



EducAcción Project
Quarterly Progress Report
July 1, 2012 – September 30, 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

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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

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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 a new focus on 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 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.

The project focuses on the municipality as the area of intervention. EducAcción will reach 120 municipalities, in 3 cohorts of approximately 40 each, during the 5 years of implementation (each cohort will receive 3 years of technical support). The Project works particularly closely with Municipal Councils for Educational Development (COMDEs).

Five of the implementation partners (Save the Children, CRS Honduras, CARE Honduras, ChildFund Honduras, and Fundación Aned) directly implement activities at the municipal level, working in assigned municipalities.

FEREMA provides technical leadership in the area of strategic planning and pre-school education; CARE provides technical leadership in gender issues, ChildFund in teacher professional development, and CRS in conflict resolution and the culture of peace. Therefore, most project partners are municipal level implementers, providers of technical assistance to the project as a whole, and recipients of technical assistance from partner organizations. AIR is responsible for the overall management of the project, the achievement of results, and the technical quality of implementation.

IV. Activities Implemented During the Quarter

The project activities during the quarter, described below, have been divided into two groups for this report: those that are strategic in nature and those that are technical in nature. Technical activities are organized according to the two project results.

4.1. Strategic activities

The main strategic activities undertaken during this period include:

- Signing of agreements with 40 second cohort municipalities and 30 third cohort municipalities. These agreements establish responsibilities for both the project and the local authorities, such as the introduction of public meetings on education, in order to strengthen community participation in education.
- Recruitment and orientation of staff who will work with the municipalities of the second cohort (coordinators and educational and community facilitators).
- Agreements with CARE, CRS, Save the Children and ChildFund for implementation of activities in the municipalities that comprise the second cohort.
- Agreements with the USAID/MIDEH Project to support the implementation of end-of-grade standardized testing in schools in the 120 municipalities of project intervention.

4.2. Technical/ Implementation Activities

During the quarter, the EducAcción team continued to implement the 2012 work plan. The main activities implemented under each project result are described below.

4.2.1. Result 1: Continued support to reach EFA goals

Activities summary

- *Capacity building in the development, monitoring and implementation of municipal-level teacher training plans:* a total of 57 district directors, school principals and teachers from Valle were trained in the development of municipal plans for teacher training. Standardized instruments for use in this process are being designed by the project. These include instruments for: the diagnosis of training needs and existing competencies; plan development, management, and implementation; and monitoring of teacher training plans.
- *Capacity building for principals and teachers in the following areas:*
 - *Teacher supervision and pedagogical support:* In 25 second cohort municipalities, a total of 43 district directors, district technical assistants, and school principals were trained in educational support. The teacher supervision and pedagogical support module, designed in the previous quarter, includes supervision tools that make it easier for directors to systematically and objectively supervise and identify teachers' pedagogical needs. These tools emphasize the availability and use of DCNB materials in the classroom, as well as the implementation of the communicative approach to teaching language and the problem-solving approach in math instruction.
 - *Communicative and problem-solving approach to teaching Spanish and Math:* 103 teacher facilitators from 45 second cohort municipalities were trained in the approaches mentioned above (50 were trained in the communicative approach and 53 in the problem-solving approach). Teachers trained by the facilitators of the first cohort have in turn have trained a total of 2176 teachers in 17 municipalities in the departments of Olancho, Choluteca, and Yoro.
- *Monitoring availability and use of DCNB-support materials:* a sample of 128 teachers in schools in the first cohort municipalities, trained by the project on the communicative and problem-solving approaches, were observed and surveyed to measure availability and use of DCNB-support materials.

Achievements

Described below are the achievements related to the activities of Result 1:

- ***Increased availability and use of DCNB-curriculum support materials (including standards, pacing guides, and standardized test):*** as part of the teacher training program, the teachers received copies of materials for math and Spanish. A total of 1021

teachers from 5 municipalities in the department of Olancho received this material. (The data on use of DCNB-support materials in the municipalities of the first cohort is shown in the results section).

- **Increased teacher supervision and support:** As a result of the training provided by the project to district directors and school principals, to date technical teams reported that 120 teachers from schools in the departments of Francisco Morazán and Comayagua are receiving educational support from the directors of schools and/or district directors. Similarly, 59 school principals from the department of Valle supervised the teachers of their schools. Teacher supervision is considered a practice of high-performing schools in Honduras. It is believed that increasing supervision increases the application of the problem-solving approach and the communicative approach in math and Spanish instruction, respectively, as well as the use of the DCNB-support materials.
- **Improved relevance of instruction through expanded intercultural bilingual education (EIB):** 22 EIB schools will be directly supported by the project. These schools, located in the department of Gracias a Dios, serve the Miskito ethnic group. The 22 EIB schools have an enrollment of 3,300 children (pre-school through 6th grade). One of the project's emphases is that students be taught in their mother tongue; textbooks will be developed and translated into Miskito.

