrators in municipalities of the three cohorts. The core themes of the workshops were: culture of peace, monitoring and implementation of PEC, use of EGRA and EGMA tests, TALULAR methodology (using locally available materials in the classroom), analysis and use of education indicators, pedagogical support, reading encouragement, and preschool education. (Please see information detailed in Annex 1)

With regard to the exchange of experiences with teachers from different schools, teachers from target schools in 32 municipalities have shared educational practices that helped improve language and math instruction (communicative and problem-solving approaches, respectively). This activity also encourages teachers to reflect upon their classroom practices through observing a classroom where the approaches are used.

- *Promote and support DDE and DDI leadership, decision-making and actions to achieve EFA goals:* the Project provided assistance during monthly meetings of school principals in order to analyze and discuss schools interventions to achieve EFA goals, particularly those that increase enrollment and reduce the dropout and repetition rates.

Among the interventions discussed were the development of municipal and school plans for pedagogical support, the provision of pedagogical support to teachers, and the implementation of flexible promotion (the latter in accordance to the guidelines set by the SE's Office of Evaluation of Educational Quality, DIGECE, to be implemented next school year). These activities were carried out in at least 46 municipalities during the period.

Since the Project team has found that District Directors are often more responsive to demands and needs of those "above" them in the SE structure (for example, to the DDEs) than to teachers and students, in at least 4 of the 14 departments attended by the project, the assistance provided to increase the pedagogic support to teachers was

coordinated first with the DDEs, which in turn coordinated with the District Directors. The implementation of pedagogic support took place either by using the pedagogical support tool provided by the project or the one provided by the Ministry of Education; both are in accordance with the municipal pedagogic support plans.

During this period, 5 additional municipalities developed pedagogical support plans. (54 pedagogical support plans were reported in the last quarterly report).

Result 1 Achievements

As a result of pedagogical support training in this period, 2,660 teachers received pedagogical support for the communicative approach to language instruction and 2,620 teachers received pedagogical support for the problem solving approach in math.

Moreover, during this quarter 2,381 teachers received pedagogical support in language and had materials such as pacing guides, content standards, or Spanish textbooks (89.50%). Additionally 2,379 teachers received pedagogical support in Math instruction and had materials such as pacing guides, content standards or Math textbooks (90.80%).

Table 1: Number of teachers who received pedagogical support and have DCNB support materials

1A. Spanish				1B. Math			
Cohort	F	M	T	Cohort	F	M	T
1	504	212	717	1	549	257	806
2	839	304	1143	2	849	320	1169
3	288	232	521	3	201	202	404
Total	1631	749	2381	Total	1599	779	2379

Source: Pedagogical support tool completed by School Principals and District Directors

The application of pedagogic support tools by 579 schools principals and 55 District Directors revealed that 79% of teachers are implementing the communicative approach (language instruction) and 84% of teachers are implementing the problem solving approach (math instruction), in 63 of the 120 education districts supported by the project

Table 2: Number of teachers who applied the Communicative and Problem solving approaches in their classrooms

2A. Communicative approach				2B. Problem solving approach			
Cohort	F	M	T	Cohort	F	M	T
1	455	191	645	1	500	235	735
2	806	279	1084	2	819	294	1113
3	209	177	386	3	170	176	346
Total	1469	646	2115	Total	1488	705	2193

Source: Pedagogical support tool completed by School Principals and District Directors

Challenges and perspectives

The monthly meeting of school principals coordinated by the District Director is considered by the Project to be one of the most influential structures for decision-making at the municipal level. The results obtained so far show that by supporting this structure, the project can increase the leadership of educational authorities and encourage data-driven decision making processes, in order to improve progress on EFA goals. Starting in 2014, the monthly school principal meetings will be positively impacted by the Project in each municipality through the provision of information, data, and/or technical assistance (i.e. in analyzing information for decision making), in order to reach EFA goals.

In July, 55,000 pre-school and primary school teachers took an online standardized test developed by the SE, with the objective of providing information about teachers' knowledge of content in the subject areas of math and Spanish. As a result of the evaluation, teachers in the municipalities served by the project have urged the project to provide training on specific Spanish and Mathematics content areas. The challenge for the project in the coming months is to respond to needs in these areas.

2.2.2. Result 2: Strengthened community participation in education

Activities summary

The main community participation in school management activities during this quarter were:

- *Technical assistance, training and support to municipal councils for educational development (COMDE):* During this quarter, the project continued its technical support and training to COMDE members. With this support, 91% of the COMDEs have developed a PEDEM, and 91% of those are being implemented.

