

**PREAL- Performance Data Tables - Quarter 3/FY2012**

**Note:** In each data table, year refers to fiscal year. Actual activities are provided for the current quarter and as cumulative totals for the fiscal year to date.

<b>Mission:</b> Improve the quality, equity, and efficiency of education in Latin America by helping governments and civil society to promote informed debate on education policy, identify and disseminate best practices, and monitor progress toward improvement.				
<b>Result:</b> Mission: Improve the quality, equity, and efficiency of education in Latin America by helping governments and civil society to promote informed debate on education policy, identify and disseminate best practices, and monitor progress toward improvement.				
	<b>Year</b>	<b>Planned (FY)</b>	<b>Actual (Quarter)</b>	<b>Actual (FY)</b>
<b>Indicator 1.0.1:</b> One or more of the 9 areas identified by PREAL's education report cards as crucial to improving education.	2007 (Apr-Sept)	N/A	N/A	N/A
<b>Unit of Measure:</b> Number of areas showing improvement (from static to better or down to up or higher grade)	2008	N/A	N/A	N/A
<b>Source:</b> Regional report card; Ortega Goodspeed	2009	1	—	—
<b>Indicator description:</b> Nine areas are: test scores, enrollments, staying in school, equity, standards, assessment, authority and accountability at the school level, teaching profession and investment in primary and secondary education. The first four areas track changes in education outcomes. The remaining five track progress toward the four key PREAL recommendations, including information on reforms being proposed, legislated and implemented. Improvement is measured through better overall grade or indication of progress (arrow) in relation to 2006 baseline grade. Note that changes in education indicators can be attributed to a variety of factors outside the control of this project. Regional report cards are generated every two to five years so progress will not be measured in non-report card years. This is reasonable, since education indicators and policy changes tend to move slowly. This indicator will be measured once during the cooperative agreement.	2010	1	—	—
	2011	1	—	—
	2012	1	—	—
	No new regional report card published during this quarter.			
<b>Comments:</b> This indicator is tracked, but is outside the manageable interest of PREAL, as a variety of factors beyond our direct influence will affect when and whether policy changes and educational improvements actually occur. It may also be that improvements influenced by our activities may manifest themselves after the time span of this grant.				

### Intermediate Objective 1

**Mission:** Improve the quality, equity, and efficiency of education in Latin America by helping governments and civil society to promote informed debate on education policy, identify and disseminate best practices, and monitor progress toward improvement.

**Result:** Intermediate Objective 1: Increase knowledge among policymakers and non-governmental actors of relevant data, best practices and lessons learned from successful education reforms.

**Indicator 1.1.1:** PREAL activities and products given broad media exposure.

**Unit of Measure:** Number of articles/news reports

**Source:** National partners, activity coordinators, and PREAL offices through reporting to secretariat (via the program monitoring system); compiled by Odell and Hufnagel.

**Indicator description:** Includes newspaper, TV and radio coverage given to PREAL sponsored activities and products, reported as total number of articles/pieces and by type of media (print, TV, radio). Because systematically monitoring non-print media requires enormous human and financial resources, PREAL will only count TV and radio coverage of our events which are brought to our attention, either because PREAL affiliates are interviewed or because viewers/listeners alert us to the coverage. Reported quarterly, though targets are annual figures.

Year	Planned (FY)	Actual (Quarter)	Actual (FY)
2007 (Apr-Sept)	50	—	160
2008	120	—	252
2009	140	—	180
2010	140	—	142
2011	150	—	219
2012	175	97	265

Although press coverage declined between 2008 and 2010, it is worth noting that funding delays in FY2008 and FY2009 meant that several activities from our original proposal were postponed or cancelled. In addition, funds and activities originally planned over 2.5 years were stretched to 3.5 years (a 40% increase in time with no increase in funding). Consequently, it is not surprising that press coverage (which closely follows the completion of events and activities) in 2008-2010 would be less. However, the impact per dollar might well be higher than what we had planned. Note that press coverage rose again in 2011, and numbers in 2012 show a similar trend.

