



**USAID**  
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**EducAcción Project**  
**Quarterly Progress Report**

**January 1, 2013 – March 31, 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

U.S. Agency for International Development  
Cooperative Agreement No. AID-522-A-11-00003

## **SUMMARY OF THE PROJECT**

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

Prime Contractor: American Institutes for Research (AIR)

Cooperative Agreement No.: AID-522-A-11-00003

Reporting Period: January 1, 2013-March 31, 2013

Budget: \$21,300,524

Start Date: July 7, 2011

End Date: July 6, 2016

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## **I. Project Summary**

In July 2011, the American Institutes for Research (AIR) was awarded a Cooperative Agreement from USAID/Honduras to implement the Teacher-Citizen Participation Project (*Proyecto EducAcción* in Spanish), a 5-year project with an estimated budget of \$21,300,524 in federal funds.

This project represents the second phase of USAID support to the “Education for All – Fast Track Initiative (EFA-FTI)” in Honduras, in cooperation with the Government of Honduras (GOH), civil society, private sector, and other donors working toward the EFA goals to be achieved by 2015.

The Project builds on the work of USAID’s MIDEH/EQUIP2 Project (2005-2011), a partnership with the Honduran Ministry of Education (SE) in support of the achievement of EFA-FTI and Poverty Reduction Strategy (PRS) goals.

With the support of that project and the USAID EQUIP1/MIDEH and EQUIP3/METAS Projects and others, Honduras made important strides toward reaching EFA and PRS goals, but also experienced significant setbacks. The June 2009 coup d’état and the resulting political instability demonstrated the risks and limitations of depending only on the SE and other government structures. These institutions displayed profound institutional weaknesses and levels of politicization which had serious and negative effects on the educational system. A shortened 2009 school year, the institution of automatic promotion in 2009, a significant number of school days lost in 2009, 2010, and 2011 due to political unrest and teachers’ strikes, and the use of education sector jobs for partisan purposes have compromised educational opportunities for Honduran students.

EducAcción, therefore, emphasizes enabling and empowering parents and community members to become agents of change who work together with teachers, principals, and local government authorities to identify, advocate for, and implement actions to advance educational quality. The EducAcción team is committed to working with and through the SE and building capacity and ownership, while also recognizing the need for efforts to ensure that parents, students, and community members are able to improve educational quality and to hold government accountable for fulfilling its commitments and obligations.

## **II. Objectives and Results**

EducAcción contributes to USAID/Honduras Assistance Objective 3 (Better Educated People), Intermediate Results 3.1 (Improved Quality of Educational Delivery Systems), and 3.2 (Increased Access to Educational Opportunities).

Project activities fall within the below Sub-intermediate Results:

- 3.1.1 Improved Efficiency of Educational Delivery Systems
- 3.1.2 More Effective Teaching
- 3.1.4 Increased Community Involvement
- 3.2.1 Pre-School Coverage Expanded

Project activities are developed under the two EducAcción program results: Result 1, Continued Support to Reach EFA Goals, and Result 2: Strengthened Community Participation in Education.

### III. Project Structure

The EducAcción Project is led by prime contractor AIR, in partnership with six implementing organizations: CARE, ChildFund, CRS, FEREMA, Fundación Aned, and Save the Children.

During 2012, EducAcción focused on 120 municipalities as its area of intervention. The project works directly with the Municipal Councils for Educational Development (COMDEs) and has signed collaborative agreements with each local government that is working with the project. The municipal-level NGO implementers (AIR, Save the Children, CRS, CARE, ChildFund, and Fundación Aned) implement project activities in their designated municipalities.

FEREMA provides technical leadership and training in community participation and pre-primary education, CARE in gender, ChildFund in teacher professional development, and CRS in conflict resolution/culture of peace. The staff of each implementing NGO has been trained in these topics and provides technical assistance in these areas in the municipalities in which they work.

In 2013 the first cohort municipalities are in their second year of technical support and the second and third cohort municipalities will complete their first year of project support. The activities implemented are grouped according to four key processes identified as a result of review of the first year of implementation.

