



**EducAcción Project**  
**Quarterly Progress Report**  
**October 1, 2012 – December 31, 2012**



*Submitted by:*  
American Institutes for Research

*With:*  
CARE Honduras  
Catholic Relief Services Honduras  
ChildFund Honduras  
Fundación Aned  
Fundación para la Educación Ricardo Ernesto Maduro Andreu (FEREMA)  
Save the Children Honduras

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

## **SUMMARY OF THE PROJECT**

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

Prime Contractor: American Institutes for Research (AIR)

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

Reporting Period: October, 2012-December, 2012

Budget: \$21,300,524

Start Date: July 7, 2011

End Date: July 6, 2016

## Contents

I. Project Summary .....	3
II. Objectives and Results.....	3
III. Project Structure .....	4
IV. Activities Implemented During the Quarter.....	4
V. Results .....	11
VI. Number of Participants Trained.....	11
VII. Activities Planned for Next Quarter.....	12
VIII. Lessons Learned and Recommendations .....	12
IX. Annexes .....	12

## **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 COMDEs (Municipal Councils for Educational Development) 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) will continue directly implementing project activities in their designated municipalities.

FEREMA will continue to provide technical leadership and training in strategic planning 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 will provide technical assistance in these areas in the municipalities in which they are working.

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

Results	Key proceses	Key sub-proceses
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 the application of end-of-grade Math and Spanish tests for students in grades 1-6, coordination with several Ministry of Education (MOE) units, the completion of the selection of target schools in each municipality, and adjustments in the form of implementation of the technical leaderships.

End-of-grade tests were applied in a total of 966 public rural and urban schools in 103 project municipalities. The sample size was calculated by the companion USAID-funded education project MIDEH, and was statistically valid by municipality. Only 3.4% of the schools selected in the sample did not apply the end-of-grade tests, for reasons including school closure, students not attending on the day of test application, and difficulties in accessing schools.

In order to apply the end-of-grade tests, project staff, volunteers from each municipality, school principals, and district education officials were trained by EducAcción and MIDEH project staff on the handling of the end-of-grade tests, as well as application and supervision. EducAcción also then collaborated with MIDEH in entering and cleaning the data from the end-of-grade tests applied in the EducAcción municipalities of intervention. Results from these tests will be sent to District Directors, schools principals, and CED and COMDE members, for use in decision-making.

Regarding coordination with MOE units, this was done at the request of the Vice-Minister of Pedagogical Affairs. A meeting was held to discuss activities planned by the project and how these activities are linked with activities implemented by MOE units including INICE, DIGECE, Pre-primary Education, COMDEs, Adult Education, Primary Education, Pedagogical Services, and Bilingual Intercultural Education (EIB). Coordination mechanisms for implementing joint activities were defined. Subsequent coordination meetings have been carried out by those responsible for activities in the areas of culture of peace, community participation, and pre-primary education.

A refined delivery method for the technical leadership areas has been defined for 2013. Each NGO with a technical leadership area will train and provide technical support to the technical personnel of the other implementing organizations and will also develop reference materials to support the technical guidance that organizations provide to COMDEs, CEDs, teachers, and other stakeholders involved in the project. Each implementing organization is responsible for providing training in the technical leadership areas in its designated municipalities. The NGOs with a technical leadership area will not be responsible for training in that topic in all municipalities, but for training the other NGOs to do so and for developing materials. AIR will be monitoring implementation to ensure that it is consistent with the expected results.

The selection of targeted schools for the three cohorts was completed during this quarter. In order to select these schools, the following criteria were considered: student enrollment, grade repetition rate, and school access. In total, 2,632 public schools (1st to 6th grade) located in 116 project municipalities were selected. Those schools represent 30% of the PROHECO, CEB and ciclo común public schools in these municipalities and serve 70% of the student enrollment from 1<sup>st</sup> to 6<sup>th</sup> grade (for more information please see Annex 1: Number of target schools by municipality and student enrollment).