**Comments:** PREAL recognizes that the type and length of coverage provided is as important as the number of articles/spots/etc. Therefore, we will indicate when coverage is prime-time or front page whenever possible. However, we will not systematically track columnar inches or other measures of coverage "quality" due to time and resource constraints.

Type of media:	2007 (Apr-Sept)		2008		2009		2010		2011		2012	
	Actual	Planned	Actual	Planned	Actual	Planned	Actual	Planned	Actual	Planned	Quarter	FY
Print	107	107	156	156	130	130	104	104	127	127	83	205
Radio	26	26	39	39	21	21	16	16	46	46	5	26
Television	27	27	57	57	29	29	16	16	46	46	9	34
Other	0	0	0	0	0	0	6	6	0	0	0	0

### Intermediate Objective 1 (cont'd)

**Mission:** Improve the quality, equity, and efficiency of education in Latin America by helping governments and civil society to promote informed debate on education policy, identify and disseminate best practices, and monitor progress toward improvement.

**Result:** Intermediate Objective 1: Increase knowledge among policymakers and non-governmental actors of relevant data, best practices and lessons learned from successful education reforms.

**Indicator 1.1.2:** Number of cases of impact by working groups, associated centers, task forces, business groups or PREAL offices increased.

**Unit of Measure:** Number of new cases recorded.

**Source:** National partners, activity coordinators, and PREAL offices through reporting to secretariat (via the program monitoring system); compiled by Odell and Hufnagel.

**Indicator description:** Documentation may take the form of emails about conversations, letters or emails addressed to PREAL staff, etc. Impact is defined as any kind of acknowledgment that PREAL activities or products had an effect on education systems or made an impression on stakeholders in Latin American education (government, business, civil society, education). A quantitative breakdown of the cases is provided in a separate table. Specific anecdotes in the form of impact highlights and "success stories", will be provided with narrative reports.

Year	Planned (FY)	Actual (Quarter)	Actual (FY)
2007 (Apr-Sept)	210	—	429
2008	450	—	752
2009	495	—	835
2010	495	—	756
2011	680	—	572
2012	740	372	1432

Impact numbers from the first quarter of FY2012 include 659 cases from a PREAL partner in Costa Rica that had not been counted in past reports, covering 2007 through 2011. Cases of impact from other activities have continued to rise in the third quarter of FY2012 in response to events organized by the Central America chapter of our teachers working group and implementation of our new studytour and research programs, already exceeding the anticipated number of cases for the fiscal year.

Cases of Impact	2007 (Apr-Sept)		2008		2009		2010		2011		2012	
	Planned (FY)	Actual (FY)	Planned (FY)	Actual	Planned (FY)	Actual (FY)						
PREAL Products Used	50	156	110	151	120	167	120	152	150	84	200	377
Positive Feedback	120	235	250	419	270	462	270	435	400	372	400	522
PREAL Product Reaching High Level	35	23	75	115	80	146	80	132	100	89	110	376
Other Impact	5	15	15	67	25	60	25	37	30	27	30	57

