



EducAcción Project

Quarterly Progress Report

April 1, 2013 – June 30, 2013



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

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SUMMARY OF THE PROJECT

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

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Introduction

This report documents the activities of and technical assistance provided by the USAID/Honduras TCPP (EducAcción) Project during the April 1-June 30th, 2013 quarter. The Project is 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, results, activities for the next quarter, and lessons learned.

In addition to the sections previously mentioned, as requested by the USAID Monitoring and Evaluation Officer in Honduras, a new section has been incorporated in the report. It summarizes progress toward indicators, the main issues faced, and information on participant training.

I. Activities Implemented During the Quarter

1.1. Strategic activities

During this quarter, the main strategic activity implemented by the project was the coordination of education support activities with several NGO, donors, and entities of the Ministry of Education at the municipal level.

In regard to the coordination of education support activities at the municipal level, project personnel participated in meetings of the Donor Roundtable in the departments of La Paz and Intibucá. The Donor Roundtable is made up of the main cooperation agencies and institutions working in these departments. This coordination has made it possible to find common goals in implementation, optimize resources, and expand the project's impact.

The project has also been coordinating with the GIZ PROEFA Project, particularly for operations in La Paz and Intibucá. Additionally, in Intibucá, the project teamed with the Food for Education Project (FFE) funded by USDA and implemented by CRS, and also with the Educatrachos Project, funded by the IDB and implemented by the Ministry of Education.

As a result of the Minister of Education's intervention with respect to the status of the achievement of EFA goals, school attendance records and grade levels of students have been incorporated into the System for School Administration (SACE). The purpose is to monitor the dropout and repetition rates in schools and districts and identify measures to implement in order to decrease dropout and repetition rates.

A significant partnership with the Ministry of Culture, Arts and Sports (SCAD) was developed. The Project will support training of local volunteers to carryout workshops promoting reading through community libraries.

With the purpose of supporting bilingual education in indigenous communities, cooperation agreements have been made with representatives of the directors of the newly created Department of Intercultural Multilingual Education and the organization of indigenous Miskitos called MASTA. With their input, decisions have been made to ensure that the responsibility and leadership of the bilingual education process promoted in 22 schools in Puerto Lempira is

assumed by the communities (parents and teachers) and authorities of the Ministry of Education.

1.2. Technical/Implementation Activities

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

1.2.1. Result 1: Continued support to reach EFA goals

Activities summary

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

- *Capacity building in the development, monitoring, and implementation of municipal level teacher training plans:* During this quarter, 11 COMDEs from second and third cohort municipalities applied a diagnostic to determine the training needs of teachers. It is expected District Directors will release the municipal teacher training plan in the next quarter, building on the results of the diagnostics.

The teacher training plan, which has been included in the Municipal Education Plan (PEDEM), seeks to increase both teacher content and didactic knowledge.

Table 1: Number of Municipalities with the teacher training plan included in the PEDEMs

Cohort	No. of Municipalities	Municipalities by cohort
1	24	40
2	15	43
3	15	37
Total	54	120

- *Capacity building for principals and teachers:* the content of capacity building sessions includes use of the problem solving and communicative approaches (for Math and Spanish instruction, respectively), with teachers, and educational support (pedagogic accompaniment) with principals and SE district personnel.

Teacher training has been focused on teachers from both target and non-target schools. For the latter, it has been necessary that COMDE members obtain financial support from the local government in order to reach 100% of the teacher population. During this quarter, this occurred in 3 municipalities from cohort II. (Chinacla, Cabañas y Opatoro)

To promote pedagogical accompaniment, the project continues to implement various strategies, including:

- i) Advising District Directors and School Principals on the development of the municipal pedagogical accompaniment plan during their established monthly meeting. This measure was implemented in 54 municipalities of intervention in the Departments of Comayagua, Francisco Morazán, Santa Bárbara, Intibucá, La Paz, and Valle

(equivalent to 45% of the municipalities in the project). The purpose of this plan is to identify to whom and when pedagogical accompaniment should be given, and which resources are needed.

Table 2: Municipalities with a pedagogical accompaniment plan

Cohort	No. of Municipalities	Municipalities by cohort
1	17	40
2	19	43
3	18	37
Total	54	120

- ii) Training School Principals and District Directors in Pedagogical Accompaniment and carrying out accompaniment visits in schools (more detail on this can be found in annex 1).
- *Promote and support DDE and DDI leadership, decision-making and steps to achieve EFA goals:* The Project continues training and supporting discussions in meetings of schools principals and the District Directors about the use of DCNB support materials and their benefits in the classroom. Also discussed are the education indicators status, the results of the Math and Spanish end of grade tests, and using this information for decision-making. During this quarter, this activity was carried out in 46 municipalities of the Department of Intibucá, Santa Bárbara, La Paz, Comayagua and Francisco Morazán (38% of the municipalities served by the project).

Among the issues discussed during the meetings are municipal repetition and drop-out rates and pre-school enrollment. Some of the decisions made during the meetings included:

- Train to teachers to provide remedial support to students who are promoted to the next grade conditional upon remedial support to catch up.
- To support the “La Educación Primero” education campaign at the municipal level.
- To schedule the school principal council meetings on weekends, in order to not take time away from instructional time in schools.
- To implement pedagogical accompaniment for teachers in their schools.
- *Monitoring availability and use of DCNB-support material:* at least two major activities have been implemented in the project intervention area in order to determine the availability of DCNB support materials in schools. One is the application of the pedagogic accompaniment tool, and the other involves use of tools developed and applied by COMDE and CED members.

An example of this occurred in the municipality of Intibucá (San Miguelito), where COMDE members and school principals applied a survey in order to determine how many DCNB support materials were available in their schools, by grade and subject. The preliminary results indicated that 8 schools in which the surveys were applied have approximately 85% of the math books and 17% of the Spanish books that are required at the schools, as well as at least one pacing

guide that defines and organizes the standards to be taught and mastered month-by-month, and one set of content standards.