## *4.2. Technical/ Implementation Activities*

### *4.2.1. Result 1: Continued support to reach EFA goals*

### Activities summary

The following activities were implemented during the reporting period:

- *Capacity building for principals and teachers:* new approaches have been incorporated into the teacher training strategy based on the results of the first implementation year. The current strategy includes :
  - The effective schools model, which emphasizes instructional leadership, opportunities to learn, the learning environment, a clear mission and vision, high expectations, and other factors that should be implemented and continuously assessed in schools.
  - Special attention to first grade, since this grade had the highest repetition rate (over 10%) in at least 16 of the 40 first cohort municipalities. Support material has been developed to help teachers improve their teaching strategies and their pedagogical techniques in first grade.

Also during this period, a substitute teacher strategy was developed to prevent students from missing instruction when their teachers are training their peers in the same school or elsewhere.

- *Monitoring availability and use of DCNB-support materials:* This activity has been carried out both by the project staff as well as by members of COMDES when they visit the schools. During this period, monitoring was carried out in five municipalities in the department of La Paz and 17 municipalities in the departments of Valle and Intibucá. Regarding the latter municipalities, results indicate availability of pacing guides and DCNB standards in 347 targeted schools, and lack of formative and diagnostic tests in these same centers.

To increase availability in areas where there are needed, copies of pacing guides and DCNB standards have been distributed by the project to 256 teachers from four municipalities in Choluteca. According to the information gathered by the technical staff, in the municipalities in Yoro schools have pacing guides and DCNB standards, so the COMDEs of these municipalities have prioritized providing schools with supplies such as markers, pens, erasers, construction paper, and other materials.

*Promote and support DDE and DDI leadership, decision-making and steps to achieve EFA goals:* to increase the leadership of District Directors and their empowerment in achieving EFA goals and indicators, the following activities were carried out during this period:

- Technical assistance to COMDEs in updating or developing PEDEMs (Strategic Plans for Municipal Development), emphasizing the analysis of EFA goals and indicators. This analysis informs objectives, results and activities to achieve the EFA goals and indicators. During this quarter, 22 COMDEs in the departments of Francisco Morazán, Santa Barbara and Comayagua, one in Olancho, three in Yoro, two in Valle, and two in Choluteca received this support.
- Training in the calculation, analysis and interpretation of the EFA indicators and educational goals, as well as in the identification of measures needed to achieve

these goals. This training included CED and COMDE members, since the achievement of these indicators and goals corresponds not only to the District Office but also the wider community (parents, students, community leaders, and teachers). The training focused on the reality of the education in the municipalities, and how to effect needed changes.

- Annual participatory evaluation, in which district directors analyze the situation of the EFA goals and indicators in their municipalities, the causes, the actions required, and the support required by the project. This analysis is intended to underline the interaction between the state of the indicators and the goals (i.e., high repetition from 1st through 6th grade negatively impacts the ability to graduate 6<sup>th</sup> grade students at 12 years of age, and if a student is over age 6 in first grade, s/he will be unable to graduate 6<sup>th</sup> grade at age 12). The most common causes affecting EFA goals and indicators that were noted by educational authorities included: parents being unaware of or not placing importance on pre-primary education, the cost of pre-primary education, lack of use of DCNB support materials in the classroom, inappropriate teaching methodologies, lack of age-appropriate enrollment, and lack of systematic analysis of educational attainment. Some measures suggested by the workshop participants were the development or maintenance of alternative educational programs, incentives for students in extreme poverty, logistical support and training for teachers in the municipality, and technical advice to CED and COMDE members.

### Achievements related to Result 1

During this period, training was provided to 654 teachers and 168 education officials and administrators in 49 municipalities of the first, second and third cohort, focused on topics such as math and Spanish instruction, TALULAR, culture of peace, end-of-grade test application, and pedagogical accompaniment.