Table 3: Number of municipalities implementing a PEDEM

Cohort	PEDEM developed	PEDEM being implemented	PEDEM with activities with increase educational quality
1	40	38	35
2	35	34	31
3	30	24	24
Total	105	96	90

- *Municipal incentive program to encourage school-level improvement and recognition for performance and Pilot scholarship program to support transition:* in 10 municipalities the COMDEs have identified schools which are implementing interventions to improve school performance. These include "Opportunity to Learn" actions, math and Spanish Olympics, encouragement of community participation, and support for students with high academic performance who face economic challenges in continuing their education in middle school. Schools will be awarded teaching materials, scholarships, and school meals. These incentives will be funded by both the project and by other organizations present in these municipalities.

During this quarter 69% of the COMDEs had an incentive plan developed and 96% of these plans were being implemented.

Table 4: COMDEs with an incentive plan being implemented

Cohort	COMDE with incentive plans developed	COMDE with an incentive plan being implemented	Number of incentives provided
1	33	30	596
2	30	30	200
3	20	20	151
Total	83	80	947

- *Technical assistance and support for the organization and/or strengthening of CEDs and support to CEDs for the development and implementation of work plans:* During this period the project continued providing technical assistance and training to CED members. Part of the technical assistance and training is also provided by the COMDEs, particularly during the early stages of CED conformation. As a result of this assistance and training, 532 CEDs have been established and have developed a PEC.

Table 5: CEDs with a PEC developed

Cohort	CED with PEC developed
1	218
2	156
3	158
Total	532

- *Phase II of Educación Nos Cambia La Vida communication campaign:* During this quarter, the project established agreements with 3 local and one national radio station and 7 national television channels to broadcast *La Educación Primero* campaign spots. The project has to date achieved free broadcast on 80 different television and radio stations nationally.

Activities related to community participation in school pedagogy implemented during the period include:

- *Extension of Construction of Peace pilot program:* during this period, 21 target schools were visited and received technical guidance in the elaboration and implementation of a Social Integration Plan (SIP). Of these, 19 schools are implementing activities which promote the culture of peace, such as meetings of students, parents and CED members to discuss related topics (i.e. self-esteem, motivation, goal setting, values, human rights, communication, interpersonal relations, effective relationships, social cohesion, gender equality, violence in schools, etc.). Other activities include community peace marches to raise awareness about violence in schools, soccer tournaments, and drawing contests.

Additionally, during this period the Project has supported training for teachers and municipal education authorities on prevention and response to violence, conflict mediation in schools, and prevention of gender-based violence. Printed materials for project staff, teachers, and parents, such as guidelines and tools to promote a culture of peace in the classroom, were distributed; these materials were developed based on the methodology and best practices from 2012.

- *Provision of education resources "toolbox" for parents and training for parents, teachers and CCEPREB volunteers:* during the reporting period, 231 pre-school and first grade teachers and volunteer CCEPREB facilitators were trained in Schools for Parents, Toolboxes, "My Next Step" (transition to first grade), and active and participatory teaching methodologies.
- *Development of local language storybooks for community use:* a committee with members from AIR, FEREMA, and CARE was formed to establish guidelines for editing and publishing the community-developed storybooks. The final document with guidelines was delivered to each project partner so that they can proceed with the edition and publishing of the storybooks already developed.

To date, students and parents in 41 municipalities have written storybooks, with the goal of making reading materials in Spanish and in indigenous languages available and improving students' reading skills. In 4 municipalities where the majority of the population is Garifuna, the storybooks have been translated into Garifuna.

- *Development of community libraries through IBB:* A set of guidelines to link the mobile libraries and the development of local language storybooks was developed this quarter; COMDE members, teachers, principals, and CED members will be actively involved in these processes.

Result 2 Achievements

- *Improved quality of preschool education:* during the quarter, the Project provided training in the use and application of tests that measure pre-writing and pre-reading skills, and in a pilot program on formative tests for preschool students.

One test focused on pre-writing was applied in 15 preschools in 5 municipalities. A total of 244 children were evaluated. Test rating categories were: very high, high, medium, and low. According to the results, 80% of the evaluated children scored in the category of 'very high.' Another test was applied to 3,700 children attending preschool; 3,010 students reached 70% of prereading skills and prewriting skills.

The Project team also supported the Ministry of Education in conducting validation of formative tests designed for preschoolers and the development of guidelines for application by CCEPREB volunteers. After the validation, 36 CCEPREB volunteers were trained for the application of the test. CCEPREB volunteers then applied the formative test to 750 children in 7 municipalities; results will be used to inform instruction and activities in CCEPREBs.