In addition, in 32 municipalities of the first, second and third cohorts, the members of 160 CED gathered information about the availability of DCNB-support material in their schools. The results will be available in the next quarterly report.

Result 1 Achievements

During this period, training was provided to 1,411 teachers and 671 education officials and administrators in municipalities of the three cohorts, mainly focused on Math and Spanish instruction, municipal teacher development plans, EGRA, culture of peace, and pedagogical accompaniment.

As was previously reported, the project printed 3,600 copies of the guide for pedagogical accompaniment. During this quarter, guides were distributed to 116 Education District Offices and to 2,632 School Principals.

Three hundred thirty four previously trained school principals reported receiving pedagogical accompaniment for teachers in their schools and 575 teachers received this pedagogical support from their school’s principal.

Table 3: Number of School Principals and District Officers Receiving Pedagogic Accompaniment

Cohort	Number of School Principals who receive pedagogic support	Number of teachers who receive pedagogic support	Number of schools visited
1	199	359	246
2	91	73	131
3	44	143	107
Total	334	575	484

In order to increase the availability of DCNB support materials, the La Paz DDE, with project support, will distribute Spanish and Math formative tests to the target schools as well as Spanish textbooks to each school in the department in the next quarter.

During this quarter, the following data was collected on pedagogic accompaniment given to school teachers and on availability of DCNB support materials: 50% of the teachers had DCNB support material for teaching Spanish, and 52% had materials for teaching Math. This information will be verified during annual project monitoring.

Table 4: Percentage of teachers who receive pedagogic support and have DCNB support material

4A. Spanish				4B. Math			
Cohort	Female	Male	Total	Cohort	Female	Male	Total
1	59%	27%	48%	1	55%	40%	54%
2	43%	48%	68%	2	50%	62%	56%
3	44%	31%	38%	3	44%	28%	35%
Total	55%	33%	50%	Total	53%	44%	52%

Challenges and perspectives

Some of the challenges that were faced during this quarter include the high level of effort that the District Officer placed in management tasks compared to pedagogic support for school principals and teachers.

School principals and municipal education authorities have promoted decision making based on information and management focused on achieving educational goals. However, the implementation of these processes faces many challenges, especially due to their operation within a context often characterized by a lack of accountability and programs that are not results-driven. Moreover, management staff responds more to demands from their hierarchical superiors and, to a lesser extent, to demands from teachers and students.

Additionally, security issues have been noted. The SE District Education Office in San Miguelito (Intibucá) was robbed. Along with equipment and other items, project-related photocopies, training material, and other information was taken. More security measures have been implemented by the Ministry after this incident.

1.2.2. Result 2: Strengthened community participation in education

Activities summary

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

- *Technical assistance to municipal councils for educational development (COMDEs) and customized training and support provided to COMDEs based on their needs:* During the quarter, the project continued its technical support to COMDEs. Through the technical support and training provided, 105 COMDEs have developed a PEDEM. COMDEs are also adjusting and implementing activities related to their PEDEM, such as:
 - plans to reduce dropout and failure rates (at least 3 municipalities)
 - enrollment campaign for pre-school
 - municipal poetry and story contests to increase writing and reading in their municipalities (at least 2 municipalities)
 - establishing transparency committees in order to supervise PEDEM implementation (at least 11 municipalities)
 - census of the student population (at least 1 municipality)
 - support the delivery of textbooks and teacher trainings (at least 4 municipalities)

- discussion of the results of the student academic performance as well as of EFA indicators and goals in town halls (at least 10 municipalities)
- plans to incentivize economically disadvantaged students who perform well academically (at least 66 municipalities)

Table 5: Number of municipalities implementing a PEDEM

Cohort	PEDEM developed	PEDEM implemented	PEDEM with activities to increase education quality
1	42	37	37
2	33	25	24
3	30	15	16
Total	105	77	77

- *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 provided technical assistance and training to CED members in a number of areas, including the functions and roles of CED members, the development or updating of PECs, the development of annual operating plans and the development of plans that increase school safety. During this quarter, 88 municipalities from the first, second and third cohorts report having 426 CEDs organized and supported.

Table 6: Number of schools with a CED supported by the project

Cohort	Municipalities supported	No. of CEDs supported
1	39	197
2	33	149
3	16	80
Total	88	426

- *Phase II of “La Educación nos Cambia la Vida” communication campaign:* Negotiations with local media for broadcasting are in effect in each municipality. There are currently agreements with radio stations and local television channels in 6 municipalities.

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

- *Extension of the Culture of Peace pilot program:* Culture of Peace training was provided to two teams in the departments of Atlántida and Cortes. This training lasted two days, with the themes of: Culture of Peace (Concept, self-esteem, motivation, goal setting, values, human rights, communication, interpersonal relations, effective relationships, social cohesion, gender equality, violence in schools, child abuse, homophobia at schools and others) and development of the Social Integration Plan (PIS) for schools. In addition, a manual was developed so that trainees will be able to consult this material when developing the PIS for their school.

- *Training of project facilitators on gender concepts and training of municipal, local, and school personnel on incorporating gender issues:* During the quarter, the monitoring and evaluation staff, along with the technical staff, were trained on gender issues. During the training, participants discussed gender inequities and how to identify these inequities during classroom observations.

In addition, CED members, COMDE members, and teachers were trained in gender issues in 3 of the 11 municipalities in the Department of La Paz.

Result 2 Achievements

Implementation of municipal incentive plans during this period was reported in 66 of the 120 municipalities served by the project. The beneficiaries include approximately 466 low-income students facing challenges in continuing their studies due to poverty. The incentive plans are managed by the COMDEs according to pre-established regulations, which define the norms under which the incentives are granted. A detailed description of the type of incentives and the norms will be provided in the next quarterly report.