Challenges and perspectives

One of the challenges faced is a climate of confrontation between educational authorities and teachers. This is due to various factors, including the extension of the school year calendar, the reforms in INPREMA, wage deductions for teachers who have missed classes, and other issues, which have all led to teacher strikes. Other challenges faced are the low availability of textbooks for key subjects (mathematics and Spanish) in classrooms, the unavailability of resources (financial and logistical) for the realization of teacher supervision by district directors, and the reluctance of teachers to apply the standardized tests.

For the next period, a plan is in place so that the district directors will accompany the project staff on their visits to schools, so that teacher supervision plans can be implemented.

In the next quarter the project will support the application and scoring of the math and Spanish standardized tests, despite the reluctance of some teachers and principals. The results of these tests will help direct the project's contribution to improving the quality of education.

Contingency plans will be implemented to ensure that teachers and principals do not abandon their classes in order to attend trainings. These plans include conducting trainings in non-class time periods, having a volunteer teacher or substitute teacher fill in, and/or conducting the trainings during weekends.

4.2.2. Result 2: Strengthened community participation in education

Activities summary

Under Result 2, the following activities were conducted during this period:

- *Technical assistance to municipal councils for educational development (COMDEs):* the project provided technical assistance to 20 COMDEs from the second cohort municipalities, particularly in developing municipal education strategic plans as well as in the preparation of annual operating plans. With regarding to the municipalities of the first cohort, 12 municipalities in Francisco Morazán and Comayagua worked on the completion of their strategic monitoring plans. The technical assistance provided to these municipalities included a review of the plans and support in editing and finalizing them.
- *Customized training and support provided to COMDEs according to need:* a total of 38 COMDE members in second cohort municipalities were trained in community participation. Training in development and revision of the strategic educational plans was conducted with 81 COMDE members from the first and second cohort municipalities. Support has also been provided to three second cohort COMDEs in Santa Barbara, in order to include in their plans the formation of CEDs.
- *Technical assistance and support for the organization and / or strengthening of CODECOs and support to CODECOs for development and implementation of work plans:* to date, COMDEs from five municipalities from the department of Valle (first cohort) have structured 49 CEDs and received advice from the Project for the development of work plans linked to the PEC. Moreover, in municipalities of Comayagua, Francisco Morazán and Santa Barbara, there are 145 CEDs organized, of which 92 have a PEC and 69 have specific projects linked to the PEC. In the municipalities of Choluteca and Olancho, 19 CEDs are organized. The opposition of teachers to the formation of the CEDs has, however, hampered progress in this activity.
- *Extension of Construction of Peace pilot program:* during the current quarter 22 teams have been formed to be municipal facilitators for a peace culture, and 22 teams of facilitators for municipal social integration plans have also been formed. The following also have been trained in peace culture and social integration plans: 83 teachers, 36 school principals and district directors, and 68 members of CED and COMDEs from the departments of Yoro, Choluteca, Valle, Comayagua, Francisco Morazán, Atlántida and Olancho. Of the 83 teachers trained, 20 of them have replicated the workshops in the pilot schools where the program of peace culture is being implemented.

Additionally, the Project team has provided advice and support to the development of social integration plans at 17 schools in Atlántida, Yoro, Valle, Francisco Morazán and Comayagua. This support is aimed at developing a diagnostic with respect to school violence and developing behavioral objectives and the design for the social integration plan.

- *Phase II of the Educación Nos Cambia la Vida communications campaign:* the advisory committee has established the new slogan for the campaign, called "Education First." A document has been elaborated for the campaign and is now under review. The different messages to be used throughout first stage of the campaign have been approved. These messages are related to the reduction of failure and dropout rates and the importance of enrollment and retention in school of school-age children and young people.
- *Training and orientation of CCEPREB volunteer educators on the "Juego y Aprendo" program and supplemental training to CCEPREB instructors:* during this period, 83

volunteers were trained in the "Play and Learn" methodology used in CCEPREBs, 60 in the implementation of the basic functions test, and 76 in the use of the remedial materials used to strengthen the skills of children with skill deficiencies in language, visual and motor coordination, and audio discrimination. The basic function test was given to 969 children in the department of Santa Bárbara. The test is scheduled to be applied in Comayagua and Francisco Morazán during the next quarter.