**Intermediate Objective 1 (cont'd)**

<b>Mission:</b> Improve the quality, equity, and efficiency of education in Latin America by helping governments and civil society to promote informed debate on education policy, identify and disseminate best practices, and monitor progress toward improvement.				
<b>Result:</b> Intermediate Objective 1: Increase knowledge among policymakers and non-governmental actors of relevant data, best practices and lessons learned from successful education reforms.				
<b>Indicator 1.1.3:</b> Demand for PREAL publications and electronic products increased.				
<b>Unit of Measure:</b> Number of citations/requests for copies/downloads/permission to reproduce for PREAL publications, and number of hits to PREAL's websites and blog.				
<b>Source:</b> Program monitoring system and online website tracking device; data gathered by Washington and Santiago offices.				
<b>Indicator description:</b> Quantitative information on user demand for PREAL publications. Targets and baseline will vary by type of demand (citation, request for document, permission to reproduce, etc.) and are presented in a separate table. Requests for documents are reported as number of separate requests. Qualitative information on who requests, cites, or asks to reproduce information and what they intend to use the information for will be provided when available. Additionally, hits to PREAL's website will be reported to gauge demand for electronic products. Reported quarterly, though targets are annual figures.				
	<b>Year</b>	<b>Planned (FY)</b>	<b>Actual (Quarter)</b>	<b>Actual (FY)</b>
	2007 (Apr-Sept)	250,200	---	211,294
	2008	240,000	---	319,445
	2009	330,000	---	333,140
	2010	330,000	---	281,025
	2011	310,000	---	271,879
	2012	315,000	60,259	176,993
<p>PREAL received a total of 80,121 page views on its website, blog and page on the Inter-American Dialogue website during the third quarter of FY2012, averaging 3.60 page views per visit on the PREAL website. The blog received a total of 9,235 page views this quarter, although we are unable to filter out staff visits due to changes made to the blog design. Citations for the first quarter of FY2012 include historical information from a Costa Rican partner (from 2007-2011) that were not included in past reports. Please note that the total for FY2007 and the first quarter of FY2008 include numbers for PREAL's webpage reported under an old web-tracking system and may not be strictly compatible with subsequent numbers (hits from staff members are now filtered out). Note that lower than expected figures for this indicator are driven by fluctuations in the number of web hits, which may be due to several factors, including fewer PREAL activities during funding delays in FY2008 and FY2009 and the suspension of activities of two of PREAL's working groups in 2012. (See explanation of working group delays under indicators 1.4.1 and 1.4.2 below). However, it is important to note that other indicators of demand remain strong, with rising blog usage and a steady number of page views per visit. In addition, the number of citations, requests for copies, and permission to reproduce have already exceeded annual targets or are on track to do so.</p>				

Indicator 1.1.3 Number by year and type of demand														
	2007 (Apr-Sept)		2008		2009		2010		2011		2012			
	Planned (FY)	Actual	Planned (FY)	Actual	Planned (FY)	Actual	Planned (FY)	Actual (FY)	Planned (FY)	Actual (FY)	Planned (FY)	Actual (Quarter)	Actual (FY)	
Citations	45	142	95	243	100	295	100	288	250	235	250	61	192	
Requests for copies	150	176	320	172	400	80	400	100	100	70	100	72	215	
Permission to reproduce	5	10	11	44	13	19	13	25	15	21	20	5	25	
Web hits	250,000	210,966	239,574	318,986	329,487	332,755	329,487	280,612	309,635	271,553	314,630	60,121	176,561	

**Intermediate Objective 2**

<b>Mission:</b> Improve the quality, equity, and efficiency of education in Latin America by helping governments and civil society to promote informed debate on education policy, identify and disseminate best practices, and monitor progress toward improvement.				
<b>Result:</b> Intermediate Objective 2: Develop, refine and apply tools for monitoring progress on education reform so as to improve accountability at the national and sub-national levels.				
<b>Indicator 1.2.1:</b> Number of new tools and refined instruments used to monitor progress and improve accountability increased.	<b>Year</b>	<b>Planned (FY)</b>	<b>Actual (Quarter)</b>	<b>Actual (FY)</b>
	2007 (Apr-Sept)	4	---	2
	2008	8	---	1
	2009	12	---	2
	2010	8	---	3
	2011	6	---	4
	2012	6	0	3
<b>Unit of Measure:</b> Number of new tools and refined instruments produced and disseminated				
<b>Source:</b> Program management; Ortega Goodspeed, Odell and Hufnagel.				
<b>Indicator description:</b> Quantitative information on the tools PREAL develops and uses for monitoring education reform. Information by type of tools provided in a separate table. Note that the timing of actual publication depends greatly on our national partners and may not fit exactly with estimated timetables.				
	PREAL continued to move forward with national report cards in Jamaica and Paraguay, policy audits in Chile and the Dominican Republic, and it is updating and revising the draft of its regional report card. Note that the shortfall in USAID funds scheduled to be obligated in FY2008 and FY2009 caused us to postpone or cancel several activities included in our original proposal, and this, along with the temporary suspension of activities in Honduras, put us behind our original schedule. Note that planned numbers for each year may include delayed products from previous years and should not be viewed as a cumulative total.			