The trainings were conducted by teacher facilitators, with the support of the District Directors. Trainings have been offered to teachers in targeted schools; through coordination with District Directors this has been extended to teachers from other schools in some cases. In those cases, District Directors co-finance the activity or seek financial support.

11 previously trained District Directors from Valle and 61 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 the DCNB support materials in the classroom.

### Challenges and perspectives

The availability and use of diagnostic and formative tests, the application of the approaches in the classroom, the increase in pedagogical support, and the transition from traditional to effective schools are some of the measures that will be implemented with increased emphasis in the coming quarters.

The change in the delivery of the technical leadership in teacher training leads to more emphasis on training in teacher training municipal teams, which are formed by volunteer teacher facilitators. This implies increased sustainability in teacher training at the municipal level in the medium and long term, although in the short term it requires managing the institutionalization of the structure and establishing incentives in order to ensure the permanence of members.

According to the annual participatory evaluation conducted at the end of 2012, scarce pedagogical support, inadequate teacher skill in the communicative approach to teaching language and the problem solving approach in math instruction, inadequate content knowledge (particularly in mathematics), lack of teaching materials, and teachers' attitude towards the implementation of instructional approaches and the DCNB are some of the factors impeding the new approaches related to the DCNB, and therefore are challenges faced by the project.

#### *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, diagnoses of COMDEs were conducted in third cohort municipalities to determine their level of progress and the type of assistance that they require.

Based on project experience working with the municipalities of the first and second cohort, COMDEs with a lower level of development will receive support in the preparation of their PEDEM. COMDEs which already have a PEDEM will revise or update it if necessary and develop a plan to monitor it. Those with both instruments (PEDEM and a monitoring plan) will receive guidance in preparing their operational plan, and those who also have operating plans will receive guidance and support on implementation. Six of 75 first and second cohort municipality COMDEs do not have a PEDEM. Of the municipalities that do have a PEDEM, 27 have developed their work plan and are implementing actions from it.

100 COMDE members were trained during this period. The main training topics were developing or updating PEDEMs, preparation of annual operating plans, and the culture of peace.

- *Technical assistance and support for the organization and/or strengthening of CEDs and support to CEDs for development and implementation of work plans:* On average in first cohort municipalities, the project has provided technical assistance to five CEDs per municipality (180 CEDs attended). Areas of assistance include the development or updating of PEC, the functions and roles of CED members, and the development of annual operating plans. To date in the municipalities of the first and second cohort, 94 CEDs have developed a PEC and 70 of them have implemented or are implementing specific projects.

- *Extension of Construction of Peace pilot program:* including training in the culture of peace, accompaniment visits to target schools, and qualitative research in three schools on critical thinking as a key element for the promotion of a culture of peace.

22 teachers, 11 education authorities, and 37 members of CEDs and COMDEs from municipalities in Cortes, Colon, La Paz and Intibucá were trained in the Culture of Peace this quarter. Support visits were made to three schools, where school activities that promote a culture of peace were held, including culture of peace training for parents (municipality: Santa Rita) and a school Peace Fair in which approximately 200 people participated (municipality: Santa Ana de Yusguare).

- *Phase II of the Educación Nos Cambia la Vida communications campaign:* Four television and radio spots were produced for the campaign, and eight photos shoots have been produced and printed. Additionally, the campaign's songs, as well as two jingles, were recorded in this period; participating in the production is the well-known Honduran singer/songwriter Guillermo Anderson.
- *Training and orientation of CCEPREB volunteer educators in the "Juego y Aprendo" program:* Regional workshops were held on preschool education, particularly the use of the "Play and Learn" methodology and the proper administration and operation of CCEPREBs. The total number of volunteers trained was 34; they manage CCEPREB centers located in Yoro, Cortes, and Colon.
- *Support schools, communities and families to develop concrete strategies to facilitate the transition to primary school:* 60 CCEPREB community volunteers and teachers from official pre-school centers were trained during the quarter. These community volunteers and teachers serve 1,385 students in Santa Bárbara.