- *Increased diversity, availability, and use of teaching and learning materials:* in order to increase availability of learning materials, the project held school-level TALULAR training workshops. In 86 municipalities, 1,834 teachers and 93 parents are using teaching and learning materials made from local resources.
- *Increased number and diversity of learning opportunities inside and outside the classroom:* 490 schools in 100 municipalities implement at least two “Opportunity to Learn” initiatives inside and/or outside of the classroom. These focus on: family involvement, continuous assessment, learner-centered instructional practice, school climate, early grade reading, learning materials, and student and teacher attendance.

Challenges and perspectives

Since this is the second year (of three) of project implementation in the first cohort municipalities, the Project needs to develop a phase-out and sustainability plan. This will require strengthening the structures of participation at this level so they can continue operations without further input from the project, as well as increasing the capacities of other local actors (parents, community leaders) to work with local government officials, district SE staff, and other stakeholders.

These actions are especially relevant due to the November 2013 national elections, which are expected to lead to the turnover and replacement of educational and municipal authorities in most municipalities served by the project.

III. Results

This section presents annual progress toward the indicators established in the Performance Monitoring Plan (PMP) after the second year of 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 is a *reporting* of results by indicator; an *analysis of the results* by indicator is currently being prepared and will be available in November 2013.

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 EFA.

Another 3 of the 10 Result 1 indicators measure the number of actors who are direct beneficiaries of the project. The 2 remaining indicators examine the effects of teacher training processes carried out by the project.

The educational indicators were calculated using the official information provided by the Ministry of Education, disaggregated by municipality. The data correspond 2012 enrollment (initial and final) for the municipalities of the three cohorts of the project, as well as INE population projections population. (Final enrollment data is preliminary).

The goal for the second year was not achieved in any of the 5 indicators. The indicators whose values are closer to the goal are net primary completion rate, transition rate from 6th to 7th grade, and net enrollment rate of children 5 years of age in preschool who receive one year of pre-school education. (Between 82% and 93% of the defined goal reached).

In regard to the repetition rates for grades 1-6, the data indicate that there was an increase in these rates with respect to the baseline and the previous year. The global repetition rate is an average of three cohorts, and since the second cohort has the highest repetition rate in all grades it affects the global rate significantly. Similarly, the dropout rate for grades 1-6 showed an increase in relation to the baseline and the previous year. The set of municipalities most affected by dropout are in cohort 1 and as a result, the overall rate is also significantly affected.

With respect to the indicators related to project beneficiaries, two of the three targets were met: the number of teachers/educators/teaching assistants who successfully complete in-service training or receive intensive coaching or mentoring with USG support and the number of administrators and officials trained with USG support (in both cases the goal was surpassed by more than 30%). Trainees (teachers and educational authorities) are only reported if they have completed a minimum of 16 hours of training during the second year of the project. The details of these participants are presented in Annex 1.

The number of learners enrolled in pre-primary schools or equivalent non-school-based settings supported by the USG was not reached. The total reached is 82% of the goal.

Regarding following indicators: a) percentage of teachers observed (who have DCNB materials) using DCNB standards and assessment tools in the classroom, and b) percentage of teachers observed using gender-sensitive pedagogies in the classroom, the first target was met, and the second was not.

For the first indicator there are two values presented. One was calculated taking into consideration all of the teachers trained by the project, and the other was calculated including only those teachers trained by the project who have access to the DCNB-support materials. Since the indicator is only for those teachers who have DCNB materials, the goal was met. Of the teachers observed for the second indicator who have access to DCNB support materials, 61% use the materials in an optimal level or are in the processes of acquiring this level.

To calculate the index of use of DCNB-support material in classroom the following was taken into account: the use of formative assessments and the use of DCNB standards and pacing guides in class planning. A decrease in the use of DCNB support material is observed, related mainly to the use of formative assessments in the classrooms.

The second indicator measures whether teachers use gender-sensitive pedagogies in the classroom, which means that there should not be any difference in a teacher's attitude/teaching towards the boys and girls in the classroom. The instrument used to measure the indicator observes whether a teacher performs certain actions (responds to the students, anticipates their needs, etc.): always, most of the time, sometimes, or a few times. The goal for the indicator was 65%. However the data collected show that only 50% or less of the teachers respond to and anticipate the needs of female and male students, thus the goal was not met. (50% of teachers respond to and anticipate boys' needs and 48% of teachers respond to and anticipate girls' needs. However, the difference in behavior toward boys and girls is not statistically significant).