	Indicator 1.2.1 Number by year and type of tool												
	2007 (Apr-Sept)		2008		2009		2010		2011		2012		
	Planned (FY)	Actual	Planned (FY)	Actual	Planned (FY)	Actual	Planned (FY)	Actual (FY)	Planned (FY)	Actual (FY)	Planned (FY)	Actual (Quarter)	Actual (FY)
National report cards	3	1	2	1	5	1	4	1	4	3	2	0	1
Subnational report cards (countries)-cancelled	0	0	1	0	1	0	0	0	0	0	0	0	0
Regional report cards	1 (Central America)	1	0	0	1 (Latin America)	0	1 (Latin America)	0	1	0	1 (Latin America)	0	0
Policy audits	0	0	1	0	1	0	1	1	0	0	2	0	0
Audience-specific publications	0	0	2	0	2	1	2	1	1	1	1	0	2
Index (cancelled)	0	0	1	0	1	0	0	0	0	0	0	0	0
Other (cancelled)	0	0	1	0	1	0	0	0	0	0	0	0	0

<b>Mission:</b> Improve the quality, equity, and efficiency of education in Latin America by helping governments and civil society to promote informed debate on education policy, identify and disseminate best practices, and monitor progress toward improvement.				
<b>Result:</b> Intermediate Objective 2: Develop, refine and apply tools for monitoring progress on education reform so as to improve accountability at the national and sub-national levels.				
<b>Indicator 1.2.2:</b> Key audiences reached using PREAL monitoring tools or instruments expanded.				
<b>Unit of Measure:</b> Number of individuals from key audiences reached using PREAL monitoring tools or instruments. This will be calculated based on individuals from key sectors who are added to distribution lists, are invited to and/or participate in PREAL events related to monitoring tools or instruments.				
<b>Source:</b> National partners and activity coordinators, through reporting to secretariat (via the program monitoring system); compiled by Odell and Hufnagel.				
<b>Indicator description:</b> Information on the type of key audiences reached provided in a separate table. Reported quarterly, though targets are annual figures.				
<b>Comments:</b> No baseline data is available for this indicator, as PREAL has never before measured distribution/event participation by audience type. Targets for 2009 were estimated based on observed values during 2008.				
	<b>Year</b>	<b>Planned (FY)</b>	<b>Actual (Quarter)</b>	<b>Actual (FY)</b>
	2007 (Apr-Sept)	n/a	---	N/A
	2008	TBD	---	1,561
	2009	1,700	---	2,834
	2010	1,700	---	4,975
	2011	5,500	---	9,423
	2012	6,500	223	11,436
FY totals reflect the current number of people on distribution lists and attending monitoring events (i.e. total number reached). Numbers for the quarter reflect the change between the number of people on distribution lists this quarter and the number reported in the previous quarter. (Number of people attending events is cumulative across quarters.) Because monitoring tools are not produced every quarter, PREAL calculates a proxy for the reach of its monitoring tools by asking its most active partners to provide quarterly information on their current distribution list for PREAL publications in general, since these do not usually differ substantially from report card distribution. As new audiences are reached through event attendance and the addition of new partners, those figures are added to the total. Note that general distribution lists often fluctuate by quarter, but that the overall trend is an increase in reach over time. Also note that these numbers do not include Working Group distribution or events to discuss monitoring products that are not organized or co-organized by our partners. Consequently, this total likely underestimates our actual reach and may not fully capture our contact with certain audiences. Please note that figures from Q2 FY2012 contained an inadvertent calculation error that has been corrected in this quarter's totals.				