Results	Key processes	Key sub-processes
Continued support to EFA goals	Leadership of education officials and administrators	Decision making based on performance
		Technical assistance to UAPs
	Teacher professional development	Municipal plans for teacher training
		Teacher training
Increased community participation in education	Community participation in education management	Teacher pedagogical support and supervision
		Opportunity to learn
		Peace building
		DCNB standards for parents and use of DCNB standards in the classroom
	Municipal participation in education management	PEC
		Coverage and quality of pre-school education
		Support to initiatives which promote quality of education
		Education campaign
		Production of unpublished texts
		PEDEM

## **IV. Activities Implemented During the Quarter**

### *4.1. Strategic activities*

During this quarter the main strategic activities implemented by the project were related to advising the Education Commission of the National Congress, holding regional meetings with national and local educational authorities and local governments, refining the Project's gender strategy, and supporting the Ministry of Education in providing training and diffusion of the SE's new management system for school enrollment.

At the request of the Education Commission of the National Congress, the Project provided advice to the Committee on the preparation of an informational brochure about the proper operation of schools and interactions between COMDEs, CEDs, Parents' Associations, and School Governments. The brochure is being developed with the idea that knowledge of the proper functioning of schools and good interaction among actors will improve school management and educational quality. It is expected that these materials will be printed in the upcoming quarters.

Another request attended to during this quarter was one from the Info-technology Unit of the Ministry of Education. This unit, at the request of the Minister of Education, has developed an electronic platform (the Educational Administration System), for the registration of teachers and school information. Part of its purpose is to establish a uniform registration of students and teachers, linking academic performance, data mobility and parents / guardians. Project support included financing training for SE departmental Info-technology personnel, who in turn train teachers and District Directors in the use of the platform. After the training, school principals, District Directors, and teachers registered 2013 enrollment information using the platform.

Regional meetings with key stakeholders were held with municipalities in the departments of Valle, Choluteca, Francisco Morazán, El Paraíso, Atlántida, and Cortes. The purpose of these meetings was to evaluate the development of the agreement with local governments and share the preliminary results for EFA goals and academic performance as a basis for analyzing the educational situation, identifying actions, determining the support the project may provide, and encouraging stakeholders to undertake commitments.

Participants in the meetings included partner NGO staff, COMDE members, mayors, and SE Departmental Directors and District Directors. In some cases, high-level authorities including the Minister of Education and the U.S. Ambassador attended.

Needs identified by stakeholders in these meetings included: i) promoting consensus between local authorities and education authorities, ii) socializing the roles and tasks performed by members of COMDEs with other actors in the community, iii) improving linkages between the municipal development plan and the municipal strategic education plan in order to achieve EFA goals, and iv) arranging meetings to make decisions on issues affecting educational development based on the municipality's educational outcomes and indicators. All of these areas fall within the mandate of the Project's support.

Regarding refinement of the Project's gender strategy, a revised version of the strategy is currently under review. The following documents were taken into consideration during the process: the USAID Gender Strategy, the initial project proposal, and the Project PMP and

operating strategy. The revised strategy incorporates three fields of action; the first includes adjustments to the project performance indicators in this area, and the second emphasizes gender mainstreaming both in leadership strategies and the implementation of key processes undertaken by AIR and the implementing partners. The third field of action is the demonstrative implementation of gender in education, which will be carried out in municipalities in La Paz. This field of action emphasizes gender training and advice to stakeholders such as COMDE and CED members, teachers, school authorities and parents for the adaptation of municipal strategic plans and strategic school plans, implementation of model schools for gender equity in education, and guidance on conducting open meetings for the analysis of education indicators with a gender focus. Also included in this field is the systematization of the experiences obtained and, based on this, the design of the gender equity model to be scaled up to all project municipalities.

#### *4.2. Technical/ Implementation Activities*

##### *4.2.1. 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 for principals and teachers:* the content of capacity building sessions during this quarter included: effective schools and using the problem solving and communicative approaches (for math and Spanish instruction, respectively), both with teachers, and educational support for principals and SE district personnel.