- *Provision of parenting education resource "toolbox" and training to parents of pre-school and primary school children:* A total of 108 teachers and 66 school principals, district directors, and district assistants were trained in the toolbox and in 'schools for parents.'
- *Community-to-community knowledge sharing opportunities:* an exchange of experiences between schools in the municipalities of the first cohort was organized. The goal of the interchange was to share educational practices that improved the implementation of the communicative approach (language instruction) and problem-solving approach (math instruction) in the classroom. During the exchange, class demonstrations were conducted, in which teachers were able to explain the application of the approaches in the classroom as well as discuss and share achievements and difficulties. 165 teachers from 11 municipalities in Comayagua and Francisco Morazán participated.
- *Pilot Scholarship Program to support transition:* 24 municipalities in the departments of Francisco Morazán, Comayagua, Choluteca and Olancho implement the incentive program to promote the transition from 6th to 7th grade. Incentives or grants have been awarded to students to help with needed items such as uniforms, shoes, school supplies, and transportation fees.
- *TALULAR training workshops at the school level:* 30 teacher facilitators were trained in TALULAR strategies for math and language instruction using the problem-solving and communicative approaches respectively. The purpose of this is to provide ways for teachers to use teaching materials to support the implementation of these approaches, particularly through the use of learning corners, and to achieve the educational standards identified in the DCNB. Teacher facilitators themselves have trained a total of 395 teachers, 101 principals and district directors, and 72 parents in the departments of Francisco Morazán, , and Valle.
- *Training of municipal, local and school leaders to incorporate gender issues:* during this quarter 99 people from Choluteca, Valle, Olancho, Atlántida, Cortes, Francisco Morazán and Comayagua were trained. Among those trained were technical project staff, representatives of the municipal offices of women, mothers, parents, COMDE members and teachers.

Achievements

Described below are achievements to date:

- ***Improved quality of pre-school education:*** based on the results of the tests of basic functions, 127 children received reinforcement in visual and motor coordination skills, 110 received reinforcement in audio discrimination, and 135 in language. These skills are necessary for successful entry into and completion of first grade. They also contribute to the

achievement of the pre-school goals of the DCNB (encourage the development of physical and motor skills, social-emotional, language and cognitive skills in children, for total adaptation in the school and community contexts).

- **Increased access to pre-school education:** a total of 191 new CCEPREBs are to be opened in the municipalities of the project's intervention area as part of collaboration with the Educatrachos Project. These CCEPREB will be opened in localities meeting the requirements defined by the Ministry of Education (more than 8 children five years or older). The increase in access to pre-primary centers contributes to two EFA goals, one linked to 6th grade age-appropriate graduation, and the second related to universal pre-primary education.
- **Improved safety and security of school environments:** As a result of coexistence plan development, 5 schools implemented activities that promote a culture of peace, including: school for parents about a peace culture, drawing contests, and the week of values and human rights in the school. In addition, 72 schools in Comayagua and Francisco Morazán implemented school patrols.
- **Increased number and diversity of learning opportunities inside and outside the classroom:** To date, the project has implemented the following measures to increase learning opportunities in the targeted schools: application of the EGRA instrument, use of the school environment approach to the implementation of a culture of peace, use of learning materials, particularly those made with local materials (TALULAR), and involvement of parents through 'schools for parents.'
- **Increased educational opportunities for disadvantaged populations (e.g. girls, the economically disadvantaged, and ethnic minorities):** To date, 240 students in Francisco Morazán and Comayagua and 716 students in Olancho and Choluteca have benefitted from scholarships to reduce school dropout after graduation from 6th grade.

Challenges and perspectives

Support to CEDs in developing annual operating plans for 2013 is one of the upcoming tasks that will be done in the municipalities of the first and second cohorts. In order to develop the annual plans, the PECs of the schools must be taken into consideration, through prioritization of the objectives and outcomes outlined in these. The implementation of these plans will be challenging, particularly due to the inexperience of CED and COMDE members, and therefore support in this area will be an important Project task. The opposition of some teachers and teachers' unions will also continue to provide challenges.

4.2.3. Monitoring and evaluation

Activities summary

The main activities related to project monitoring and evaluation carried out during this period were:

- *Develop training materials for municipal participation in data collection for monitoring of days in class:* through an agreement with the organization Transformemos Honduras,

teaching materials were designed to train a community of volunteers to monitor days in class in schools. A sample of 298 municipalities has been established by the MIDEH Project. For the schools selected in the municipalities of EducAcción Project intervention, community and educational facilitators identify and invite community members with the required profile to be a volunteer. Transformemos Honduras, with MIDEH support, designed the database for data entry. The information collected by the volunteers will be given to Transformemos Honduras to be digitalized and subsequently shared and disclosed. This data will be used by the project for the indicator related to days in class.