Indicator 1.2.2 Number of individuals by year and type of audience									
	2007 (Apr-Sept)	2008		2009		2010		2011	
	Actual	Actual	Actual	Actual	Actual	Actual (to date)	Actual (Q)	Actual (to date)	
Legislators	n/a	71	129	230	343	22	447		
Business associations	n/a	380	337	855	1931	-16	2247		
Government officials and administrators	n/a	184	368	863	1237	26	1439		
Teachers or teacher organizations	n/a	96	197	443	859	170	1223		
Parent organizations	n/a	3	127	87	229	0	234		
Community-based organizations	n/a	21	28	52	122	0	168		
Media	n/a	172	129	382	505	3	600		
Other education NGOs	n/a	201	184	450	713	1	961		
Academics	n/a	202	877	618	922	-1	1305		
NGOs from other sectors (e.g. democracy and governance, economic growth, health and children rights)	n/a								
Others	n/a	141	161	211	269	-11	323		
	n/a	90	297	784	2293	29	2488		

### Intermediate Objective 3

<b>Mission:</b> Improve the quality, equity, and efficiency of education in Latin America by helping governments and civil society to promote informed debate on education policy, identify and disseminate best practices, and monitor progress toward improvement.				
<b>Result:</b> Intermediate Objective 3: Strengthen the capacity of national groups to promote education reform.				
	<b>Year</b>	<b>Planned (FY)</b>	<b>Actual (Quarter)</b>	<b>Actual (FY)</b>
<b>Indicator 1.3.1: National groups' collaboration with other education reform groups strengthened.</b>	2007 (Apr-Sept)	n/a	—	8
<b>Unit of Measure:</b> Number of collaborative efforts on PREAL-related education topics	2008	20	—	43
<b>Source:</b> National partners and activity coordinators, through reporting to secretariat (via the program monitoring system); compiled by Odell and Hufnagel.	2009	25	—	53
<b>Indicator description:</b> Collaborative efforts include meetings and projects on PREAL topics held in conjunction with national and international organizations and PREAL working groups. Measured quarterly, though targets are annual figures.	2010	25	—	71
	2011	50	—	99
	2012	60	22	69
<b>Comments:</b> 2008 - 2010 targets for this indicator are based on the last quarter of 2007 (Apr-Sept), when PREAL first measured this indicator.				

<b>Mission:</b> Improve the quality, equity, and efficiency of education in Latin America by helping governments and civil society to promote informed debate on education policy, identify and disseminate best practices, and monitor progress toward improvement.				
<b>Result:</b> Intermediate Objective 3: Strengthen the capacity of national groups to promote education reform.				
	<b>Year</b>	<b>Planned (FY)</b>	<b>Actual (Quarter)</b>	<b>Actual (FY)</b>
<b>Indicator 1.3.2: National groups' advice or assistance on education policy matters increasingly requested.</b>	2007 (Apr-Sept)	n/a	—	29
<b>Unit of Measure:</b> Number of requests national partners receive from national or sub-national government offices, business groups, and other civil society organizations for events, information, advice, and assistance on PREAL related topics.	2008	65	—	92
<b>Source:</b> National partners and activity coordinators, through reporting to secretariat (via the program monitoring system); compiled by Odell and Hufnagel.	2009	70	—	164
<b>Indicator description:</b> Information on the type of organizations requesting advice or assistance provided in a separate table. Because it is difficult to predict from whom requests will come, only actual requests are included in the table by type of organization. Measured quarterly, though targets are annual figures.	2010	70	—	191
	2011	140	—	110
	2012	160	93	171
<b>Comments:</b> 2008 - 2009 targets for this indicator are based on the last quarter of 2007 (Apr-Sept), when PREAL first measured this indicator.	<p>The FY 2008 totals above are greater than the their disaggregated tallies in the sub-table below because several of our partners did not provide disaggregated information. Reported requests for advice and assistance declined during FY2011, although that may be due in part to the fact that we are no longer receiving impact reports from the three successfully completed strategic partnerships. Requests in 2012 have increased, in part due to successful teacher policy events held in cooperation with the Central American chapter of the teachers working group in several countries and ongoing strategic partnership work in Honduras.</p>			