Result 2: Strengthened community participation in education

Regarding the indicator related to COMDEs, four tasks have been identified in order to determine progress on developing and monitoring municipal strategic plans for education (PEDEM). Baseline data for cohort 1 shows that 6% of COMDEs proposed measures to other actors (task 4), 8% monitored educational indicators (task 3), 8% included in the work plan activities to promote CED creation and support (task 2) and 25% have an actionable and monitored PEDEM (task 1). For cohort 2, 0% of COMDE proposed measures to other actors (task 4), 4.4% monitored educational indicators (task 3), 11.1% included in the work plan activities to promote the CED creation and support (task 2) and 33.3% have an actionable and monitored PEDEM.

51% of 80 COMDEs analyzed have achieved 2 or more tasks; of these 13.4% have achieved 4 tasks, while 22.4% have not achieved a single one of the tasks. A total of 68% of the goal was reached. Comparing both cohorts, first cohort COMDEs have achieved a larger amount of the tasks proposed.

With respect to the indicator that measures the CED's PEC implementation, the target was surpassed by 36%. The cohort that shows a greater level of achievement is the second cohort. In relation to the baseline, this indicator shows a substantial increase.

The target for the indicator related to community volunteers involved in the activities of the project was also surpassed by more than 100%. The volunteers included in this indicator are parents, CCEPREB volunteers, members of COMDEs and CEDs, and other community leaders.

Contextual indicators

In addition to the indicators linked to results 1 and 2, there are other indicators which monitor the context of the project. These include the number of class-days, the percentage of change in knowledge and attitude of key stakeholders toward participation in education, and the gender representativeness of project beneficiaries.

With regard to gender representativeness, the following numbers of teachers and CCEPREB volunteers were trained during this year: 2,972 male teachers, 9,470 female teachers, and 296 female volunteers and 11 male volunteers. The ratio of male volunteers and teachers trained to female volunteers and teachers trained is one to three. This is equivalent to the male to female ratio for teachers and volunteers in the corresponding municipalities in 2012; thus, the goal was reached.

The percent change in community member's knowledge of and attitudes toward community participation in the educational system was measured among three stakeholders: CED members, COMDE members, and parents. To measure the knowledge of COMDE and CED members, questions with respect to the member's awareness of their roles and tasks were used. According to the annual monitoring data, the target established was not reached during the second year of project implementation, although all of the stakeholders showed an increase in their knowledge in comparison to the baseline. The attitude toward participation remains strongly and moderately positive in COMDE members, and CED members and parents, respectively.

Finally, the average number of school days in session was provided by the Ministry of Education. According to the information provided, the number of schools days in 2012 was 177.

IV. Number of Participants Trained

As indicated in the previous section, 12,442 teachers, 1,816 education authorities and officers, and 2,805 volunteers were trained during the second year of the project. There were 4,051 teachers, 859 educational officials, and 926 volunteers trained during the quarter. Detailed information by sex and type of participant is presented in Annex 1.

V. Activities Planned for Next Quarter

Strategic Activities:

-Partner workplans and budgets for 2014

Result 1:

- Capacity building in the development, monitoring, and implementation of municipal level teacher training plans
- Capacity building for principals and teachers
- Monitoring availability and use of DCNB-support materials

Result 2:

- Technical assistance to municipal councils for educational development (COMDES)
- Customized training and support provided to COMDEs and CEDs, according to need
- Extension of Construction of Peace pilot program
- Phase II of the *Educación Primero* campaign
- Development of local language storybooks for use in indigenous communities
- Development of community libraries

VI. Lessons Learned and Recommendations

- The teacher evaluation process conducted by the Ministry of Education revealed the areas of teacher knowledge that require strengthening and allowed teachers to request trainings related to specific content knowledge. This is considered a first step in order to identify the training required to lead to improvements in student learning.
- This current school year is on pace for a record-level of school days in session, which is a very positive development and is anticipated to impact student learning. This contrasts

with what may be viewed as the absence or non-implementation of SE measures for the improvement of other key indicators (such as dropout and repetition rates) related to EFA goals.

- The Ministry of Education issued Agreement 0700-SE-2013 (attached for reference), which will be -if not set aside or repealed by the next government- an important measure to reduce the high rates of repetition in grades 1 to 3. The project must work to ensure that teachers are trained and motivated to fully implement the new evaluation paradigm put in place by this agreement.