- *Train municipal trainers on municipal-level indicators and train district and departmental stakeholders in data use:* under this activity, district directors and school principals have been trained in the calculation, analysis, interpretation and use of indicators and statistics for decision-making. In the department of Valle, 21 district directors and school principals were trained. In the department of Santa Barbara, 113 school principals were trained. In Comayagua and Francisco Morazán, 170 school principals, 17 assistant district directors and 17 district directors were trained. The education indicators and statistics for which training is provided include indicators linked to EFA goals, use and availability of DCNB-support materials, and student attendance, among others.
- *Review, adaptation, and application of the data collection instruments for the baseline survey for the municipalities of the second cohort:* adapted instruments are being applied to gather baseline data for the second cohort.
- *Project database:* has been designed and is being used to generate reports on participants trained, the volunteers involved in the project, and the participants in the baseline surveys and annual monitoring.
- *Self-evaluation of the first year of project implementation:* a workshop for self-evaluation was carried out this quarter, with the participation of managers, coordinators, and educational and community facilitators from the NGO partners. The purpose of the workshop was to analyze strengths and weaknesses in the implementation of the first cohort, as well as identify opportunities for improvement for the next few months of implementation and in the second and third cohorts.

Challenges and perspectives

The analysis and discussion with relevant implementing partners on the results obtained in the self-evaluation workshop is one of the activities to be undertaken during the next quarter. One of the expected results is the identification of corrective or re-directive measures when necessary, lessons learned, and good practices that may be used for 2013 planning.

The reluctance by some principals and teachers to be observed with respect to their use of DCNB-support materials is one of the challenges faced in each of the information gathering stages to date. Teachers link these activities to the monitoring activities carried out by the Ministry of Education at the central level, in which the goal is monitoring the presence of teachers in the classroom.

V. Results

This section presents the values obtained for the indicators established for the project at the end of the first year of intervention. For each indicator, the initial situation and the values obtained to date are shown. The baseline as a whole and the comparison with the current situation allows us to understand and describe the characteristics of the main project beneficiaries with whom we worked during the year, as well as the performance of the project toward reaching its results.

5.1. Result 1: Continued support to reach EFA goals

Indicator	Baseline	Year 1 planned	Year 1 obtained
1. Net primary completion rate	62.72%	67.11%	67.55%
2. Repetition rates for grades 1-6			
Grade 1	8%	6.3%	7.58%
Grade 2	7%	5.5%	6.31%
Grade 3	6%	4.7%	5.21%
Grade 4	4%	3.2%	3.56%
Grade 5	3%	2.4%	2.26%
Grade 6	1%	0.8%	0.81%
3. Dropout rates for grades 1-6	1.10%	0.90%	1.16%
4. Transition rate from 6th to 7th grade	83%	84%	98%
5. Percentage of teachers observed (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% (IP+OL)	NE:27.4% NI:69.95% IP:3%
6. Percentage of teachers observed using gender-sensitive pedagogies in the classroom	3%± 0,1725 Always; 74,3% ± 4,27 Most of the time	60%	***
7. Number of teachers/educators/teaching assistants who successfully complete in-service training or receive intensive coaching or mentoring with USG support	0	4,000	5,031
8. Number of administrators and officials trained with USG support	0	500	895
12. Net enrollment rate of children of 5 years of age in pre-school who receive one year of pre-school education	68.86%	73%	70.63%
13. Number of learners enrolled in USG-supported pre-primary schools or equivalent non-school-based settings	0	8,980	8,516

Note:

** NE: No evidence; NI: Need to improve; IP: in process of improvement; OL: Optimal level

*** We did not perform annual monitoring of this indicator in this period since the trainings with the teachers were conducted in late July and August. Data will be reported in future reports.

Interpretation of the indicators

The project indicators related to education indicators use the official information provided by the Ministry of Education disaggregated by municipality; the data corresponds to the enrollment (initial and final) of 2011 for the municipalities of the first cohort of the project as well as the INE population projection. Data from the annual monitoring are preliminary.

Regarding indicators 1 and 4, the goals defined for year 1 were reached. For indicator 1, the result has implications as to the suitable age of enrollment in 1st grade, and the non-repeating

of any grade during the path to 6th grade. In the case of indicator 4, in some municipalities there is a possible hypothesis linked to the results obtained. The hypothesis is that students who graduated from 6th grade several years before 2011 did not enroll immediately in the 7th grade and have now decided to continue their studies. It is possible that this could be linked in part to the “*Educación Nos Cambia la Vida*” campaign and to a lesser extent to the incentive program implemented by the project.