During January and February the Project provided training in the communicative approach (Spanish) and the problem solving approach (math) to teachers in 24 municipalities. Attendance in these sessions was slightly higher than in others due to the memorandum issued by the Minister of Education requesting the participation of teachers in training events prior to the beginning of the school year. Because of this, SE District Directors designated teachers to attend the trainings. Additionally, school principals and SE district directors were trained in pedagogic accompaniment. To promote pedagogic accompaniment, the project implemented various strategies, including:

- i) Promoting meetings between District Directors and School Principals in order to socialize the pedagogical accompaniment tool (details of this tool are included in the achievements section) and accompanying schedule for school visits. Given the logistical difficulties that affect the District Directors, the project will facilitate their ability to go out and visit schools, linking their visits with the Project's scheduled visits. District Directors, School Principals, District Technical Assistants, Representatives of the Technical Units, and Teacher Facilitators will participate in these accompaniment visits. This measure was implemented in the 11 municipalities of intervention in La Paz.

- ii) Training School Principals in Pedagogical Accompaniment and carrying out accompaniment visits in schools. This activity was conducted in one municipality in La Paz, four municipalities in Valle, and one municipality in Colón.
  - iii) Establishing partnerships with local organizations and seeking support from local governments to facilitate the mobilization of District Directors for pedagogical accompaniment. This is being conducted in 32 municipalities in Francisco Morazán, Santa Bárbara, and Comayagua.
- *Capacity building in the development, monitoring, and implementation of municipal level teacher training plans:* this included advice and training on the preparation of plans, and the monitoring of completed plans in 4 municipalities in Atlántida.

During this period, 717 District Directors and School Principals were trained in the development of Municipal Teacher Training Plans. The first version of Municipal Teacher Training Plans for 32 municipalities in Santa Barbara, Francisco Morazán, and Comayagua were completed, representing 27% of the municipalities served by the project.

- *Monitoring availability and use of DCNB-support materials:* was carried out by the project staff, District Directors, and members of COMDEs during school visits.

During this period, tools to monitor the availability of DCNB support materials in schools were developed and implemented. In the department of Colón the monitoring tool was distributed by District Directors to school principals in target schools. Monitoring was also carried out in five municipalities in the department of La Paz, 7 municipalities in Valle, and 1 municipality in Choluteca. Results indicate the availability of pacing guides and DCNB standards in 60 targeted schools visited, and the lack of formative and diagnostic tests in the same.

To increase availability in areas lacking materials, copies of pacing guides have been distributed by the project to 3,259 teachers from 24 municipalities in Olancho, Yoro and Choluteca during teacher trainings. The Project also assisted the educational authorities of La Paz in distributing Math textbooks and pacing guides to every school in 11 municipalities. With the support of COMDEs and local organizations, the Project also obtained a copy of formative and diagnostics tests for each target school in 32 municipalities in Santa Barbara, Francisco Morazán, and Comayagua (approx. 499 target schools). These tests were delivered by the Project to each target school principal, who agreed to reproduce enough copies for each child in their school.

- *Promote and support DDE and DDI leadership, decision-making and steps to achieve EFA goals:* The Project has supported discussions, in meetings of principals, about the importance of analyzing indicators and using this information for decision-making, as well as about the use of DCNB support materials and their benefits in the classroom. During this quarter, this activity was carried out in 32 municipalities with 717 directors.
- *Other activities related to Result 1 included:* training of Project staff to apply the EGRA tests and to monitor EIB model implementation in La Moskitia.

Thirty-four facilitators from the partner organizations were trained in EGRA test application; replica workshops with at least 10 teachers/municipality will next be held, with an EGRA application to be held in August. Throughout the school year, the Project will support EGRA application in approximately 100 schools. Pedagogical interventions will be designed based on the results of the EGRA application.

With regard to monitoring implementation of the EIB approach, classes were observed in 4 schools, taught in L1 (Miskito) and L2 (Spanish) according to the model adopted by the trained teachers. Teachers were interviewed about the EIB methodology and successes and challenges in implementing it in the classroom. Among the most important findings is that teachers are enthusiastic about the model but have difficulty writing in Miskito, so this will be included in training. Moreover, the students show a low level of bilingualism in oral language.

### Result 1 Achievements

During this period, training was provided to 3,108 teachers and 213 education officials and administrators in 51 municipalities in the first, second and third cohorts, focused on math and Spanish instruction, municipal teacher development plans, culture of peace, and pedagogical accompaniment.