Table 7: Number of opportunities offered to economically disadvantaged students

Cohort	COMDEs with incentive plans developed	COMDEs with incentive plans being implemented	Number of incentives provided
1	25	25	298
2	21	15	100
3	20	15	68
Total	66	55	466

Other achievements during the quarter included the development of Social Integration Plans in 184 schools. Also, 132 schools in the first, second and third cohort now have a school discipline monitor patrol, which is composed of children from 4th through 6th grade, in order to increase the safety and security environment in schools.

Challenges and perspectives

Challenges related to the sustainability of these structures and the continuity of COMDE and school council members will be faced throughout 2013.

The Ministry of Education has issued various mandates which have offset the plans and schedules of the schools, since many of those mandates involve useful but time consuming tasks such as using the new web platform to enter enrollment and other data. This has made it difficult at times to convene COMDE and CED members to participate in previously scheduled activities.

Recent legislation favors both decentralization in education and the participation of civil society. In practice, mid-level SE personnel often demand decentralization of functions to the department and district level, while at the same time complying with only the bare minimum required by law in terms of participation. Due to this, in effect many COMDEs experience a

restricted level of support from the SE structures, hampering their ability to function as an effective structure for participation.

It is important to note that large challenges still lie ahead with respect to civil society and its involvement in COMDEs and CEDs. To a large degree, much of civil society is as of yet not fully aware of its right to participate in and demand accountability in education, and to exercise a leadership role in education in the municipalities. This is a challenge that the Project team will continue to address.

1.2.3. Monitoring and evaluation

Activities summary

- *Analysis of the baseline survey data for the three cohorts.* The Project team has gathered data for all municipalities in the three cohorts and is currently analyzing it. A baseline document, which will include information on the three cohorts, will be included in the next quarterly report.
- *Preparation of annual monitoring information:* as requested by USAID, the annual monitoring information will include information disaggregated by cohort. This requires a large sample size and thus an increased amount of time or personnel will be necessary to gather the information related to the project indicators.
- *Site visits to verify information reported by the NGO partners:* as a result of these visits, recommendations to improve the quality of the data and information reported have been provided to the monitoring and evaluation staff of each partner NGO.

Challenges and perspectives

The main challenges in the next quarter will be gathering the annual monitoring information in the time required, considering the limited resources available.

II. Results

Results are reported annually. This corresponds to the report presented at the end of the third quarter of the calendar year/fourth quarter of the USAID fiscal year (July to September) each year.

III. Number of Participants Trained

3,291 participants (education officials, teachers, and volunteers, including COMDE and CED members and CCEPREB volunteers) received training this quarter; 70% were female. More detail is provided in the annex 1 of this report.

IV. Activities Planned for Next Quarter

According to the 2013 annual operating plan, the following are the main activities to be implemented during the next quarter:

- Implementation at the local level of the “La Educación Primero” communications campaign
- Capacity building in the development, monitoring and implementation of municipal level teacher training plans
- Capacity building for principals and teachers
- Promote and support DDE and DDI leadership, decision-making, and actions to achieve EFA goals.
- Monitoring availability and use of DCNB-support materials
- Development of local language storybooks for use in indigenous communities
- Development of community libraries
- TALULAR training workshops at the school level
- Work with CODECOs to strengthen community volunteers’ capacities
- Creation of COMDE peer learning and support structures
- Municipal incentive program to encourage school-level improvement and recognition for performance
- Technical assistance and support for the organization and/or strengthening of CEDs and for the development and implementation of CED work plans

V. Lessons Learned and Recommendations

- Establishing strategic alliances with organizations such as World Vision Honduras, the United Nations Organization for Food and Agriculture, JICA, GIZ, Plan International, and others who support education has helped ensure effective use of resources in support of dropout prevention, teacher training, and pedagogic accompaniment.
- Integrating a larger number of stakeholders in the CEDs and COMDEs and appealing to the importance of community involvement provides better support for ensuring implementation and monitoring of COMDE and CED work plan activities.
- There is a need to continue to develop skills for participation in the civic participation structures such as COMDEs and CEDs, given that many of these structures are recently established and many community members do not have experience in this type of role. Public officials should also be sensitive to these needs and supportive of civil society members entering this space.
- The reforms in the educational system led to an increase in the number of days in class in the current year. While this is a notable and important achievement, it is not sufficient. It is also necessary to increase the sense of responsibility for educational achievement among local actors, including among teachers and parents, as well as educational administrators at the municipal and district levels.

VI. Annexes

Annex 1: Summary of training events during the April 1 to June 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 the April 1st-June 30th 2013 Quarter

Workshop Name	Field of Study (i.e., 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		
Result 1: Continued support to reach EFA goals								
Pedagogic accompaniment	Pedagogic accompaniment	3	5	1	8	1	9	5/22/2013
Pedagogic accompaniment	Pedagogic accompaniment	6	6		7	5	12	6/21/2013
Pedagogic accompaniment	Pedagogic accompaniment		6		4	2	6	5/8/2013
Pedagogic accompaniment	Pedagogic accompaniment		13		10	3	13	5/16/2013
Pedagogic accompaniment	Pedagogic accompaniment	27	1		13	15	28	5/17/2013
Pedagogic accompaniment	Pedagogic accompaniment	17	8		18	7	25	4/5/2013
Pedagogic accompaniment	Pedagogic accompaniment	15	13		17	11	28	4/22/2013
Pedagogic accompaniment	Pedagogic accompaniment	8	18		13	13	26	6/7/2013
Pedagogic accompaniment	Pedagogic accompaniment	5	1		5	1	6	6/20/2013
Pedagogic accompaniment	Pedagogic accompaniment	6	3		5	4	9	6/21/2013
Analysis and use of educational indicators	Analysis and use of educational indicators	4	9	2	7	8	15	5/20/2013
Pedagogic accompaniment	Pedagogic accompaniment	1	15	1	12	5	17	5/27/2013
Problem-solving approach and blackboard use	Teacher training: problem-solving approach for math instruction	24	2		17	9	26	4/26/2013
Pedagogic accompaniment	Pedagogic accompaniment	14	4		9	9	18	5/17/2013