With respect to indicators 2 and 3 there is a decrease relative to the baseline indicators (rate of decline of 25%, 46%, 61%, 55% and 95% in the repetition rate for 1st, 2nd, 3rd, 4th and 6th grade respectively). Particularly 5th grade reached the goal established for year 1.

For indicator 3, the data suggest regression compared to the baseline situation, given that the dropout rate increased by 5.46% instead of decreasing as expected. Further analysis on the causes of the value obtained in this indicator will be necessary, particularly for the municipalities of San Juan de Flores, Jutiapa, Juticalpa, Omoa, La Libertad, Brus Laguna and Catacamas, since dropout rates are more than 2%. This analysis will be done in coordination with the technical team.

In relation to indicator 12, an increase of 3% compared to the baseline was observed during this period. Two factors affect both indicators 12 and 13: the closure of many CCEPREB by the SE if and when these pre-school centers do not have a minimum of 8 children of the required age, and the desertion of teacher volunteers due lack of the bonus payment by the SE.

Regarding indicators 4, 7, 8 and 13, the goals for the first year were exceeded. Trainees (teachers and educational authorities) are only reported if they have completed a minimum of 16 hours of training during the first year of the project. The details of these participants are presented in Annex 1.

In relation to the indicator 5, the trained teachers reported are those trained in the following topics: communicative approach to language instruction, problem-solving approach to math instruction, and the use of DCNB. Data survey from the annual monitoring indicates that 43.6% of teachers observed had no DCNB standards, 43.95% had no pacing guides, and 82.2% had no assessment tools in the classrooms. During the classroom observations, it was verified that this material was not in the classroom or the school libraries.

Comparing this data with the initial baseline, an increase in the availability of DCNB-support materials has been determined, particularly on availability of DCNB standards, pacing guides and text books. The initial situation in the municipalities of the first cohort was characterized by the low availability of DCNB-support materials, mainly pacing guides, standards, formative assessments, and textbooks for math and Spanish. Of the teachers observed, 54.2% had no standards, 52.1% had no pacing guides and 80.6% had no formative assessments.

As to the use of these materials in the planning and development of classes, there is a moderate increase. Data from the baseline indicates that 43.1% of teachers were not observed using math and Spanish texts during the development of class, 32.7% of teachers showed a teaching plan and one that corresponds to the standards for the grade and the subject they taught. Moreover, 34.5% of teachers observed showed a teaching plan whose contents were in accordance with the provisions in the pacing guides. With regard to the formative and diagnostic assessments, only 16% and 21.8% of teachers observed applied these standardized tests to their students, respectively.

Data from the annual monitoring showed that while 10.9% of teachers did not use math and Spanish text books during the classroom observation, 67.9% showed a teaching plan in accordance with the DCNB standards, of which 38.8% have 25% or less of DCNB standards in the plan, 27.9% have between 26% and 90% of DCNB standards in the plan; and 1.2% have 91% or more of the DCNB standards in the teaching plan. Additionally, 67.9% of teachers observed showed a teaching plan whose contents were in accordance with the provisions in the pacing guides.

Despite the increase in the use of standards and pacing guides, the application of formative assessments has decreased. According to the annual monitoring data, only 10.4% of teachers observed applied the formative assessment. Teachers observed indicated that the formative assessments were not delivered by SE authorities this year and due to the lack of resources the assessments were not reproduced and thus not applied this year.

The index of use of DCNB-support material in classroom takes into account the use of formative assessments and the use of DCNB standards and pacing guides in class planning. Due to this, a decrease in the use of DCNB support material is observed, mostly due to the element of use of formative assessment in the classrooms.

5.2. Result 2: Strengthened community participation in education

Indicator	Baseline	Year 1 planned	Year 1 real
9. Percentage of COMDEs reaching milestones toward developing and monitoring municipal strategic plans for education	4 of 4 tasks 6%	1 of 4 task 70%	1 of 4 task 71%
10. Number of CEDs Implementing a Proyecto Educativo de Centro (PEC)	2% ± 0,15	2 of 3 tasks 25%	2 of 3 tasks 41.76% (± 2.92)
11. Number of community volunteer tutors and facilitators in USAID-supported programs	0	952	1,006
15. The percent change in community member's knowledge of and attitudes toward community participation in the education system (targeted municipalities)	++	++	++

Note: ++ This indicator will be analyzed considering the baseline data from the three cohorts.