Indicator 1.3.2 Number of requests by year and type							
	2007 (Apr-Sept)	2008	2009	2010	2011	2012	
	Actual	Actual	Actual	Actual	Actual	Actual (Quarter)	Actual (FY)
National or sub-national government offices	n/a	29	52	47	27	17	28
Business groups	n/a	13	13	26	25	16	40
Other civil society groups (incl. community-based organizations, parent groups, teacher groups, etc.)	n/a	24	41	58	35	28	68
Other	n/a	9	58	60	23	32	35

**Mission:** Improve the quality, equity, and efficiency of education in Latin America by helping governments and civil society to promote informed debate on education policy, identify and disseminate best practices, and monitor progress toward improvement.

**Result:** Intermediate Objective 3: Strengthen the capacity of national groups to promote education reform.

	Year	Planned (FY)	Actual (Quarter)	Actual (FY)
<b>Indicator 1.3.3: Percent non-USAID funding for national and subnational report cards increased.</b>	2007 (Apr-Sept)	40%	—	100%
<b>Unit of Measure:</b> Percent non-USAID funding	2008	45%	n/a	37%
<b>Source:</b> Report card contracts; Washington and Santiago offices.	2009	50%	n/a	10%
<b>Indicator description:</b> Reported as an average for both levels and by level (national and subnational). Amount of increase seen may vary by level; targets are for average of national and subnational combined.	2010	50%	n/a	100%
	2011	40%	n/a	34%
	2012	45%	n/a	40%

This indicator includes only funding for national or subnational report cards. Policy audits and other monitoring tools are not included. Note that cost share varies widely by country, from the required minimum of 10% to 100% in countries that finance report cards entirely from national sources. PREAL published no new report cards during this period. The FY2012 figure is for the Dominican Republic report card published in November 2011. For all report cards underway during FY 2012 (Dominican Republic, Jamaica, and Paraguay), the average is 28% non-USAID funding. The FY2011 figure is the average for Ecuador, Peru and Honduras. FY2010 figure is for the Brazil report card published in March. FY 2008 figure is for the Guatemala report card. FY 2008 figure is for Nicaragua and April-Sept in FY2007 is for Panama.

#### Intermediate Objective 4

**Mission:** Improve the quality, equity, and efficiency of education in Latin America by helping governments and civil society to promote informed debate on education policy, identify and disseminate best practices, and monitor progress toward improvement.

**Result:** Intermediate Objective 4: Establish and strengthen regional and sub-regional networks of education experts that develop policy analyses and strategies, and communicate them effectively to reformers.

**Indicator 1.4.1: Membership in working group networks increased**

**Unit of Measure:** Number of new members

**Source:** National partners and activity coordinators, through reporting to secretariat (via the program monitoring system); compiled by Odell and Hufnagel.

**Indicator description:** In addition to counting the total number of new members to each group, PREAL will specifically keep track of how many Central American members join the networks as well as whether they reflect group or individual memberships. Measured quarterly, though targets are annual figures.

**Comments:** By increasing their membership, working groups expand their sphere of influence, build connections between professionals in different countries (who can serve as resources for each other as well as the group), and improve their ability to gather feedback from the individuals and organizations that use their products. This both strengthens the network and its ability to effectively communicate strategies to those working to make reform happen. 2008 - 2009 targets for this indicator are based on the last quarter of 2007 (Apr-Sept), when PREAL first measured this indicator.