Training in math instruction (problem-solving approach)	Teacher training: problem-solving approach	30	10		31	9	40	5/2/2013
Communicative approach to language instruction	Teacher training: communicative approach	14	1		12	3	15	4/19/2013
Problem-solving approach	Teacher training: problem-solving approach for math instruction	15			11	4	15	4/19/2013
Pedagogic accompaniment	Pedagogic accompaniment	1	19	1	14	7	21	5/15/2013
Complex themes in Math	Teacher training: problem-solving approach	24	30		41	13	54	5/20/2013
Communicative approach	Teacher training: communicative approach for language instruction	31	3	2	35	1	36	4/18/2013
Communicative approach	Teacher training: communicative approach for language instruction	11	1		11	1	12	4/24/2013
Communicative approach	Teacher training: communicative approach for language instruction	13			10	3	13	4/26/2013
Pedagogic accompaniment	Pedagogic accompaniment	29	2		18	13	31	5/8/2013
Pedagogic accompaniment	Pedagogic accompaniment	7	4		9	2	11	5/9/2013
EGMA and EGRA training	Early grade reading and math assessments	8	4		10	2	12	5/15/2013
Pedagogic accompaniment	Pedagogic accompaniment	2	7		5	4	9	5/22/2013
Pedagogic accompaniment	Pedagogic accompaniment	2	21	1	14	10	24	5/30/2013
Pedagogic accompaniment	Pedagogic accompaniment	14	1	1	7	9	16	4/18/2013
Pedagogic accompaniment	Pedagogic accompaniment	32	1		19	14	33	5/8/2013
Pedagogic accompaniment	Pedagogic accompaniment	27	1	2	18	12	30	5/14/2013
Pedagogic accompaniment	Pedagogic accompaniment	7	8	1	12	4	16	5/9/2013

EGMA and EGRA training	Early grade reading and math assessments	5	6		9	2	11	5/20/2013
Problem-solving approach	Teacher training: problem-solving approach for math instruction	10	3		12	1	13	4/4/2013
Pedagogic accompaniment	Pedagogic accompaniment		7		3	4	7	4/16/2013
Communicative approach	Teacher training: communicative approach for language instruction	7	3		7	3	10	4/4/2013
Communicative approach	Teacher training: communicative approach for language instruction	7	13		16	4	20	4/9/2013
Communicative approach	Teacher training: communicative approach for language instruction	7	11		14	4	18	4/11/2013
Problem-solving approach	Teacher training: problem-solving approach for math instruction	3	12		11	4	15	4/9/2013
Communicative approach	Teacher training: communicative approach	30	2		30	2	32	4/5/2013
Communicative approach	Teacher training: communicative approach for language instruction	24	3		15	12	27	4/25/2013
Communicative approach	Teacher training: communicative approach for language instruction	12	12		17	7	24	5/23/2013
Communicative approach	Teacher training: communicative approach for language instruction	19	5		10	14	24	4/25/2013
Problem-solving approach	Teacher training: problem-solving approach for math instruction	12	13		17	8	25	5/9/2013

Problem-solving approach	Teacher training: problem-solving approach for math instruction	38	7		16	29	45	5/16/2013
Problem-solving and communicative approach	Teacher training: problem-solving approach for math instruction	21	6		16	11	27	4/25/2013
Municipal teacher training plan	Teacher training plan	15	4		14	5	19	4/9/2013
Educational Indicators	Analysis and use of educational indicators	2	9		7	4	11	5/29/2013
Educational Indicators	Analysis and use of educational indicators	12	12	6	13	17	30	5/30/2013
Educational Indicators	Analysis and use of educational indicators	1	13		6	8	14	6/18/2013
Educational Indicators	Analysis and use of educational indicators	13	3	14	19	11	30	6/25/2013
EGRA	EGRA	14	9	1	13	11	24	5/13/2013
EGRA	EGRA	9	8		13	4	17	5/15/2013
EGRA	EGRA	23	5	1	22	7	29	5/29/2013
Municipal teacher training plan	Municipal strategic planning	2			0	2	2	4/12/2013
Municipal teacher training plan	Municipal strategic planning	3	2		3	2	5	4/12/2013
Communicative approach	Teacher training: communicative approach	32	4		23	13	36	4/25/2013
Educational Indicators	Analysis and use of educational indicators	24	7	5	26	10	36	5/17/2013
Methodologies for Effective Schools	Pre-school education	1	3	17	19	2	21	6/13/2013
Methodologies for Effective Schools	Pre-school education	8		21	28	1	29	6/17/2013
Methodologies for Effective Schools	Teacher training: communicative approach	2	2	19	21	2	23	6/13/2013
Methodologies for Effective Schools CCEPREB	Pre-school education	7		11	18	0	18	6/20/2013