Twenty-five previously trained principals and District Directors from Atlántida, 17 from Valle, and 112 from La Paz have conducted pedagogical accompaniment during this period. Key aspects in the pedagogical accompaniment include the application of the communicative approach to teaching Spanish, the problem-solving approach in Math instruction, and the availability and use of DCNB-support materials in the classroom.

The tools used during accompaniment are the teacher accompaniment guide provided by the project or the monitoring instrument developed by DIGECE and provided by the SE. The accompaniment includes the application of the tool, which consists in observing the class and conducting an interview with the teacher. During the pedagogical accompaniment in La Paz, it was observed that 70% of the teachers trained in this quarter and the previous quarter who were visited employ the problem-solving and communicative approaches. The remaining teachers do not apply the approach or apply only some aspects. In 4 of the 5 municipalities in Atlántida, District Directors issued guidance for teachers to work only with the problem solving and communicative approaches; results of this will be followed-up on during teacher accompaniment conducted by the District Directors and School Principals.

The Project is printing 3,600 copies of the guide for pedagogical accompaniment; earlier versions have been used during the accompaniment visits made by the District Directors and principals in Project municipalities. In addition to the accompaniment guidance developed by the Project, the District Directors and principals use the teacher supervision tools developed by the SE. While the focus of each is different, both instruments provide information on the implementation of the approaches and the availability of DCNB-support materials.

### Challenges and perspectives

Challenges this quarter included the replacement of some SE Departmental Directors, which in turn caused the replacement of some Municipal and District Directors in the municipalities of

project intervention. These changes create difficulties for the approval of previously agreed upon project activities such as training for teachers and members of COMDEs. Similarly, the order issued by the Ministry of Education, in which Assistant District Directors were requested to go back to their assigned schools, made it difficult to carry out some scheduled activities.

In municipalities where other organizations are also working, cooperation is necessary to coordinate activities, particularly those related to training teachers, and avoid duplication of effort. This is especially important, for example, in Intibucá, where EducAcción implements along with three other projects that also work toward EFA goals (PROFEA-GIZ, EDUCATRACHOS, and the USAID Food for Education Project implemented by CRS).

Since most of the training scheduled for this year in Math and Spanish instruction has finished, pedagogical accompaniment plays an important role in following-up on the use of the problem-solving and communicative approaches in the classroom. Therefore, this is a measure that the project will support in the upcoming quarters. In addition to pedagogical accompaniment, another factor that will support the implementation of these approaches is the availability of school textbooks distributed earlier this year to most schools in the country.

#### *4.2.2. Result 2: Strengthened community participation in education*

##### Activities summary

The main activities related to community participation in school management during the quarter were:

- *Technical assistance to municipal councils for educational development (COMDEs) and customized training and support provided to COMDEs according to need:* During the quarter, 265 COMDE members were trained. The main training topics were developing or updating PEDEMs, preparation of annual operating plans, and the culture of peace.

87 of 116 first, second and third cohort municipality COMDEs have a PEDEM. Of the municipalities that have a PEDEM, 45 have developed their work plan and are implementing actions from it. Among the activities implemented are: discussion of the results of the student academic performance as well as of EFA indicators and goals in town halls, development of remedial plans to reduce dropout and failure rates, implementation of flexible promotion, DCNB materials support for schools, and an enrollment campaign for pre-school and primary grades.

- *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 has provided training for CED members in areas including the development or updating of PECs, the functions and roles of CED members, and the development of annual operating plans. During this period 34 municipalities from the first, second and third cohorts report having 181 CEDs organized; 48 of them have developed a PEC, and none have implemented or are implementing specific projects.
- *Phase II of the Educación Nos Cambia la Vida communications campaign:* In late February, the campaign "Education First" was officially launched. During the event, representatives of private enterprise (COHEP), civil society organizations (Civil Society

Group and Transformemos Honduras), students, teachers, representatives of the GOH including the Minister of Education and the Presidential Designate, and representatives of the media were present. Since its launch, the campaign videos and radio spots have been broadcast in the media with national coverage. Negotiations with local media for local broadcasting are in process.

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

- *School level introductions to the PEC development process and training for school communities on strategies to monitor PEC implementation:* These activities are linked to the advice and training provided to CED members, described above. The monitoring of PEC implementation is performed by monitoring the annual operating plan.
- *Training of project facilitators on concepts of gender and training of municipal, local, and school personnel in incorporating gender issues:* During the quarter, 16 teachers, educational authorities, CED and COMDE members, and project technical staff were trained in gender issues. During the training, participants identify gender inequities and actions to address these inequities.