	Year	Planned (FY)	Actual (Quarter)	Actual (FY)
	2007 (Apr-Sept)	n/a	—	93
	2008	200	—	196
	2009	300	—	239
	2010	300	—	124
	2011	125	—	73
	2012	175	1	50

Because we are particularly interested in increasing Central American participation in our working groups, we separate out new Central American members in the sub-table below. However, the "Individuals that join category" in the sub-table includes both Central Americans and all other individuals that join. This total is the figure reported in the main table above. Membership growth in the first three quarters of FY2012 is lower than projected. We delayed starting a second phase of activities for the working group on school effectiveness and management as we explore an alternative structure that will draw on South American as well as Central American expertise. A new round of activities for the working group on standards and evaluation was also delayed as we determined how to best move forward in light of the serious illness of that group's director. Activities for both groups remain suspended, pending word on PREAL's extension request. Activities of the Central American chapter of the teachers work group have been focused during the quarter on implementing a series of workshops in five Central American countries in cooperation with UNESCO/OREALC and CECC/SICA and, consequently, have not concentrated on membership growth/outreach.

	2007 (Apr-Sept)	2008	2009	2010	2011	2012	
	Actual	Actual	Actual	Actual	Actual	Actual (Quarter)	Actual (FY)
Central Americans that join	24	63	54	18	14	0	9
Individuals that join Organizations or groups that join	93	196	239	123	72	0	49
	0	0	0	1	1	0	0

<b>Mission:</b> Improve the quality, equity, and efficiency of education in Latin America by helping governments and civil society to promote informed debate on education policy, identify and disseminate best practices, and monitor progress toward improvement.				
<b>Result:</b> Intermediate Objective 4: Establish and strengthen regional and sub-regional networks of education experts that develop policy analyses and strategies, and communicate them effectively to reformers.				
<b>Indicator 1.4.2:</b> Requests by national and sub-national government offices, business groups, international organizations, and other civil society organizations for working group advice/expertise increased				
<b>Unit of Measure:</b> Number of outside events at which working group core members and leaders are invited to speak or lend assistance on working group-topics				
<b>Source:</b> National partners and activity coordinators, through reporting to secretariat (via the program monitoring system); compiled by Odell and Hufnagel.				
<b>Indicator description:</b> This indicator could, for example, include invitations by ministries of education to working group leaders or key working group members to help design a new teacher training curriculum, or a solicitation from the Organization of Ibero-American States to working group members to form an advisory committee on education standards. Information on the type of organizations requesting advice or assistance provided in a separate table. Because it is difficult to predict from whom requests will come, only actual requests are included in the table by type of organization.				
<b>Comments:</b> 2008 - 2009 targets for this indicator are based on the last quarter of 2007 (Apr-Sept), when PREAL first measured this indicator.				
<b>Year</b>	<b>Planned (FY)</b>	<b>Actual (Quarter)</b>	<b>Actual (FY)</b>	
2007 (Apr-Sept)	n/a	---	48	
2008	100	---	95	
2009	125	---	85	
2010	125	---	100	
2011	95	---	43	
2012	110	3	25	
Note that numbers for FY2012 are atypically low due to a lower volume of working group activities. Although we have initiated activities for a Central American chapter of the working group on teachers (CCAD/GTD), we delayed starting a second phase of activities for the working group on school effectiveness and management as we explored an alternative structure that would draw on South American as well as Central American expertise. A new round of activities for the working group on standards and evaluation was also delayed as we determined how to best move forward in light of the serious illness of that group's director. Activities for both groups remain suspended, pending word on PREAL's extension request.				

	2007 (Apr-Sept)	2008	2009	2010	2011	2012	
	Actual	Actual	Actual	Actual	Actual	Actual (Quarter)	Actual (FY)
National or sub-national government offices	n/a	18	29	18	14	0	1
Business groups	n/a	4	4	2	3	0	0
International organizations	n/a	26	18	36	7	3	20
Other civil society groups (incl. community-based organizations, parent groups, teacher groups, etc.)	n/a	28	18	21	4	0	4
Unspecified	n/a	19	16	23	15	0	0