Active learning methodologies	Teacher training plan	5	4	24	32	1	33	4/5/2013
Active learning methodologies	Pre-school education	24	1	7	32	0	32	4/10/2013
Problem-solving approach	Teacher training: problem-solving approach for math instruction	18	2	1	10	11	21	5/8/2013
Pedagogic accompaniment	Pedagogic accompaniment	35	8		21	22	43	4/9/2013
Pedagogic accompaniment	Pedagogic accompaniment	29	11		17	23	40	4/11/2013
Pedagogic accompaniment	Pedagogic accompaniment	11	2		6	7	13	5/8/2013
Use of data for decision making	Analysis and use of educational indicators	22	12	3	14	23	37	5/21/2013
Use of data for decision making	Analysis and use of educational indicators	18	1		11	8	19	5/16/2013
Use of data for decision making	Analysis and use of educational indicators	9	5		4	10	14	5/16/2013
Use of data for decision making	Analysis and use of educational indicators	6	6	12	7	17	24	5/16/2013
Use of data for decision making	Analysis and use of educational indicators	6	2	5	4	9	13	5/16/2013
Complex themes in Math	Teacher training: problem-solving approach	6	5		11	0	11	4/18/2013
Result 2: Strengthened community participation in education								
Intervention strategies for CCEPREBs	Pre-school education		3	6	9	0	9	6/5/2013
Strategic and operational planning for CED	Organization and operation of the CED	4	1	33	15	23	38	4/26/2013
Intervention strategies for CCEPREBs	Pre-school education		1	10	9	2	11	6/6/2013
Social Integration Plan (PIS)	Preparation, monitoring and implementation of Social Integration Plan	6	2	10	12	6	18	4/18/2013

Intervention strategies for CCEPREBs	Pre-school education		10	2	12	0	12	5/20/2013
Intervention strategies for CCEPREBs	Pre-school education		9	3	11	1	12	4/8/2013
Community Participation for members of CED and COMDE	Organization and operation of the CED	16	1	23	21	19	40	4/29/2013
Community Participation for members of CED	Organization and operation of the CED	1		6	3	4	7	6/19/2013
Building Gender Equality for quality education	Gender	10	3	12	10	15	25	5/29/2013
Building Gender Equality for quality education	Gender	2		4	5	1	6	6/12/2013
Culture of Peace/PIS	Culture of Peace	11	1	2	12	2	14	5/27/2013
Social Integration Plan (PIS)	Preparation, monitoring and implementation of PIS	8	2	2	9	3	12	5/17/2013
School for Parents and Toolbox	Pre-school education	13		10	21	2	23	4/19/2013
Pre-school intervention strategies	Pre-school education			1	0	1	1	4/15/2013
Pre-school intervention strategies	Pre-school education	1			1	0	1	4/25/2013
Pre-school intervention strategies	Pre-school education	2		30	32	0	32	5/9/2013
Pre-school intervention strategies	Pre-school education		1	14	15	0	15	5/23/2013
Pre-school intervention strategies	Pre-school education			2	1	1	2	4/17/2013
Pre-school intervention strategies	Pre-school education	1		9	10	0	10	5/23/2013
Pre-school intervention strategies	Pre-school education			8	7	1	8	5/30/2013
Community Participation for members of COMDE	Roles and functions of COMDE and Community Participation Law	5	2	1	7	1	8	4/24/2013
Community Participation for members of COMDE	Municipal strategic planning	2	2	7	7	4	11	4/10/2013

Community Participation for members of CED	Organization and operation of the CED			12	10	2	12	5/4/2013
Community Participation for members of COMDE	Roles and functions of COMDE and Community Participation Law	4	2	4	8	2	10	4/26/2013
Techniques for prewriting	Pre-school education			24	22	2	24	5/14/2013
Techniques for prewriting	Pre-school education	1	1	9	11	0	11	6/17/2013
Active learning methodologies	Pre-school education	28			28	0	28	4/26/2013
Active learning methodologies	Pre-school education	44	4	2	50	0	50	5/3/2013
Community Participation and Strategic Planning	Organization and operation of the CED	2		6	6	2	8	5/15/2013
Strategic and operational planning for CED	Strategic planning at the school level	4	2	15	11	10	21	5/17/2013
Strategic and operational planning for CED	Strategic planning at the school level	4		19	17	6	23	6/6/2013
Problem-solving approach	Teacher training: problem-solving approach for math instruction	18	4		21	1	22	5/9/2013
Support to CCEPREB	Pre-school education	3	1	56	58	2	60	5/30/2013
Support to CCEPREB	Pre-school education			18	18	0	18	6/20/2013
Support to CCEPREB	Pre-school education	3		17	19	1	20	5/30/2013
COMDE Incentive Plan and CEDs	Municipal strategic planning	3		4	3	4	7	6/21/2013
Support to CCEPREBs	Pre-school education			36	34	2	36	5/30/2013
Support to CCEPREBs	Pre-school education	2	2	4	8	0	8	5/24/2013
Support Guide for CCEPREB Volunteers	Pre-school education	4			4	0	4	5/2/2013
Support to CCEPREBs	Pre-school education	4	1	7	11	1	12	5/16/2013
Support to CCEPREBs	Pre-school education	4	1	52	57	0	57	5/30/2013
Culture of Peace and Violence Prevention	Culture of Peace	8	11		15	4	19	5/15/2013
Culture of Peace and Violence Prevention/PIS	Culture of Peace	11	2	1	8	6	14	5/15/2013
Culture of Peace and Violence Prevention/PIS	Culture of Peace	23	3	1	17	10	27	5/23/2013