Interpretation of the status indicators

Regarding indicator 9 related to COMDEs, four tasks have been identified to determine progress on developing and monitoring municipal strategic plans for education (PEDEM). Data from the baseline shows that 6% of COMDEs propose measures to other actors (task 4), 8% monitor educational indicators (task 3), 8% include in their work plan activities to promote CED creation and support (task 2), and 25% have a PEDEM which could be actionable and monitored (task 1).

Annual monitoring data shows an increase in the number of COMDEs which complete the first task. Over 71% of COMDEs have a PEDEM developed, but only 58.1% have defined specific activities, times, and responsible parties for activity implementation. Those characteristics denote that a PEDEM could be implemented. Similarly a PEDEM could be monitored if the PEDEM includes a monitoring plan. Concerning this aspect, only 32.3% of COMDEs showed a

monitoring plan for the PEDEM during site visits. These PEDEM include education indicators such as net primary completion rate, repetition rate, dropout rate, and academic achievement.

Some of the COMDEs surveyed have proposed to other actors measures that contribute to the COMDE goals (22.6% of COMDEs) as well as some CED goals (25.8% of COMDEs).

Regarding indicator 10 related to CEDs, according to the data from the baseline, 13% (± 0.91) of schools have formed a CED in the municipalities of the first cohort. Over 2% of these schools have developed a PEC. None of them has implemented the PEC.

Annual monitoring data indicates that 52.2% of CEDs were formed by COMDEs, 27.8% by Ministry of Education officials, and 20% by others (such as NGOs). Over 62.9% of CEDs attended by the Project have developed a PEC and 41.76% have developed a PEC and specific projects. Moreover 34.1% of CEDs have specific projects for which they are searching for financial support, 28.6% of CEDs have specific projects already implemented, and 23.1% of CEDs have specific projects under implementation.

Another indicator that was reached during this period was the number of volunteers involved in project activities. Among these volunteers are: parents, local leaders, representatives of churches, retired teachers, and volunteer CCEPREB facilitators. Except for the latter, the other volunteers are part of structures such as CEDs, COMDEs, Parents' Societies, etc. More detailed information about these volunteers is in Annex 1.

5.3. Cross-cutting and contextual indicators

Indicator	Baseline	Year 1 planned	Year 1 real
14. Average number of school days in session (Contextual Indicator)	158	165	188**
16. Gender-representativeness of project beneficiaries (Ratio: Female teachers and volunteers: Male teachers and volunteers)	4:1	100%	110%

**The value associated with indicator 14 comes from the Ministry of Education. The project will monitor class days in a sample of schools located in the municipalities of intervention through the organization Transformemos Honduras. The results of this monitoring will be reported in the next annual report.

With regard to the gender representativeness indicator, 1,207 male and 3,824 female teachers and 256 female and 750 male volunteers working in CCEPREB were trained during this year. Considering data from the Ministry of Education, 6,960 female teachers and 3,178 male teachers in PROHECO, CEB and Common Cycle schools and 639 female volunteers and 171 male CCEPREB volunteers taught classes in the municipalities of project intervention.

Analysis of the ratio of male volunteers and teachers trained and female volunteers and teachers trained indicates that for every three volunteers or trained teachers, one male teacher or volunteer has been trained. This is not equivalent to the gender ratio of teachers and volunteers, which is two female teachers and volunteers for every male volunteer and teacher.

VI. Number of Participants Trained

As indicated in the previous section 5,031 teachers, 895 education authorities and officers, and 1,006 volunteers were trained during the first year of the project. Detailed information by municipality, gender, and type of participant is presented in Annex 1.

VII. Activities Planned for Next Quarter

In relation to result 1:

- Capacity building in the development, monitoring and implementation of municipal level teacher training plans
- Capacity building for principals and teachers
- Conduct an assessment of the potential for scaling up Pedagogical Support Units (UAP)s.
- Monitoring availability and use of DCNB-support materials.

Regarding result 2:

- Technical assistance to municipal councils for educational development (COMDES)
- Customized training and support to COMDES according to need
- Extension of Construction of Peace pilot program
- Phase II of *Educación Nos Cambia la Vida* communication campaign
- Support model CCEPREBs at 20 centers
- Pilot scholarship program to support transition
- Development of local language storybooks for use in indigenous communities
- Planning for development of community libraries through IBB

With regard to monitoring and evaluation:

- Data collection for the second cohort
- Tabulation and analysis for the second cohort
- Develop training materials for municipal participation in data collection and monitoring
- Database user training and monitoring at the local level

VIII. Lessons Learned and Recommendations

- Considering the multiple actors in the municipalities of intervention, including the COMDE Unit of the Ministry of Education, INICE, the World Bank, and other donors, it is necessary to establish better mechanisms for coordination to avoid duplication of efforts and activities.
- Technical assistance and support to community participation are processes in which results are expected in the medium term. Up to now the CED and COMDE structures have not had a significant impact on educational outcomes in the municipality or the community. The project is providing these structures with information and training; in the meantime they must gain experience to gradually take over and make quality contributions to the education of their respective municipalities.