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.
- *School-level TALULAR training workshops:* In this period, training in the TALULAR methodology was conducted in Choluteca and El Triunfo; 49 principals were trained.

In visits to teachers trained in this methodology in the municipalities of Francisco Morazán and Comayagua, members of the project team observed 63 teachers using classroom materials produced with local resources.

- *Training of project facilitators on concepts of gender and training of municipal, local, and school personnel in incorporating gender issues:* during the quarter, 88 teachers, educational authorities, CED and COMDE members, and project technical staff were trained in gender issues. During the training, participants identify gender inequalities and actions to address these inequities.

## Achievements

During the monitoring conducted at 8 CCEPREBs located in the municipalities of Cantarranas, Ojojona and Sabanagrande, a test was applied to measure achievement of basic skills. Test results indicate that the children tested achieved 70% of the skills assessed. Skills in which difficulties were observed included name-writing, numbers, and differentiation between upper and lower case. CCEBREB educator training to be held in 2013 will focus on strengthening knowledge about the skills described.

Other tests to determine the basic functions in children of pre-primary education were applied and reported in the quarter. 372 children in Santa Barbara who need strengthening in visual-motor coordination and auditory and language discrimination were identified. Based on this result, teachers and community pre-school volunteers, in coordination with parents, are helping children to strengthen these areas.

Implementation of municipal incentive plans during this period was reported in five municipalities in Valle and 12 municipalities in Francisco Morazán and Comayagua. The beneficiaries are 204 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 norms under which incentives are granted.

Additionally, reading skills were measured by applying the EGRA test. This test was administered to first graders from 330 schools in 22 first cohort municipalities. As a result of this application, a pedagogical intervention was developed to define a strategy of differentiated instruction for small groups of students who are grouped according to their reading skills.

Other achievements during the quarter included increases in the collection and use of educational data, as well as increased support to educational quality initiatives at the school level. For example, COMDEs in Atlántida (La Masica and San Francisco) checked and analyzed education statistics through the municipal educational censuses, and two COMDEs in Cortes (Omoa and San Antonio de Cortes) held open meetings to present and discuss the situation of education indicators and to establish commitments to achieve goals. Additionally, five municipalities in La Paz conducted diagnostics of the coverage of pre-primary education, monitored children's attendance at school, and monitored the inventory of DCNB-support materials in schools.

## Challenges and perspectives

During the annual participatory evaluation, incentive programs for low-income students to continue school was one of the measures identified by the different actors (teachers, school officials, and members of COMDEs and CEDs) to be continued. However, challenges related to the selection of beneficiaries and the timely delivery of the incentives at the beginning of the school year must be resolved in order to increase impact.

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 in 2013.

### 4.2.3. Monitoring and evaluation

#### Activities summary

- *Train DDi/DDE stakeholders in data use:* Trainings related to educational indicators mentioned earlier in this report were performed by the monitoring and evaluation team. 64 teachers, school principals, and members of CEDs and COMDEs were trained in the calculation, analysis and interpretation of education indicators and statistics.
- *Participatory annual evaluation:* Two workshops with members of COMDEs and CEDs, CCEPREB volunteers, teachers, school officials, parents, and students from the first cohort municipalities took place after the first year of project implementation. The purpose was to assess the situation of participatory community involvement and educational opportunities, analyze the situation of the EFA goals in the municipalities, identify barriers to community participation, and analyze the application of the classroom approaches promoted by the project.

#### Challenges and perspectives

The main tasks to be performed by the project m&e team during the next quarter will be gathering baseline information for the third cohort municipalities, analysis of baseline data from the second cohort, development and validation of instruments for measuring sub-project results, and the gathering of information for the three sub-results.

A challenge in the coming period will be sustaining the needed monitoring and evaluation system; m&e tasks will be mostly undertaken by the monitoring and evaluation staff of the implementing organizations, with AIR staff focused on the supervision of these tasks.