Training for CED members	Preparation, monitoring and implementation of PEC	1		5	2	4	6	6/19/2013
PIS	Preparation, monitoring and implementation of PIS	1		3	3	1	4	6/19/2013
Culture of Peace	Culture of Peace	5	1		5	1	6	5/27/2013
Culture of Peace	Culture of Peace	4	1	4	5	4	9	6/24/2013
COMDE Incentive Plan and PEC	Preparation, monitoring and implementation of PEC	1		2	2	1	3	6/12/2013
COMDE Incentive Plan and CED	Municipal strategic planning	1		5	4	2	6	6/12/2013
COMDE Incentive Plan and PEC	Preparation, monitoring and implementation of PEC	1		6	6	1	7	6/12/2013
Methodologies for Effective Schools/Pre-schools	Pre-school education	3		38	40	1	41	6/21/2013
Methodologies for Effective Schools/Pre-schools	Pre-school education	19	1	5	24	1	25	6/17/2013
COMDE Incentive Plan and PEC	Preparation, monitoring and implementation of PEC	1		4	2	3	5	6/21/2013
COMDE Incentive Plan and PEC	Preparation, monitoring and implementation of PEC			4	3	1	4	6/21/2013
COMDE Incentive Plan and CED	Municipal strategic planning	1		5	5	1	6	6/21/2013
COMDE Incentive Plan and PEC	Preparation, monitoring and implementation of PEC	1	1	3	3	2	5	6/21/2013
COMDE Incentive Plan and PEC	Preparation, monitoring and implementation of PEC	2		14	12	4	16	6/21/2013
COMDE Incentive Plan and CED	Municipal strategic planning		2	4	1	5	6	6/2/2013

COMDE Incentive Plan and CED	Municipal strategic planning	7	2	13	18	4	22	6/21/2013
COMDE Incentive Plan and CED	Municipal strategic planning			9	8	1	9	6/21/2013
COMDE Incentive Plan and CED	Municipal strategic planning	3	2	1	4	2	6	6/21/2013
COMDE Incentive Plan and CED	Municipal strategic planning	1	1	3	3	2	5	6/21/2013
COMDE Incentive Plan and CED	Municipal strategic planning	1		4	4	1	5	6/17/2013
COMDE Incentive Plan and PEC	Preparation, monitoring and implementation of PEC		1	7	6	2	8	6/17/2013
COMDE Incentive Plan	Municipal strategic planning	1		5	4	2	6	6/17/2013
COMDE Incentive Plan	Municipal strategic planning	1		6	6	1	7	6/10/2013
COMDE Incentive Plan and CED	Preparation, monitoring and implementation of PEC	1		6	4	3	7	6/17/2013
COMDE Incentive Plan and PEC	Preparation, monitoring and implementation of PEC	6	1	18	13	12	25	6/17/2013
Annual Operating Plan	Municipal strategic planning	3	2		3	2	5	4/4/2013
COMDE Incentive Plan and CED	Municipal strategic planning	2		4	3	3	6	6/21/2013
COMDE Incentive Plan and PEC	Preparation, monitoring and implementation of PEC	1		4	4	1	5	6/10/2013
COMDE Incentive Plan and CED	Municipal strategic planning			2	1	1	2	6/15/2013
School for Parents	Pre-school education		6	5	10	1	11	4/11/2013
Incentive Plan and CED	Pre-school education	2		4	6	0	6	5/2/2013
Pre-school intervention strategies	Pre-school education	10		2	12	0	12	5/29/2013
Pre-school intervention strategies	Pre-school education			7	7	0	7	6/20/2013
Active learning methodologies	Pre-school education	3	13	3	19	0	19	4/10/2013
Active learning methodologies	Pre-school education		13	6	19	0	19	4/11/2013

Active learning methodologies	Teacher training plan	13	1	1	14	1	15	4/15/2013
Incentive Plan and PEC	Preparation, monitoring and implementation of PEC	3	2	3	5	3	8	5/29/2013
COMDE Incentive Plan and PEC	Preparation, monitoring and implementation of PEC		1	4	0	5	5	6/12/2013
COMDE Incentive Plan and PEC	Preparation, monitoring and implementation of PEC	1		4	2	3	5	6/12/2013
COMDE Incentive Plan and PEC	Preparation, monitoring and implementation of PEC		1	1	0	2	2	6/17/2013
Incentive Plan and PEC	Preparation, monitoring and implementation of PEC	2		6	6	2	8	6/17/2013
COMDE Incentive Plan and PEC	Preparation, monitoring and implementation of PEC	2	2		3	1	4	6/17/2013
COMDE Incentive Plan and PEC	Preparation, monitoring and implementation of PEC	1		1	0	2	2	6/17/2013
COMDE Incentive Plan and PEC	Preparation, monitoring and implementation of PEC	1		6	3	4	7	6/17/2013
COMDE Incentive Plan and PEC	Preparation, monitoring and implementation of PEC	3	2	1	2	4	6	6/17/2013
COMDE Incentive Plan and PEC	Preparation, monitoring and implementation of PEC	1	2	3	1	5	6	6/17/2013
COMDE Incentive Plan and CED	Municipal strategic planning	2	1	6	6	3	9	6/17/2013

COMDE Incentive Plan and PEC	Preparation, monitoring and implementation of PEC		1	5	3	3	6	6/19/2013
COMDE Incentive Plan and PEC	Preparation, monitoring and implementation of PEC	4	2	10	7	9	16	6/10/2013
COMDE Incentive Plan and CED	Municipal strategic planning	1	1	7	6	3	9	6/17/2013
COMDE Incentive Plan and PEC	Preparation, monitoring and implementation of PEC	1		2	2	1	3	6/14/2013
COMDE Incentive Plan and PEC	Preparation, monitoring and implementation of PEC	1		2	3	0	3	6/12/2013
COMDE Incentive Plan and PEC	Preparation, monitoring and implementation of PEC			8	6	2	8	6/10/2013
COMDE Incentive Plan and PEC	Preparation, monitoring and implementation of PEC		1	5	4	2	6	6/14/2013
COMDE Incentive Plan and CED	Municipal strategic planning	1		4	4	1	5	6/14/2013
COMDE Incentive Plan and CED	Municipal strategic planning	2		3	4	1	5	6/10/2013
COMDE Incentive Plan and CED	Municipal strategic planning	1		2	1	2	3	6/10/2013
COMDE Incentive Plan and PEC	Preparation, monitoring and implementation of PEC	1		5	5	1	6	6/10/2013
COMDE Incentive Plan and PEC	Preparation, monitoring and implementation of PEC	1		1	1	1	2	6/10/2013
COMDE Incentive Plan and PEC	Preparation, monitoring and implementation of PEC	1		1	2	0	2	6/10/2013