- The analysis of the causes of dropout, repetition and other education data in the municipalities is imperative to orienting activities in the Project as well as to giving advice and support to the CEDs, COMDEs, and local education authorities in the identification and implementation of measures to improve educational access and quality.
- According to information provided by project field staff, the level of insecurity has increased in some municipalities targeted by the project. Training hours have had to be altered, and schools have been closed temporarily, particularly in the municipalities of El Rosario, Esquías and Meámbar in Comayagua, Curarén and Reitoca in Francisco Morazán, and Campamento in Olancho. Project activities must take into account these circumstances.
- In the municipalities of intervention, district directors, municipal authorities, and parents have expressed concern about the continued training that teachers receive, and how this affects the number of class days for students. The Project team will continue the development and implementation of contingency plans to ensure that class time for students is not reduced due to training activities.
- During this year numerous teachers has been trained in a wide variety of content areas, as have many district-level personnel and school principals, the latter with emphasis on pedagogical support and supervision. We expect that these personnel will apply the knowledge and skills in their classrooms, and benefit from pedagogical support given by the district authorities and school principals.
- Within the volume of project activities it has been difficult to harmonize the technical leadership area contributions delivered by the project NGO partners. This situation is being analyzed; during the next quarter it may be necessary to make decisions to simplify and make more effective the work in the technical leadership areas in 2013 and beyond.

Annex 1. Teachers, volunteers, administrators and officials trained from July 2011 to September 2012

Municipalities	Teachers M	Officials M	Volunteers M	Teachers F	Officials F	Volunteers F	Teachers T	Officials T	Volunteers T	Total F	Total M	Total
Ahuás	0			2			2			0	2	2
Alianza	2			2			4			2	2	4
Amapala	11	1	3	39	1	22	50	2	25	15	62	77
Arada	2	8	3	0	4	3	2	12	6	13	7	20
Atima	1	10	1	6	8	10	7	18	11	12	24	36
Brus Laguna	37	12	8	37	8	7	74	20	15	57	52	109
Campamento	8	3	0	29	5	4	37	8	4	11	38	49
Catacamas	59	8	0	310	28	3	369	36	3	67	341	408
Chinacla	0		2	1		0	1		2	2	1	3
Choluteca	85	14	1	325	14	12	410	28	13	100	351	451
Comayagua	6	15	4	13	12	4	19	27	8	25	29	54
Concepción de María	57	4	4	89	8	40	146	12	44	65	137	202
Curarén	29	2	2	77	3	4	106	5	6	33	84	117
Distrito Central	46	10	9	194	41	23	240	51	32	65	258	323
El Corpus	20	3	1	55	4	27	75	7	28	24	86	110
El Negrito	23			68			91			23	68	91
El Paraíso	0			1			1			0	1	1
El Porvenir	17	5	16	72	18	35	89	23	51	38	125	163
El Progreso	55		7	213		6	268		13	62	219	281
El Rosario	5	10	5	10	1	7	15	11	12	20	18	38
El Triunfo	17	0	0	45	2	2	62	2	2	17	49	66
Esquíás	18	1	4	80	7	16	98	8	20	23	103	126
Goascorán	18	0	3	58	1	3	76	1	6	21	62	83
Intibucá	3	3		2	1		5	4		6	3	9
Jesús de Otoro	1	1	0	0		1	1	1	1	2	1	3