## **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**

960 participants (education officials, teachers, and volunteers, including COMDE and CED members and CCEPREB volunteers) received training this quarter; 77% were female. (Please see Annex 2 for more details).

Because of constraints on information available, to determine gender representation in 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 of men and women is to 3: 1 (female: male). Taking into account Ministry of Education data at 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).

Observance of 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 in the next quarter:

- Analysis and monitoring of school enrollment, student age, and number of school days
- Identification of teacher training needs
- Diagnosis of existing Teaching Support Units at the district level
- Training municipal team facilitators
- Training teachers and principals
- Transition to Effective Schools
- Accreditation and validation of teacher education
- 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

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

The main recommendations identified during the quarter are related to the application of end-of-grade tests and teacher training.

Regarding teacher training, this should be done early in the year to prevent the absence of teachers from the classroom. Additionally, teacher training should focus on content knowledge (e.g. algebra, arithmetic, geometry, etc.), since this has been a weakness identified in teacher performance. It is also necessary to hold differentiated training for teachers working in multi-grade schools.

Regarding the end-of-grade tests, it is important to take into account current student enrollment at the schools when printing tests, and to distribute both tests (sample and the census), at the same time to prevent information being disseminated. Extending the training time for test applicators, establishing an applicator profile, and training departmental education personnel to oversee the implementation of the tests is also recommended.

## **IX. Annexes**

Annex 1: Number of target schools by municipality and student enrollment

Annex 2: Number of participants trained during the period

Annex 1: Number of target schools by municipality and student enrollment

<b>Municipality</b>	<b>Target schools</b>	<b>Student enrollment</b>
Ahuas	5	1540
Alianza	14	1034
Amapala	12	1336
Arada	7	1222
Atima	12	2016
Bonito Oriental	23	4088
Brus Laguna	12	3225
Cabañas	7	248
Campamento	17	3272
Catacamas	155	14544
Ceguaca	8	822
Chinacla	7	541
Chinda	6	600
Choloma	34	19837
Choluteca	69	24759
Comayagua	42	13836
Concepción de Maria	32	4015
Concepción Del Sur	6	703
Curarem	27	2673
Danli	98	19660
Distrito Central	21	5247
Distrito Central 8	23	9979
El Corpus	33	4006
El Negrito	44	13508
El Paraíso	26	5122
El Porvenir	8	3837
El Progreso	72	35174
El Rosario	16	3221
El Triunfo	52	11552
Esquias	22	2167
Goascoran	11	1695
Guaijiquiro	13	848
Gualaco	26	2721
Ilama	8	1127
Intibucá	49	6368
Iriona	21	3246

<b>Municipality</b>	<b>Target schools</b>	<b>Student enrollment</b>
Jacaleapa	3	125
Jesús de Otoro	25	3378
Juan Fco. Bulnes	10	1439
Jutiapa	39	4528
Juticalpa	74	17375
LA CEIBA	26	14053
La Esperanza	11	636
La Libertad	23	3100
La Masica	21	5283
Langue	17	3036
Lepaterique	33	2092
Limon	21	2432
Marcala	21	2509
Marcovia	15	6300
Masaguara	26	1953
Meambar	20	1516
Morazán	25	5707
Moroceli	14	1923
Nacaome	39	5880
Namasigue	16	4372
Nueva celilac	6	1057
Ojojona	9	1160
Olanchito	39	11520
Omoa	25	6855
Opatoro	10	730
Orocuina	17	2508
Pespire	31	3289
Puerto Cortes	27	11942
Puerto Lempira	33	9926
Reitoca	15	1302
Sabá	17	4362
Sabanagrande	15	2101
San Antonio de Cortes	14	3227
San Antonio de Oriente	8	1641
San Esteban	30	3214
San Fco de Ojuera	10	909