VI. Annexes

Annex 1: Summary of training events during the July 1 to September 30, 2013 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 Quarter: July 1 to September 30, 2013

Workshop Name	Field of Study (ie, what did the training cover)	Type of Participant (if available, disaggregate by participant type/gender)			Sex		Total	Dates of training* (include start and end dates)
		Teacher	Administrators and education officials	Volunteer	Male	Female		
Teacher pedagogic support	Teacher training	163	128	3	117	177	294	**
Analysis and use of educational indicators	Municipal Strategic Planning	98	67	33	79	119	198	**
Capacitación del COMDE en Funciones y Ley de Participación Comunitaria	Municipal Strategic Planning	11	18	41	40	30	70	**
Culture of Peace	Culture of Peace	35	4	25	23	41	64	**
Culture of Peace	Culture of Peace	97	7	26	20	110	130	**
Intercultural Bilingual Education	Teacher training	11	5	0	9	7	16	**
Pre-school education	Pre-school education	249	44	277	33	537	570	**
EGMA	Teacher training	7	0	0	2	5	7	**
EGRA	Teacher training	113	27	8	32	116	148	**
COMDE Strategic Plan	Municipal Strategic Planning	4	4	14	13	9	22	**
Development and monitoring of PEC	Strategic Planning in the school	116	34	130	84	196	280	**
Teacher training: Spanish	Teacher training	1384	175	15	359	1215	1574	**
Teacher training: Math	Teacher training	1173	167	3	422	921	1343	**
Roles of the COMDE members	Municipal Strategic Planning	0	2	4	2	4	6	**
Gender Equality	Gender	25	9	23	28	29	57	**
Management of Educational Indicators	Municipal Strategic Planning	2	3	8	5	8	13	**
Exchange of teaching experiences among teachers	Teacher training	20	9	0	14	15	29	**
Juego y aprendo: Play and learn methodology	Pre-school education	16	7	33	2	54	56	**
Organization of CED	Strategic Planning in the school	29	5	135	67	102	169	**
Teacher training	Teacher training	92	27	16	38	97	135	**
Teacher planning for multi-grade	Teacher training	12	7	0	7	12	19	**
Strategic planning in the school	Strategic Planning in the school	42	18	42	33	69	102	**
Municipal strategic planning	Municipal Strategic Planning	37	35	55	57	70	127	**
Promoting reading habits	Teacher training	8	1	5	3	11	14	**
End grade test application	Teacher training	1	0	0	1	0	1	**
TALULAR	Teacher training	243	43	29	77	238	315	**
Use of DCNB support material	Teacher training	63	13	1	13	64	77	**
Total		4051	859	926	1580	4256	5836	

Note: **

The workshops were held in different cities on several dates and by different organizations, so specific dates are not included here. However, details of each workshop can be provided if required.

Annex 2: Summary of challenges encountered by Result and their corresponding remedial actions

Result 1:		
Issue	Description	Proposed Remedial Action
<i>Requests made by the teachers with respect to the contents of the training</i>	The teachers have requested training in math and Spanish content-area knowledge instead of pedagogical approaches. This request is linked to the obligatory Online Standardized Tests for teachers implemented by the Ministry of Education.	Analyze the results of the Standardized Tests and consult teachers and SE personnel to determine content-area training needs in math and Spanish and how the Project can support this going forward.
Result 2:		
Issue	Description	Proposed Remedial Action
<i>Upcoming graduation of first cohort municipalities</i>	The 3 years of intensive project support to the municipalities of the first cohort ends at the end of calendar year 2014.	Develop a phase out and sustainability plan

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
		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%	
Sub IR 3.1.2	Percentage of trained teachers observed using gender-sensitive pedagogies in the classroom	3%± 0,1725 Always; 74,3% ± 4,27 Most of the time	60%	65%	70%	70%	85%	
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 administrators 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	FY 2013 Target	FY 2014 Target	FY 2015 Target	FY 2016 Target
Sub IR 3.1.4	Percentage of COMDES reaching milestones toward developing and monitoring municipal strategic plans for education	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 a Proyecto Educativo de Centro (PEC)	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

Type of indicator	Indicator	Baseline	FY 2012 Target	FY 2013 Target	FY 2014 Target	FY 2015 Target	FY 2016 Target
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: April 2012

Annex 4: 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
				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%		
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 task	71% 1 o 4 task		75% achieving at least 2 of 4 task 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 task	23% 2 of 3 task; 24,44% 3 of 3 task		50% achieving 2 of 3 task in 80 municipalities	68.3% 3 of 3 task	69% 3 of 3 task	N/A	68% 3 of 3 task	
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 Result																
	Average number of school days in session (Contextual Indicator)	Number	Municipality					165	188		175					
											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	

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	
	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		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	

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
** We did not perform annual monitoring of this indicator since the trainings with the teachers were conducted in late July and August, 2012.
*** 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	