### Achievements

Implementation of municipal incentive plans during this period was reported in 10 municipalities in Choluteca, Yoro, Cortés, and Atlántida. The beneficiaries include approximately 158 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.

Other achievements during the quarter included town halls to present and discuss educational indicators and to establish commitments to achieve goals in 11 municipalities in La Paz, one in Colón, and two in Cortés. As a result of these town halls meetings, the following agreements were obtained, among others: adjusting the evening class schedule in basic education centers (CEBs) to prevent security incidents affecting students; assigning District Directors for each district to manage and deliver DCNB support materials, and relocating teachers based on student enrollment figures.

### Challenges and perspectives

The development and implementation of strategic plans at the municipal level (PEDEM) and school level (PEC) will be continued in the coming period, particularly with the entrance of new municipalities with different levels of advancement. However, challenges related to the sustainability of these structures and the continuity of COMDE and school council members will be faced throughout 2013.

### 4.2.3. Monitoring and evaluation

#### Activities summary

- *Calculation, analysis and interpretation of indicators and EFA goals, at the national, departmental, and municipal levels.* Municipal data will be included in municipal reports on academic performance and EFA goals and will be discussed with project personnel and directors of the partner NGOs. Municipal reports will be distributed in the coming months.
- *Monitoring of class-days in schools.* Training materials have been developed for volunteers who will monitor school days. The training materials use simple and non-confrontational language, emphasize the importance of education and the fulfillment of class-days, and the role of civil society as social auditors. Training for volunteers will be provided by the civil society organization Transformemos Honduras.
- *Completion of the baseline survey for the third cohort.* The Project team has gathered information for all municipalities in the three cohorts, and is currently entering it into the database for analysis. A baseline document, which will include information on the three cohorts, will be developed next quarter.

#### Challenges and perspectives

The main challenges in the coming quarters will be to develop project monitoring reports in the shortest time possible, in order to provide these reports promptly in order to influence decision-making and monitor the use of information in decision-making.

## **V. 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.

## **VI. Number of Participants Trained**

3,380 participants (education officials, teachers, and volunteers, including COMDE and CED members and CCEPREB volunteers) received training this quarter; 76% were female. (Please see Annex 1 for more details).

Due to constraints on information available, to determine gender representation of project participants we consider the number of teachers and CCEPREB volunteers by sex and municipality. The ratio of men to women is estimated on this basis.

Considering the results of this quarter, the ratio is to 3:1 (female: male). Taking into account Ministry of Education data from the beginning of 2012, 20,186 female teachers and 7,358 male teachers teach classes in PROHECO, CEB and Ciclo Común schools in the project municipalities. This is equivalent to the ratio of teachers and volunteers who teach in the

intervention municipalities (3:1; female: male). This ratio is considered when deciding how many and which participants should be trained in each of the municipalities.

## **VII. 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:

- Teacher and principal trainings
- Application and analysis of EGRA
- Transition to Effective Schools
- Training of District Directors in teacher support
- Teacher accompaniment plans
- Support to EIB
- PEC Training
- Guidelines for writing unpublished texts
- Preparation of PEDEM and PEDEM management
- Implementation at the local level of the communication campaign “Education First”

## **VIII. Lessons Learned and Recommendations**

- Considering that sustainability of community organizations such as the COMDEs is a key element for the project, a decision was made by 11 municipalities served by the project to expand the number of COMDE members pre-established by the Law of Participation in Education. This increase in the number of participants modified the structure to allow for a Board and Working Groups. Each of the working group addresses a central theme in the PEDEM and is responsible for implementing the work plan for this element. In this way, work on these elements continues even if board members do not always actively participate in this structure.
- The flow of information and technical assistance from the Ministry of Education and other government decision-makers to the municipal structures and for community education is virtually nonexistent. This influences the activities and results of the project, because the political support required to encourage participation and decentralization in education is not obtained.
- COMDE structures have up until now been highly dependent on the will of the local education authorities and less on that of municipal governments; as a result the former determine COMDE performance. At the same time, their lack of experience in these organizations and lack of openness towards the participation of municipal authorities does not favor an increase in the low levels of empowerment in the management of education prevailing among the population and civil society at the local level. This situation means EducAcción should take on the challenge of building capacity for participation among the latter group and increasing awareness among SE and public officials to allow and support participation.