Municipalities	Teachers M	Officials M	Volunteers M	Teachers F	Officials F	Volunteers F	Teachers T	Officials T	Volunteers T	Total F	Total M	Total
Juan Francisco Bulnes	14	2	2	16	1	3	30	3	5	18	20	38
Jutiapa	33	13	14	79	53	39	112	66	53	60	171	231
Juticalpa	65	12	1	329	30	5	394	42	6	78	364	442
La Ceiba	1	1		8	0		9	1		2	8	10
La Esperanza	1	1		2	1		3	2		2	3	5
La Libertad	21	13	10	54	6	44	75	19	54	44	104	148
La Masica	22	9	6	124	36	14	146	45	20	37	174	211
La Paz	0			1			1			0	1	1
La Trinidad			0			3			3	0	3	3
Langue	30	1	10	56	2	15	86	3	25	41	73	114
Lepaterique	34	1	12	56	7	22	90	8	34	47	85	132
Marcala	0	0	0	2	1	2	2	1	2	0	5	5
Marcovia	10	3	2	54	4	11	64	7	13	15	69	84
Masaguara	0	1	1	1	0	0	1	1	1	2	1	3
Meámbar	0	2	0	4	9	13	4	11	13	2	26	28
Nacaome	3			6			9			3	6	9
Namasigue	18	2	9	103	0	25	121	2	34	29	128	157
Nuevo Celilac	4	2	4	2	6	2	6	8	6	10	10	20
Ojojona	15	10	4	30	9	27	45	19	31	29	66	95
Olanchito	1	0		1	2		2	2		1	3	4
Omoa	1	0	1	1	1	0	2	1	1	2	2	4
Orocuina	31	1	14	46	2	14	77	3	28	46	62	108
Pespire	1	0	0	2	1	1	3	1	1	1	4	5
Puerto Cortés	1			1			2			1	1	2
Puerto Lempira	74	70	3	131	41	6	205	111	9	147	178	325
Reitoca	40	2	10	45	3	18	85	5	28	52	66	118
Sabá	0	1	1	2	0	0	2	1	1	2	2	4

Municipalities	Teachers M	Officials M	Volunteers M	Teachers F	Officials F	Volunteers F	Teachers T	Officials T	Volunteers T	Total F	Total M	Total
Sabanagrande	14	4	5	67	11	17	81	15	22	23	95	118
San Antonio de Cortés	3	1	2	2	1	1	5	2	3	6	4	10
San Antonio de Oriente	10	10	7	34	13	25	44	23	32	27	72	99
San Francisco	20	7	8	76	18	24	96	25	32	35	118	153
San Francisco de Becerra	13	0	1	30	3	2	43	3	3	14	35	49
San Francisco de Coray	18	1	10	33	5	13	51	6	23	29	51	80
San Francisco de la Paz	3	4		20	2		23	6		7	22	29
San Francisco de Ojuera	5	5	4	17	4	1	22	9	5	14	22	36
San Francisco de Opalaca	1			0			1			1	0	1
San Isidro	1	1	0	1	0	1	2	1	1	2	2	4
San Jerónimo	18	8	10	70	13	34	88	21	44	36	117	153
San José	1			3			4			1	3	4
San Juan	1			1			2			1	1	2
San Juan de Flores	10	6	4	57	12	25	67	18	29	20	94	114
San Lorenzo	32	1	1	136	15	24	168	16	25	34	175	209
San Manuel	0	0	1	1	1	0	1	1	1	1	2	3
San Marcos de Colón	19	1	0	55	9	2	74	10	2	20	66	86
San Miguelito	0	0		2	1		2	1		0	3	3
San Nicolás	0	1		1	0		1	1		1	1	2
San Pedro Sula		1			1			2		1	1	2
San Vicente Centenario	2			0			2			2	0	2
Santa Ana	1	1	0	2	1	2	3	2	2	2	5	7
Santa Ana de Yusguare	2	2		45	2		47	4		4	47	51
Santa Bárbara	4	8	3	29	5	0	33	13	3	15	34	49
Santa María	1	0		0	1		1	1		1	1	2
Santa Maria del Real	16	1	3	38	4	5	54	5	8	20	47	67
Santa Rita	32	1	1	91	1	0	123	2	1	34	92	126

Municipalities	Teachers M	Officials M	Volunteers M	Teachers F	Officials F	Volunteers F	Teachers T	Officials T	Volunteers T	Total F	Total M	Total
Santa Rosa de Aguán	1	1	0	1	1	1	2	2	1	2	3	5
Santiago de Puringla	1	0	1	1	1	0	2	1	1	2	2	4
Siguatepeque	20	22	14	97	20	39	117	42	53	56	156	212
Tatumbra		0			1			1		0	1	1
Taulabe	7	1	1	3	5	21	10	6	22	9	29	38
Tocoa	1	1	0	2	1	1	3	2	1	2	4	6
Trinidad			0			1			1	0	1	1
Trujillo	1	1	1	3	1	0	4	2	1	3	4	7
Villa de San Francisco	7	3	1	21	7	18	28	10	19	11	46	57
Villeda Morales		1			1			2		1	1	2
Wampusirpi	1	1		0	0		1	1		2	0	2
Yamaranguila	1	1		1	0		2	1		2	1	3
Yoro			1			0			1	1	0	1
Total general	1207	353	256	3824	542	750	5031	895	1006	1816	5116	6932