COMDE Incentive Plan and PEC	Preparation, monitoring and implementation of PEC	2		3	4	1	5	6/20/2013
COMDE Incentive Plan and PEC	Preparation, monitoring and implementation of PEC		1	1	1	1	2	6/14/2013
COMDE Incentive Plan and PEC	Preparation, monitoring and implementation of PEC	1	1	6	6	2	8	6/10/2013
COMDE Incentive Plan and PEC	Preparation, monitoring and implementation of PEC	1		4	5	0	5	6/20/2013
COMDE Incentive Plan and PEC	Preparation, monitoring and implementation of PEC	1		4	4	1	5	6/19/2013
COMDE Incentive Plan and PEC	Preparation, monitoring and implementation of PEC	2		3	2	3	5	6/10/2013
COMDE Incentive Plan and PEC	Preparation, monitoring and implementation of PEC		1	8	7	2	9	6/14/2013
COMDE Incentive Plan and PEC	Preparation, monitoring and implementation of PEC	2		6	6	2	8	6/19/2013
COMDE Incentive Plan and CED	Municipal strategic planning		1	1	1	1	2	6/10/2013
COMDE Incentive Plan and CED	Municipal strategic planning	1		6	4	3	7	6/10/2013
COMDE Incentive Plan and CED	Municipal strategic planning	2	1	3	0	6	6	6/10/2013
COMDE Incentive Plan and CED	Municipal strategic planning	2	1	1	2	2	4	6/12/2013
COMDE Incentive Plan and PEC	Preparation, monitoring and implementation of PEC	2		3	3	2	5	6/20/2013

COMDE Incentive Plan and PEC	Preparation, monitoring and implementation of PEC	2		2	4	0	4	6/19/2013
COMDE Incentive Plan and PEC	Preparation, monitoring and implementation of PEC	1		4	5	0	5	6/20/2013
COMDE Incentive Plan and PEC	Preparation, monitoring and implementation of PEC	3		2	3	2	5	6/20/2013
COMDE Incentive Plan and PEC	Preparation, monitoring and implementation of PEC	1		2	3	0	3	6/20/2013
COMDE Incentive Plan and CED	Municipal strategic planning	1	1	8	4	6	10	6/19/2013
COMDE Incentive Plan and PEC	Preparation, monitoring and implementation of PEC		1	5	2	4	6	6/12/2013
COMDE Incentive Plan and PEC	Preparation, monitoring and implementation of PEC	2		8	9	1	10	5/29/2013
COMDE Incentive Plan and CED	Municipal strategic planning	4		5	5	4	9	6/12/2013
COMDE Incentive Plan and coexistence plans CED	Preparation, monitoring and implementation of PEC	1		1	1	1	2	6/12/2013
COMDE Incentive Plan and coexistence plans CED	Preparation, monitoring and implementation of PEC		1	3	4	0	4	6/12/2013
COMDE Incentive Plan and coexistence plans CED	Preparation, monitoring and implementation of PEC	1	1	3	4	1	5	5/29/2013
COMDE Incentive Plan and coexistence plans CED	Municipal strategic planning		3	1	1	3	4	5/29/2013
COMDE Incentive Plan and CED	Municipal strategic planning	1		2	2	1	3	5/29/2013
COMDE Incentive Plan and CED	Municipal strategic planning	2	4	4	4	6	10	5/29/2013

COMDE Incentive Plan and PEC	Preparation, monitoring and implementation of PEC			4	4	0	4	6/10/2013
COMDE Incentive Plan and PEC	Preparation, monitoring and implementation of PEC	2		8	8	2	10	5/29/2013
COMDE Incentive Plan and CED	Municipal strategic planning	1		3	2	2	4	6/12/2013
COMDE Incentive Plan and PEC	Preparation, monitoring and implementation of PEC	1		3	2	2	4	6/12/2013
COMDE Incentive Plan and CED	Municipal strategic planning		1	3	2	2	4	6/12/2013
COMDE Incentive Plan and CED	Municipal strategic planning	2		5	4	3	7	6/14/2013
COMDE Incentive Plan and PEC	Preparation, monitoring and implementation of PEC	2		5	2	5	7	6/14/2013
COMDE Incentive Plan and PEC	Preparation, monitoring and implementation of PEC	1	1	2	3	1	4	5/29/2013
COMDE Incentive Plan and PEC	Preparation, monitoring and implementation of PEC			2	2	0	2	5/29/2013
COMDE Incentive Plan and PEC	Preparation, monitoring and implementation of PEC		1	2	1	2	3	5/29/2013
COMDE Incentive Plan and PEC	Preparation, monitoring and implementation of PEC	2		3	1	4	5	6/12/2013
COMDE Incentive Plan and PEC	Preparation, monitoring and implementation of PEC	1		5	3	3	6	6/14/2013
COMDE Incentive Plan and PEC	Preparation, monitoring and implementation of PEC	1		5	4	2	6	6/14/2013