- During the reporting period, the Project team observed an improved climate among teachers for training and applying learning approaches linked to the DCNB, and also more willingness to comply with the number of class-days. To an extent, this is due to the strong governance prevailing in the educational sector, which has in some ways favored participation in teaching and training activities and is expected to impact the implementation of constructivist approaches in the classroom.
- At a national level, it appears that the Ministry of Education continues to focus on the governance of the education system, which has led to improvements, but still has not focused on direct actions to improve the quality of education and the consequent impact on EFA goals. At the same time, the Project recognizes the Minister of Education's support to the project's operations, as well as his attendance at several Project events, including the signing of agreements with the mayors of the municipalities in El Paraíso, where the Minister endorsed the agreements.
- Activities implemented in the municipalities of La Paz and Intibucá indicate that the Project should take action in all departments to effectively coordinate with other projects seeking to improve the achievement of EFA goals.

## **IX. Annexes**

Annex 1: Number of participants trained during the period

Annex 1: Number of participants trained during the period

Municipality	Teachers			Education officials and administrators			Volunteers			Grand Total
	Female	Male	Total	Female	Male	Total	Female	Male	Total	
Amapala		1	1							1
Bonito Oriental		3	3	13	5	18				21
Campamento	60	15	75	3	3	6				81
Catacamas	165	48	213	12	5	17				230
Chinacía	29	15	44		2	2				46
Choluteca	460	63	523	22	10	32	3	2	5	560
Concepción de María	91	53	144	7	4	11	5	2	7	162
Distrito Central	1		1							1
El Corpus	76	32	108	5	2	7	5	4	9	124
El Negroto	93	22	115	2	3	5				120
El Porvenir	40	14	54	5		5				59
El Progreso	179	53	232	4	1	5				237
El Triunfo	1	2	3							3
Iriona	2	5	7		1	1				8
Jutiapa		1	1	1		1				2
Juticalpa	160	33	193	8	3	11				204
La Ceiba	1		1							1
La Masica	3		3							3
Langue								1	1	1
Limón	4	2	6		1	1				7
Marcala	43	14	57	1		1				58
Marcovia	98	12	110	11	5	16	4		4	130
Morazán	84	23	107							107
Nacaome	94	1	1		1	1	2		2	4
Namasigüe	2	19	113	4	3	7	8	1	9	129
Opatoro	38	3	5				1	1	2	7
Orocuina	29	27	65	1	1	2	1		1	68
Puerto Cortés	4	4	33							33
Puerto Lempira	4	4	8	1	2	3				11
San Esteban	52	12	64	1	2	3				67
San Francisco	1		1	1		1				2

Municipality	Teachers		Education officials and administrators		Volunteers			Grand Total	
San Francisco de B Herrera	14	7	21	2	2			23	
San Francisco de Coray						1	1	1	
San Francisco de la Paz	44	18	62	3	3	6		68	
San José	18	24	42	1	1	1	1	44	
San Marcos de Colón	3	2	5	3	3	4	8	16	
Santa Ana	17	16	33	1	1	1	1	35	
Santa Ana de Yuguare	40	2	42	3	3			45	
Santa Bárbara							1	1	
Santa Elena	2	3	5				2	7	
Santa María	22	22	44	1	1			45	
Santa María del Real	32	9	41	3	1	4		45	
Santa Rita	57	18	75	1	1	2		77	
Santiago de Puringla	32	21	53	1	1			54	
Siguatepeque		1	1					1	
Sulaco	52	26	78					78	
Tocoa				18	9	27		27	
Victoria	51	19	70			1	1	71	
Villa de San Francisco	34	6	40	2	2	4	1	45	
Yarula	3	3	6			2	1	9	
Yoro	155	44	199	2	2			201	
<b>Grand Total</b>	<b>2386</b>	<b>722</b>	<b>3108</b>	<b>137</b>	<b>76</b>	<b>213</b>	<b>39</b>	<b>59</b>	<b>3380</b>