<b>Municipality</b>	<b>Target schools</b>	<b>Student enrollment</b>
San Fco. de Becerra	4	1349
San Fco. de Coray	11	1332
San Fco. de la Paz	36	3960
San Fco. de Opalaca	21	1669
San Francisco	4	1766
San Isidro	5	737
San Jeronimo	26	2707
San Jose	7	730
San José de Colinas	17	2042
San Juan	18	1818
San Juan de Flores	19	1663
San Lorenzo	12	4435
San Luis	24	2770
San Manuel	9	4745
San Marcos de Colon	18	2087
San Miguelito	14	1201
San Nicolas	7	1659
San Pedro Sula	69	54233
San Pedro Zacapa	8	1308
San Vicente Centenario	2	579
Santa Ana	18	1415
Santa Ana de Yusquare	8	3376
Santa Barbara	16	4123
Santa Elena	11	978
Santa Maria	10	1222
Santa Maria Del Real	4	1762
Santa Rita	18	5180
Santa Rosa de Aguan	6	1006
Santiago Puringla	18	1389
Siguatepeque	26	9358

<b>Municipality</b>	<b>Target schools</b>	<b>Student enrollment</b>
Sulaco	16	2222
Tatumbla	12	725
Taulabe	17	3025
Tocoa	25	9001
Trinidad	14	2003
Trujillo	39	7553
Victoria	53	4493
Villa de San Francisco	7	1475
Villeda Morales	6	1883
Wanpusirpi	6	1121
Yamaranguila	29	2716
Yarula	11	903
Yoro	81	11249
Yuscaran	27	1757
<b>Total</b>	<b>2632</b>	<b>555,894</b>

Annex 2: Number of participants trained during the period

Municipality	Teachers		Education officials and administrators		Volunteers		Total
	Female	Male	Female	Male	Female	Male	
Cabañas	1	1					2
Chinacla	3	1		1	3	2	10
Choloma	3		1				4
Comayagua	77	7	5	4			93
Distrito Central	52	10	6		1	2	71
El Negrito	1						1
El Porvenir	1		1				2
El Progreso	4	1	1				6
El Rosario	23	17		3	1		44
Esquías	1		2		12		15
Guajiquiro				1	1		2
Juan Francisco Bulnes	1				1		2
Jutiapa	6	5	6				17
Juticalpa		1				1	2
La Libertad	2	1	1	1	14		19
La Masica	29	7	4	2			42
La Paz	3	1					4
La Trinidad					2		2
Marcala	25	9	1		2		37
Meámbar	9	1	4				14
Nacaome	45	4	3	1			53
Olanchito	6	1	24	9	1		41
Omoa	3						3

Continued on next page

Municipality	Teachers		Education officials and administrators		Volunteers		Total
	Female	Male	Female	Male	Female	Male	
Opatoro	1		2				3
Pespire	24	2	11	2	14	3	56
Puerto Cortés	2						2
Puerto Lempira				2			2
Sabá	3	1	1	2			7
San Antonio de Cortés	2	1					3
San Francisco	2	1	1				4
San Francisco de la Paz	1	4	1	2			8
San Jerónimo	3	2			14	1	20
San José	15	11		1	13	7	47
San Juan de Flores	11	1	2		1		15
San Lorenzo	1						1
San Manuel	2						2
San Pedro Sula	4						4
Santa Ana	19	7			1		27
Santa Elena			1				1
Santa María	21	5		1	1		28
Santa Rita	2						2
Santa Rosa de Aguán	2		1			1	4
Santiago de Puringla	14	12	2			1	29
Siguetepeque	5	2			34	1	42
Taulabe	36	17	6	1		1	61
Tocoa	34	13	7	3			57
Trujillo	7	2	21	15			45
Yarula			1		1		2
Yoro			1			1	2
<b>Total</b>	<b>506</b>	<b>148</b>	<b>117</b>	<b>51</b>	<b>117</b>	<b>21</b>	<b>960</b>