COMDE Incentive Plan and PEC	Preparation, monitoring and implementation of PEC	1		2	2	1	3	6/14/2013
COMDE Incentive Plan and PEC	Preparation, monitoring and implementation of PEC	1		1	2	0	2	6/12/2013
COMDE Incentive Plan and CED	Municipal strategic planning			5	3	2	5	6/12/2013
COMDE Incentive Plan and PEC	Preparation, monitoring and implementation of PEC	1		3	4	0	4	6/14/2013
COMDE Incentive Plan and CED	Municipal strategic planning	1			0	1	1	6/17/2013
COMDE Incentive Plan and PEC	Preparation, monitoring and implementation of PEC		1	4	4	1	5	6/19/2013
COMDE Incentive Plan and CED	Municipal strategic planning			5	1	4	5	6/19/2013
COMDE Incentive Plan and PEC	Preparation, monitoring and implementation of PEC	1		1	1	1	2	6/19/2013
COMDE Incentive Plan and PEC	Preparation, monitoring and implementation of PEC	1		3	3	1	4	6/12/2013
Community participation	Roles and functions of COMDE and Community Participation Law	5	1	6	6	6	12	6/25/2013
PASE	Strategic planning at the school level	3	2	9	7	7	14	6/27/2013
PASE	Strategic planning at the school level	3		14	6	11	17	6/27/2013
COMDE Incentive Plan and PEC	Preparation, monitoring and implementation of PEC		1	6	4	3	7	6/19/2013
COMDE Incentive Plan and PEC	Preparation, monitoring and implementation of PEC		1	3	2	2	4	6/19/2013

COMDE Incentive Plan and PEC	Preparation, monitoring and implementation of PEC		1	2	1	2	3	6/19/2013
COMDE Incentive Plan and CED	Municipal strategic planning	1	1	5	2	5	7	6/19/2013
COMDE Incentive Plan and PEC	Preparation, monitoring and implementation of PEC		1	4	2	3	5	6/19/2013
Municipal teacher training plan	Municipal strategic planning	3	2		4	1	5	5/23/2013
Incentive Plan and coexistence plans CED	Preparation, monitoring and implementation of PEC	1	1	3	4	1	5	6/19/2013
Annual Operating Plan	Municipal strategic planning	2	3	2	2	5	7	5/5/2013
Intervention strategies for CCEPREBs	Pre-school education			32	32	0	32	5/9/2013
School for Parents	Pre-school education	1	22		20	3	23	4/4/2013
School for Parents	Pre-school education	2	9		9	2	11	4/11/2013
School for Parents	Pre-school education	8	9	1	4	14	18	5/30/2013
COMDE Incentive Plan and PEC	Preparation, monitoring and implementation of PEC	1		6	2	5	7	6/14/2013
Total		1411	671	1209	2316	975	3291	

Annex 2: Summary of challenges encountered by Result and the corresponding corrective actions

Result 1:		
Issue	Description	Proposed Remedial Action
<i>Pedagogic accompaniment</i>	Lack of resources (financial and logistical) for conducting pedagogic accompaniment by District Directors	1. Supporting educational support processes conducted by District Directors, linking technical assistance visits conducted by the project with accompaniment visits made District Directors.
Result 2:		
Issue	Description	Proposed Remedial Action
<i>PEDEM and PEC implementation</i>	The implementation of plans, both PEC and PEDEM, face challenges in the coming quarters, particularly due to the limited experience COMDE and CED members have in the management of funds.	1. Advise CEDs and COMDEs in planning, organizing, and managing resources to bring about the successful completion of projects. 2. Increase the number of members that integrate the COMDEs and CEDs, through working groups for each dimension of the plans (PEC and PEDEM): quality of education, access, participation, etc.
<i>Opposition to the conformation of COMDEs and CEDs</i>	The opposition of teachers and particularly the teacher unions is another challenge to be faced in the quarter. The lack of knowledge and information regarding the duties and responsibilities of members has created an association of these structures with roles involving teacher supervision.	1. Training on the functions and roles of the members of CED and COMDE. 2. Dissemination of the functions and roles of members to other stakeholders in the municipalities.

Annex 3: Annual Indicator Summary

Type of indicator	Indicator	Baseline		FY 2012 Target	FY 2013 Target	FY 2013 Result	FY 2014 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

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)	TDB	TDB	TDB	TDB	TDB	TDB
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
				Male	Female	Target	Actual	Target	Actual	
Result 1:										
AO3	Net primary completion rate	Percentage	Municipality					67.11%	67.55%	
Sub-IR 3.1.1	Repetition rates for grades 1-6	Percentage	Grade, sex, municipality					Grade 1: 6,3%	7.58%	
								Grade 2: 5,5%	6.31%	
								Grade 3: 4,7%	5.21%	
								Grade 4: 3,2%	3.56%	
								Grade 5: 2,4%	2.26%	
								Grade 6: 0,8%	0.81%	
Sub-IR 3.1.1	Dropout rates for grades 1-6	Percentage	Grade, sex, municipality					0.90%	1.16%	
Sub-IR 3.1.1	Transition rate from 6th to 7th grade	Percentage	Municipality, sex					84%	98%	
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)	NE:27.4%; NI:69.95%; IP:3% (a)	
Sub-IR 3.1.2	Percentage of teachers observed using gender-sensitive pedagogies in the classroom	Percentage	Grade, sex and municipality					65%	3% ± 0,1725 Always; 74,3% ± 4,27 Most of the time	
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	
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	
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%	
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	
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 of 4 task	
Sub-IR 3.1.4	Number of CEDs Implementing a Proyecto Educativo de Centro (PEC)	Percentage	Municipality					25% achieving 2 of 3 task	23% 2 of 3 task; 24,44% 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	
Crosscutting Result										
	Average number of school days in session (Contextual Indicator)	Number	Municipality					165	188	
	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					TDB (b)	(b)	
	Gender-representativeness of project beneficiaries	Ratio	Municipality, type of trainee, sex					2:1	3:1	

Notes: (a) NE: No evidence; NI: Need to improve; IP: in process of improvement; OL: Optimal level
(b) Available in annual report 2013

Ranking

RANKING		
Category	Greater than or equal to (%)	Less than (%)
Below Expectations	0	50
At Risk	50	75
Acceptable	75	100
Beyond Expectations	101	